

M.Ed.
(Master of Education)
Syllabus
Two Year Course
From 2015-16 onwards



Faculty of Education

**For Colleges affiliated to
M.J.P. Rohilkhand University, Bareilly**

M.Ed. Course
Faculty of Education of Colleges affiliated to
M.J.P. Rohilkhand University, Bareilly

Preparatory Note: This Ordinance pertains to the two year Master of Education programme of the M.Ed course of colleges affiliated to M.J.P. Rohilkhand University, Bareilly. Upto session 2014-15 this programme was running in one year mode in the name of M.Ed. Keeping in view NCTE regulation -2014 the programme shall now be of two years (M.Ed. course) from the session 2015 onwards.

Ordinances for M.Ed.

1.1 Eligibility and Admission :

- (i) Candidates who after graduation have passed B.T. or L.T. or B.Ed. examination or any other examination recognized by the university as equivalent to B.Ed. Examination with at least 50% marks in the Bachelor's Degree of Education or any other qualification equivalent thereto of this or any other University/deemed university recognized by UGC, may be admitted for the degree of Master of Education. Relaxation in percentage of marks shall be given to S.C./S.T. students as per U.P. Government norms. Eligibility criteria shall vary as per NCTE/UGC/UP State Government norms.
- (ii) Rules of reservation shall apply to all admissions as per U.P. Government/University norms.
- (iii) No candidate shall be admitted to M.Ed. course of colleges affiliated to M.J.P. Rohilkhand University, Bareilly unless he/she has appeared in the Entrance Test to be conducted by the State Government/University.

1.2 Obligation of Admitted Candidates :

- (i) Every admitted candidate shall be required to show a competent knowledge in various theory papers and required skills to be detailed hereinafter.
- (ii) Every admitted candidate shall be required to undertake field work, assignments, school observation, internship in a Teacher Education Institution etc. as given in the course.
- (iii) As far attendance is concerned the rules of NCTE/University shall prevail.
- (iv) A candidate, who desires to appear in examinations under these ordinances, shall have to submit his/her application after completing all said activities on a prescribed form and that upto a prescribed last date. The candidate shall have to submit application for both years.

1.3 The Mode of Examination :

- (i) The mode of examination may vary between annual system and semester system as per the decision of the University. The mode of examination prevailing at present is that of annual examination.

- (ii) Students shall be allowed to appear for Back/Improvement examination in one paper only.
- (iii) A student can complete M.Ed. course in a maximum of three years from the date of admission in the course.

1.4 Course Structure of M.Ed.

The course structure of M.Ed. two years programme is divided into four major categories as Perspectives (Core), Specializations (Optional), Practicum and Research. The structure is represented as below-

(i) First Year

	Paper No	Title of Paper	Marks		
			External	Internal	Total
Core Courses					
	I	Philosophical Perspectives of Education	80	20	100
	II	Psychological Perspectives of Education	80	20	100
	III	Introductory Methods in Educational Research	80	20	100
	IV	Historical and Political Perspectives of Education	40	10	50
	V	Educational Measurement and Evaluation	40	10	50
	VI	Advanced Educational Technology	40	10	50
Specialization	VII	Any one	40	10	50
		i. Curriculum Development ii. Pedagogy and Assessment iii. Human Rights and Value Education			
Practicum	VIII	School Observation	---	25	25
		Field Based Activities	---	25	25
		Self Development and Communication Skills	Through grades (Minimum D required to pass) A-Excellent B- Very Good C- Good D- Satisfactory E- Unsatisfactory		
Research	IX	Preparation of Synopsis	---	50	50
		Total	400	200	600
		Total First Year	600		

(ii) Second Year

	Paper No	Title of Paper	Marks		
			External	Internal	Total
Core Courses					
	I	Socio- Economic Perspectives of Education	80	20	100
	II	Advanced Psychological Perspectives of Education	80	20	100
	III	Advanced Methods in Educational Research	80	20	100
	IV	Advanced Educational Measurement and Evaluation	40	10	50
	V	ICT and E-learning	40	10	50
	VI	Teacher Education in Indian and Global Perspectives	40	10	50
Specialization	VII	Any one	40	10	50
		i. Gender and Inclusive Education ii. Educational Management and Administration iii. Guidance and Counseling			
Practicum	VIII	i. Internship in Teacher Education Institutions	---	25	25
		ii. Field Based Administration of Tools	---	25	25
		iii. Seminar and workshop		50	50
Research	IX	Dissertation and Viva Voce	80	20	100
		Total	480	220	700
		Total Second Year	700		
		Grand Total (First Year + Second Year)	1300		

Note:

- The students whose attendance were 80% (theory) and 90% (Practicum) and above and failed to take examination in that year will be given chance in the next year only once, without going through the process of Entrance Test. However, this should not affect the intake of fresh students in respective courses on the basis of seats available for that particular year.
- The external marks in each theory paper will be based upon the marks obtained in the annual examinations conducted by the University. The internal marks in each theory paper will be awarded to the student based upon his/ her performance in the internal tests, assignments, paper presentations and other co-curricular activities.

- School observation will be of maximum 25 marks which will be evaluated internally on the basis of the report presented by the student of the observation done by him/her of the B.Ed. pupil teachers at the time of their practice teaching.
- Field Based Activities will be of maximum 25 marks which will be evaluated internally on the basis of an analytical report (qualitative/quantitative) of any educational issue in the surrounding of the student.
- School observation will be minimum 02 weeks full time activity in the educational institution imparting knowledge to the Secondary level. This observation will be supervised by the faculty of the concerned teacher education institutions. It will be of maximum 25 marks.
- Self Development and Communication Skills will be evaluated through grades (A= Excellent; B=Very Good; C=Good; D=Satisfactory; E=Unsatisfactory.) The Evaluation will be done internally by a board comprising of Head of the department and faculty members of the concerned teacher education institution or by a Committee formed by the Head of the department.
- Self Development and Communication Skills would include tasks aimed at enhancing Communication skills, Expository writing and Academic writing through short workshop courses. These are intended to enhance the ability of the students to listen, converse, speak, present, explain and exposit ideas in groups and before an audience. The workshops would also involve training in ICT and educational technology.
- Dissertation Synopsis will be of maximum 50 marks. The M.Ed. student will develop a synopsis for the dissertation in the first year which he/she will be pursuing and completing in the next year for the fulfillment of the M.Ed. Course. The synopsis will be presented in the Departmental Open Synopsis presentation (DOSP).The DOSP will comprise of the Head and all Supervisors. However the marks will be given by the Supervisor in consultation with the Head of the Department.
- Internship in Teacher Education Institution will be minimum 02 weeks full time activity. It will be of maximum 25 marks and will be a sort of attachment of the M.Ed. student with a Teacher Education Institution engaged in pre-service and/or in-service teacher education programmes.
- Field Based Administration of Tools will be of maximum 25 marks. It will involve the detailed knowledge of 05 Psychological Tools and the administration of 02 Psychological Tools along with preparation of a file.
- Seminar and workshop will be of maximum 50 marks and will involve the participation of the student in a seminar and/or workshop organized by the concerned Teacher Education Institution on a relevant topic.

- Viva Voce which will be of maximum marks 100 that will be conducted by the external examiner (80 marks) appointed by the University and internal examiner (20 marks) will be based on the Dissertation submitted by the student at the end of the second year.
- As per NCTE guidelines, it is strongly recommended that a department offering the M.Ed. programme develop a concept note on the dissertation component that clearly specifies the expectations, assessment rules and procedures, and guidelines for students. This note should also include aspects like style sheet, and the word limit for the dissertation.

1.5 Conduct of Examinations :

- (i) The examination for two year M.Ed. shall be held once every year on such dates as may be fixed by the Department/University.
- (ii) A candidate shall be eligible to appear in the examination who has pursued the prescribed course of studies in the department and has completed all the activities related to field engagement as prescribed for each year.
- (iii) The examination at the end of the course shall be both in theory and dissertation. A candidate shall be required to pass theory examinations and dissertation separately.
- (iv) To pass in theory and practical/field engagement, a candidate must obtain 30% marks in each theory paper and 36% in the aggregate of theory papers. In practical/field engagement pass percentage shall be 40%.
- (v) There shall be separate divisions in theory and practical/field engagement. However, no division shall be awarded in the first year. Only Pass/Fail shall be given in the first year. Divisions shall be awarded on the basis of examination of both years.
- (vi) Classification of results (Theory as well as Practical/Field engagement) –

60% and above	-	First Division
48% and above but below 60%	-	Second Division
36% and above but below 48%	-	Third Division (For Theory)

(A candidate shall be promoted to second year only when he/she has passed the first year examinations.)
- (vii) In each session, the candidate can appear in improvement/back exam in one paper only.
- (viii) A student of M.Ed. course, who has completed all the desired activities/internal tests/attendance etc. throughout the year but could not appear in the examination or appeared in the examination but failed in more than one papers, may be allowed to appear in the examination of next year as an ex-student. The internal marks received in previous session shall be carried over.
- (ix) In case of any obscurity, the general provision of the university shall prevail.
- (x) Mark sheet and Degree shall be awarded as Master of Education.

