

COURSES OF STUDY

TWO YEARS MASTER OF EDUCATION PROGRAMME

(M. Ed.)

w. e. f Session-2015-16

Based on

Credit and Semester System with Grading

DEPERTMENT OF EDUCATION

FACULTY OF EDUCATION

**JAGADGURU RAMBHADRACHARYA HANDICAPPED UNIVERSITY,
CHITRAKOOT, UTTAR PRADESH (INDIA) -210204.**

FACULTY OF EDUCATION

Ordinances governing M.Ed. Degree Programme (Effective from 2015-16)

Master of Education (M. Ed.) Programme

I. CURRICULUM VISION

Enrichment of the new generation teachers in the field of Education to take care of the students with values and life skills to fine tune themselves to be professionally competent, adaptable and socially committed to meet the challenges of tomorrow and to become the transmitters, inspirers and promoters of children's eternal quest for knowledge.

The Vision Highlights:

- Facing the challenges of Education in the modern world.
- Development of Teacher Competence, Sensitivity and Teacher Motivation.
- Laying importance on professional preparation.
- Making conformity with the values enshrined in the constitution.
- Making teachers to be technologically competent.
- Knowing of ICT enabled curriculum and e-learning.
- Realizing the importance of inclusive education and gender issues.
- Imbibing Yoga, Health and Physical Education for future life styles.
- Knowing about the 'nature' and measures for environmental sustainability.
- Nurturing children's creativity and aesthetic sensibilities.
- Realizing the importance of evidence based performance assessment.
- Experiencing life skill training.

II. GENERAL OBJECTIVES

The M.Ed. programme aims to develop teachers/Educators for the children. The M.Ed. programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to the children. After completing the M.Ed. programme the student-teachers will:

1. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
2. Develop conceptual understanding of education provisions and skills for working with children.
3. Enhance knowledge and skills for professional development.
4. Uphold the value system based on the cultural, social, political and moral bases of Indian society.
5. Identify and solve the prevalent major social and environmental issues / challenges and equip the classroom learner to face those challenges.
6. Develop teacher competence, sensitivity and teacher motivation.
7. Get ready for professional preparation.
8. Become technologically competent and realize the importance of ICT and e-learning.

9. Apply the theoretical and practical information to get a holistic understanding about the importance of nurturing positive attitudes, skills and healthy behavior for living in the present and future.
10. Imbibe the aptitude for understanding the principles and practices related to the varied psychological, sociological and philosophical areas to facilitate productive cognition.
11. Focus on communicative English which will help the student teachers to communicate well in diverse settings and groups.
12. Conceptualize different formal and informal evidence based performance assessment strategies and develop ability to evaluate the continuous intellectual, social and physical development of the learners.
13. Enhance drama and art education to nurture children's creativity and aesthetic sensibilities.
14. Enhance the critical thinking skills through strategies that encourage precise approach to inquiry, collaboration and active participation in the classrooms.
15. Acquire the right attitude with qualitative commitment using multiple levels of tools and techniques.

III. NOMENCLATURE

Nomenclature of M. Ed. course will be as per UGC Notification of 2009 and 2014 and the new nomenclature will be M.Ed. and it will be of two years duration.

IV. GENERAL FRAMEWORK OF THE COURSE

The course is planned on the Choice Based Credit System (CBCS). *According to UGC guidelines one credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.*

The Course structure has three sets of courses:

1. Core courses in every semester
2. Elective course which can be chosen from pool of papers in order to:
 - a) Support the discipline of study
 - b) Provide an expanded scope
 - c) Exposure to some other discipline/domain
 - d) Nurturing student proficiency/skills
3. Elective courses are value-based

V. PROGRAMME STRUCTURE

1. M.Ed. Degree shall be awarded to candidates on successful completion of a four semester programme of study.
2. M.Ed. Programme will have courses of 80 credits distributed in four semesters, as given below:

