

**M. Ed.**  
**Ordinances & Syllabi**  
w.e.f. 2023-24



महात्मा ज्योतिबा फुले  
रुहेलखण्ड विश्वविद्यालय, बरेली

Department of B.Ed./M.Ed. (I.A.S.E.),  
Faculty of Education & Allied Sciences,  
M.J.P. Rohilkhand University, Bareilly



**Department of B.Ed./M.Ed. (I.A.S.E.),  
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**Prefatory Note:**

These Ordinances pertain to Master of Education programme, abbreviated as M.Ed., run as a regular full-time two-year (four-semester) course of M.J.P. Rohilkhand University, Bareilly. Keeping in view NCTE regulation 2014, the erstwhile one-year course - Master of Education (Applied M.Ed.) programme of Department of B.Ed./M.Ed. at University campus was converted into two-year (four-semester) course run in the name of Master of Education (M.Ed.). The following ordinances are for the same course updated and revised in pursuance of National Education Policy, 2020.

## Ordinances for M.Ed.

### 1. Eligibility and Admission:

- (i) Admission in Master of Education course shall be open for all the candidates with at least 50% marks or an equivalent grade in B.Ed./ B.A.B.Ed./ B.Sc.B.Ed./ B.E.Ed. or equivalent examination of this or any other University/deemed university/ affiliated college recognized by UGC and the NCTE. Relaxation in percentage of marks shall be given to S.C./S.T. candidates 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 University campus unless he/she has appeared in the Entrance Test, conducted by the State Government/University. Admission criteria may be changed as per changes in State Government/University rules.

### 2. Obligation of Admitted Candidates:

- (i) Every admitted candidate shall be required to show a competent knowledge in various theory papers and required skills, detailed hereinafter.
- (ii) Every admitted candidate shall be required to undertake training/field engagement/dissertation/viva-voce etc. as given in the course structure.

- (iii) As far as 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 application after completing all the said activities on a prescribed form on or before a prescribed last date. The candidate shall have to submit application for all the four semesters separately.

### 3. The Mode of Examination:

- (i) The mode of examination prevailing at present is semester system.
- (ii) Students shall be allowed to appear for Back paper/Improvement examination in one paper only.
- (iii) A student can complete M.Ed. course in a maximum of three years (as per NCTE norms) from the date of admission in the course.

### 4. Course Structure of M.Ed.

Precisely, the course structure of M.Ed. shall be framed in two years (four semesters) with prescribed marks and credit distribution as follows -

- (i) There shall be five theory papers including one elective paper in each Semester.
- (ii) Each theory paper shall be of hundred (100) marks. Thirty (30) marks shall be awarded based on internal assessment in each theory paper and remaining seventy (70) marks shall be based on external evaluation.
- (iii) Each theory paper shall be of four (04) credits.
- (iv) Sixth paper of training/field engagement/dissertation/viva-voce etc. for six (06) credits shall be conducted in each Semester. This paper shall be of 100 marks to be awarded by one internal and one external examiner jointly.
- (v) The distribution of marks in theory papers shall be as given below:

Internal Assessment					External Assessment	Total Marks
Sessional work (Assignment, tasks, practical activities, quiz etc.)	Test I	Test II	Overall performance (Attendance/Learning etc.)	Marks	Marks	
05	10	10	05	30	70	100

Non-appearance in any test or sessional work shall be awarded zero marks. Nevertheless, if a student fails to appear in I and/or II test because of health problems or any other genuine reasons, an alternate test of 10 marks shall be conducted for such students. The student shall have to furnish a valid medical certificate or explain genuine reason for his/her absence from the test.

Semester-wise structure of theory papers and other teaching-learning activities is as follows:



**(A) M. Ed. First Year  
Semester - I**

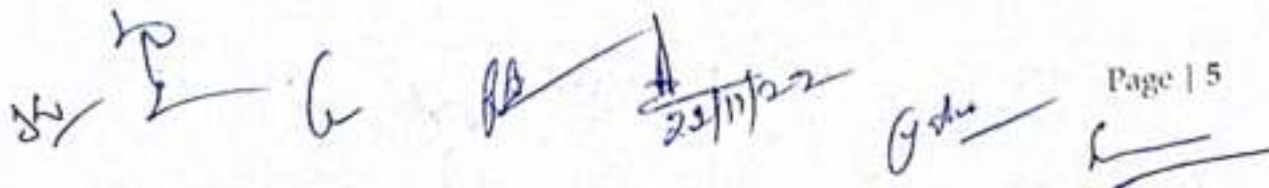
Course Code	Name of the Course	Credits	Course Type	Marks		
				Ext.	Int.	Total
MEDCC-101	Paper 1: Education as a Field of Study	04	Core Course	70	30	100
MEDCC-102	Paper 2: Philosophical Base of Education	04	Core Course	70	30	100
MEDCC-103	Paper 3: Psychological Base of Education - I	04	Core Course	70	30	100
MEDCC-104	Paper 4: Research Methods and Statistics - I	04	Core Course	70	30	100
MEDEL-101 A/B	Paper 5 (A): Guidance and Counselling Or Paper 5 (B): Computer Applications in Education	04	Elective Course	70	30	100
MEDTR-101	Paper 6 (A): Two-week Internship/Field Engagement in Secondary Education Institution (Observation, Assistance and Feedback) - Report and Viva-voce (B): Creative Presentation (Precis Writing, Oral Lecture Presentation, PPT Presentation/Story Board Writing for ETV) - Report and Viva-voce	04+02 = 06	Training/Field Engagement	100	Joint evaluation by external and internal examiners	100
MEDVNC-101	(A) Yogasan and Pranayam (Compulsory for all) (B) Any one of the following short duration activities: (a) Personality Development Session (b) Communicative English Session (c) Cultural Activity (d) Community Awareness Campaign (e) National Day or Event Celebration Activity (f) Community Services Camp	00	Value added course (Non-Credited)			Nil
<b>Semester Total</b>		26				600

(B) M. Ed. First Year  
Semester - II

Course Code	Name of the Course	Credits	Course Type	Marks		
				Ext.	Int.	Total
MEDCC-201	Paper 7: Sociological Base of Education	04	Core Course	70	30	100
MEDCC-202	Paper 8: Psychological Base of Education - II	04	Core Course	70	30	100
MEDCC-203	Paper 9: Research Methods and Statistics - II	04	Core Course	70	30	100
MEDCC-204	Paper 10: Curriculum Studies	04	Core Course	70	30	100
MEDEL-201 A/B	Paper 11 (A): Inclusive Education Or Paper 11 (B): Comparative Education	04	Elective Course	70	30	100
MEDTR-201	Paper 12 (A): Two-week Internship/Field Engagement in Teacher Education Institution (Observation, Assistance and Feedback) – Report and Viva-voce (B): Dissertation Synopsis Presentation and Viva-voce	04+02 =06	Training/ Field Engagement	100 Joint evaluation by external and internal examiners		100
MEDVNC-201	(A) Yogasan and Pranayam (Compulsory for all) (B) Any one of the following short duration activities: (a) Personality Development Session (b) Communicative English Session (c) Cultural Activity (d) Community Awareness Campaign (e) National Day or Event Celebration Activity (f) Community Services Camp	00	Value added course (Non-Credited)			Nil
Semester Total		26				600

**(C) M. Ed. Second Year**  
**Semester - III**

Course Code	Name of the Course	Credits	Course Type	Marks		
				Ext.	Int.	Total
MEDCC-301	Paper 13: Pre-service and In-service Teacher Education	04	Core Course	70	30	100
MEDCC-302	Paper 14: Perspectives in Secondary Education	04	Core Course	70	30	100
MEDCC-303	Paper 15: Research Methods and Statistics -III	04	Core Course	70	30	100
MEDCC-304	Paper 16: Measurement and Evaluation	04	Core Course	70	30	100
MEDEL-301 A/B	Paper 17 (A): Educational Technology and ICT Or Paper 17 (B): Vocational Education	04	Elective Course	70	30	100
MEDTR-301	Paper 18 (A): Dissertation up to three chapters - Viva-voce  (B): Seminar Presentation - Report and Viva-voce	04+02 = 06	Masters Dissertation/ Training	30	30	100
				10	Joint viva-voce by ext. & int.	
				30	Joint viva-voce by ext. & int.	
MEDVNC-301	(A) Yogasan and Pranayam (Compulsory for all) (B) Any one of the following short duration activities: (a) Personality Development Session (b) Communicative English Session (c) Cultural Activity (d) Community Awareness Campaign (e) National Day or Event Celebration Activity (f) Community Services Camp	00	Value added course (Non-Credited)			Nil
	<b>Semester Total</b>	<b>26</b>				<b>600</b>


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(D) M. Ed. Second Year  
Semester - IV

Course Code	Name of the Course	Credits	Course Type	Marks		
				Ext.	Int.	Total
MEDCC-401	Paper 19: History, Economic and Political Perspectives in Education	04	Core Course	70	30	100
MEDCC-402	Paper 20: Teacher Education: Perspectives, Researches and Issues	04	Core Course	70	30	100
MEDCC-403	Paper 21: Research Methods and Statistics -IV	04	Core Course	70	30	100
MEDCC-404	Paper 22: Curriculum, Pedagogy and Evaluation in Secondary Education	04	Core Course	70	30	100
MEDEL-401 /B	Paper 23 (A): Any specified interdepartmental course Or Paper 23 (B): Any specified MOOC or ODL course	04	Elective (Inter/ Intra-departmental) Course	70	30	100
MEDDIS-401	Paper 24: Dissertation and Viva-voce on Dissertation	06	Masters Dissertation	40	40	100
				20 Joint viva-voce by ext. & int. examiners		
MEDVNC-401	(A) Yogasan and Pranayam (Compulsory for all) (B) Any one of the following short duration activities: (a) Personality Development Session (b) Communicative English Session (c) Cultural Activity (d) Community Awareness Campaign (e) National Day or Event Celebration Activity (f) Community Services Camp	00	Value added course (Non-Credit)	Nil	Nil	Nil
Semester Total		26				600

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## 5. Conduct of Examination:

- (i) The examination for two-year (four-semester) M.Ed. shall be held twice a year ordinarily in the month of November-December (for odd semesters) and April-May (for even semesters) or on the dates fixed by the University.
- (ii) A candidate shall be eligible to appear in the end-semester examination only if he/she has pursued the prescribed course of studies in the department and has completed required attendance and has appeared in all the activities related to training/field engagement/dissertation/viva-voce etc. as prescribed for each semester mentioned in clause 4 earlier.
- (iii) A candidate shall be required to pass theory and training/field engagement/dissertation/viva-voce etc. examinations separately.
- (iv) To pass a semester, a candidate must obtain 36% marks in each theory paper and 40% marks in aggregate of theory papers. This percentage shall apply on total (100) marks obtained in internal evaluation plus end-semester external evaluation. In training/field engagement/dissertation/viva-voce etc., pass percentage shall be 40%.
- (v) A candidate shall be promoted to second year, if he/she fulfills the condition of securing marks as per clause 5 (iv), even if he/she fails in up to the maximum of one theory paper (in each semester of first year). The paper in which a candidate has been failed or absent, shall be considered as back paper. In no case a candidate having back paper in more than one theory paper in each semester, can be promoted to next year. However, promotion from odd to even semesters i.e. from Semester-I to Semester-II and from semester-III to semester-IV shall be automatic (irrespective of the result of odd semester). The back paper examination (up to the maximum of one theory paper for each semester) and the improvement examination (only in one theory paper for each semester) shall be conducted along with regular examination of that semester in the next consecutive year. Improvement paper shall not be allowed for the candidate appearing for back paper. In case of year back, student can be allowed to take re-admission by paying approved fees in same year after the recommendation of concerned Head of Department.
- (vi) In each theory paper, the faculty shall award marks (subject to a maximum of 30 marks) on the basis of two class tests, sessional work (assignment/tasks/practical activities/quiz etc.) and overall performance (Attendance/Learning etc.). The external examiner shall award marks with a maximum of 70 marks on the basis of end semester written examination of theory paper. After addition, paper wise marks shall be shown in marks-sheet jointly.
- (vii) The evaluation of training/field engagement/dissertation/viva-voce etc. shall be done by one internal examiner and one external examiner jointly. Head of the department shall be convener of the examiner panel for evaluation of all these activities.
- (viii) Each candidate shall have to complete dissertation on a topic related to relevant problems of education after discussion with the supervisor. In third semester, the candidate shall submit two copies of the dissertation (up to three chapters only) for evaluation prior to the commencement of third semester end-semester main examinations. Evaluation of dissertation up to



three chapters (04 credits) shall be done by the supervisor, as internal examiner (maximum marks 30) and external examiner (maximum marks 30) separately, but the viva-voce shall be conducted jointly by the supervisor and the external examiner (maximum marks 10). In fourth semester, the candidate shall submit two copies of the complete dissertation for evaluation prior to the commencement of fourth semester end-semester main examinations. In fourth semester, evaluation of complete dissertation shall be done by the supervisor, as internal examiner (maximum marks 40) and the external examiner (maximum marks 40) separately, but the viva-voce shall be conducted jointly by the supervisor and the external examiner (maximum marks 20). Head of the department shall be convener of the examiner panel for viva-voce.