M.Ed. Syllabus
First Year 2015 onwards
For Colleges affiliated to M.J.P Rohilkhand University, Bareilly

CORE COURSES:

- I. Philosophical Perspectives of Education
- II. Psychological Perspectives of Education
- III. Introductory Methods in Educational Research
- IV. Historical and Political Perspectives of Education
- V. Educational Measurement and Evaluation
- VI. Advanced Educational Technology

SPECIALIZATION (ANY ONE):

- i. Curriculum Development
- ii. Pedagogy and Assessment
- iii. Human Rights and Value Education

PRACTICUM:

School Observation

Field Based Activities

Self Development and Communication Skills

RESEARCH:

Preparation of Synopsis

PAPER I- PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Max Marks 100

Objectives - After completion of course, the prospective teacher educators will be able to:

- Understand the conceptual framework, nature and functions of philosophy of education.
- Analyse, interpret and synthesize of various concepts, proposition and philosophical assumptions about educational phenomena.
- Compare concepts of education between/among various western philosophical schools/traditions.
- Understand various Indian schools of philosophy and their educational implications
- Critical appraisal of contributions made to education by prominent educational thinkers
- Develop philosophical insight for resolution of educational issues.

Course Contents

Unit-I Education and Philosophy

Concept of philosophy and Education, Relationship between Philosophy and Education, Concept of Educational Philosophy and Philosophy of Education, Scope of Philosophy of Education and its significance, Functions of Philosophy of Education

Unit-II –Western Educational Philosophies-

Thoughts and educational implications revealed by western schools of philosophy -Idealism, Naturalism, Realism, Pragmatism, Existentialism, Humanism and logical positivism

Unit-III –Educational Thoughts of Western Thinkers-

Plato, Herbert Spencer, John Dewey, Rousseau

Unit-IV- Indian Educational philosophies

Thought and educational implications revealed by Indian schools of philosophy – Sankhya, Yoga, Vedanta and Educational supposition of Buddhism, and Jainism

Unit-V- Educational Thoughts of Indian Thinkers-

Mahatma Gandhi, Swami Vivekanand, Sri Aurobindo, Ravindra Nath Tagore, J. Krishnamurti, .

Practicum- any Two

- Presentation of paper related with philosophy of education on given topic.
- Study of any one thinkers' original literature (one book) and write review on it.
- Comparative Study of Indian and Western thinkers (Brief)

References

- Butler, J.D.(1968) *Four Philosophies and their practice in Education and Religion*, Third Edition , NewYork, Harper and Row co.,P.528.
- Brubacher, J.S. (1950) *Modern Philosophies of Education*, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd.,P.393.
- Cahn, S.M. *The Philosophical Foundations of Education*,P.433
- C.S. Shukla :Development of educational system in India. Loyal book depot, meerut.
- John Dewey (1963) *Democracy of Education*, Mac Millan, New York.
- Hiriyana, M. (). *Introduction to Indian Philosophy*. K. Patirick (1963) *Philosophies of education*, Mac Millan & Co. New York.
- Kabir Humayun (1961) *Philosophy of Education*, Asia Publishing House Bombay.
- Kabir Humayun(1971) *Education in Modern India*. Middlesen. England.
- Kirilenko,G. And Korshunova,L.(1988).*What is philosophy?* (Hindi translation by J.C.Pandey),Jaipur:Rajasthan Pupils Publishing House,Pp.272
- Lal Avam Palode (2007) *Shaishik Chinton Avam Prayog*, R. Lal Book Depo. Meerut. (in Hindi).
- Mathur S.S. (2008) ‘*Shiksha ke Darshanik tatha Samajik Aadhaar*’, Agarwal Publications Agra-s.
- Park, J. *Selected Readings in the Philosophy of Education*, London, Macmillan and Co. Ltd.P.440.
- Radhakrishnan, S. (2004) *Uddeshyapurna Jeevan*, New Delhi, Hind Pocket Books., P.110.
- Radhakrishnan, S. (2004) *Bhartiya Sanskriti Kuchh Vichar*, New Delhi, Hind Pocket Books., P.116.
- Radhakrishnan,S. (2004) *Hamari Virasat*, New Delhi, Hind Pocket Books.,P.98.
- Rusk, R.R. (1928) *The Philosophical Bases of Education* ,London ,University of London Press Ltd.,P205.
- Rusk, R.R. and Scotland, J.(1979) *Doctrines of the Great Educators*, (Fifth Edition), NewYork, The Macmillan Press Ltd.,P.310.
- Sharma,Y.K.(2002)*The Doctrines of the Great Indian Educators*, New Delhi, Kanishka Publishers, P.371.

PAPER II- PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

Max Marks: 100

Objectives: After completion of course, the prospective teacher educators will be able to:

- To develop understanding of the psychological bases of Education.
- To understand the Cognitive, Affective and Conative development of children.
- To develop the understanding of the theories of Personality and their use in the development of learner's Personality and its measurement..
- To understand the Changing Concept of Intelligence and it's applications.
- To understand the theories of Learning and their Utility in the Teaching Learning Process.
- To understand the Concept and Process of teaching.

Course Content

Unit-I Introduction to Psychological Basis of Education

- Educational Psychology: Concept ;Concern and scope of Educational Psychology.
- Major schools of psychology and their contribution to education-Structuralism, Associationism, Behaviorism, Gestalt, Psycho-analytic, Humanistic and Constructivist

Unit-II Child Development and its theories

- Growth and Development – Concept, Principles, Sequential stages of Development-Specific Characteristics and problems of each Stages
- Factors influencing development – genetic, biological, environmental and physical and their relative role
- Theories of development
 - Piaget's Cognitive development
 - Freud's Psycho-sexual development
 - Erikson's psycho-social development
 - Kohlberg's moral development

Unit- III Learning

- Learning :Concept ,its Kinds , factors influencing learning
- Theories of Learning
 - Operant conditioning (Skinner)
 - Hierarchy of Learning (Gagne)
 - Information processing (Donald Norman)
 - Mastery learning (Bloom)
 - Hull's reinforcement theory

- Tolman's theory of learning
- Lewin's field theory
- Constructivism & learning.
- Brain base learning.
- Educational implications of above theories of learning

UNIT-IV Intelligence

- Intelligence and cognitive abilities, Nature and Theories of Intelligence-Guilford S.I model, Howard Gardner' Theory of multiple intelligence
- Measurement of Intelligence – Verbal, Non-Verbal, Paper Pencil-Performance, Individual and Group
- Emotional Intelligence-concept and nature
- Goleman's Theory of Emotional Intelligence and Triarchic Theory of Stenberg

UNIT-V Motivation and Creativity

- Correlates of learning-Maturation. Aptitude, Attitude and abilities
- Motivation- concept and types
- Theories of Motivation-Maslow, Herzberg
- Role of Motivation in Learning
- Creativity – Nature , Process ,Identification ,fostering and Guiding Creative Children
- Techniques for development of Creativity- Brain-Storming, Attribute – listing.

Practicum – Any Two

- Critically review a research article on Psychological variables
- Undertake a case study of a student at secondary level and assess intelligence, personality and aptitude
- Preparation of one Psychological Test (Self Made)

Suggested Readings

- Anastasi Anne: Psychological Testing, McMillan Co. New York.
- Ausubel D.P. and Robison F.G. : School learning An introduction to Educational Psychology ,New York Holt, Rinehart & Winston Inc 1969.
- Bernard H.W. : Psychology of learning & Teaching, New York Mac Graw Hill B
- Bichler R.F. and Jack Snowman : Psychology Applied to Teaching Houghton Mifflin Company, Boston 1986
- Bigge M.L. : Learning Theories for Teachers, Harper and Tow publishers, 1971.
- Bower G.H. and Hilgard E.R. : theories of Learning New Delhi Prentice Hall india Pvt. Ltd.

- C.L. Kundu : Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989
- C.S. Shukla : Modern Educational Psychology, Dhanpatrai Pub. Company Pvt. Ltd., New Delhi
- Charles N. Newmark : Major Psychological assessment Instruments : Allyn And Becan Inc.
- Daniel Goleman 'Working with Emotional Intelligence 1998'
- Dandpani, S. : A textbook of Advanced Educational Psychology, New Delhi, Anmol Publications Pvt. Ltd. 2010.
- Hays J.R. : Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey press 1978
- Hilgard and Atkinson : Introduction to Psychology, Oxford and IBH Publisher, Bombay.
- Jaiswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay. Jersy,1989
- Mangal S.K. : Advanced Educational Psychology; (English and Hindi) New Delhi, Prentice Hall of India Pvt,Ltd
- अरुण कुमार सिंह : उच्चतर सामान्य मनोविज्ञान, मोतीलाल बनारसी दास, वाराणसी

PAPER III-INTRODUCTORY METHODS IN EDUCATIONAL RESEARCH

Max Marks: 100

Objectives: After completion of course, the prospective teacher educators will be able to:

- Understand the concept of research and educational research.
- Understand the types and methods of educational research,
- Understand the steps involved in educational research,
- Review the educational research articles
- Understand the use of different tools and techniques in educational research
- Understand the role and use of statistics in educational research
- Develop a research proposal