VI. COURSE OF STRUCTURE OF THE PROGRAMME

SEMESTER – I			
Course Category	Credits	No.of Courses	Total Credits
Theory Core Courses	4	4	16
Practical Minor Courses	1	2	02
TOTAL		6	18
SEMESTER – II			
Theory Core Courses	4	4	16
Practical Courses	4	1	04
Practical Minor Courses	2	1	02
TOTAL		6	22
SEMESTER – III			
Theory Core Courses	4	2	08
Electives Courses	4	2	08
Practical Courses	4	1	04
TOTAL		5	20
SEMESTER – IV			
Electives Courses	4	3	12
Practical Courses	4	1	04
Practical Minor Courses	2	2	04
TOTAL		6	20
GRAND TOTAL		22	80

VII. SEMESTER-WISE DETAILS OF COURSES /CREDITS:

SEMESTER – I					
Course Code	Course title	Credits	Weightage /Marks		
			Internal	External	Total
MED-101	Psychology of Learning and development	4	20	80	100
MED-102	History and Political Economy of Education	4	20	80	100
MED-103	Education Studies	4	20	80	100
MEd-104	Introduction to Research Methods	4	20	80	100
MED-105	ISB Activity/Assignment:				
MED-105A	Practical: ICT Skills and Expository Writing	1	25	00	25
MED-105B	Practical:Self Development	1	25	00	25
	TOTAL	18			450

SEMESTER – II					
MED-201	Philosophy of Education	4	20	80	100
MED-202	Sociology of Education and Gender Issues	4	20	80	100
MED-203	Curriculum Development	4	20	80	100
MED-204	Teacher Education :Pre-service and Inservice Perspectives	4	20	80	100
MED-205	Practical: Internship in a Teacher Education Institute	4	50	50	100
MED-206	Practical: Dissertation Synopsis and Presentation	2	50	00	50
	TOTAL	22			550
SEMESTER – III					
MED-301	Electives –I (Any one)	4	20	80	100
MED-301A	Elementary Education in India				
MED-301B	Secondary Education in India				
MED-302	Electives-II (Any One)	4	20	80	100
MED-302A	Educational Technology				
MED-302B	Inclusive Education				
MED-302C	Guidance & Counselling				
MED-303	Advanced Research Methodology and Statistics in Education	4	20	80	100
MED-304	Perspectives, Research and Issues in Teacher Education	4	20	80	100
MED-305	Practical: Internship	4	50	50	100
	TOTAL	20			500
SEMESTER – IV					
MED-401	Specialisation (Any three)	4*3=12	20*3=60	80*3=240	100*3=300
MED-401A	Educational Planning and Administration				
MED-401B	Comparative Education				
MED-401C	Measurement and Evaluation in Education				
MED-401D	Distance Education				
MED-401E	ICT in Education				
MED-401F	Economics of Education				
MED-402	Practical: Dissertation	8	50	150	200
	Practical: Dissertation , Literature Review & Academic Writing				
	Total	20	110	290	500
	Grand Total	80			2000

VIII. SCHEME OF ASSESSMENT

Each theory/ practical/ seminar/ field work/project course shall be of 100 or 50 marks. For evaluation, the overall structure of the distribution of marks in a theory based course shall be such that 20 marks or 10 marks are allotted to various assessments during the semester, while 80 marks or 40 marks shall be allotted for the end semester examinations. External & Internal to be in the ratio of 80:20 in theory and 50:50 in Practical Courses.

1. Theory Course:

Following scheme of examination shall be applicable for **theory courses**:

A. Sessionals

- i. The assessment (sessionals) in theory courses will comprise of assignment/Project/ Presentation/class test/ semester reports and regularity in each of the courses offered by them.
- ii. Such class tests, semester reports and/or assignments/ practicum in each paper shall carry 20 marks. Regularity in these activities will also be taken into account during award of marks.
- iii. Two Semester report(s) and/or assignment/class test (total 20 marks) shall be submitted by the students to the teachers concerned, by a date fixed by the Head & Dean of the Faculty of Education. After evaluation of the semester report(s) and/or assignment(s), the teacher concerned shall submit the result to the Head & Dean of the Faculty of Education who shall forward the same to the Controller of Examinations.
- iv. Where candidate fails to take examination in any one or more papers or having taken the examination, has but failed to secure the minimum pass marks in any one or more papers or in the aggregate, his marks in the class tests, semester reports and/or assignments will be carried forward to the subsequent examination.