(ix) A candidate who has completed all the desired activities/internal tests/attendance etc. throughout the year/semester but could not appear in the examination or appeared in the examination but failed in more than one papers of one or both the semesters of a year, may be allowed to appear in the examination of next consecutive year/semester as an ex-student. The internal marks received in previous session may be carried over (if the student opts for that). After passing that particular semester/semesters, he/she shall be entertained as regular student. However, this procedure will not affect the intake of fresh students on the basis of seats available for that particular year.

(x) At present, the evaluation system is based on marks, in which classification of results is as follows:

60% and above	-	First Division
48% and above but below 60%	-	Second Division
40% and above but below 48%	-	Third Division

However, evaluation system may be converted to grading system as per University guidelines mentioned below: -

(a) The 10-point grading system shall be implemented as per UGC guidelines as per details given below:

Grades and Grade Points	
Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

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- (b) The above grades shall be awarded based on marks obtained by the student in each theory paper or training course as per details given below:

Marks obtained in each theory paper/ Training course	Grades to be awarded
95% or above	O
85-94%	A*
75-84%	A
65-74%	B*
55-64%	B
45-54%	C
36-44%	P
Below 36%	F
Absent	Ab

- (c) The other rules like calculation of Grade point, SGPA and CGPA shall remain same as per UGC guide lines for Choice Based Credit System.

(d) **Passing a Semester:**

After the end of each End-Semester Examination a student shall be awarded a grade in each subject of the semester courses according to his/her performance in this subject and a Semester Grade Point Average (SGPA) which shall be calculated as follows:

$$\text{SGPA} = \frac{\text{Sum of (Credits x Grade points) for all papers of the semester}}{\text{Sum of (Credits) for all papers of the semester}}$$

A student shall be considered to have passed the Semester if he/she has obtained pass Grade in each paper of the Semester Program. To pass a paper the sum of the sessional marks and end semester marks scored should be 36% or more of the maximum marks. A student shall be declared to have FAILED in the semester program if he/she fails to fulfill the above condition. A student, who has pursued the course in the odd semester, shall be automatically promoted to the next even semester irrespective of whether he/she passes or fails in the odd semester examination.

(e) **Passing a Part/Year:**

At the end of each part/year, a student shall be awarded a Year Grade Point Average (YGPA) which shall be calculated as follows:

$$\text{YGPA} = \frac{\text{Sum of (Credits x Grade points) for all papers of odd and even semesters of the part}}{\text{Sum of (Credits) for all the Papers of odd and even semesters of the part}}$$

A student shall be considered to have PASSED the part if he/she has passed each semester and has secured a YGPA equal to or greater than 4.0 for that part.

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Page | 9  
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A student can be promoted to next part/year, if he/she fulfills the above condition of YGPA and if fails in up to the maximum of two PAPERS (maximum one in each semester) only. The paper/papers, in which a student is fail, shall be considered as back paper. However, in no case a student having back paper in more than two papers (maximum one in each semester) can be promoted to next year and the case will be treated as year-back.

In case of year back, he/she can take re-admission by paying approved fees in same year/part after the recommendation of concerned HoD/Dean, as per the rules mentioned below

- i. He/she can choose to pass all the subjects of academic year.
- ii. He/she can opt to pass the subjects in which he/she has failed.
- iii. In both the above cases he/she can opt to retain sessional marks of previous year. Or, he/ she can attend classes of the subjects for which he has registered and opt for new sessional marks in these subjects, subject to availability of teachers.
- iv. However, in no case, he/she will have the option of combination of old and new sessional marks of the registered subjects. Undertaking to this effect of his/her choice/option will have to be submitted at the time of re- admission / registration.

(f) Passing the program:

At the end of Part-II of the program a student who has PASSED Part-I, Part-II, of degree program, shall be awarded a cumulative Grade Point Average (CGPA) which shall be calculated as follows.

$$CGPA = \frac{(S1 \times C1 + S2 \times C2 + S3 \times C3 + S4 \times C4)}{C1 + C2 + C3 + C4}$$

Where S1, S2, S3 and S4, are the SGPA's of each semester and C1, C2, C3 and C4 are the total credits in semester 1-4 respectively.

(g) Classification of Results:

On the basis of the CGPA, the result of each student shall be declared as follows:

CGPA	RESULT
(A) 8.0 and above, provided he/she has Passed all the Parts in a single attempt	Passed in First Division with Honors
(B) 6.0 and above, but excluding (A)	Passed in First Division
(C) 4.5 and above, but less than 6.0	Passed in Second Division
(D) 4.0 and above, but less than 4.5	Passed in Third Division
(D) Below 4.0	Failed

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**(h) Grade Cards:**

- i. At the end of each semester examination a Grade Card shall be issued to every student which shall contain the following information. The letter Grades obtained in each subject and SGPA, YGPA, CGPA; SEMESTER PASSED OR FAILED, and PART-I/II PASSED OR FAILED. The final grade card at the end of fourth semester shall contain the information of whether M.Ed. Programme PASSED in First Division with Honours / First Division / Second Division / Third Division or FAILED, as the case may be.
- ii. In addition, the Grade Card of the Final Semester of Part-II shall show the YGPAs of all the lower Parts of the program. The grade card will also indicate the number of attempts taken to pass and grace marks, if any.
- iii. Each Grade Card shall also contain the following information, Table giving the correspondence between Grades, Grade Points and their relative merits. The Grade of Final Semester of Part-II shall also contain the formula for CGPA as mentioned above.

**(i) Declaration of Results and Promotions:**

The academic performance of students shall be evaluated on the basis of:

- i. Grades obtained in each subject
- ii. Semester Grade point average (SGPA)
- iii. Year Grade point average (YGPA)
- iv. Cumulative Grade point average (CGPA)

**(xi) Grace Marks:**

A student can take a benefit of, total 03 grace marks to be distributed between maximum of two subjects for passing the examinations in an academic year or promotion to the next year with a maximum of 2 carryovers of previous year only. However, benefit of Grace shall not be available for carry over subjects, if he/she fails to clear them in the next year also, the result shall be declared indicating the Grace & he/she shall not be entitled for honors. However, the facilities of Grace shall be available to only those students who have secured appropriate YGPA for passing that particular part i.e. YGPA 4.0 or more for 1 year and CGPA 4.0 or more. The Grace marks shall not be counted for calculation of Grade/SGPA/YGPA/CGPA.

- (xii) The medium of examination shall be Hindi/English.
- (xiii) In case of any obscurity, general provisions of the university shall prevail.
- (xiv) Marks-sheet and Degree shall be awarded as "Master of Education".





**Department of B.Ed./M.Ed.  
(A Glimpse of Syllabi)**

**M. Ed. First year**

**First Semester**

**Part A. Theory Papers (Core Course)**

- Paper 1: Education as a Field of Study
- Paper 2: Philosophical Base of Education
- Paper 3: Psychological Base of Education - I
- Paper 4: Research Methods and Statistics - I

**Part B. Theory Papers (Elective Course)**

- Paper 5 (A): Guidance and Counselling  
Or
- Paper 5 (B): Computer Applications in Education

**Part C. Training/ Field Engagement**

**Paper 6**

- (A): Two-week Internship/Field Engagement in Secondary Education Institution (Observation, Assistance and Feedback)
- (B): Creative Presentation (Precis Writing, Oral Lecture Presentation, PPT Presentation/ Story Board Writing for ETV)

**Part D. Value Added Course (Non-Credit)**

- (A) Yogasan and Pranayam (Compulsory for all)
- (B) Any one of the following short duration activities:
  - (a) Personality Development Session
  - (b) Communicative English Session
  - (c) Cultural Activity
  - (d) Community Awareness Campaign
  - (e) National Day or Event Celebration Activity
  - (f) Community Services Camp



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M.Ed.  
First Semester

Paper 1: Education as a Field of Study

**Course Objectives:**

1. To familiarize students with the nature of education as a discipline/an area of study.
2. To examine issues related to education as interdisciplinary knowledge.
3. To examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc. in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
4. To reflect on the multiple contexts in which the school and teacher education institutions are working.
5. To develop analytical and critical understanding about the contemporary concerns of education policy and practice in the field of education
6. To discuss the emerging dimensions of school and teacher education.

**Course content:**

**Unit I - Perspectives of Education as a Discipline**

- Evolution of education as a discipline.
- Reflections of Indian Constitution on Education.
- Concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline (schooling, curriculum, syllabus, text books, assessment and teaching-learning process).
- Contribution of science and technology to education and challenges ahead.

**Unit II - Education as Interdisciplinary Knowledge**

- Interdisciplinary nature of education; relationships with disciplines/subjects (Philosophy, Psychology, Sociology, Management, Economics, Anthropology, History and Political Science). Connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.
- Procedure of linking pedagogy and practices:
  - o Content knowledge with pedagogy knowledge
  - o Knowledge on action and reflection on outcome of action
  - o Theoretical knowledge and contextual knowledge
  - o School knowledge with life outside the school
  - o School knowledge with community knowledge
  - o Experiential knowledge with empirical knowledge
  - o Universal knowledge and contextual knowledge.

**Unit III - Institutional System and Structure of Education**

- Structure & System of education in India from primary to higher education.
- Commonalities & common challenges, in educational systems of world (Social injustice, Inclusion, Gender discrimination)
- Restructure and standards based on reform of elementary and secondary education.
- Educational Concerns: Mental & physical well-being, Peace and Human Rights.

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Page | 13  
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#### Unit IV - Education Policies in India: Overview and Critique

- National Policy on Education (NPE) 1986 as revised in 1992 and POA, 1992, National Curriculum Framework (NCF) 2005, and RTE Act 2009.
- Policies on Girls' and Women's Education: National policy for empowerment for women (NPEW) 2001, National Plan of Action for children 2005 (ICDS), National Programme for Education of Girls, 2010 (SSA, RUSA).
- Policies on Inclusive Education: Integrated Education for the Disabled Children (IEDC), Inclusive Education in SSA and RUSA.

#### Assignment/Practicum:

Group A (Any One of the following):

- (A) Compile articles from newspapers, magazines or internet on educational issues. Prepare a report with suggestion for solutions.
- (B) Write an article based on self-study of identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialization of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc.

And

Group B (Any One of the following) -

- (A) Preparation of a report on comparative analysis of national educational structures of any two countries.
- (B) Critical analysis of any one policy document and preparation of report- National Policy on Education 1986, 1992 (modified version), National Education Policy 2019, National curriculum framework (1988, 2000, 2005).

#### Suggested Readings:

1. Bruner, J.S. (1996). *The Culture of education*. Cambridge, M.A.: Harvard University Press.
2. Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanague (eds.) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ): Erlbaum.
3. Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
4. Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
5. GOI (2020). *National Education Policy*. New Delhi.
6. NCTE (2009). *National Curriculum Framework for Teacher Education*, New Delhi.
7. NCERT (2005). *National curriculum framework*, New Delhi.
8. MHRD, Gov. of India (1992). *National policy on education (revised)* New Delhi.
9. MHRD, (1992). *Programme of action*. Govt. of India, New Delhi.
10. Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian education*. Allied Publications, Bombay.
11. Peters, R.S. (1967). *The Concept of education*, Routledge, United Kingdom.
12. Bruner, J. S. (1960/1977). *The Process of Education*. Cambridge, M. A.: Harvard University Press.
13. Edgerton, Susan Huddleston (1997). *Translating the Curriculum: Multiculturalism into the Cultural Studies*. Routledge.
14. NCERT (2009). *National Curriculum Framework*.

## Paper 2: Philosophical Base of Education

### Course Objectives:

1. To enable the learners, understand the general nature, features and uses of philosophy in life.
2. To acquaint the students with the latent concepts in various philosophies and using them in transforming their way of life.
3. Recognize and analyze the educational issues that need understanding from metaphysics, epistemology and axiology.
4. To find the real spirit of various philosophies and concretize them towards beautifying the present garden of education.
5. Describe and explain the essence of other modern philosophical thoughts in order to have real knowledge in real life.
6. Critically examine educational solutions offered by great thinkers.

### Course Content:

- Unit-I** Philosophy and philosophical enquiries, educational bearings in Meta-Physics, Epistemology and Axiology, Philosophy of Education- nature, scope and need.
- Unit-II** A brief introduction of Indian philosophy, the philosophical supposition and educational implications in *Bhagavat Gita* and Buddhism. A glimpse of major western philosophies- Idealism, Naturalism and Pragmatism, their contribution towards four pillars of education.
- Unit-III** Some other philosophical thoughts and their applied meaning in today's context with reference to Humanism, Existentialism and Marxism.
- Unit-IV** Modern Indian thinking and education with reference to contribution of *Vivekanand, Tagore, Dayanand, Gandhi, Aurbindo*, in transforming India.

### Assignment/Practicum:

1. Critical depth will be examined through assignments
2. Oral expressions and philosophical debates will be encouraged
3. Philosopher houses and chairs be encouraged among students to opine on the floor of abstract/concrete knowledge.
4. Computer use will be promoted to critically examine the depth of understanding education in view of various schools of philosophies.