Course Contents

Unit I – An Introduction to Educational Research

- Sources of knowledge, scientific method of inquiry
- Meaning and nature of educational research, its need and scope
- Types of educational research – basic and applied, qualitative and quantitative, their characteristics
- Research paradigms - positivism and anti-positivism
- Interdisciplinary approach to Educational Research
- Hurdles in Educational Research, Priority Areas of Educational Research in India

Unit II – Steps of Educational Research

- Identification of a research problem- sources, criteria, selection, definition
- Review of literature- sources, critical evaluation
- Formulation of hypotheses- types of hypothesis
- Finalization of research design- variables, sampling
- Collection of data- tools and techniques
- Analysis of data- qualitative and quantitative
- Interpretation and report of results

Unit III – Sampling

- Concept of population and sample
- Characteristics of a good sample
- Methods of sampling – probability and non- probability
- Errors in sampling

Unit IV – Tools of Data Collection

- Characteristics of a good research tool
- Steps of developing a good research tool
- Types of research tools and their uses – questionnaire, schedule, interview, rating scale, inventory, field notes, observation, tests, score cards, check list, sociometric techniques

Unit V – An Introduction to Basic Statistical Techniques

- Graphical representation of data
- Types of data – nominal, ordinal, interval and ratio
- Descriptive and inferential statistics
- Measures of central tendency – mean, median, mode
- Measures of variability – range, quartile deviation, standard deviation
- Measures of relative position – percentile, percentile rank, standard scores (Z and T)

Practicum- any two

- Writing a Critical Review of a National or International research paper
- Seminar on research proposal
- Administration and interpretation of a data collection tool

Reference Books

- Agarwal, Y.P. (1998), *Statistical Methods*, Sterling, New Delhi.
- Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source book*, Nirmal, Kurukshetra
- Best, John W. and Kahn James V (1995), *Research in Education*, Prentice Hall, New Delhi
- Burns, R.B. (1991), *Introduction to Research in Education*, Prentice Hall, New Delhi.
- Garrett, H.E. (1973), *Statistics in psychology and Education*, Vakils, Feffer and Simon, Bombay.
- Kerlinger, F.N. (1973), *Foundation of Behavioral Research*, Holt, Rinehart and Winston, New York.
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- P. and Benjabin Fruchter (1973), *Fundamental Statistics in Psychology and Education*, Mac Graw Hill, New York.
- R.A.Sharma ;*Fundamentals of Educational Research* : Meerut ,Loyal Book Depot,2003
- R.P.Bhatnagar (Ed.) *Readings in Methodology of research in Education* ;Meerut , R Lall Book Depot,2002
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- Van Delen, D.B. (1962), *Understanding Educational Research*, Me Graw Hill, New York.

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- Mc Burney, Donal H. (1994) Research Methods, Brooks/ cole publishing company, California
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- K V S Sharma, Statistics made Simple Do it Yourself on PC; New Delhi , Prentice Hall of India Private India Limited,2001
- M Rajamanikram; Statistical Methods in Psychological and Educational Research New Delhi, Concept Publishing Company,2001
- ए बी भटनागर एवं अनुराग भटनागर आर लाल बुक,मेरठ, शैक्षिक अनुसन्धान की कार्यप्रणाली , 2011 डिपो
- अस्थाना, विपिन— मनोविज्ञान और शिक्षा में सांख्यिकी, आगरा, विनोद पुस्तक भण्डार ।
- ढौन्डियाल, एस0— एवम् पाठक, ए0—शिक्षा अनुसंधान का विधि शास्त्र, जयपुर ।
- कपिल, एच0 के0— अनुसंधान विधियां—व्यवहारपरक विज्ञानों में, आगरा, भार्गव पुस्तक भण्डार ।
- कपिल, एच0 के0— सांख्यिकी के मूल तत्व, आगरा, विनोद पुस्तक मन्दिर ।
- सिंह, रामपाल— सांख्यिकी मूल्यांकन, आगरा, विनोद पुस्तक मन्दिर ।
- वर्मा, प्रीति एवं श्रीवास्तव, डी0 एन0— मनोविज्ञान एवं शिक्षा में सांख्यिकी, आगरा, विनोद पुस्तक मन्दिर ।
- सुखियां, एस0 पी0— शैक्षिक अनुसंधान के मूल तत्व, आगरा, विनोद पुस्तक मन्दिर ।
- तिवारी— शैक्षिक एवं मनोवैज्ञानिक अनुसंधान के मूल आधार, आगरा, विनोद पुस्तक मन्दिर ।
- पाण्डेय, के0पी0— शैक्षिक अनुसंधान की रूपरेखा, मेरठ, अमिताश प्रकाशन ।

PAPER- IV HISTORICAL AND POLITICAL PERSPECTIVES OF EDUCATION

Max Marks: 50

Objectives- After completion of course, the prospective teacher educators will be able to:

- Understand among about basic characteristics of Indian Society during different periods
- Awareness about the developmental hierarchy and impact of history and polity on education.
- Understand about the constitutional ideals of protective discrimination and importance of social justice for modern Indian society.
- Acquaint the different educational plans and policies
- Awareness about the education in international perspectives

Course Content –

Unit I- Development of Indian Education System

- A brief history of pre and post independence education system
- Development of education system in 21st century

Unit II- Democracy and Education

- Democracy: Meaning, Values, salient features of democracy and Education,
- Constitutional provisions for education in India
- Means and measures for promoting equality and equity for marginalized section of society

Unit III- Review of different Educational plans and policies-

NPE (1986), Revised NPE (1992), Plan of Action (1992), National Curriculum Framework (2005), National Knowledge Commission (2005), Right to Education (2009) Yashpal Committee ('Renovation and Rejuvenation of Higher Education' 2009)

Unit IV- Changing Educational policy perspectives-

- With reference to the focus on Liberalization, Privatization and Globalization (LPG).
- With reference to Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Rashtriya Madhyamic Shiksha Abhiyan(RMSA), Public Private Partnership (PPP)

Unit V-- International Perspectives of Education

- Education in SAARC countries
- Education for International understanding
- Role of international agencies –UNDP, UNESCO, World Bank, and UNICEF

Practicum- Any one

- Critical analysis of one of the policy document on Education
- Brief report on implementation of latest any one policy.

References –

- Agarwal, J.C. (1998). Landmarks in the History of Modern Indian Education, New Delhi: Vikas Publishing House.
- Altekar, A.S. (2010). Education in Ancient India, Delhi: Isha Books.
- Basu, D.D. (2011). Introduction to the Constitution of India, Calcutta:Wadhwa.
- Mukherjee, R.K. (2011). Ancient Indian Education, New Delhi: Moti Lal Banarasi Das Publishers Pvt. Limited.
- Misra, S. K. and Puri, V. K. (updated available in the market). Indian Economy- Its Development Experience, Delhi: Himalaya Publishing House.
- Report of NPE (1986), Government of India
- Report of Revised NPE (1992), Government of India
- Report of Plan of Action (1992), Government of India
- Report of Yashpal Committee(1993) Government of India
- Report of National Curriculum Framework (2005), Government of India
- Report of National Knowledge Commission (2009) Government of India
- Report of Right to Education (2010) Government of India

PAPER V- EDUCATIONAL MEASUREMENT AND EVALUATION

Max marks 50

Objectives: After completion of course, the prospective teacher educators will be able to:

- To acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.
- To help the student understand relationship between measurement and evaluation in education.
- To orient the student with tools and techniques of measurement and evaluation.
- Develop skills and competencies required for constructing, standardizing and using various tools and tests for measuring both cognitive and non cognitive aspects/domains
- To make the students implement the appropriate statistic measures on an educational data for its analysis.
- Evaluate educational problems through inferential statistics.

UNIT I Basics of Measurement

- Measurement: Concept, relevance, function and scope.
- Levels of measurement.
- Norm referenced and criterion referenced measurement.
- Limitations of test and measurement.

UNIT II Evaluation Process

- Evaluation :-Meaning, concept and characteristics; Relationship between Measurement and Evaluation
- Basic principles and functions of evaluation.
- Steps and process of evaluation, types of Evaluation: Formative vs. Summative
- Models in Educational Evaluation – 3D Model, Total Model and Individual Judgment Model

UNIT III Defining instructional objectives

- Need of defining objectives and method of stating objective
- Inter relation of evaluation, objectives and learning experiences
- Taxonomy of Educational objectives and role of measurement and evaluation
- Bloom's Taxonomy: Cognitive, Conative and Affective Domains.

UNITIV:- Tools of Measurement and Evaluation

- Nature, purpose and types (Physical, Educational, and Psychological).
- Questionnaires, Scales, Schedules and Inventories.

- Subjective and Objective Tests; Performance, Sociological, Projective and Special Tests (e.g. Snap Test).
- Need and use of psychological test in education and guidance.