B. End Semester Examination and evaluation (for 80 marks):

- i. The question papers shall be set and the answer-scripts shall be evaluated by the teachers of the concerned courses through Central Evaluation system.
- ii. Once evaluated answer books are submitted to the Controller of Examination there will be no reevaluation/re-totaling thereafter.

2. Practical Course:

- a) Evaluation of activities shall be based on the regularity/attendance of the candidate and his/her performance. Evaluation of the performance shall be done by the Supervisor In-charge and/or the Teachers involved in practical/Internship
- b) Evaluation of Students performance shall be done by one external and one internal examiner as decided by the Vice Chancellor. The marks given by all the examiners shall be averaged to calculate the performance of the student in the said component.
- c) In the 1st Semester evaluation shall be done by two internal examiners appointed by the Vice Chancellor
- d) In the 2nd semester supervisor in-charge for the dissertation synopsis will award internal marks.

- e) In the 4th Semester dissertation consist of 200 marks out of which 50 marks internal and 150 marks external. Internal marks will be evaluated by internal examiner (Supervisor to be appointed by the faculty for the concerned student) for the dissertation thesis (30 marks), literature review (10 marks) and academic writing (10 marks). External marks will be evaluated by the one external and one internal examiner to be appointed by the Vice chancellor on the recommendation of Head/Dean of the Faculty. 50 marks for thesis will be evaluated by the external examiner, viva voce will consist of 100 marks evaluated by internal and external examiner jointly.
 - f) Minimum of three/ four weeks should be allocated for Internship and reflected in the time table with sufficient time for teaching to acquire Pedagogical competence and related activities.
 - g) The examinations of M.Ed programme in the Faculty of Education shall be conducted in four semesters ordinarily in November/April or on such dates as may be fixed by the Controller of the Examination.
 - h) The academic performance of a candidate shall be evaluated in respect of the courses of study prescribed for each semester through the examinations held for respective semesters.
3. **The credit system:** The credits specified for M.Ed. programme describe the weightages of various courses of the programme. The number of credits along with grade points that the student has satisfactorily completed measures the performance of the student. Satisfactory progress of a student is subject to his/ her maintaining a minimum Cumulative Grade Point Average (CGPA), as well as minimum grades in different courses of the programme. A certain number of credits as specified in these Ordinances must be earned by the student to qualify for the degree.

IX. DURATION OF THE COURSE

The duration of the Course is two academic years, with 2 semesters in each year which can be completed in a maximum of three years from the date of admission to the programme.

Each semester will be of 16-18 weeks; 2 weeks in summer and 2 weeks in inter semester break will also be utilized for covering the courses. In this way, the following operational weeks will be available for transacting the course: Year 1- 16-18 weeks for two semesters + 2 weeks in summer Year 2- 16-18 weeks for two semesters + 2 weeks in inter-semester breaks This comes to 64-72 weeks + 6 weeks for field activities/skill development with 40 credits in each year

X. WORKING DAYS & ATTENDANCE

The programme will be conducted for **at least 200 working** days each year exclusive of the period of examination and admission . The minimum attendance of Student-Teachers shall have to be 80% for all course work, 90% for all practicum, and 100% for school internship (5% attendance may be condoned by the Vice Chancellor on genuine grounds).

XI. ELIGIBILITY FOR ADMISSION

B.Ed or an equivalent degree at graduate level depending on the requirements of being the school subject for pedagogical courses and for the particular course with minimum 50% in the qualifying degree examination.

XII. ADMISSION

Admission Procedure: as per University norms.

XIII. INTAKE

Maximum 50 students can be admitted to the two year M.Ed Course

XIV. AWARD OF DEGREE

The University will award degree in Master of Education

XV. PRACTICING INSTITUTIONS

Own School / MoU with Institutions recognised by State Government and permission to carry out Practical.



JAGADGURU RAMBHADRACHARYA HANDICAPPED UNIVERSITY

Master of Education (M. Ed.)

SEMESTER-I

Course Content

(Revised syllabus effective from session 2015-2016)

**DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION**

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

COURSE CODE-MED101

Credits: 04

Contact Hours: 60

Marks: 100 (80+20)

COURSE OBJECTIVES:

After completing the course students will be able to:

- Understand the psychological principles and their application in context of education.
- Keep a comprehensive idea about the principles and their implication for growth and development.
- Analyse the process from the point of view of cognitive psychology.
- Understand the role of motivation in learning, learning processes and theories of personality.
- Capable to apply psychological principles to teaching - learning situations.