### Suggested Readings:

1. Butler., J. Donald (1968): Four Philosophies and their Practice in Education and Religion, New York: Harper and Bros., 1951.
2. Broudy, Harry S. (1965) Building a Philosophy of Education; New Delhi: Prentice Hall.
3. Brubacher, J. S. (1962) Modern Philosophies of Education, New York: Mc-Grew Hill Book Co. 1962.
4. Besant, Annie: The Bhagwad Gita; Adyar, Theosophical Publishing House.
5. Corner, D.J.: Modern Philosophies of Education; Central Book Depot, Allahabad.
6. Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
7. Dutta, D.M.(1958) Six Ways of Knowing; Calcutta: University Press.
8. Elmhirst Leonard. (1961) Rabindranath Tagore: Pioneer in Education; London: John Murray.
9. Gandhi, M.K. (1951) Basic Education. Ahmedabad:Navajivan Publishing House.



10. Morris Vancleve: *Existentialism in Education*, N.Y. Harper and Row Publisher, 1966.
11. Oad, L.K.: *Shiksha Ki Darshnik Pristhabhumi: Rajasthan Hindi Grantha Akadmi, Jaipur*
12. Palmer, Joy A. (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer, London. USA, Canada.
13. Pandey, R.S.: *Major Philosophies of Education*; Vinod Pustak Mandir, Agra.
14. Pandey, R.S.: *Shiksha Darshan (Suatakottar Kakshao Nimitt) Vinod Pustak Mandir, Agra*.
15. Pandey, R.S.: *Bhartiya Shiksha Darshan; Vinod Pustak Mandir, Agra, 1994*.
16. Rousseau, J.J. (1914). *Emile*, London: Every Mans Library, Dent.
17. Radhakrishnan, S. *Indian Philosophy*, London; George Allen & Unwin.
18. Radhakrishnan, S. *A Source Book on Indian Philosophy*; Paper Back.
19. Radhakrishnan, S.: *The Hindu View of life*; London, Unwin Books.
20. Ross, J.S. : *Groundwork of Educational Theory*; George G. Harap & Co. Ltd., 1937.
21. Sahitya Akademi (1961). *Rabindranath Tagore: Centenary, Volume 1861-1961*. New Delhi.
22. Sri Aurobindo Ashram (1997). *Sri Aurobindo and the Mother on Education*. Pondicherry: Sri Aurobindo Ashram.
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24. Singh, Raudhari: *Sanskriti ke char Adhyaya; Udayan Prakashan, Patna*.
25. Seetharamu, A.S.: *Philosophies of Education*; Ashish Publishing House, New Delhi, 1989.
26. Tagore, Rabindranath (1931) *The Religion of Man*. New Delhi: Rupa & Co. Reprint.
27. Tagore, Rabindranath (1967) *Towards Universal Man*, Delhi: Asia Publishing House.

### Paper 3: Psychological Base of Education – I

#### Course Objectives:

To enable the students:

1. To develop understanding of the psychological orientation to education
2. To develop an understanding about learners' development and its characteristics
3. To comprehend various theories about the cognitive, psychological, social and moral development of adolescents and youth.
4. To understand nature and process of learning in the context of various learning theories and their implications
5. To develop understanding regarding various styles of learning and thinking

#### Course Content:

##### Unit - I: Introduction to Psychological Basis of Education

- Psychology as scientific study, its concerns-mind, consciousness, behavior, and experience
- methods of study in psychology- introspection, observation, survey, case study, experimental
- Major schools of psychology and their contribution to education - Structuralism, functionalism, behaviorism, Psycho-analytic, Cognitive and Humanistic
- Educational Psychology: Concept, nature, scope and importance of Educational Psychology.

##### Unit - II: Human Development and Its Theories

- Development - Concept, Principles, Sequential stages of Development
- Factors influencing development - genetic, biological, environmental, 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: Psychology of Learning

- Learning: Concept, its Kinds, Levels of learning, factors influencing learning
- Theories of Learning
  - Operant conditioning (Skinner)
  - Information processing (Donald Norman)
  - Mastery learning (Bloom)
  - Hull's reinforcement theory
  - Tolman's theory of learning
  - Levin's field theory
  - Constructivism & learning

#### Unit - IV: Learners' Style of Learning

- Learning Styles: Visual, Aural, Verbal, Physical, Logical, Social, Solitary
- Cognitive Styles: Field Dependent-Field Independent, Deep-Surface, Reflective- Impulsive
- Thinking Styles: Synthesis, Idealist, Pragmatic, Analyst and Realist

#### Assignment/Practicum:

Keeping in view the given knowledge in subject, useful and appropriate assignment/practicum will be allotted to students with a view to examine the abstract and concrete depth.

#### Suggested Readings:

1. Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
2. Bigge, M., L. & Hunt, M. P. (1968) : Psychological foundations of education, 2nd Edition, N.Y. Harper & Row.
3. Bigge, Morris. L (1971): Learning theories for teachers (2nd Edition). New York: Harper & Row.
4. Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
5. Damon, W. (1983): Social and Personality Development Infancy Through Adolescence. New York: Norton.
6. Dash. M. (1994): Educational Psychology. New Delhi: Deep& Deep Publications.
7. Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
8. Engler, B. (1991): Personality Theories: An Introduction (3rd Ed.). Boston: Houghton Mifflin Company.
9. Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.
10. Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York: Holt, Rinehart & Winston.
11. Goleman, D., (1995) Emotional Intelligence. New York, England: Bantam Books, Inc.
12. Hall, C. S. & Lindzey, G. (1970). Theories of personality (2nd ed.). New York: John Wiley & Sons, Inc.
13. Hilgard, E.R. & Bower, S.H., (1975): Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.

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14. Hurlock, E. B. (2004): *Developmental Psychology: A Life Span Approach* (5th Ed.). New Delhi: Tata McGraw- Hill Publishing Co. Ltd.
15. Kundu, C.L. & Tutoo, D.N. (1989): *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
16. Lazrus, R. S. (1963): *Personality and Adjustment*. Englewood Cliffs, NJ: Prentice Hall.
17. Mangal, S.K. (2006): *Advanced Education Psychology*. New Delhi: Prentice Hall of India
18. Mathur, S.S., (1986): *Educational Psychology, Revised and Enlarged Text Edition*. Agra: Vinod Pustak Mandir.
19. Mazur, J.E. (1994): *Learning and Behaviour*. (3rd ed.). Englewood Cliffs. New Jersey; Prentice Hall
20. Rani, A. (2011): *Psychology of Learning Behavior*. New Delhi, Centrum Press.
21. Singh, D. (2000): *Emotional Intelligence at work*. New Delhi: Sage.
22. Vergas, J.S. (1977): *Behaviour Psychology for Teachers*. New York: Harper Row.
23. Wang, M.C. & Walberg, H.J. (eds) (1985): *Adapting instruction to Individual Differences*. Berkeley, CA: McCutchan Publishing Corporation.
24. Woolfolk, A. E. (1987): *Educational Psychology* (3rd Ed.) Englewood Cliffs. Prentice Hall.
25. Zohar, D. & Marshal, I. (2001): *Spiritual Intelligence: The ultimate intelligence*. New York: Bloomsbury Publishing.

## Paper 4: Research Methods and Statistics - I

### Course Objectives:

1. To familiarize students with the nature of research in general and educational research in particular.
2. To enable students to design and conduct a scientific enquiry.
3. To familiarize students with the procedural aspects of different types of educational research.

### Course Content:

#### Unit I: Educational Research: Conceptual Framework

- Research: Concept, Nature, Need and Scope. Methods of acquiring knowledge. Aims of research as a scientific activity (Problem solving, theory testing, theory development and prediction).
- Scientific Inquiry: Characteristics (Replicability, Precision, Falsifiability and Parsimony), Types (Exploratory, Explanatory and Descriptive) and Process/Steps.
- Logical Positivist and phenomenological paradigms and their implications in research.

#### Unit II: Educational Research: Types/Approaches

- Types of Research: Basic or Fundamental, Applied and Action Research.
- Qualitative, Quantitative and Mixed Research.

#### Unit III: Initiation of Educational Research

- Formulation of Research Problem; Criteria and sources for identifying the problem. Delimitation of Research Problem.
- Variables: Meaning of Concepts, Constructs and Variables. Types of Variables. Delineating and Operationalizing Variables.
- Framing of Research Questions and Formulation of Objectives.
- Hypotheses: Concept, Difference with Assumptions. Types (Research, Directional, Non-directional, Null) and Formulation Process. Characteristics of a good hypothesis.



- Preparation of Research Proposal: Contents and Outlines. Steps in writing a research proposal.

#### Unit IV: Introduction to Educational Statistics

- Types of Measurement Scales (Nominal, Ordinal, Interval and Ratio).
- Organization and Representation of Data: Classification of Data, Graphical and Diagrammatic Representation of Data.
- Concept of descriptive and inferential statistics.
- Measures of Central Tendency (Mean, Median and Mode).

#### Assignment/Practicum:

- Graphical and diagrammatic representation of data.

#### Suggested Readings:

1. Best, J.W. & Kahn, J.V. (1998). *Research in education* (10<sup>th</sup> ed.). New Delhi: Prentice Hall India.
2. Good, C.V. (1972). *Essentials of educational research: Methodology and design* (2<sup>nd</sup> ed.). New York: Appleton-century crofts.
3. Guilford, J.P. and Fruchter, B. (1978). *Fundamental statistics in psychology and education* (6<sup>th</sup> ed.). New York: McGraw Hill.
4. Johnson, R.B. and Christensen, L.B. (2014). *Educational research: Quantitative, qualitative and mixed approaches* (6<sup>th</sup> ed.). Los Angeles: Sage.
5. Kerlinger, F. N. (1983). *Foundations of behavioural research* (2<sup>nd</sup> ed.). New Delhi: Surjeet Publications.
6. Koul, L. (2019). *Methodology of educational research* (5<sup>th</sup> ed.). New Delhi: Vikas Publishing.
7. Mark, R. (1996). *Research made simple: A handbook for social workers*. New Delhi: Sage Publications India.

## Paper 5 (Elective Course) (A): Guidance and Counselling

### Course Objectives:

The course contents of this paper will enable students:

1. To understand the concepts, need and view-points about guidance and counseling.
2. To get acquainted with the organizational framework and procedures of guidance-services in educational institutions.
3. To know the use of tools and techniques required for providing guidance and counseling services.
4. To understand concept of psychological appraisal and criteria of selection of good tests.
5. To develop counseling skills in conducting counseling sessions.
6. To understand the role of teachers in guidance programmes.

### Course Content:

#### Unit - I:

- Guidance: Concept, nature, assumptions, principles and need
- Problems of guidance in India.
- Organisation of guidance programme at secondary level.
- Role of teachers in guidance programme.

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**Unit - II:**

- Educational guidance: Concepts, principles, need and determinant of educational choice.
- Vocational guidance: Concept, scope, need and vocational choice as a developmental process.
- Personal guidance: Concept scope, need and personal guidance at different levels.
- Group guidance: nature, principles and procedure.

**Unit - III:**

- Counselling: Concept, principles and goal of counseling.
- Approaches of counseling: Directive, Non-directive.
- Techniques of counseling.
- The qualities of effective counselor.
- Theories of Counselling (Behavioural, Cognitive and Humanistic).

**Unit -IV:**

- Guidance services: self-inventory, occupational information, placement, follow-up and evaluation.
- Techniques of Appraisal: testing techniques/ tests- intelligence, aptitude, achievement, interest tests and personality measures.
- Non-testing techniques- questionnaires, interview, cumulative records.

**Practicum/Assignment:**

- (A) Prepare and conduct interview schedule for class X student.
- (B) Visit a guidance centre/ regional psychological centre and prepare a report about its organization and functioning.
- (C) Prepare a plan for organizing one guidance service in a school.
- (D) Preparing profile of one student.

**Suggested Readings:**

1. Agarwal, J.C.: Educational & Vocational guidance and counseling Delhi: Doaba House.
2. Bhatnagar, R.P. & Rani, S. Guidance and counseling in education and psychology: A study; Meerut, R.Lal.
3. Chauhan, S.S., Principles and Techniques of guidance, New Delhi, Vikas publishing House.
4. Crow, L.D. & Crow, A., An introduction to Guidance, New Delhi: Eurasia publishing house Private Ltd.
5. Dube, R.K., Shaikshik avam Vyavsaik Nirdeshan tatha Paramarsh kai Mool Sidhanth, Meerut: Rajesh Publishing House.
6. Jaiswal, S.R., Shiksha mai nirdeshan avam paramarsh, Agra: Vinod Pustak Mandir.
7. Jones, A.J., Principles of Guidance, New York: McGraw hill book co. INC.
8. Kochhar, S.K., Educational and vocational guidance in secondary schools, New Delhi: Sterling publishers.
9. Mayers, G.E., Principles and techniques of vocational guidance, New York: McGraw Hill.
10. Nayak, A.K., Guidance & counseling, New Delhi: APH publishing corporation.
11. Pandey, K.P. Educational and vocational guidance in India Varanasi: Vishwavidyalaya Prakashan.
12. Traxler, A.E. Techniques of guidance, New York: Harper and brothers publishers.
13. Verma, R., avam Upadhyay R., Shakhshik avam vyavshyik nirdeshan, Agra, Vinod Pustak Mandir.
14. Williamson, E.G., Vocational Counselling, New York: Mc-Graw- Hill Book Co.