UNIT V:- Developments in Evaluation

- Grading and Semester system
- Continuous and Comprehensive Evaluation
- Question bank
- Use of Computers in education

Practicum - any one

- Prepare a question bank on any two units prescribed.
- Visit to a guidance or counseling center and write a report on usage & utility of the Psychological test in education and guidance

References

- Anastasi, A: Psychological Testing (Fifth-21) Macmillan Pub. Co. Inc. New York.
- Arun Kumar Singh Tests, Measurement and Research Methods in Behavioral Sciences, New Delhi , Tata McGraw Hill Publishing Company limited,1986
- Ebel, R.L: Essential of Educational Measurement, (Third Will Prentice Hall Inc. New Jersey. (1970)
- Ferguson, G A: Statistical Analysis in Psychology And Education, McGraw Hill International Book Co. (1981).
- गुप्ता, एस.पी.: आधुनिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद ।
- अस्थाना विपिन एवं :मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, विनोद पुस्तक मंदिर, आगरा ।
- भटनागर ए० बी० एवं भटनागर मीनाक्षी, मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, आर० लाल बुक डिपो मेरठ

PAPER VI- ADVANCED EDUCATIONAL TECHNOLOGY

Max marks 50

Objectives: After completion of course, the prospective teacher educators will be able to:

- Know the nature & scope of educational technology and also about the various forms of technology.
- Become effective user of technology in Education.
- Know the instructional design and modes of development of self learning material
- Understand the system approach to education, communication theories and modes of communication.

Course Content

UNIT I Educational Technology: Concept and Approaches

- Educational technology: Concept, Scope & Significance.
- Forms of educational technology: Teaching technology, Instructional technology & Behavioural technology.
- Approaches – Hardware, Software, Cybernetics and Systems.
- Modalities of Teaching; conditioning, training, Instruction, & Indoctrination.
- Role of technology in education

UNIT II Communication & Teaching Learning

- Communication process: concept and principles
- Barriers of communication.
- Channels of communication through mass media in education.
- Concept of Task Analysis.

UNIT III Models of teaching and emerging trends in ET

- Models of teaching: Meaning and Function
- Modern models of teaching-Information Processing Model (Taba, Bruner & Ausubel), Laboratory teaching Model, Jurisprudential Model.
- Educational Technology in formal, Non formal and Informal education :-Distance education and Open learning System

UNIT IV Developing Programmed Instruction Material

- Programmed Instruction: Origin & Types- Linear, Branching & Mathematics.
- Development of Programmed instruction material.
- Keller's Plan, Mastery Learning & Group Instruction.

UNIT V Modification of Teacher Behaviour & Interaction Analysis

- Modification of Teacher Behaviour: Microteaching, Simulation and Team teaching
- Flanders's Interaction Analysis Technique.(FIAT)
- Instructional Strategies: Lecture, Discussion, Seminar & Tutorials.

Practicum any one:

- Development of technology based study material for school students.
- Identifying appropriate media and material for effective use in transaction of a lesson.
- Development of a linear programme.
- Construct one sessional tests.

References-

- Bhushan, A. & Ahuja, M. (1992) Educational Technology, Meerut, Vikas Publication.
- Chauhan S.S.: A Text Book of Programmed Instruction. (2nd Ed.). New Delhi/ Bangalore, Sterling Publishers Pvt. Ltd.
- C.S. Shukla: Essential of Educational Technology and Management, Dhanpatrai Pub. Company Pvt. Ltd. New Delhi
- Das, R.C. (1993) Educational Technology: A Basic Text, New Delhi, Sterling Publishers.
- Flanders, Ned A. (1978) Analyzing Teaching Behaviour, London, Addison Wasley Publishing Co.
- Gakhar, S.C. (2008) Educational Technologies, Panipat, N.M. Publication.
- Joyce, B.Weil, M. & Showers,B. (1985): Models of Teaching, Prentice Hall of india, Pvt. Ltd.
- Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Madan Lal, Essentials of Educational Technology, Anmol Publications.
- Mehra, V. (2010) : A Textbook of Educational Technology, New Delhi, Sanjay Prakashan
- Mukhopadhyay, M. (1990):): Educational Technology – Challenging Issues, ., New Delhi, Sterling Publishers Pvt. Ltd.
- Patel I.J. and others: A Handbook of Programmed Learning, CASE, Baroda.
- Sharma R.A.: Programmed Instruction- An Instructional Technology, Meerut, Loyal Book Depot.

SPECIALIZATION (ANY ONE)

PAPER VII (A)-CURRICULUM DEVELOPMENT

Max Marks: 50

Objectives:- After completion of course, the prospective teacher educators will be able to:

- To define curriculum and identify the components of curriculum
- To develop an understanding about important principles of curriculum development.
- To understand the basics, design, process and techniques of curriculum development.
- To acquaint with curricular implementation and process of curricular evaluation.
- To understand issues and trends in curricular development.
- To understand Pedagogy in teaching-learning process

Unit I:- Nature, Types And Domains Of Curriculum

- Concept and meaning of curriculum
- Bases of determinants of Curriculum:-Philosophical, Social and Psychological.
- Types of Curriculum:-Subject centered, Learner Centered, Community centered, Activity Based, Broad Field Curriculum and Core Curriculum.
- Humanistic curriculum : characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum
- Domains of Curriculum:-objectives, content, learning experiences.

Unit II:- Theories, Models And Evaluation of Curriculum

- **Theories:-**Nicholls and Nicholls – 1972 Model, Miel’s Dynamic model, Need assessment Model, Futuristic Model
- **Curriculum evaluation:** nature and need, Approaches to curriculum evaluation (formative & summative evaluation).
- **Evaluation Model** -Metfessel-Michael evaluation model and Provu’s discrepancy model

Unit III Principles of Curriculum Development

- Concept & , principles of Curriculum Development,
- Curriculum planning;- procedure, techniques and Levels of Curriculum planning
- Grass-root level planning, Issues in Curriculum planning
- Curriculum Implementation

UNIT IV: - Curriculum Development In India

- NCF 2005, NCFTE 2009,
- Role of UGC, NCERT and SCERT in curriculum development.
- NCTE Guidelines for different Courses (B.Ed./M.Ed.) 2014

Unit V Issues and Trends in Curricular Development

- Centralized v/s decentralized Curricular.
- Concept of Uniform Pattern and Multidisciplinary Approach.
- Emerging trends and thrust areas of research in curriculum studies: National International Perspectives
- Curriculum for distance Mode: Distinctive Features, Self Learning Material and Instructional Strategies

Practicum - Any one

- Content analysis of any book/s on an identified variable
- Critical analysis of a Secondary School Curriculum.
- Analysis of curricular material with reference to the principles of selection and organization.

REFERENCES

- Aggarwal J.C. (1990) Curriculum reform in India World overviews Doaba House Book Seller and Publisher, New Delhi.
- Arora G. L. (1984) Reflections on Curriculum and Imagination process, Theory, Pedagogy and action Research, Rout ledge U.K.
- Bhatnagar R.P. and Agarwal Vidya (2003) Educational administration, Planning andSupervision.
- Bhatt B.D. and Sharma S.R. (1992) Principles of Curriculum Construction Kanishka Publishing House Delhi.
- Bloom, B.S. (1977) Hand Book of curriculum Evaluation UNESCO, Paris..
- Doll. R.C. (1986) Curriculum Improvement, Allyn and Bacon, Boston
- NCERT (2000) National Curriculum framework for school education NCERT, New Delhi.
- NCERT (2005) National Curriculum framework, NCERT, New Delhi.
- Shrivastava, H.S. (1989) Comprehensive evaluation in School NCERT, New Delhi

PAPER VII (B)-PEDAGOGY AND ASSESSMENT

Max. Marks 50

Objectives: After completion of course, the prospective teacher educators will be able to:

- Know the meaning and concept of the term Pedagogy
- Comprehend the difference between the terms Andragogy and Pedagogy
- Understand the importance of Critical pedagogy in teaching & learning process.
- Understand the meaning, concept and importance of Assessment,
- Know about assessment process in different levels of school education
- Know the distinction between Assessment for learning and assessment of learning
- Find out the difference between Assessment, Testing, Measurement and Evaluation
- Acquaint with CBCS System (Credit Based Choice System)

Unit I - Meaning & Concept of Pedagogy:-

- Concept of Pedagogy
- Difference between Pedagogy and Andragogy
- Understanding Child Centered Pedagogy.

UNIT II- Selected Pedagogies

- Process of knowledge construction for development of concepts, understanding, logical, reasoning, critical thinking and problem solving.
- Forms of learner's engagement
- Pedagogical Analysis of the subject content
- Critical Pedagogy- critical analysis of the Pedagogy prescribed in the Educational thoughts of Paul Freire.

UNIT III Assessment in Teaching Learning

- Concept and importance of Assessment, difference between Assessment, Testing, Measurement and Evaluation
- Importance of assessment in teaching learning process, Perspective on assessment of learning in a constructivist paradigm
- Formal Assessment, Classroom assessment Techniques(CAT)
- Assessment of teaching proficiency, criterion tool and techniques.

UNIT IV: Techniques of Assessment

- Self assessment by students, by teacher, peer assessment, assessment of teacher by students
- Distinction between Assessment for learning and assessment of learning;
- School-Based Assessment, comprehensive and dynamic assessment procedures
- Continuous & Comprehensive Evaluation: perspectives and practices

Unit V Assessment Tools and Role of feedback

- Assessment tools and their characteristics, Constructions of Assessment tools
- Credit Based Choice System:-Concept, features and significance of CBCS, Assessment tools and their characteristics, construction of assessment tools, Advantages and disadvantages of CBCS
- Types of teacher feedback (written comments, oral); Peer feedback, Place of marks, grades and qualitative descriptions,
- Using assessment feedback for furthering learning.