COURSE CONTENT:

Unit 1: Educational Psychology :The Concept

- Nature and scope of Educational psychology
- Various Principles of Educational psychology
- Methods of Educational Psychology: Observation, Experimental method, Correlation, Clinical, Case Study, Contemporary trends

Unit 2: Understanding Growth & Development of Learner:

- Concept and Theories of Growth and Development.
- Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence.
- Physical, social, emotional, moral development, play and language development.
- Cognitive Development: Piaget, Vygotsky and Kohlberg.
- Factors affecting the process of Growth and Development.

Unit 3: Aspects of Cognition:

- Various concepts of Sensation, Perception and Attention.
- Thinking: Concept Formation, Reasoning, Problem solving.
- Memory - Nature and types, factors affecting memory.
- Intelligence: Nature, types, theories and assessment.
- Creativity: Meaning, Nature and assessment.
- Individual differences with special reference to children with disabilities.

Unit 4: Learning ,Motivation and Personality:

- Classical and Contemporary Learning Theories: Behavioural, Cognitive and Social.
- Concept, definitions and theories of Motivation.
- Concept, definitions and principles of personality development.
- Personality Theories:
- Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic.
- Measurement of Personality.

Unit 5: Psychological Aspects of Teaching:

- Individual differences in a classroom and its various aspects-cognitive and affective.
- Classroom climate, group dynamics.
- Peer tutoring, co-operative learning, self-regulated learning.

- Teacher effectiveness and competencies.
- Guiding children with disabilities.
- Meaning and definition of Adjustment, criteria for a good adjustment, determinants of adjustment. Maladjustment, characteristics of a maladjusted person, defence Mechanism.

Practicum: (Any One)

- Preparation of a development profile of one student.
- Preparation of a case study of a maladjusted person.
- Testing of Personality /Intelligence /Creativity of student.
- Adjustment inventory administration.

SUGGESTED READINGS:

- Agarwal, I.J.C (1994). Essentials of Educational Psychology. Vikas Publishing House, Pvt.Ltd., New Delhi.
- Chatterjee, S.K. (2000). Advanced Educational Psychology. Arunabhasen Books and ALLIED(P) Ltd.,
- Freud, S (1935). A general Introduction to psychoanalysis. Live right, New York.
- Mangal, S.K. (1997). Advanced Educational Psychology. Prentice Hall of India Pvt., Ltd., New Delhi.
- Maslow, A.M. (1954). Motivation and Personality. Harper Press, New York.
- Morgan, C.T. (1961). Introduction to Psychology. McGraw Hill, New York.
- Mussen, P.H., Conger, J.J., & Kagan, J.(1969). Child development and personality. Harper & Row, New York.
- Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill, New York.
- Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House, New Delhi.
- DeCecco, J.P., & Crawford, W. (1977). Psychology of Learning and Instruction. Prentice Hall, New Delhi.
- Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn & Becon, Boston.
- Hurlick, E.B. (1992). Child Development. Mc Grow Hill, New York.
- Joyce, M., & Others (1992). Models of Teaching. Holt Rinehart and Winston, NewYork. Bruce R. Joyce (Author), Marsha Weil (Author), Emily Calhoun.
- Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley, NewYork.
- Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. Gran Hill, New York. (Indian Reprint).
- Panda, K.C. (1997). Elements of Child Development. Kalyani Publishers, New Delhi.
- Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publication, New Delhi.
- Slavin, E.R. (2003). Educational Psychology: Theory and Practice (7th ed.). Allyn & Becon, Boston.
- Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. Mc Grand Hill, New York.

HISTORY AND POLITICAL ECONOMY OF EDUCATION

COURSE CODE-MED102

Credits: 04

Contact Hours: 60

Mrks: 100 (80+20)

Paper Objectives

The Socio- Economic components of this paper will develop following competencies amongst students-

- To make an understanding among prospective teacher educators about basic characteristics of Indian Society during different periods of the history.
- To make prospective teacher educators aware about the relationship and impact of society, economy, politics and culture on Education.
- To make prospective teacher educators aware about the changes in socio-economic environment of the country and its impact on the Education.
- To acquaint prospective teacher educators about the Constitutional ideals of protective discrimination and importance of the social justice for the modern Indian society.
- To make prospective teacher Educators aware about International agencies working for the development of the Education.
- To make prospective teacher educators aware about some of the prominent social thinkers with special reference to their contribution for social reform.