## Paper 5 (Elective Course) (B): Computer Applications in Education

### Course Objectives:

1. To enable the students to acquire knowledge and skill of using computer.
2. To create awareness among students to improve teaching, learning with the aid of computers.
3. To appreciate the growing trends in computer applications.
4. To enable the students to effectively use computers at different stages of conducting educational researches.
5. To know the instructional applications of internet and web resources.

### Course Content:

#### Unit-I: Computer Fundamentals

- Introduction to personal computer: Functional overview of a computer and its parts and functions,
- Computer Hardware: Peripherals and Computer Memory
- Computer Software: Types and uses, Computer Languages - types and uses.
- Functional overview of an operating system and its type.
- Computer threats and protections.

#### Unit-II: Computers in Education

- Need and scope of Computer in Education
- Computer awareness and literacy
- Uses and Application of computers in Education
- Computers in teaching, learning and evaluation: CAL, CBI, CMI, CBT.
- Multi-media packages and other software for classroom use
- Integration of computer technology into Teacher Education Programmes.

#### Unit-III: Internet and E-Education

- The Internet and the World Wide Web: Information, services and functions of the Internet and the Web; Connecting to and using the web.
- Using search engines and Web Utilities: Keywords and search strategies;
- Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums.
- Internet and networking-applications and relevance to education, E-education, online education, Virtual technology, smart classroom, web-based learning and cloud computing-concept and its role in education, virtual classroom-the future of education.

#### Unit-IV: Role of computers in Educational Research

- Use of Open Access Resources in research: Online journals and abstraction services.
- Word Processor and word processing: Common features of word processors, their functions and use, Using Word Processors in educational research.
- Presentations: Common features of presentations, their functions and use; Using presentations in educational research.
- Spreadsheets: Common features of spreadsheets, their functions and use; Using spreadsheets in educational research, graphical representation of data.

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- Data Analysis: Qualitative and quantitative data analysis by using computers, Use of SPSS in data analysis.

### Practicum/Assignment

The students may undertake any one of the following activities:

- (A) Critical analysis of a computer based media package with reference to its use in learning process.
- (B) Critical analysis of the different instructional packages developed by different agencies/institutions.
- (C) Interventions of educational technology in the current practices of teacher training programmes in India.
- (D) Preparation and presentation of slides for teaching any topic at the school level.
- (E) Preparation of questionnaire with at least 25 items using word processor.
- (F) Preparation of at least five different charts based on different data using spreadsheet.
- (G) Critical analysis of database software including open source. Critical analysis of the different research reports based on data analysis and interpretation. Preparation and presentation of research report based on empirical data.

### Suggested Readings:

1. Rajaraman, V: Fundamentals of Computer, Prentice Hall, India, 1999.
2. Crumlish, C: The ABC's of Internet, BPB Publication, New York, 1998.
3. Rajashekarani S: Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd., 2007.
4. Stephen, M.A. and Stanely, R: Computer Based Instruction: Methods and Development, NS: Prentice Hall, 1985.
5. Sanders, D.H: Computers Today, Mc Graw Hill International Edition, 1999.
6. Leon: Internet for Everyone, Vikas Publications, New Delhi, 2000.
7. Suresh, K.B: Computers Today, Galgotia Publication, India, 2005.
8. Desmode W.E: Computers and their Uses, Prentice Hall, India, 1985.
9. Dayton, D.K: Computer Assisted graphics as Instructional Innovator, 1989.
10. Dauglas S., and Gary Naights.: Instructional Software Selection-A guide to Instructional Micro Computer Software, Harrisburge, 1981.
11. Taylor, R. P.: Computers in School Tutor, Tool and Tutee, Teachers College Press, New York, 1980.
12. Adam, D.M.: Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.
13. Alexey Semenov, UNESCO): Information and Communication Technologies in Schools: A Handbook for Teachers, 2005.
14. Intel Teach to the Future -beginner's Curriculum, 2000.
15. Mallik, Utpal: Learning with Computers Level - III, NCERT, New Delhi, 2001.



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M.Ed.  
Second Semester

Paper 7: Sociological Base of Education

**Course Objectives:**

1. To acquaint students with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education.
2. To enable students to understand how the 'Education' is embedded in social structure and culture.
3. To enable students to understand education as a social institution and its complex linkages with other major social institutions.
4. To enable students to understand educational problems and issues related to educationally excluded/disadvantaged groups.
5. To enhance capacities of students for the critical evaluation of the role of education in social change and for sociological reflection on educational issues.
6. To enable students to understand the concept, need, significance and inculcating devices of value.

**Course Content:**

**Unit: I**

- Origin and development of sociology of education.
- Nature, scope and need of sociology of education.
- Methods of study in sociology of education.

**Unit: II**

- Concept and elements of social system, Education as a social sub-system.
- Culture: meaning and nature of culture, characteristic of Indian culture.
- Role of education in the process of assimilation of Indian tradition and development of new cultural pattern.
- Value: nature, need and significance: inculcating devices in present perspective.

**Unit: III**

- Social control: Nature, agencies and role of education in social control
- Social change: concept, form, resisting and promoting factors of social change.
- Modernization: concept and factors promoting modernization in present Indian set-up.

**Unit: IV**

- Social stratification, social equity and equalization of educational opportunities.
- Equity vs equality in education; inequality in Indian social system with special reference to scheduled cast, scheduled tribe, women and disable.
- Urbanization and social mobility.

**Assignment/Practicum:**

- (A) Conduct and prepare a report on educational awareness programme in a village.
- (B) Prepare a report on constitutional provisions for education.

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- (C) Prepare a report on modernization of villagers/towns.  
 (D) Organize a programme showing cultural diversity of Indian society.

### Suggested Readings:

1. Aikara, J., Sociology of Education, New Delhi: Indian Council of social science research.
2. Brown, F.J., Educational Sociology, New York: Prentice Hall Inc.
3. Chaube, S.P and Chaube, A., Philosophical and sociological foundation of education, Agra: Vinod Pustak Mandir.
4. Clarke, F., Education and Social Change, London: Sheldon Press.
5. Cummings, K. William, The Revival of value education in Asia and West, New York: Pregamon Press Inc.
6. Doshi, S.L. aur Jain, P.C., Pramuh Samaj Sastriya Vicharak, Jaipur: Rawat Publication.
7. Gore, M.S., Indian Education: Structure and Process, Jaipur: Rawat Publication.
8. Kumar, K., Social character of Learning, New Delhi: SAGE.
9. Kumar, K., Shaikshik Gyan avam varchasva, New Delhi, Grantha Shilpi.
10. Mathur, S.S. Shiksha ke darshnik tatha Samajshastriya Adhar, Agra: Vinod Pustak Mandir.
11. Ottaway, A.K.C., Education and Society (An introduction of sociology of education) London: Routledge & Kegan paul.
12. Chaube, S.P., Shiksha ke samajshastriya Adhar, Agra: Vinod Pustak Mandir.
13. Pandey, R.S., Shiksha Ki Darshnik Avam Samajshastriya Pristhbhumii, Agra: Vinod Pustak Mandir.
14. Ruhela, S.P., Shiksha ka Samajshastra, Uttar Pradesh Hindi Grantha Akademy.
15. Ruhela, S.P., Shiksha ke darshnik tatha samaj sastriya adhar, Agra: Agarwal Publication.
16. Saxena, N.R. S., Shiksha ke darshnik avam samajshastriya sidhanth, Meerut: R.Lal Book Depot.
17. Saxena, N.R.S. Philosophical and sociological Principles of education, Meerut: Surya Publication.
18. Sharma, K.Y., Sociological Philosophy of Education, New Delhi: Kanishka publication & Distributors.
19. Sadgopal, A. Shiksha mai badlav ka sawal, New Delhi: Granth Shilpi.
20. Singh, M.K., Shiksha aur Bhartiya Samaj, Meerut: Loyal Book Depot.
21. Shukla, S. C. aur Kumar, K., (ed) Shiksha ka samajshastra, New Delhi: Granth Shilpi.

## Paper 8: Psychological Base of Education – II

### Course Objectives:

To enable the students:

1. To understand the Changing Concept of Intelligence and its application.
2. To develop the understanding of the theories of Personality and its measurement
3. To facilitate in the development of learner's Personality
4. To develop the understanding of adjustment process and use of various mechanisms for adjustment
5. To ensure good mental health of students and themselves as a teacher
6. To develop an understanding of classroom as social group and Group processes.

### Course Content:

#### Unit - 1: Intelligence and Creativity

- Concept of intelligence, Nature Vs Nurture Controversy
- Evolution of concept of Intelligence (from unitary to multiple intelligence)
- Theories of intelligence by Gardner and Sternberg
- Developing Emotional and Spiritual Intelligence



- Intelligence Testing - Verbal, Non-Verbal, Paper Pencil-Performance, Individual and Group
- Creativity - nature, process, identification, fostering and guiding creative children

#### Unit - 2: Personality

- Concept, development and determinants of personality
- Theories of personality:
  - Trait Approach (Allport, Cattell)
  - Type Approach
  - Psychoanalytic Approach (Freud & Erickson)
  - Humanistic Approach (Carl Rogers)
  - Indian concept of personality development
- Assessment of Personality
  - Personality inventories- rating scales
  - Projective techniques: Rorschach, TAT

#### Unit - 3: Psychology of Adjustment and Mental Health

- Concept of adjustment, School Adjustment, Factors affecting Adjustment
- Mechanism of Adjustment - Defense Mechanisms, Conflicts and their management
- Mental Health & Hygiene, Characteristics of Integrated personality and mentally healthy individual, Factors influencing mental health in schools, Principles of Mental Hygiene - Preventive, preservative and Curative measures

#### Unit - 4: Psychology of the Class as Social Group

- Group Dynamics- concept, Structure and Characteristics of Classroom as a Group, Socio-emotional Climate of the classroom
- Dynamics of classroom groups and its impact upon learning, Interpersonal Relations, Sociometric grouping
- Effective classroom groups, Group moral, Leadership dynamics, Teacher as leader of group and facilitator of learning

#### Assignment/Practicum:

Keeping in view the given knowledge in subject, useful and appropriate assignment/practicum will be allotted to students with a view to examine the abstract and concrete depth.

#### Suggested Readings:

1. Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
2. Bigge, M., L. & Hunt, M., P. (1968): Psychological foundations of education, 2nd Edition, N.Y. Harper & Row.
3. Bigge, Morris. L. (1971): Learning theories for teachers (2nd Edition). New York: Harper & Row.
4. Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
5. Damon, W. (1983): Social and Personality Development Infancy through Adolescence. New York: Norton.
6. Dash, M. (1994): Educational Psychology. New Delhi: Deep & Deep Publications.
7. Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
8. Engler, B. (1991): Personality Theories: An Introduction (3rd Ed.). Boston: Houghton Mifflin Company.

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9. Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.
10. Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York: Holt, Rinehart & Winston.
11. Goleman, D. (1995) Emotional Intelligence. New York, England: Bantam Books, Inc.
12. Hall, C. S. & Lindzey, G. (1970). Theories of personality (2nd edition). New York: JohnWiley & Sons, Inc.
13. Hilgard, E.R. & Bower, S.H., (1975): Theories of Learning, Englewood Cliffs, New Jersey: Prentice Hall.
14. Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
15. Lazrus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.
16. Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India
17. Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
18. Mazur, J.E. (1994): Learning and Behaviour. (3rd ed.). Englewood Cliffs. New Jersey: Prentice Hall
19. Rani, A. (2011): Psychology of Learning Behavior. New Delhi, Centrum Press.
20. Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.
21. Vergas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.
22. Wang, M.C. & Walberg, H.J. (eds) (1985): Adapting instruction to Individual Differences. Berkeley, CA: McCutchan Publishing Corporation.
23. Woolfolk, A. E. (1987): Educational Psychology (3rd Ed.) Englewood Cliffs. Prentice Hall.
24. Zohar, D. & Marshal, I. (2001): Spiritual Intelligence: The ultimate intelligence, New York: Bloomsbury Publishing.

## Paper 9: Research Methods and Statistics - II

### Course Objectives:

1. To acquaint students with the research process in general and educational research in particular.
2. To enable students to design and conduct a scientific enquiry.
3. To enable students to design and conduct a qualitative research.
4. To familiarize students with the procedural aspects of different types of educational research.

### Course Content:

#### Unit I: Quantitative Research Designs

- Selection of Research Design: Criteria for selection.
- Historical Research: Concept and Procedure.
- Descriptive Research: Concept and Procedure.
- Experimental and Quasi-experimental Designs: Concept, Types and Procedure.
- Ex-post-facto Research and Field Study: Concept and Procedure.

#### Unit II: Qualitative Research Designs: A

- Phenomenology: Concept and procedure.
- Grounded Theory: Characteristics, Types, Research Process, Strengths & Weaknesses of grounded theory design.
- Narrative Research: Meaning, Key characteristics, Steps in conducting narrative research.