Practicum- Any one

-Develop a self assessment tool for students

-Critically analyse a CCE report of any two students of secondary level and give suggestions

References

- Bhargava S.N. (2013) Child Development and Pedagogy, Pragun Publications
- Bruner, J.C. (2006) in search of Pedagogy Vol . J & N Rout ledge, London.
- Dewey J. (1966) The child and the Curriculum, The University of Chicago Press.
- Friere Paulo (1993) Education for critical consciousness, New York, Continent
- Shukla,C.,Assessment And Evaluation In Higher Education
- Wyse,D. (Editor), Hayward,L (Editor), Pandya,J. (Editor) The SAGE Handbook of Curriculum, Pedagogy and Assessment 1st Edition

PAPER VII (C)-HUMAN RIGHTS AND VALUE EDUCATION

Max Marks: 50

Objectives: After completion of course, the prospective teacher educators will be able to:

- Understand the concept of human rights
- Understand the importance of human rights in national and international context
- Understand the role of teachers in promoting human rights
- Understand the concept of values
- Understand the importance of value education
- Understand the role of teachers in promoting value education

Course Contents

Unit I- Conceptual and Theoretical Understanding of Human Rights

- Introduction to the concept of Human Rights
- Principles and Theories of Human Rights
- Democracy and Human Rights

Unit II- Human Rights in National and International Context

- Human Rights in national and international context
- Promotion and Protection of Human Rights and Prevention of its Violations
- State of Human Rights in India
- Human Rights, Peace, Non-Violence, and Conflict Resolution
- Human Rights of Women and Children- provisions and violations
- Agencies for protection and promotion of human rights including UN, central and state governments, NGOs

Unit III- Role of Teachers in Human Rights Education

- Human Rights Education
- Human Rights Teaching at School, College and University Levels
- Teaching and Training for Human Rights Education
- Role of teachers in promoting human rights

Unit 4-Concept and Meaning of Values

- Concept and meaning of values, types of values
- Indian Culture and Human Values
- Values enshrined in the Indian Constitution
- Values for promoting National Integration and International Understanding

Unit 5-Need for Value Education

- Need and importance of Value Education
- Role of teachers in promoting human values, teaching training and value education
- values promoted through textbooks of different disciplines

Practicum - any one

- Prepare a field report on Human Rights Education in schools
- Report on human rights related issues highlighted in recent news
- Analyze the value preferences of a chosen group
- Write a report on values promoted through textbooks of various schools.

References:

- Dhokalia, R.P. 2001. External Human Values and world Religions, New Delhi, NCERT.
- Government of India 1999. Fundamental Duties of Citizens: Report of the committee set up by the government of India to operationalise the suggestions to teach fundamental duties to the citizens of the country (vol.I & II) New Delhi; MHRD.
- Krishnamurthy, J. 2000. Education and the significance of Life, Pune: KFI.
- MHRD 1992, national policy on education 1986 (with modification undertaken in 1992) New Delhi.

PRACTICUM

SCHOOL OBSERVATION

School observation will be of maximum 25 marks which will be evaluated internally on the basis of the report presented by the student of the observation done by him/her of the B.Ed. pupil teachers at the time of their practice teaching.

School observation will be minimum 02 weeks full time activity in the educational institution imparting knowledge to the Secondary level. This observation will be supervised by the faculty of the concerned teacher education institutions. It will be of maximum 25 marks.

FIELD BASED ACTIVITIES

Field Based Activities will be of maximum 25 marks which will be evaluated internally on the basis of an analytical report (qualitative/quantitative) of any educational issue in the surrounding of the student.

SELF DEVELOPMENT AND COMMUNICATION SKILLS

Self Development and Communication Skills would include tasks aimed at enhancing Communication skills, Expository writing and Academic writing through short workshop courses. These are intended to enhance the ability of the students to listen, converse, speak, present, explain and exposit ideas in groups and before an audience. The workshops would also involve training in ICT and educational technology.

Self Development and Communication Skills would include:

SELF DEVELOPMENT

- Explore, Understand and Identify yourself
- Presenting yourself
- How to develop self confidence?
- Tools for empowering oneself
- Adjustment solutions to oneself
- Life skills development

COMMUNICATION SKILLS

- Oral presentation , Group discussion
- Creative writing , translation , précis writing , reporting
- Collage, poster and displays
- Interview preparation
- Communication training
- Language proficiency

ICT PROFICIENCY

RESEARCH

PREPARATION OF SYNOPSIS

Dissertation Synopsis will be of maximum 50 marks. The M.Ed. student will develop a synopsis for the dissertation in the first year which he/she will be pursuing and completing in the next year for the fulfillment of the M.Ed. Course. The synopsis will be presented in the Departmental Open Synopsis presentation (DOSP).The DOSP will comprise of the Head and all Supervisors. However the marks will be given by the Supervisor in consultation with the Head of the Department.

M.Ed. Syllabus
Second Year 2015 onwards
For Colleges affiliated to M.J.P Rohilkhand University, Bareilly

Core Courses:

- I. Socio- Economic Perspectives of Education
- II. Advanced Psychological Perspectives of Education
- III. Advanced Methods in Educational Research
- IV. Advanced Educational Measurement and Evaluation
- V. ICT and E-learning
- VI. Teacher Education in Indian and Global Perspectives

Specialization (Any one):

- i. Gender and Inclusive Education
- ii. Educational Management and Administration
- iii. Guidance and Counseling

Practicum:

Internship in Teacher Education Institutions

Field Based Administration of Tools

Seminar and workshop

Research:

Dissertation and Viva Voce

CORE COURSES

PAPER I- SOCIO- ECONOMIC PERSPECTIVES OF EDUCATION

Max marks 100

Objectives After completion of course, the prospective teacher educators will be able to:

- Enhance the awareness about the relationship and impact of society, economy and culture on Education.
- Understand about the changes in socio-economic environment of the country and its impact on the Education.
- Understand about international agencies working for the development of the Education.
- Know some of the prominent social thinkers with special reference to their contribution for social reform.

Course Content

Unit I – Sociology and Education

- Conceptual framework of Sociology , Educational Sociology and Sociology of Education:
- Need and scope of Sociology of Education
- Functions and Significance of Sociology of Education

Unit II Processes in Social System and Education

- Socialization process of the child – Critical appraisal of the role of school, parents , peer group and community
- Social mobility and social control in reference to educational development
- Role of education in social change with special reference of Indian social institutions (Caste, class, religion and region)

Unit III -Social Thinkers: Their Socio- Economic Implications

- Madan Mohan Malviya’s vision of Banaras Hindu University
- Sir Syed Ahmad Khan’s vision of Aligarh Muslim University

Unit IV- Education in Cultural context

- Concept and characteristics of culture
- Nature and role of education in cultural change
- cultural lag – concept, major factors and effect on education of cultural lag
- Indian society with reference to multi-lingual and multi- cultural diversity

Unit V- Economics of Education

- Education as an investment
- Effect of social stratification on economics of Indian education
- Education as an instrument of enhancing cohesion in the context of diversity
- Education as a tool of modernization in Indian context

Practicum- Any Two

- Critical analysis of one of the activity/ work of social thinkers
- Prepare a paper on any one social thinker.
- A brief view of any one educationist

References-

- Aikara, J., (1994). *Sociology of Education*. Indian Council of Social Sciences Research, New Delhi
- Ambedkar, B. R. (). *Annihilation of Caste*, Delhi: Navyana.
- Dewey, John (2014). *Democracy and Education: An Introduction to the Philosophy of Education*, Delhi: Aakar Books Classics.
- Dewey, John (2013). *School and Society*, Delhi: Aakar Books Classics.
- Dinkar, Ramdhari Singh (2006).*Sanskriti Ke Chaar Adhyaya* , Allahabad: Lokbharti Prakashan.
- Gandhi, M. K. (2010). *Hind Swaraj*, New Delhi: Prabhat Prakashan.
- Grid, Roger (1990). *Problems of Sociology in Education*, New Delhi: Sterling.
- Mathur, S.S. (2009). *Shiksha Ke Darshanic Evam Samajik Adhaar*,Agra:Vinod Pustak Mandir.
- MacIver R.M. & Page Chals H. (1974) *Society: An Introductory Analysis* , New Delhi, Macmillan Co.
- Nambissan, Geetha B. and Rao Srinivasa S. (2013). *Sociology of Education in India*, New Delhi: Oxford University Press.
- Suresh Shukla & Krishna Kumar , *Social Change in India*, Chanakya Publication

PAPER II- ADVANCED PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

Max Marks: 100

Objectives: After completion of course, the prospective teacher educators will be able to:

- To develop understanding of the psychological bases of Education.
- To understand the Cognitive, Affective and Conative development of children.
- To develop the understanding of the theories of Personality and their use in the development of learner's Personality and its measurement..
- To understand the Changing Concept of Intelligence and it's applications.
- To understand the theories of Learning and their Utility in the Teaching Learning Process.
- To understand the Concept and Process of teaching.

Unit I- Understanding Nature & Nurture

- Development of Human Behavior: Interaction of Heredity and Environment
- Factors influencing Development- Genetic, Biological, Environmental and physical and their relative role.
- Theories of Development related to heredity and environment- Piaget's Cognitive Theory, Erik Erikson's Psychosocial Theory, Kohlberg's moral development.

Unit II- Personality Determinants

- Concept , Development (Self Concept and self esteem) Structure and Dynamics of personality
- Theories of personality – Trait and type theories - Allport, Eysenck; Psychoanalytic theory of Freud, Erickson;
- Behavioral Approach- Miller , Dollard and Bandura; Humanistic approach- Roger ,Maslow.
- Assessment of Personality-Projective and Non Projected techniques

Unit III- Individual Differences

- Concept of Nature and nurture, Principles of individual differences
- Implications in Education

Unit IV- Adjustment and Group Dynamics

- Concept and Mechanism of Adjustment, determinant of adjustment
- Group Dynamics, Interpersonal relation, Sociometric techniques, Socio-emotional climate of the classroom and its influence on teacher characteristics

Unit V- Mental Health, Stress and Conflicts

- Concept of Mental Health, Characteristics of Mentally healthy Person-Preventive, constructive and curative measures,
- Mental Conflicts ,Psychotic disorders, Psychotherapy,
- Defense Mechanisms and stress management

Practicum- any two

- Preparation of a development profile of one student
- Case Study of a problematic child
- Testing of Personality (Based on some Traits)

Suggested Readings

- Anastasi Anne: Psychological Testing, McMillan Co. New York.
- Bernard H.W. : Psychology of learning & Teaching, New York Mac Graw Hill B
- Bigge M.L. : Learning Theories for Teachers, Harper and Tow publishers, 1971.
- Bower G.H. and Hilgard E.R. : theories of Learning New Delhi Prentice Hall india Pvt. Ltd.
- C.L. Kundu : Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989
- C.S. Shukla : Modern Educational Psychology, Dhanpatrai Pub. Company Pvt. Ltd., New Delhi
- Charles N. Newmark : Major Psychological assessment Instruments : Allyn And Becan Inc.
- Dandpani, S. : A textbook of Advanced Educational Psychology, New Delhi, Anmol Publications Pvt. Ltd. 2010.
- Hays J.R. : Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey press 1978
- Jaiswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay. Jersy,1989
- Mangal S.K. : Advanced Educational Psychology; (English and Hindi) New Delhi, Prentice Hall of India Pvt,Ltd
- अरुण कुमार सिंह : उच्चतर सामान्य मनोविज्ञान, मोतीलाल बनारसी दास, वाराणसी

PAPER III- ADVANCED METHODS IN EDUCATIONAL RESEARCH

Max Marks: 100

Objectives:

After completion of course, the prospective teacher educators will be able to:

- Understand the various methods of educational research
- Understand the role and use of statistics in educational research
- Use the library, Internet services and other sources of knowledge for Educational research purposes
- Select the appropriate statistical methods in educational research
- Use computers for data analysis.
- Write a research report

Unit I – Major Approaches to Educational Research

- Historical research – characteristics, uses, types, sources of data, criticism of data
- Descriptive research - characteristics, uses, types
- Experimental research – experimental designs, experimental validity

Unit II –Some New Approaches to Educational Research

- Action research
- Grounded theory
- Ethnography
- Phenomenology
- Naturalistic inquiry
- Mixed methods

Unit III – Advanced Statistical Techniques

- Normal probability curve- characteristics, applications
- Parametric and non-parametric tests
- Test of significance – one tailed and two tailed

- Type I and Type II errors
- Parametric tests - t-test, Pearson's product moment correlation, ANOVA
- Non-parametric tests - Sign test, chi-square test, Spearman's rank order correlation, Mann-Whitney U-test

Unit IV – Use of computers for data analysis

- Encoding and decoding data
- Using EXCEL, SPSS, QDA for data analysis

Unit V– Writing a Research Report and Research Paper

- Essential elements of report writing – format, style
- Writing references – APA style, online, offline
- Steps in writing a research paper

Practicum- any two

- Apply action research in classroom where internship is carried out
- Compile a Bibliography on a selected topic
- Write a research paper

Reference Books

- Agarwal, Y.P. (1998), *Statistical Methods*, Sterling, New Delhi.
- Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source book*, Nirmal, Kurukshetra
- Best, John W. and Kahn James V (1995), *Research in Education*, Prentice Hall, New Delhi
- Burns, R.B. (1991), *Introduction to Research in Education*, Prentice Hall, New Delhi.
- Garrett, H.E. (1973), *Statistics in psychology and Education*, Vakils, Feffer and Simon, Bombay.
- Kerlinger, F.N. (1973), *Foundation of Behavioral Research*, Holt, Rinehart and Winston, New York.

- Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
- Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi.
- Mcmillan, James H. and Schumarcher, S. (1989), Research in Education: A Conceptual Introduction, Harper and Collins, New York.
- Mouly, A.J. (1963), The Science of Educational Research, Euroasia, New Delhi.
- Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston.
- P. and Benjabin Fruchter (1973), Fundamental Statistics in Psychology and Education, Mac Graw Hill, New York.
- R.A.Sharma ;Fundamentals of Educational Research : Meerut ,Loyal Book Depot,2003
- R.P.Bhatnagar (Ed.) Readings in Methodology of research in Education ;Meerut , R Lall Book Depot,2002
- Travers, R,M.W. (1978), An Introduction to Educational Research, Macmillan, New York.
- Van Delen, D.B. (1962), Understanding Educational Research, Me Graw Hill, New York.
- Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall, New York.
- Mc Burney, Donal H. (1994) Research Methods, Brooks/ cole publishing company, California
- Kumar, Ranjit (2011) Research Methods, Pearson Education, New Delhi
- Koul Lokesh, Methodology of Education Research, vikas publishing house pvt. Ltd. Noida
- K V S Sharma, Statistics made Simple Do it Yourself on PC; New Delhi , Prentice Hall of India Private India Limited,2001
- M Rajamanikram; Statistical Methods in Psychological and Educational Research New Delhi,Concept Publishing Company,2001
- ए बी भटनागर एवं अनुराग भटनागर आर लाल बुक,मेरठ य शैक्षिक अनुसन्धान की कार्यप्रणाली 2011

- अस्थाना, विपिन— मनोविज्ञान और शिक्षा में साख्यिकी, आगरा, विनोद पुस्तक भण्डार ।
- ढौन्डियाल, एस0— एवम् पाठक, ए0—शिक्षा अनुसंधान का विधि शास्त्र, जयपुर ।
- कपिल, एच0 के0— अनुसंधान विधियां—व्यवहारपरक विज्ञानों में, आगरा, भार्गव पुस्तक भण्डार ।
- कपिल, एच0 के0— साख्यिकी के मूल तत्व, आगरा, विनोद पुस्तक मन्दिर ।
- सिंह, रामपाल— साख्यिकी मूल्यांकन, आगरा, विनोद पुस्तक मन्दिर ।
- वर्मा, प्रीति एवं श्रीवास्तव, डी0 एन0— मनोविज्ञान एवं शिक्षा में साख्यिकी, आगरा, विनोद पुस्तक मन्दिर ।
- सुखियां, एस0 पी0— शैक्षिक अनुसंधान के मूल तत्व, आगरा, विनोद पुस्तक मन्दिर ।
- तिवारी— शैक्षिक एवं मनोवैज्ञानिक अनुसंधान के मूल आधार, आगरा, विनोद पुस्तक मन्दिर ।
- पाण्डेय, के0पी0— शैक्षिक अनुसंधान की रूपरेखा, मेरठ, अमिताश प्रकाशन ।

PAPER IV-ADVANCED EDUCATIONAL MEASUREMENT AND EVALUATION

Max Marks 50

Objectives : After completion of course, the prospective teacher educators will be able to:

- The Student will gain ability to prepare and use psychological tests and different kinds.
- They will be taught about the basic characteristics of a good measuring instrument
- Handle various types of data and interpret results
- Will become skilled at Test Construction and Its Standardization
- Students will learn about measuring various psychological traits like aptitude, attitude, intelligence etc.
- Will be able to understand the concept of Correlation and its different types
- Participate in examination reforms and carry to examination and evaluation work.

UNIT I:-Basic characteristics of a good measuring instrument:

- Usability, and Objectivity
- Validity and Reliability : Nature, Types and problem of their measures
- Age and Grade Norms.
- Scaling – standard scores, T scores, C scores.