### Unit III: Qualitative Research Designs: B

- Case Study: Concept, Types of case study design, Procedure, Strengths & Weaknesses of case study design.
- Ethnography: Meaning, Characteristics, Underlying assumptions, Steps in conducting ethnographic research, Writing ethnographic account, Strengths and Weaknesses.
- Mixed Method Designs: Characteristics, Types (Triangulation, explanatory and exploratory designs), Steps, Strengths & Weaknesses.

### Unit IV: Descriptive Statistics

- Measures of Dispersion (Quartile Deviation, Mean Deviation and Standard Deviation)
- Correlation: Concept, Types and Calculation of Coefficient of Correlation (Rank-difference, Product-moment).
- Partial and Multiple Correlation.

### Assignment/Practicum:

- Calculation of Mean, S.D. and Correlation with the help of MS-Excel.

### Suggested Readings:

1. Best, J.W. & Kahn, J.V. (1998). *Research in education* (10<sup>th</sup> ed.). New Delhi: Prentice Hall India.
2. Creswell, J.W. & Creswell, J.D. (2017). *Research design: Qualitative, quantitative and mixed method approaches* (5<sup>th</sup> ed.). Los Angeles: Sage.
3. Good, C.V. (1972). *Essentials of educational research: Methodology and design* (2<sup>nd</sup> ed.). New York: Appleton-century crofts.
4. Guilford, J.P. and Fruchter, B. (1978). *Fundamental statistics in psychology and education* (6<sup>th</sup> ed.). New York: McGraw Hill.
5. Johnson, R.B. and Christensen, L.B. (2014). *Educational research: Quantitative, qualitative and mixed approaches* (6<sup>th</sup> ed.). Los Angeles: Sage.
6. Kerlinger, F. N. (1983). *Foundations of behavioural research* (2<sup>nd</sup> ed.). New Delhi: Surjeet Publications.
7. Koul, L. (2019). *Methodology of educational research* (5<sup>th</sup> ed.). New Delhi: Vikas Publishing.

## Paper 10: Curriculum Studies

### Course Objectives:

On completion of this course students will be able to:

1. Understand the Nature, Concept and Meaning of the curriculum.
2. Identify the components of the curriculum.
3. Understand the concept and principles and foundations of curriculum development
4. Understand the types of curriculum
5. Describe the models of curriculum development.
6. Appraise the curriculum evaluation.
7. Identify the different approaches to curriculum evaluation.
8. Analyze major National Curriculum Frameworks.
9. Explore the research areas in curriculum studies.

### Course Content:

#### Unit- I: Meaning, Concept and Components of Curriculum

- Meaning and changing conception of curriculum, syllabus and curriculum.

- Components of curriculum: Objectives, Contents, Transaction Mode and Evaluation.
- Recommendations of commissions and committees on curriculum.
- Types of curriculum: Subject centered, Learner-Centered, Competency Centered, Activity Centered, Objective Centered, Core and Integrated curriculum.

#### Unit-II: Curriculum Development

- Concept and Principles of curriculum development.
- Foundations of Curriculum Development: Philosophical, psychological and sociological.
- Models of curriculum development: The Tylers' model, Hilda Taba Model, Vocational Model.

#### Unit-III: Curriculum Evaluation

- Meaning and purpose of curriculum evaluation
- Approaches to Curriculum Evaluation: Scientific & Humanistic Approach of evaluation, formative evaluation and summative evaluation.
- Criteria for evaluation of a programme and competency based vocational curriculum
- Criteria for evaluation of curriculum materials.

#### Unit-IV: Curriculum Frameworks and Research in Curriculum Studies

- National Curriculum Framework for school education 2005.
- Analysis of National Curriculum Frame Work for Teacher Education 2009 and 2014.
- Priority areas of research in Curriculum studies in India and abroad.

#### Practicum/Assignment:

- (A) Prepare a report on recommendations on curriculum after reading of documents.
- (B) Analysis of models of curriculum development
- (C) Evolving criteria for evaluation of curriculum material and evaluate curriculum material.
- (D) Identify criteria for evaluation of a programme/curriculum and based on the criteria evaluate any programme/ curriculum.
- (E) Prepare a report on analysis of National Curriculum framework of 2009 & 2014 developed by NCTE after reading of original document.
- (F) Critically comment on NCF (2005)
- (G) Collection of Reviews of related studies according to priority areas of research in curriculum and analyze it.

#### Suggested Readings:

1. Arora, G.L. (1984). Reflections on curriculum. NCERT
2. Wiles, J.W. & Josph Bondi (2006) Curriculum development: A guide to practice, Pearson Publication.
3. Aggarwal, Deepak (2007). Curriculum Development: Concept Method.
4. Reddy, B. (2007), Principles of Curriculum Planning and development.
5. NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
6. NCERT(2006). Systemic reforms for curriculum change, NCERT. New Delhi
7. Balsara, M. (1999). Principles of Curriculum Renewal, New Delhi, Kanishka Publishers.



8. S. Biswas, N.B. Curriculum studies: A Model for SAARC countries.
9. NCERT (2005). National curriculum framework-2005. NCERT, New Delhi.
10. Srivastava, D.S. and Sarita Kumari (2005) Curriculum and Instruction, Isha Books-D-B, Prithviraj Road, Adarsh Nagar, Delhi.
11. NCTE (2009) National Curriculum Framework for Teacher Education NCTE, New Delhi.
12. MHRD, Govt. of India (1992) National Policy on Education (Revised) New Delhi.
13. MHRD (1992) Programme of Action, Govt. of India. New Delhi.
14. Aggarwal, J.C. and Gupta, S. (2005), Curriculum Development, Shipra Publishers, New Delhi.
15. Chandra, A. (1977). Curriculum Development and Evaluation in Education, Sterling Publishers.
16. Nigam, B.K. and Khan, I.M. (1993). Evaluation and Research in curriculum construction, New Delhi. Kanishka Publishers.
17. Srivastava, H.S. (2006). Curriculum and Methods of Teaching. New Delhi: Shipra Publishers.
18. B.D. Bhatt (2014) Curriculum Reform. Kanishka Publishers, New Delhi.
19. NCTE (2014) Curriculum Frame Work: Two-year B.Ed. Programme, NCTE. New Delhi.
20. Srivastava, N. (1998). Competency-Based Vocational Curriculum: Creche and Preschool Management. Bhopal: PSSCIVE (NCERT).

## Paper 11 (Elective Course) (A): Inclusive Education

### Course Objectives:

The students will be able to-

1. Demonstrate knowledge of different perspectives in the area of education of children with disabilities
2. Reformulate attitudes towards children with special needs
3. Identify needs of children with disabilities
4. Plan need-based programmes for all children with varied abilities in the classroom
5. Use human and material resources in the classroom
6. Use specific strategies involving skills in teaching special needs children in different set-ups
7. Modify appropriate learner-friendly evaluation procedures
8. Incorporate innovative practices to respond to education of children with special needs.

### Course Content:

#### Unit I: Concept, Principles and Scope of Inclusive Education

- Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities), Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education, Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication, Persons with Disabilities Act (2016).

**Unit II: Concept, Types and Identification of Disabilities**

- Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion.

**Unit III: Planning and Management of Inclusive Classrooms**

- Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent- Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School, Universal Design of Learning.

**Unit IV: Barriers and Facilitators in Inclusive Education**

- Barriers and Facilitators in Inclusive Education, Social and Educational Attitudes, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India.

**Practicum/Assignment:**

- (A) Identification of a children with diverse needs
- (B) Teaching one child with diverse needs using appropriate strategies
- (C) Adaptation of curriculum and methods to teach one child with diverse needs
- (D) Visit to one institution dealing with disabled children and preparing its' report
- (E) Any other relevant activity

**Suggested Readings:**

1. Alur, Mithu (2010). Journey for inclusive education in the Indian sub-continent. Routledge
2. Burrello N. C., Lashley C, and Beatty E. E. (2001) Educating all students together. How school leaders create Unified System. Corwin Press, Inc., Sage Publication Company.
3. Dash, Neena (2012). Inclusive education for children with special needs. Atlantic Pub.
4. Gearheart, B. R; Weishahn, M. W; Gearheart C. J. (1992). The Exceptional Student in the Regular classroom (5th Ed.) Macmikai Publishing company.
5. Hallahan, D.P., Kauffma, J.M., Pullen, P.C. (2009). Exceptional Learners - An Introduction to Education (11th Ed) Allyn& Bacon, Pearson Education, Inc. USA.
6. Hegarty S and Alur M (2002) Education and Children with special needs - from Segregation to Inclusion (Ed) Sage Publication
7. MHRD (2005). 'Action Plan for Inclusive Education of Students and Youth with Disabilities'. Govt. of India.
8. Jhulka, A. (2006) "Including students and youth with disabilities in education - a guide for practioners" NCERT, New Delhi
9. Kauffman, J. M. & Hallahan, D. P. (Eds): (1982). 'Handbook of Special Education', New York: Prentice Hall Inc.
10. King S. & Margaret. E. (1994). 'Curriculum based assessment in special education', California: Singular Publishing group Inc.
11. Luftig, L. R. (1989). 'Assessment of Learner with special needs' Boston, Allyn & Bacon.
12. Mani, M.N.G. (2000). Inclusive Education in Indian Context. International Human Resource Development Center (IHRDC) for the Disabled, Coimbatore: Ramakrishna Mission, Vivekannanda University.



13. Mangal, S.K. (2007). Educating Exceptional Students - An Introduction to Special Education. New Delhi: Prentice hall of India Pvt. Ltd.
14. MHRD (2005). Action plan for inclusion in education of students and youth with disabilities. New Delhi: Government of India.
15. Ministry of Social Justice and Empowerment (2006). National Policy for persons with disabilities (New Delhi, Government of India).
16. Murphy, P.F and Gipps, C.V. (1996). Equity in the classroom: Towards effective Pedagogy for girls and boys (Ed) The Faluer Press, UNESCO Publishing
17. Nutbrown, C. C. (2006). 'Inclusion in the early years', London: Sage Publications Ltd.
18. Oslon, J. L., and Platt, J. M. (1992). Teaching students and adolescents with special needs, McMillan publishing company limited, USA.
19. Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995
20. National Sample Survey Organisation (2003) Disabled persons in India, NSS 58th round (New Delhi, Government of India).
21. Rehabilitation Council of India (2005) Annual Report, 2003-04, Rehabilitation Council of India, New Delhi.
22. Salamanca Statement and Framework for Action on Special Needs Education (1994).
23. Salvia, J; Yesseldyke, J. E; Bolt, S (2010) Assessment in special and Inclusive Education (11th Ed) Wadsworth Cengage Learning U S A.
24. Sharma, Bharti (2011). Inclusive education; needs, practices and prospects. Kanishka Pub.
25. Smith, T.E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2001) Teaching Students with Special needs in Inclusion Setting. (3 Ed). Allyn& Bacon.
26. Swarup, S. (2007). Inclusive Education, Sixth Survey of Educational Research 1993. N. Delhi: 2000. NCERT.
27. Thompson, S.J., Quenemoen R. F Thurlow M. L., Ysseldyke J. E (2001). Alternate assessments for students with disabilities. Crowin Press, Inc and Council for Exceptional Children.
28. Wood, J. W., and Lazzari, A. M. (1997). Exceeding the boundaries: Understanding Exceptional Lives. Harcourt Brace and Company, USA.
29. White W. F (1971). Tactics for teaching the disadvantaged. McGraw-Hill book Company.

## Paper 11 (Elective Course) (B): Comparative Education

### Course Objectives:

1. Understand the concept, origin, need and importance of comparative education.
2. Examine the approaches, methods and influencing factors of comparative education.
3. Understand primary, secondary, higher education of U.K., U.S.A. & Russia as compared to that of India.
4. Describe the control of education, educational administration and finance of U.K., U.S.A. & Russia as compared to that of India.

### Course Content:

#### Unit - I

- Meaning, History, Purpose, Methods of study of comparative education.
- Factors influencing the educational system of a country- Political, Social, Linguistic, Geographical and Economic.
- Role of comparative education - need and importance of studying comparative education.

**Unit- II**

- Primary education system of U.K., U.S.A. and Russia as compared to that of India.
- Control of education, educational administration and finance of U.K., U.S.A. and Russia as compared to that of India.
- Problems of primary education in India and lessons from abroad.

**Unit- III**

- Secondary education system of U.K., U.S.A. and Russia as compared to that of India.
- Control of education, educational administration and finance of U.K., U.S.A. and Russia as compared to that of India at secondary level education.
- Problems of secondary education in India and lessons from abroad.

**Unit- IV**

- Higher Education system of U.K., U.S.A. and Russia as compared to that of India.
- Control of education, educational administration and finance of U.K., U.S.A. and Russia as compared to that of India at tertiary level education.
- Teacher education of U.K., U.S.A. and Russia as compared to that of India.
- Problems of higher education in India and lessons from abroad.

**Practicum / Assignment**

- (A) Study of the survey report on Indian Pre-primary and primary education and compare the issues with that of Britain & U.S.A.
- (B) Study of the survey report on Indian secondary and higher education and compare the issues with that of Russia and U.S.A.
- (C) Prepare a comparative chart of Britain, U.S.A., Russia and India regarding Educational administration and curriculum.

**Suggested Readings:**

1. Beredy, G.Z.F. (1964): Comparative method in education, Oxford & East Publishing Co. New Delhi.
2. Nicholoas A.H., (1965): Comparative Education, Routledge & Kegan Paul Ltd., London.
3. Chaube, S.P. & Chaube, A. (1993): Comparative Education, New Delhi: Vikas Publishing House Pvt.
4. Green, J.L. (1981): Comparative education and Global village, Meerut: Anu Book, Shivaji Road.
5. Rao, V.K. & Reddy, R.S. (2004): Comparative education, New Delhi, Commonwealth Publishers.
6. Sharma, Y.K. (2004): Comparative Education- A Comparative study of educational system, New Delhi: Karishka Publishers.
7. Sharma, R.A. (2010): Comparative Study in education, International Publishing House, Meerut.
8. Sodhi, T.S.: A text book of comparative education, New Delhi, Vikas Publishing House Pvt. Ltd.



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**Department of B.Ed./M.Ed.  
(A Glimpse of Syllabi)**

**M. Ed. Second year**

**Third Semester**

**Part A. Theory Papers (Core Course)**

- Paper 13: Pre-service and In-service Teacher Education
- Paper 14: Perspectives in Secondary Education
- Paper 15: Research Methods and Statistics -III
- Paper 16: Measurement and Evaluation

**Part B. Theory Papers (Elective Course)**

- Paper 17 (A): Educational Technology and ICT
- Or
- Paper 17 (B): Vocational Education

**Part C. Masters Dissertation**

- Paper 18
- (A): Dissertation up to three chapters - Viva-voce
- (B): Seminar Presentation - Report and Viva-voce

**Part D. Value Added Course (Non-Credit)**

- (A) Yogan and Pranayam (Compulsory for all)
- (B) Any one of the following short duration activities:
  - (a) Personality Development Session
  - (b) Communicative English Session
  - (c) Cultural Activity
  - (d) Community Awareness Campaign
  - (e) National Day or Event Celebration Activity
  - (f) Community Services Camp

**M.Ed.**  
**Third Semester**

**Paper 13: Pre-Service and In-Service Teacher Education**

**Course Objectives:**

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

1. Gain insight and reflect on the concept and the status of pre-service and in-service teacher education.
2. Be acquainted with the content, and organization of pre-service teacher education Curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation.
3. Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities.
4. Be involved in various activities and processes of a teacher education institution, in order to gain an insight into the multiple roles of a teacher educator and understand the organizational culture.
5. Develop competence in organization and evaluation of various components of pre-service and in-service teacher education programmes.
6. Design in-service teacher professional development program/activities based on the needs of teachers.

**Course Content:**

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

- Teacher competencies and aspects of teacher's work
- Pre-service teacher education: concept, nature, objectives and scope.
- Pre-service teacher education for various level of schooling: nature and differences
- The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- Modes of pre-service teacher education: face-to-face (linear and integrated), distance and online -needs, merits and limitations

**Unit-II: Organization of Different Components of Teacher Education Curriculum**

- The concept of andragogy and its principles. The student teacher as an adult learner - characteristics
- Components of pre-service teacher education: foundation courses, subject specialization and pedagogy, EPC papers and other papers like- vocational education, work education, inclusive education etc., co-curricular activities, practicum and internship
- Organization, transaction and evaluation of different components of teacher education curriculum - existing practices
- Transactional approaches for the foundation courses in teacher education programmes: expository participatory, collaborative, peer coaching and enquiry

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- Transactional approaches for the skill and competency development courses: micro teaching and simulated teaching, ICT based practices, apprenticeship approach, cooperative behaviour interventions
- School based practicum and internship: the existing practices, their nature, objectives, organization and duration. Activities and experiences in pre-internship, internship and post-internship

**Unit - III: In-service Teacher Education in India - Concept, Structure and Modes**

- Concept, need for continuing professional development of a teacher - areas of professional development. Programs and schemes of state and central governments on in-service teacher education programme
- The structure for in-service teacher education at different level
- Strategies of professional development: orientation, refresher, workshop, seminar and conference its nature and scope, objectives and limitations
- Modes of in-service teacher education: face-to-face, distance mode, online and mixed mode, induction, one shot, recurrent, cascade, multi-site, and short term course work (nature, scope, merits and limitations of each of them)

**Unit - IV: Planning, Organizing and Evaluating an In-service Teacher Education**

- Planning an in-service teacher education programme: preliminary considerations, purpose, duration, resource requirements and budget
- Designing an in-service teacher education programme: assessment of training needs, formulation of training curriculum, preparation of course material, evaluation of curriculum inputs
- Organizing an in-service teacher education programme: guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation. common problems faced by a teacher education institution
- Qualities and characteristics of an effective in-service teacher educator

**Assignment/Practicum:**

- A "comparative study of pre-service teacher education curriculum university wise or state wise in terms of their component, weightage, duration, organization, transaction and assessment - document analysis.
- Design, implementation and evaluation of a training input in any one course of pre-service teacher education.
- study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organization and outcome - document analysis.

**Suggested Readings:**

1. Anderson, L.W (1995). International Encyclopedia of teaching and teacher (second Edition) Elsevier science Ltd. Oxford.
2. Arora G.L. (2002). Teachers and their Teaching: Need for new prospective, Ravi Book New Delhi.
3. Biddle B.J. and Ellene W.J. (ed.) Contemporary Research on teacher effectiveness, Renhart & Wilson, New York.
4. Dash, B.N. (2003). Teacherand Education in emerging Indian society, New Kamal Prakashan, New Delhi.
5. Flanders, N.A, Analyzing Teachers Behaviour Weseley Publishing Co, Inc.

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6. Holland F.H., Teaching the teachers: Trends in teacher Education, George Allen and Unwin Ltd., London.
7. Joyce & Bruce et al. (2014) (Models of teaching (9<sup>th</sup> edition), Pearson.
8. McClelland V.A. and Verma V.P. (1989). Advances in Teacher Education, Routledge, London.
9. NCERT (2006). 6<sup>th</sup> survey of research in education. New Delhi: NCERT.
10. NCTE (2009). Curriculum Framework of Teacher Education NCTE, New Delhi.
11. NCTE (2014). Curriculum Frame Work two year, NCTE, New Delhi.
12. NCTE (2014). Norms and guidelines of Teachers Education Programmes, New Delhi.
13. Nizam, Elahi (1998). Teacher Education in India APH, New Delhi.
14. Mehta, C.S. and Joshi D.C., Principles and problems of teacher education, Rajasthan Hindi Granth Academy, Jaipur.
15. Panda, B.N. and Tewari, A.D. (1997). Teacher education New Delhi: APH.
16. Reddy, R.S., Principles and Practice of Teacher Education, Rajat Publications, New Delhi.
17. Singh, L.C. and Sharma P.C. (1997). Teacher Education and the teacher, Vikas Publishing house, New Delhi.
18. Sahoo, P.K. et. al. (eds.). Professionalism in Teacher Education. New Delhi: Concept Publication.
19. Srivastava, R.O. and Bose, K. Theory and Practice of Teacher Education in India, Chug Publication, Allahabad.
20. Sharma, M.L. (2001). Educating the Educator, The Indian Publication, Ambala.

## Paper 14: Perspectives in Secondary Education

### Course Objectives:

1. To acquaint the students with perspectives of secondary and higher secondary education.
2. To enable the students to understand the different policies and programmes of secondary and higher secondary education.
3. To enable the students to understand the problem and challenges about secondary and higher secondary education.
4. To enable the students to know the different initiatives taken by government.

### Course Contents:

#### Unit- I Introduction and Background of Secondary Education

- Concept, Meaning, Objectives, Need and Significance.
- Historical background of Secondary education in India- Ancient, Medieval and Modern period.
- Comparative Status of Secondary Education in India, USA and Japan.

#### Unit -II Policies and Programme related to Secondary Education.

- Agencies and Policy Making- MHRD, NCERT and SCERT.
- Policies and Scheme related to Secondary Education (1986) and POA (1992), National Curriculum Frame work (2005), National Scheme of Incentives to girls for Secondary Education (2008), Centrally Sponsored Scheme of VSHSE (2011-12)
- Programmes related to Secondary Education- Rashtriya Madhyamik Shiksha Abhiyan (RAMSA), Vocational Education Programme and Vocational Education in Five Year Plans.

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### Unit III- Problems and Challenges of Secondary Education

- Problem and Challenges related to universalization of Secondary Education,
- Problems and Challenges in relation to enrollment, dropout, achievement, education for girl, vocationalization and interventions to solve the problems education.

### Unit IV- Programme Initiatives

- Common School System, Neighbourhood School, Multipurpose Schools, Ashram Schools, Vocational Schools, it is, Kasturba Vidyalaya, Navodaya Schools, National Skill Development Mission, National Council for Vocational Education, Apprenticeship Training Programme

### Practicum/Assignment:

The students may undertake any one of the following activities:

- (A) Critical analysis of status of secondary education of state
- (B) Critical study of Five Year Plans
- (C) Case study of any secondary school
- (D) Critical appraisal of one of the selected programme run by central and state government
- (E) Write Journal Article on different issue of secondary Education

### Suggested Readings:

1. Agarwal, J.C (2007), History of Modern Indian Education, 6th Edition, Vikas Publishing House Pvt ltd, New Delhi
2. Agarwal, J.C (2007), Development of Education System in India, Shipra Publications, Delhi
3. Altekar-Education in Ancient India, Varanasi, Varanasi Book shop.
4. Amala, P.A, Anupama, P and Rao, D.bB; (2004), History of Education, Discovery Publishing House, New Delhi.
5. Bakshi, S.R. Mahajan Lipi- Education in Ancient India New Delhi: Deep & Deep Publications Pvt. Ltd..
6. Chakraborty, Mohit-Modern Issues in Education.
7. Chaube, S.P. & Chaube, Akhilesh: Education in Ancient and Medieval India,
8. Chauhan, C.P.S, Modern indian Education, Policies, Progress and Problems, Kanishka Publishers, Distributors, New Delhi.
9. Devi, S (2005). A History of Modern Education, Omsons publications, New Delhi
10. EBY, Frederick: The Development of Modern Education N.J.Prentice Hal l
11. Government of India (1953), Report of the Secondary Education Commission, 1952-53. Ministry of Education.
12. Govt. of India - (1986/1992) National Policy of Education, 1992
13. Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
14. Govt. of India, MHRD (2005). Universilisation of Secondary Education: Report of the CABE Committee, New Delhi
15. Gupta, R.P. & Hussain, Anzar-Issues in Indian Education, New Delhi: Radha INC Engle eliffs.
16. Kohli, V.K. Indian Education and its Problems, Vivek publishers
17. MHRD, (1992), Programme of action. Govt. of India, New Delhi.
18. MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.
19. Modification and the POA, MHRD, Dept. of Education, Govt. of India (1953)
20. Mukherjee, S.N.-Education in India, Today and Tomorrow.
21. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
22. NCERT (2005). National curriculum framework, New Delhi.

## Paper 15: Research Methods and Statistics – II

### Course Objectives:

1. To familiarize students with procedural aspects of educational researches.
2. To enable students to design and conduct a research study.
3. To enable students to select appropriate research tools and apply them in educational research.
4. To enable students to employ statistical applications in educational settings.

### Course Content:

#### Unit I: Review and Reporting of Related Literature

- Primary and Secondary Sources of Information.
- Conducting the literature search: Using databases and internet, web search and quality of web resources.
- Writing Review of Related Literature. Avoiding Plagiarism.
- Citation and Referencing of Literature.

#### Unit II: Sampling in Educational Research

- Concept of Universe, Population and Sample.
- Units of sampling and determinants of sample size.
- Sampling Techniques; Various Methods of Probability and Non-probability Sampling.
- Sampling Errors and Avoidance of Sampling Bias. Characteristics of a good sample.

#### Unit III: Collection of Data

- Concept of Primary and Secondary Data. Limitations of Secondary Data.
- Tools and Techniques of data collection.
- Research Tools: Types and Selection of Research tools (Observation, Questionnaires, Interview Schedules, Tests, Rating Scales, Check Lists, and Inventories), Characteristics of a good research tool.
- Reliability and Validity of research tools. Characteristics of a good research tool.
- Tool administration and scoring of tools: Online and offline.

#### Unit IV: Statistical Applications in Quantitative Data Analysis

- Characteristics and Applications of Normal Probability Curve.
- Parametric and Non-Parametric Tests: Concepts of Parameter & Statistics, Level of Significance.
- Hypothesis Testing: One-tailed and two-tailed tests, Types of errors,
- Comparison of Means using *t*-test: Independent groups and paired groups.

### Practicum/Assignment:

- Review of Five research studies with referencing in APA style.

### Suggested Readings:

1. Best, J.W. & Kahn, J.V. (1998). *Research in education* (10<sup>th</sup> ed.). New Delhi: Prentice Hall India.
2. Garrett, H.E. (2005). *Statistics in psychology and education* (15<sup>th</sup> ed.). New Delhi: Tata McGraw Hill.
3. Good, C.V. (1972). *Essentials of educational research: Methodology and design* (2<sup>nd</sup> ed.). New York: Appleton-century crofts.