Unit II:-Test Construction and Its Standardization

- General principles of test construction and its standardization
- Writing test items – objective , essay and interpretative
- Comparison of teacher made test and standardized test
- Item analysis& process of Test Standardization

UNIT III: -Measurement of Psychological Traits

- Achievement, Interest and Intelligence
- Aptitude &Attitudes,
- Skills & Personality.
- Interpretation of the above test-scores and methods of feedback to students

UNIT IV-Correlation in measurement

- Correlation , its meaning ,types how to estimate product moment correlation coefficient
- Partial & multiple correlation
- Biserial , Point Biserial Correlation, Phi – coefficient and Tetrachoric Coefficient
- Canonical Correlation, Regression and Prediction(linear and multiple)

UNIT V:-Testing of Statistical hypothesis

- Significance of various statistical measures:- Mean , SD , Percentile and Correlation
- Significance of difference between two mean's
- One Way and Two way Analysis of Variance (ANOVA) Analysis of covariance (ANCOVA)
- Scatter Diagram and Factor Analysis

Practicum -Any one

- Computation of a few statistical indices and interpreting the results obtained.
- Construction of a one Teacher made test for the measurement of any one of these- Achievement / Aptitude/Attitude /Interest /Skills;
- Administration of the test constructed, its interpretation and implications to students, teachers and stakeholders

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- गुप्ता, एस.पी.: आधुनिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद ।
- गुप्ता, एस.पी .:सांख्यिकी विधियों एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद ।
- अस्थाना विपिन एवं:मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, विनोद पुस्तक मंदिर, आगरा ।
- भटनागर ए0बी0 एवं भटनागर मीनाक्षी, मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, आर0 लालबुक डिपो मेरठ
- लाल, रमनबिहारी एवंजोशी , शैक्षिक मापन, मूल्यांकन, एवं सांख्यिकी रस्तोगी पब्लिकेशन, मेरठ ।

PAPER V- ICT AND E-LEARNING

Max. Marks 50

Objectives :- After completion of course, the prospective teacher educators will be able to:

- Understand the scope of ICT and its applications in teaching learning.
- Comprehend the electronic systems and apply them in education
- Make the students familiar with new trends, techniques in education for achieving the goals of effective teaching and learning.
- Get acquainted with emerging trends in E.T. along with resource centers of E.T. & e-learning.

Course Content

UNIT I Information and Communication Technology (ICT)

- Concept of Information & Communication Technology (ICT),
- Role of ICT in Teaching Learning Context.
- Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.
- Emergence of new information technology- convergence of computing and telecommunications.

UNIT II E- Learning and Web learning

- Concept, nature and characteristics of E-learning.
- Promotion and Organization of E-learning,
- The Internet and the World Wide Web: Information, services and functions of the Internet and the Web; Web learning.
- E-content: design, development, standards, learning objects and reusability, and authoring tools.

UNIT III Multimedia in Education

- Concept of Multimedia. Meaning of text, graphics, animation & audio-video.
- Integrating multimedia in Education,
- Power-Point Presentations: Common features of presentations, their functions and use; Using presentations in the classroom
- Use of different Software.

UNIT IV Emerging trends in Educational Technology

- Teleconferencing, E-mail, Internet, Website
- Academic and Research content on the web: Online journals and abstraction services;
- Online Learning, online courses and learning management systems
- Blended Learning and Problems of implementing new technologies.

UNIT-V Computer assisted learning & Resource centers of ICT

- Computer assisted instruction(CAI)
- Computer based training(CBT)
- Smart classes:-concept, infrastructure, uses and limitations
- Resource Centers for Educational Technology, CIET, UGG, IGNOU, NOS, State ET cell, AVRC, EMRC, NIST their activity for improvement of teaching learning.

Practicum - Any one

- Visit to local TV/Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.
- Preparation of power point presentation on any topic of education.
- Writing a simple script for media production.
- Preparation of a seminar paper and presentation through power point.

References-

- Alexey Semenov, UNESCO, (2015): Information and Communication Technologies in Schools: A Handbook for Teachers.
- Bhushan, A. & Ahuja, M. (1992) Educational Technology, Meerut, Vikas Publication.
- Das, R.C. (1993) Educational Technology: A Basic Text, New Delhi, Sterling Publishers.
- Gakhar, S.C. (2008) Educational Technologies, Panipat, N.M. Publication.
- Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Madan Lal, Essentials of Educational Technology, Anmol Publications.
- Mehra, V. (2010) : A Textbook of Educational Technology, New Delhi, Sanjay Prakashan
- Mukhopadhyay, M. (1990):): Educational Technology – Challenging Issues, .., New Delhi, Sterling Publishers Pvt. Ltd.
- N. Sareen, Information and Communication Technology, Anmol Publication.
- Rosenberg, M.J. (2001): e-learning New York: Mc.Graw Hill.

PAPER VI - TEACHER EDUCATION IN INDIAN AND GLOBAL PERSPECTIVES

Max Marks: 50

Objectives: After completion of course, the prospective teacher educators will be able to:

- Gain insight and reflect on the concept of teaching and the status of teaching as a profession
- Understand the roles and responsibilities of teacher educators
- Use various methods of teaching for transacting the curriculum in schools
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education
- Reflect on the issues and problems related to teacher education in the country

Unit I- Concept and Meaning of Teacher Education

- Meaning, nature and scope of teacher education
- Distinguishing between teacher training and teacher education
- The need and importance of teacher education
- Aims and objectives of teacher education at various levels

Unit II- Teacher Education System in India

- Historical development of teacher education in India
- Types of Teacher Education Institutions in India
- Recognition, assessment and accreditation of Teacher Education Institutions: Role of UGC, NCTE, ,NAAC,NCERT, SCERT and various other central and state regulating bodies
- Recommendations of various commissions on Teacher Education: Hansa Mehta Committee, Kothari Commission, National Policy on Education, NKC, NCF, NCFTE etc.

Unit III- Components of Teacher Education

- Components of Teacher Education- Common core (foundation courses), Specialization and pedagogy, school based practicum and internship, relationship and weightage given to theory and practical work
- Evaluation- Internal Assessment, External Evaluation, New techniques of Evaluation, Choice Based Credit System (CBCS)
- Relationship of Teacher Education Institution with Practice Schools

Unit IV- Pre- service and in-service Teacher Education

- Pre- service and in-service teacher education in India
- Professional development of teachers- need and importance
- Programmes for professional development of teachers
- Continuing education of teacher educators: Institutional mechanism and provisions for the continuing education of teacher educators.

Unit V- Pertinent Issues in Teacher Education

- Teacher Education in the global perspective
- TQM in teacher education
- Integrating technology in teacher education
- Preparing teachers for inclusive classrooms
- Research and innovations in teacher education
- Challenges in teacher education

Practicum-Any one

-Write a report based upon the comparative study of state and national curricula of pre-service teacher education

- Write a report based upon the interview of in-service teachers to identify the problems faced by them
- Work in close association with a recognized teacher education institution for a period of at least one week and prepare a detailed report
- Critically review a research article in the field of teacher education and write implications for the practitioner.

References:

- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE (1998): Perspectives in Teacher Education.
- Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
- Teacher Education-Shashi Prabha Sharma ,Kanishka Pub. New Delhi.
- Teachers Education in India (INSET)- Nizam Elahi.
- Emerging Trends in Teacher Education- R S Shukla
- Teacher Education modern Trends – Mohit Chakrabarti
- Teacher education- Theory, Practice & Research – R.A. Sharma.
- Education of Teachers in India- Volume I & II –S. N. Mukerji
- Policy perspectives in Teacher education – Critique & documentation- NCTE, New Delhi
- Sualemeyarl indsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55.
- William Taylor – Society and the Education of Teachers, Faber 7 Faber
- Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
- Edited by S.N. Mukarji – Education of Teachers in India, Valun 1 e I& II – S Chand & Co., Delhi
- K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India

PAPER VII (A)- GENDER AND INCLUSIVE EDUCATION

Max Marks: 50

Objectives: After completion of course, the prospective teacher educators will be able to:

- Develop an understanding of meaning, nature and scope of gender studies
- Understand how gender issues are related to education
- Understand concept and nature of inclusive education
- Develop an awareness towards inclusive education and its practices
- To organize inclusive classrooms

Unit I: Introduction to Gender Studies

- Meaning, nature and scope of Gender studies
- Gender: Types of Gender (Male, Female & Transgender)
- Culture and the formation of Gender Identities
- Process of socialization and gender disparity in family, school, community, religion and media, Social Exclusion based on gender
- Gender rules and Policies of Gender and Social Inclusion
- Role of gender studies in the 21st Century

Unit II: Gender Studies and Education

- Gender differences and Gender discrimination, Causes of discrimination, measures to eradicate discrimination
- Gender bias in curriculum, teachers and educational institutions.
- Need of Gender studies for Teachers
- Teaching gender sensitization practices in educational institutions

Unit III: Introduction to Inclusive Education

- Meaning, concept and importance of inclusive education
- Difference between special education, integrated education and inclusive education
- Advantages of inclusive education
- Brief account of existing special, integrated and inclusive education services in India
- Recommendations and policies of national and international agencies for inclusive education

Unit IV: Children with Diverse Needs

- Concept and meaning of diverse needs, characteristics of children with diverse needs
- Importance of early detection, functional assessment for development of compensatory skills
- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education
- Current Laws and Policy Perspectives for children with diverse needs

Unit V: Preparation for Inclusive Education

- Creating and sustaining inclusive practices
- Overcoming barriers for inclusion
- Role of technology for meeting diverse needs of learners
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs

Practicum - Any one

- Critical analysis of one of the policy documents related to gender studies and suggest a list of its weaknesses.
- Write an essay on Contemporary Gender Issues and Problems
- Visit to a school / Institution promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices
- Write a report on use of ICT in improving inclusive classroom practices

References:

- Nath Pramanik Rathindra, (2006) : Gender inequality and women's empowerment, Abhijeet Publication, Delhi
- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
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- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.