4. Guilford, J.P. (1954). *Psychometric methods*. New York: McGraw Hill.
5. Guilford, J.P. and Fruchter, B. (1978). *Fundamental statistics in psychology and education* (6th ed.). New York: McGraw Hill.
6. Kerlinger, F. N. (1983). *Foundations of behavioural research* (2nd ed.). New Delhi: Subject Publications.
7. Koul, L. (2019). *Methodology of educational research* (5th ed.). New Delhi: Vikas Publishing.
8. Mark, R. (1996). *Research made simple: A handbook for social workers*. New Delhi: Sage Publications India.

## Paper 16: Measurement & Evaluation

### Course Objectives:

1. To acquaint students with the basic concepts and practices adopted in educational measurement and evaluation.
2. To help students understand the relationship between measurement and evaluation and enable them to evaluate the tools in the periphery of exactness.
3. To orient the students with tools and techniques of measurement and evaluation.
4. To develop skills and competencies in order to construct and standardize tests.

### Course Content:

#### Unit-I Conceptual Framework of Measurement and Evaluation:

- Measurement and Evaluation: Concept, Nature, Scope, Need and Functions. Relationship of measurement and evaluation.
- Psychological & physical measurement, Scales of measurement, Levels of measurement, Norm-referenced and criterion-referenced measurement.
- Formative and summative evaluation, Continuous & Comprehensive Evaluation, Competency Based Evaluation
- Basic principles of evaluation, Common Errors in measurement and evaluation.

#### Unit-II Measurement Tools and Evaluation Techniques:

- Types of Tests: Psychological Test, Performance Test, Diagnostic test Teacher made test, Standardized test, Criterion referenced test and Norm-referenced test, Subjective and Objective Tests.
- Questionnaires, Opinionnaires, Schedules, Scales and Inventories.
- Characteristics of a good measurement tool.
- Evaluation Techniques: Concept and Types.
- Validity of tools: Meaning, Types and Assessment of Validity.
- Reliability of tools: Meaning, Types, Factors affecting reliability, Assessment of reliability and Cautions in interpretation of reliability coefficients.

#### Unit-III Test Construction and Standardization:

- Test standardization- meaning & procedure.
- General principles of test construction and standardization.
- Steps in construction of Achievement Test and Attitude Scale (Thurston's and Likert's Methods).
- Item analysis of achievement test and attitude scale.
- Test Scores: Conversion of raw scores into standard scores and Ways of interpretation.
- Development of various Norms and Grades.

**Unit- IV Trends and Issues in Measurement and Evaluation:**

- Semester System and Choice Based Credit System (CBCS).
- Question Banks, Computer Adaptive Testing (CAT).
- Use of Computers in Measurement and Evaluation: Offline and online.
- Confidentiality and Sanctity of Evaluation.

**Practicum/Assignment:**

- (A) Construction of an achievement test for a secondary class.  
Or  
Construction of an attitude scale on any educational phenomenon.
- (B) Administration, scoring & interpretation of an intelligence test/attitude scale.  
Or  
Assessment of reliability and validity of any existing test/scale.

**Suggested Readings:**

1. Worthen, B.R. and Sanders, J. R.: Educational evaluation, Longman, New York.
2. Anastasi, A.: Psychological testing, Macmillan Publishing Co., New York.
3. Fisher, R.A.: The Designs of experiments, Oliver and Boyd, London.
4. Guilford, J.P.: Fundamental statistics in psychology & education, McGraw Hill, New York.
5. Guilford, J.P.: Psychometric methods, McGraw Hill, New York.
6. Garret, H.E.: Statistics in psychology & education, Allied Pacific Pvt. Ltd., Bombay.
7. Nunnally, I.: Psychometric theory, McGraw Hill, New York.
8. Ebel, R.L.: Essentials of educational measurement, Prentice Hall, New Jersey.
9. Thurstone, L.L.: Multiple factor analysis, The Univ. of Chicago Press, Chicago.
10. Agarwal & Asthana: *Shiksha main mapan evam mulyakan*, Vinod Prakashan, Agra
11. Bhargav, M.: *Aadhunik manovigyanik parikshan evam mapan*, Har Prasad Bhagrav, Agra.
12. Thorndike, R. L. and Hagen, E. P.: Measurement and evaluation in psychology & education, Mcmillan, New York.
13. Gronlund, N.E.: Measurement & evaluation in teaching, Collier Macmillan, New York.
14. Freeman: Theory and practice of psychological testing, Oxford & IBH, New Delhi.
15. Popham, W.J.: Criterion referenced measurement, Prentice Hall, New Jersey.
16. Chauhan, C.P.S.: Recent trends in educational evaluation, Commonwealth Publishers, New Delhi

**Paper 17 (Elective Course)**

**(A): Educational Technology and ICT**

**Course Objectives:**

1. To enable the students to become effective user of technology in the field of Education.
2. To enable students to understand the nature& scope and various forms of educational technology.
3. To develop basic skills in students regarding the production of different types of self-learning/instructional material.
4. To enable students to prepare, select and use the instructional material and media effectively.
5. To develop an awareness in students about the recent innovations and future perspective of Educational Technology.



6. To enable the student to become good practitioner of Educational technology and e-learning.
7. To comprehend various emerging technologies in education.
8. To enable students to understand the open and distance learning.

### Course Content:

#### UNIT-I: Understanding of Educational Technology

- Educational Technology and ICT: Meaning and Definition, Nature, Scope and Significance.
- Forms of Educational Technology: Teaching technology, Instructional technology, Behavioral technology and Instructional design.
- Approaches of ET-Hardware, Software, System's Approach.
- Communication: Meaning and nature of communication, Characteristics of communication, Types (Verbal and non-verbal), Barriers and Effective classroom communication.

#### UNIT-II: Teaching and Instructional Technology

- Phases of Teaching: Pre-active, Interactive and Post-active,
- Levels of Teaching: Memory, Understanding and Reflective.
- Models of Teaching: Meaning, components functions and families, Glaser's basic teaching model, concept attainment model and Advance organizer model.
- Emerging Technologies in education: Blended learning, Flip learning, Mobile learning and Web-based learning

#### UNIT-III: Behavioral Technology

- Teaching competencies and teaching skills: Meaning and types.
- Flanders Classroom Interaction Analysis.
- Micro-teaching: Meaning, Microteaching Cycle and Teaching Skills.

#### UNIT-IV: Open and Distance /Learning

- Open and Distance Learning: Concept, Methods and Techniques.
- Major Institutions of Educational Technology in India: CIET, IGNOU, SIET, NIOS, Consortium of Educational Communication (CEC).
- Organising teaching and learning by using educational technology: Open Educational Resources (OER), Massive Open Online Courses (MOOCs), Study Web of Active Learning for Young Aspiring Minds (SWAYAM).

#### Practicum/Assignment:

- (A) Construction and presentation of a power -point instructional material
- (B) Visit of any one ET resource center and preparation of its report.
- (C) Observation of 5 micro lesson classes of B.Ed. students and preparation of its observation report.
- (D) Critical analysis of any Educational Application of mobile or web based learning.

#### Suggested Readings:

1. Sharma, R.A.: Advanced educational technology, Loyal Book Depot, Meerut.
2. Khan, M.I. and Sharma, S.R.: Instructional technology, Kanishka Publishers, Delhi.
3. Mehra, Vandana: Educational technology, S.S. Publishers, Delhi.
4. Sharma, R.A.: Technology of teaching, Modern publishers.

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5. Joyce, B. and Well, M.: Models of teaching, Prentice Hall, New Jersey.
6. Flanders, N.A.: Analysing teacher behavior, Addison Wesley Pub. Co., London.
7. Anglin Jr., L.W. et. al.: Teaching: What it's all about, Harper & Row, New York.
8. Ausubel, D.P.: The psychology of meaningful verbal learning, Grune & Stratton, New York.
9. DeCecco, J.P.: Educational technology, Prentice Hall, New Jersey.
10. Tara Chand: Educational technology, Anmol Publications, New Delhi.
11. Venkataiah, N.: Educational technology, APH Publishing Cor., New Delhi.
12. Mukhopadhyay, M. (1990). Educational Technology - Challenging Issues, New Delhi, Sterling Publishers Pvt. Ltd.
13. N. Sareen, Information and Communication Technology, Anmol Publication.
14. Rosenberg, M.J. (2001): e-learning New York: McGraw Hill.
15. Das, R.C. (1993) Educational Technology: A Basic Text, New Delhi, Sterling Publishers.

## Paper 17 (Elective Course) (B): Vocational Education

### Course Objectives:

On completion of this course students will be able to:

1. Trace the historical perspective and development of vocational education.
2. Analyse the provisions made in national policies for vocational education.
3. Analyse the objectives of vocational education.
4. Justify need of Vocational Education for national development.
5. Examine the significance of Vocational Education in the Indian context.
6. Examine the issues involved in maintaining quality.
7. Analyse the format for competency based curriculum.
8. Analyse its implementation strategies for vocational education.
9. Describe the dual system of vocational education of Germany.
10. Analyse the Vocational Education system in China and Australia.
11. Understand recent trends in vocational education.
12. Analyse the research areas and studies in Vocational Education.

### Course Content:

#### Unit I: Vocational Education for National Development:

- Emergence of vocational Education: A Historical perspective, policies on vocational education.
- Objective of vocational education.
- Vocational Component at different stages of education.
- Vocational education and national development.

#### Unit II: The National Scenario of vocational education.

- Features and coverage of vocational education programme in India,
- Vocational courses and national curriculum design.
- Issues and concerns in vocational education.
- Implementation strategies of vocational education.

#### Unit III: Global Perspectives of Vocational Education:

- The Dual Model. Germany: Historical perspectives. The system, on the job and off the Job training, Benefits of Dual System of Germany, Vocational Courses and Implementation.



- Vocational Education system in China: Historical perspective and present system of vocational education.
- Vocational Education System in Australia: Education system, organizational structure, issues and concerns.

#### Unit IV: Recent trend and researches in Vocational Education

- Work centred education as foundation of vocational education.
- Paradigm shift in vocational education.  
(PPP) Public Private Initiatives in India.
- Skills and Education under NSQF, Credit allocation under NSQF.
- Priority areas of Research in vocational education, research studies conducted in vocational education.

#### Practicum/Assignment:

Any one of the following:

- (A) Based on the original reports of various committees and commission, list the significant features of development of vocational education in India.
- (B) Visit to vocational school, DIOS office and prepare a report on the basis of objectives, courses, facilities and important features of vocational education.
- (C) Compare the VEP of China/Australia/Germany with VEP of India, and suggest how VEP of India can be benefited.
- (D) Visit a NSQF based institution and prepare a complete report.
- (E) Review related studies on vocational education of any priority area of research in Vocational Education.

#### Suggested Readings:

1. Rashtriya, T. (2005). Vocational Education. New Delhi: APH Publishing Corp.
2. NCERT (2005). National curriculum framework. New Delhi: NCERT.
3. NCERT (2000). National curriculum Framework. New Delhi: NCERT.
4. NCERT (2007). Position Paper: National Focus group on "Work and Education". New Delhi. NCERT.
5. NCERT (1996). Higher Secondary Education and its Vocationalization, New Delhi: NCERT.
6. MHRD (1986). National Policy on Education, New Delhi: MHRD.
7. NCERT (1998). Vocational education Programme- Issues & Imperatives for future planning. New Delhi: NCERT.
8. NCERT (2004). Global educational change. New Delhi. NCERT
9. PSSCIVE (1995). Orientation guide on vocational education programme. Bhopal. PSSCIVE (NCERT).
10. MHRD (1998) Vocationalization of Secondary education. New Delhi: MHRD.
11. PSSCIVE (2004) Guideline for implementation of work education programme in the schools Bhopal: PSSCIVE(NCERT).
12. NCERT. Indian Journal of vocational education.
13. UNESCO (2005) Secondary education reform towards a convergence of knowledge acquisition and skill development. France: UNESCO.
14. Srivastava, N. (1998) Competency Based vocational curriculum: Crèche and preschool management Bhopal: PSSCIVE (NCERT).



**Department of B.Ed./M.Ed.  
(A Glimpse of Syllabi)**

**M. Ed. Second year**

**Fourth Semester**

**Part A. Theory Papers (Core Course)**

Paper 19: History, Economic and Political Perspectives in Education

Paper 20: Teacher Education: Perspectives, Researches and Issues

Paper 21: Research Methods and Statistics -IV

Paper 22: Curriculum, Pedagogy and Evaluation in Secondary Education

**Part B. Theory Papers (Elective Course: Inter/Intra-departmental)**

Paper 23 (A): Any specified interdepartmental course

Or

Paper 23 (B): Any specified MOOC or ODL course

**Part C. Masters Dissertation**

Paper 24

(A): Evaluation of Dissertation

(B): Viva-voce on Dissertation

**Part D. Value Added Course (Non-Credit)**

(A) Yogasan and Pranayam (Compulsory for all)

(B) Any one of the following short duration activities:

(a) Personality Development Session

(b) Communicative English Session

(c) Cultural Activity

(d) Community Awareness Campaign

(e) National Day or Event Celebration Activity

(f) Community Services Camp



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Fourth Semester

Paper 19: History, Economic and Political  
Perspectives in Education

**Course Objectives:**

The students will be able to -

1. Understand historical evolution of education system in India.
2. Understand policy perspectives on education.
3. Develop democratic attitudes towards education.
4. Understand educational systems in relation to political systems.
5. Conceptualize key-issues regarding quality education for all in Indian perspective.
6. Understand constitutional provisions and obligations related to education.
7. Comprehend economics of education.
8. Develop positive attitudes towards girls' education.
9. Understand role of government and private sector in educational advancement of the country.
10. Understand global considerations and efforts for education.

**Course Content:**

**Unit I: Historical Perspective**

Brief overview of education in ancient, medieval, pre-independence and post-independence period; Education Commission 1964-66, Planning Commission, NPE, 1986- objectives and main recommendations; RTE, 2009; Education as a development indicator and enhancer of development indicators; A review of the recent initiatives for educational development in India.

**Unit II: Political Perspective**

Educational provision in Indian constitution; Education and human rights; Child rights; Rights and duties; Role of State in education under *Panchayati Raj*, state government and central government; Dynamic relationship of education with the political process; Education under different political systems.

**Unit III: Economic Perspective**

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

**Unit IV: Global Perspective**

Role of international bodies in educational development (UNDP, WHO, UNICEF, UNESCO, World Bank, COL) with reference to India; Millennium Developmental Goals; Role of education in ensuring sustainable

development(SD); Contribution of science and technology to education and challenges ahead.

### Practicum/Assignment:

- (A) A future educational plan for a global organization.
- (B) Critical evaluation of *Sarva Siksha Abhiyan*.
- (C) Describing the problems and suggesting plausible solutions in and about one of the following- Poverty, unemployment, girls' education, political instability, reservation policy, education of disadvantaged.
- (D) A critical evaluation of one of the ancient, medieval, British and present Indian system of education.
- (E) A critical evaluation of privatization of education.

### Suggested Readings:

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

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## Paper 20: Teacher Education: Perspectives, Researches and Issues

### Course Objectives:

On completion course, the students will able to:

1. Gain insight and reflect on development of teacher education in India
2. Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities
3. Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organizational culture.
4. Develop competence in organization and evaluation of various components of a pre-service and in-service teacher education programmes
5. Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
6. Understand and appreciate the research perspective on various practices in teacher education.
7. Develop professional attitudes, values and interests needed to function as a teacher educator

### Course Content:

#### Unit I: Perspectives and Policy on Teacher Education

- Teacher education in India: historical perspective
- Teacher Development: Concept, Factors influencing teacher development - personal, contextual.
- Professionalism in teacher education
- National and state policies on teacher education - a review
- Different organizations and agencies involved in teacher education - their roles and Functions (NCTE, NCERT, NUEPA, NAAC, SCERT, DIET)
- Preparation of teachers for art, craft, music, physical education, vocational education and special education - need, existing programmes and practices
- In-service teacher education under DPEP, SSA and RMSA

#### Unit II: Structure and Management of Teacher Education

- Structure of teacher education system in India - its merits and limitations
- Universalization of Secondary Education and its implications for teacher education at the secondary level
- Preparing teachers for different contexts of school education - structural and Substantive arrangements in teacher education programmes
- NCTE norms and standard for teacher education programme at primary level, secondary level and degree level
- Factors influencing the quality of pre and in-service education of secondary school teachers, vertical mobility of school teacher

#### Unit III: Research in Teacher Education

- Recent trends of research in teacher education: review of a few research studies in teacher education with reference design, findings and policy implications
- Paradigms for research on teaching: Gage, Doyle and Schulman.

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- Research on effectiveness of teacher education programmes: characteristics of an effective teacher education programme
- Methodological issues of research in teacher education: direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation

#### Unit IV: Problems and Issues in Teacher Education

- Problems in planning, implementation and evaluation of pre service and in service teacher education programme
- Integrating of information and communication technology in teacher education
- Challenges in professional development of teachers: relevance to school education, assurance of quality of teacher education programmes,
- Single subject versus multiple subject teachers: implications for subject combinations in initial teacher preparation
- Issues related to enhancing teacher competence, commitment and teacher performance
- Preparing teachers of special field: vocational education, special education
- Networking of teacher education: teacher education institutions, universities, government agencies, regulatory bodies and community for preparing teachers at various level of schooling

#### Assignment/Practicum:

- (A) Study of the annual reports of any one SCERT/NCERT/NUEPA/DIET to identify the programmes for professional development of teacher educators.
- (B) Select any one current practice in teacher education and trace the background of its formulation as a policy.
- (C) A review of researches in any one area of research in teacher education and write the policy implications.
- (D) Preparing a report on NCTE norms and standard for teacher education programme at different levels of schooling.

#### Suggested Readings:

1. Anderson, L.W (1995). International Encyclopedia of teaching and teacher (second Edition) Elsevier science Ltd. Oxford.
2. Arora G.L. (2002). Teachers and their Teaching; Need for new prospective, Ravi Book New Delhi.
3. Biddle B.J. and Ellene W.J. (ed.) Contemporary Research on teacher effectiveness, Renhart & Wilson, New York.
4. Dash, B.N. (2003). Teacher and Education in emerging Indian society, New Kamal Prakashan, New Delhi.
5. Holland F.H., Teaching the teachers: Trends in teacher Education, George Allen and Unwin Ltd., London.
6. McClelland V.A. and Verma V.P. (1989). Advances in Teacher Education, Routledge, London.
7. NCEERT, New Delhi (2006) 6<sup>th</sup> survey of research in education
8. NCTE (2009) Curriculum Framework of Teacher Education NCTE, New Delhi.
9. NCTE (2014) Curriculum Frame Work two year, NCTE, New Delhi.
10. NCTE (2014) Norms and guidelines of Teachers Education Programmes, New Delhi.
11. Nizam, Elahi(1998): Teacher Education in India APII, New Delhi.

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12. Mehta, C.S. and Joshi D.C., Principles and problems of teacher education, Rajasthan Hindi Granth Academy, Jaipur.
13. Panda, R.N. and Tewari, A.D. (1997). Teacher education APH, New Delhi.
14. Reddy, R.S., Principles and Practice of Teacher Education, Rajat Publications, New Delhi.
15. Singh, L.C. and Sharma P.C. (1997). Teacher Education and the teacher, Vikas Publishing house, New Delhi.
16. Shukla, R.S. Emerging Trends in Teacher Education, Chief Publications, Allahabad.
17. Sahoo, P.K. et al (eds.), Professionalism in Teacher Education, concept Publication, New Delhi.
18. Srivastava, R.O. and Bose, K. Theory and Practise of Teacher Education in India, Chug Publication, Allahabad.
19. Sharma, M.L. (2001). Educating the Educator, The Indian Publication, Ambala.

## Paper 21: Research Methods and Statistics – IV

### Course Objectives:

1. To familiarize students with different types of qualitative and quantitative researches.
2. To train students to analyze quantitative and qualitative data.
3. To enable students to draw valid conclusions in research study.
4. To imbibe in students, the abilities to write research report.

### Course Content:

#### Unit I: Critical Issues in Research and Report Writing

- Emerging Trends in educational research.
- Ethics in Educational Research: Pertaining to researcher, scientific community, sponsors, and society.
- Research Report: Outlines and Criteria for evaluation of research report.

#### Unit II: Quantitative Data Analysis

- Data description and comparison.
- Testing of hypotheses. Errors in testing of hypotheses.
- Drawing conclusions and generalization of inferences.

#### Unit III: Qualitative Data Analysis

- Concept of Qualitative Data, Data Reduction and Classification; Analytical Induction and Constant Comparison; Concept of Triangulation.
- Segmenting, Coding, Developing Category System, Creating Hierarchical Category Systems, Identifying Relationships among Categories, Drawing Diagrams.
- Collaborating and Validating Results.

#### Unit IV: Statistical Applications in Quantitative Data Analysis

- Analysis of Variance (One-way ANOVA).
- Non-parametric tests: Chi-square test, Sign Test, Median Test and Mann-Whitney U Test.

### Practicum/Assignment:

- Conducting *t*-test, F-test and Chi-square test with the help of SPSS.

### Suggested Readings:

1. Best, J.W. & Kahn, J.V. (1998). *Research in education* (10<sup>th</sup> ed.). New Delhi: Prentice Hall India.

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2. Garrett, H.E. (2005). *Statistics in psychology and education* (15<sup>th</sup> ed.). New Delhi: Tata McGraw Hill.
3. Guilford, J.P. (1954). *Psychometric methods*. New York: McGraw Hill.
4. Koul, L. (2019). *Methodology of educational research* (5<sup>th</sup> ed.). New Delhi: Vikas Publishing.
5. Popham, W.J. and Sirotnik, K.A. (1973). *Educational Statistics: Use and interpretation*. New York: Harper and Row.

## Paper 22: Curriculum, Pedagogy and Evaluation in Secondary Education

### Course Objectives:

1. To familiarize students with concurrent issues in secondary education.
2. To enable students to examine and evaluate current practices in secondary education.

### Course Content:

#### UNIT I Curriculum Objectives, Problems and Issues

- Curriculum objectives, Features and Function for Class VI - VIII and class IX-X in State Board, ICSE and CBSE Board.
- Assessment Paradigms (Assessment of learning; Assessment for learning; Assessment as learning; Assessment in learning)
- Problem and Issues related to Curriculum of Language Education, Science Education, Social Science Education

#### UNIT II Vocationalisation of Secondary Education

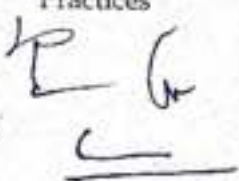
- Vocationalisation and Secondary Education Curriculum- Craft -centered Education, Work Experience and SUPW.
- Report on:
  - Secondary Education Commission (1952-54) on Curriculum Framework
  - Ishwarbhai J Patel Committee Report on Vocationalisation of Secondary Education
  - M. Adisheshiah Committee report on +2 level Curriculum on Vocational Education
- Problem and Issues concerning implementation of Vocationalisation of Secondary Education and Teacher Preparation.

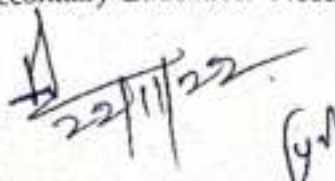
#### UNIT III Curriculum Transaction:

- Main features of Curriculum at secondary Level
- Curriculum Transaction Practices in Secondary Education
- Methods and techniques of teaching at secondary stage: Self-study, Class room activities, Laboratory Practices in different subjects, Resource centre based activities, Play way activities, field based studies and Community development programmes.

#### UNIT IV Assessment and Evaluation:

- Assessment and Evaluation in Secondary Education- Need, Importance and Practices

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Faculty of Education & Allied Sciences, MJP Rohilkhand University, Bareilly

- Recommendations and Reports by Committees on Assessment and Evaluation
- Assessment and evaluation of different board examination systems - A Comparison
- Tools and techniques of Assessment and Evaluation: Grading system, Psychometric testing, Scholastic Formative and Summative) and Co-Scholastic Assessment (life Skills; Work Education; Visual and Performing Arts; Attitude and Values), Various Formats of assessment in different State Boards
- New Trends of assessment and evaluation in Secondary Education.

### Practicum/Assignment:

- (A) Analyzing the Curriculum of any one teaching subject of Secondary Education.
- (B) Survey study of School Children by using any assessment tool.
- (C) Compare and analyze Assessment and Evaluation Practices of any Secondary Education Board.

### Suggested Readings:

1. NCERT, New Delhi (2005)-National Curriculum Framework-2005
2. NCERT, New Delhi- Curriculum and Evaluation
3. Taba, Hilda (1965) Curriculum Development -Theory and Practices, New York: Harcourt Brace and World Inc.
4. Walberg Herbert Jan G.D. (eds)- The International Encyclopedia of Educational Evaluation, Oxford: Pergman Press.
5. Rajput, J.S. (2002) - Dimension of Curriculum Change, New Delhi: NCERT.
6. Hass, G. and Parkey, F.W. (1993) - Curriculum Planning: A New Approach, 6<sup>th</sup> Edition, and United States of America.
7. Munroe, Paul- Encyclopedia of History of Education. (New updated Edition Vol. I, II, III, IV, Cosmo publications, New Delhi.
8. Linderman P.H.- Educational Measurement, Bombay, TaraPur Wala. Sons & Co.Pvt. Ltd.
9. Nuanally, J.C. -Educational Measurement and Evaluation New York: Mc Graw Hill Book Co.
10. Vernon, P.E.- The Measurement of Abilities, London: University Press.
11. Thorndike and Hagen- Measurement and Evaluation in Psychology & Education, New Delhi: Oxford and I.B.H. Publishing Co.
12. Remmens, H.H, N.L. Gage and J.F. Rummel. -A practical Introduction to measurement and evaluation. New York: Harper & Row Publishers.
13. Eean, K.L.-Construction of Educational and Personal Tests, New York. Mc Graw -Hill Book Co.
14. Adams, G.S. -Measurement and Evaluation in Education, Psychology and Guidance, New York; Holt Rinehart & Winston.
15. Bloom, B.S.- Handbook on Formative and Summative Evaluation at Student learning New York: McGraw Hill.

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