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- Burt Cyril (1950) *The Backward Child*, University of London Press
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- Lloyd, M. Dunn: *Exceptional Children in the Schools* (New York, Holt, Rinehart & Winston, Inc.)
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- Wadin, A.R. (ed.): *The Handicapped Child*, Bombay, Tata institute of Social Sciences.
- भार्गव, महेश चन्द: *विशिष्ट शिक्षा*, भार्गव प्रकाशन, आगरा।
- विष्ट, आभा रानी: *विशिष्ट बालक उनका मनोविज्ञान एवं शिक्षा*, विनोद पुस्तक मंदिर, आगरा।
- मदन सिंह, *समावेशी शिक्षा*, आर०लाल बुक डिपो मेरठ।

PAPER VII (B)- MANAGEMENT AND ADMINISTRATION IN EDUCATION

Max. Marks: 50

Objectives: After completion of course, the prospective teacher educators will be able to:

- Understand meaning, nature, scope, function, principles and approaches of educational management.
- Develop an understanding in the students about various approaches to educational planning.
- Develop an understanding of required educational leadership and accountability to be maintained by the teacher and administrators.
- Acquaint the students with specific trends in educational management.
- Acquaint with the different types of administrative ,management and supervisory problems that are confronted by our educational system, institutions and practices.
- Know the methods and strategies of management, and need and strategies of planning required for meeting the educational challenges.

Course Content:

UNIT I: Development of modern concept of educational management from 1900 to present day:

- Administration and Management: concepts, meaning, scope and functions; differences and relationship between the two; concept of Scientific Management.
- Modern concept of Educational Administration: Tracing the course of its development from 1900 to the present.
- The Scientific Management Model.(F.W. Taylor), Administration as a Bureaucracy Model (Max Weber). Human Relations Model (Elton Mayo) Social Systems Approach,. The Integrated Approach (1970 onwards)

UNIT II: Issues in Educational Administration

- Educational Institutions as organizations: concepts of organizational climate,
- Organizational culture and Organizational health: Their measurement and tools.
- The Accountability Factor
- Existing research and needed study areas.

UNIT III - Leadership in Educational Management

- Concept, meaning and nature, the principal as a leader.
- Brief study of Theories of leadership and their styles (Trait theory, and philosophical approach of McGregor) ,Fiedler's contingency and Hersey-Blanchard theories and their styles of administration. Grid concept of leadership styles.
- Measurement of leadership styles

Unit IV: Planning & Supervision in Education

- Meaning, nature, Need and Importance of Educational Planning & supervision
- The Goals of Educational Planning
- Approaches to Educational Planning (a) Social Demand Approach, (b) Manpower Approach, (c) Rate of Return Approach.
- Supervision: functions, techniques, methods and problems; supervision as evaluation for performance and accountability. Supervision as educational leadership.

UNIT V: Specific Trends in Educational Management

- Total Quality Management (TQM)
- Management by Objectives (MBO)
- Organizational compliance.
- Decision Making.
- Program Evaluation & Review Technique (PERT)
- Participatory Management (PM).
- Research relating to Educational management.

Practicum: Any one

- Students will prepare a case study of one Institution involving observation/measurement of principal's leadership style.
- Student will participate in the seminar organized on some aspect of educational administration.

References:

- R.P. Bhatnagar; and Vidya Agarwal (2001) Educational Administration, Meerut: Surya Publication, R. Lall Book Depot. *Hindi Version of the above book by Dr. Vidya Agarwal (Same publisher R. Lall & Co.)*
- R.B. Kimbrough; and M.Y. Nunnery (1976). Educational Administration, New York: McMillan Publishing Co.

- Daniel E. Griffiths, *Administrative Theory*, New York, Appleton, 1959
- Adolph and Turner Harold, E. *Supervision for change & Innovation*. Houghton Mifflin Company.
- Simon, Herbert A. *Administrative Behaviour*. New York : McMillan Company.
- Maleya, K.C. *Shiksha Prashaasan and Paryaveshana*. Bhopal : Madhya Pradesh Granth Academy.
- Bhatnagar and Verma. *Educational Supervision*. Meerut : International Pub. House.
- Newman and Summer. *The process of Management : Concept, Behaviour and Practice*. New Delhi : Prentice Hall of India Pvt. Ltd.
- Waber, Clarence A. *Fundamentals of Educational Leadership*. New York : Exposition Press.
- Mukerji, S.N.. *Administration of Educational Planning and Finance*. Baroda : Acharya Book Depot.

PAPER VII(C)-GUIDANCE AND COUNSELING

Max Marks: 50

Objectives:

After completion of course, the prospective teacher educators will be able to:

- Understand the meaning, need and types of guidance
- Get acquainted with the tools and techniques of appraisal of an individual
- Understand the meaning, characteristics and types of counseling
- Get acquainted with process and techniques of Counseling

Unit I: Meaning and Nature of Guidance

- Bases of guidance- Philosophical, Sociological, Pedagogical, Psychological
- Concept of guidance- Meaning, Nature and Need of guidance, Functions and purposes of Guidance
- Types of guidance. Major guidance areas- Personal, Educational, Career, Social, Health, Marital, Moral
- Influence of family and community on guidance

Unit II: Appraisal for Guidance

- Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality Inventories, Interest Inventories, Attitude Scale
- Non testing devices- Cumulative record Card, Sociometric techniques, projective techniques Rating Scale, Case Study, Personal account (diary entries)
- Presenting, analyzing, interpreting and reporting the data acquired through testing and non-testing devices
- Techniques of guidance- home visits, interview, observation

Unit III: Counseling Theories

- Meaning and nature of counseling
- Difference between guidance and counseling
- Principles of counseling

- Theories of counseling-Psychoanalytical theory (Freud, Jung), Self concept/actualization theory (Rogers, Maslow), Trait theory (Williamson, Cattell) and Behavioristic theory (Skinner, Pavlov)

Unit IV: Types and Techniques of Counseling

- Types -Individual and Group counseling
- Approaches to counseling-Directive, Non directive, Eclectic counseling
- Techniques in counseling-Testing and Non Testing techniques
- Steps of counseling
- Qualities of effective counselor and counseling skills

Unit V: Role of Teacher in Guidance and Counseling

- Role of teacher in organizing guidance services
- Teacher as a counselor
- Types of problems faced by students -Academic Problems, Class room problems, Personal, Vocational, Emotional/social problem (Adjustment)
- Reducing stress and problems, Role of relaxation strategies- yoga and meditation therapies

Practicum -Any one

- Undertake a case study of a student at secondary level and assess his/her counseling needs
- Organize a career guidance session for B.Ed. students
- Write a detailed report on counseling services offered in a school in a local area

References

- Sharma, V.K. Administration and Training of Educational and Vocational Guidance
- Career Guidance and Counselling: Principles and Techniques Sharma, Shashi Prabha : Sharma, Shashi Prabha.
- Career and Counselling Education Gupta, Sarla (Ed.):
- Stone: Fundamentals of Guidance

PRACTICUM

INTERNSHIP IN TEACHER EDUCATION INSTITUTIONS

Internship in Teacher Education Institution will be minimum 02 weeks full time activity. It will be of maximum 25 marks and will be a sort of attachment of the M.Ed. student with a Teacher Education Institution engaged in pre-service and/or in-service teacher education programmes.

Internship in Teacher Education Institutions (under supervision of M.Ed. teacher in charge and School mentor teachers) would include the observation /conduction of institutional activities-

- Classroom Supervision
- Lesson Planning Correction
- Observation of the Practice in Teaching
- Classroom Teaching
- Supervisory activities-Laboratory work ,Library activities, ICT laboratory
- Participation and organization in/of the various curricular and co-curricular activities in the institution respectively.

FIELD BASED ADMINISTRATION OF TOOLS

Field Based Administration of Tools will be of maximum 25 marks. It will involve the detailed knowledge of 05 Psychological Tools and the administration of 02 Psychological Tools in the field along with preparation of a file.

The Psychological Tools (any five) may be chosen from the following areas:

- Intelligence (IQ, EQ, SQ)
- Personality (Projective, Non-Projective)
- Learning (Laws of Learning, Transfer of Learning)
- Adjustment
- Aptitude

SEMINAR AND WORKSHOP

Seminar and workshop will be of maximum 50 marks and will involve the participation of the student in a seminar and/or workshop organized by the concerned Teacher Education Institution on a relevant topic.

RESEARCH

DISSERTATION AND VIVA VOCE

Dissertation and Viva Voce will be of maximum marks 100. It will be conducted by the external examiner (80 marks) appointed by the University and internal examiner (20 marks), based on the Dissertation is to be submitted by the student at the end of the second year.

As per NCTE guidelines, it is strongly recommended that a department offering the M.Ed. programme develop a concept note on the dissertation component that clearly specifies the expectations, assessment rules and procedures, and guidelines for students. This note should also include aspects like style sheet, and the word limit for the dissertation.