COURSE CONTENT

Unit I – Sociology and Education

- Relationship between Sociology and Education: concept, nature, scope and functions.
- Difference between Educational Sociology and Sociology of Education.
- Education and socio-economic change.
- Inequalities in Indian Social System as gender, habitations and socially-economically deprived.
- Sociology of Educational Inequality in India.

Unit II Indian Society and Education during different periods of the History:

- Vedic Period
- Buddhist Period
- Medieval Period
- Colonial Period
- Post Independence Period

Unit III - India as an Independent Nation and its Society

- Post independent Indian Society.
- Constitution of India: Its Philosophy.
- Values as enshrined in the Constitution of India and their implication for the building of modern Indian society and Education.
- Constitutional provisions of education.

- Factors affecting equality Issues of equality of educational opportunities and excellence in education.

Unit IV-Economic and Education perspectives

- Economic Policies during independence period and their impact on Education.
- Introduction of the policies to Socialistic Pattern of Society with special reference to Liberalization, Privatization, Globalization and their impact on society and education.
- Evolution of Education Policies in the light of Education Commission (1964-66), National Policy on Education (1986), Programme of Action (1992), Birla-Ambani Report, National Curriculum Framework (2005), Yashpal Committee, National Knowledge Commission

Unit V -Social Thinkers: their Socio- economic implications

- Jyotiba Phuley- Memorandum submitted before Hunter Commission for universalization of Elementary Education.
- Chhatrapati Shahu Ji Maharaj- Idea of free and compulsory of universalisation of elementary education in his state and its applications.
- Mahatma Gandhi- Hind Swaraj.
- Madan Mohan Malviya's vision of Banaras Hindu University.
- Sir Syed Ahmad Khan's vision of Aligarh Muslim University.
- Dr. B.R. Ambedkar's Vision of Annihilation of Caste.

Practicum.(Any One)

-Critical analysis of one of the policy document on Education and suggest a list of its weaknesses.

-Critical analysis of one of the activity/ work of social thinkers and prepare a detailed paper and present a power point presentation on it.

-Critical analysis of any social thinker's work and its contribution in the field of Education and prepare a report.

Suggested Readings :

- Altekhar, A.S. (2010). Education in Ancient India, Delhi: Isha Books.
- Ambedkar, B. R. (). Annihilation of Caste, Delhi: Navyana.
- Basu, D.D. (2011). Introduction to the Constitution of India, Calcutta: Wadhwa.
- Dewey, John (2014). Democracy and Education: An Introduction to the Philosophy of Education.

EDUCATION STUDIES

COURSE CODE- MED103

Contact Hours: 60

Credits: 04

Marks: 100 (80+20)

COURSE OBJECTIVES:

- To understand the nature of education as a discipline/an area of study.
- To examine issues related to education as interdisciplinary knowledge. .
- To examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.
- To reflect on the multiple contexts in which the school and teacher education institutions are working.
- To discuss the emerging dimensions of school and teacher education.

Unit-1 Theoretical perspectives of education as a discipline:

- Critical analysis of education as discipline/area of study.
- Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, such as, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc. and their linkage to pedagogy and practices.
- School education: contemporary challenges -Need for developing a vision of school education and teacher education.
- Emerging dimensions of school education and teacher education.

Unit-2 Knowledge and Education:

- Content knowledge with pedagogy knowledge.
- School knowledge with life outside the school.
- School knowledge with community knowledge.
- Experiential knowledge with empirical knowledge.
- Knowledge on action and reflection on outcome of action .
- Theoretical knowledge and contextual knowledge.
- Universal knowledge and contextual knowledge.

Unit 3- Education as interdisciplinary discipline:

- Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. Connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.
- Contribution of science and technology to education and challenges ahead.
- Axiological issues in education : role of peace and other values, aesthetics in education.
- Dynamic relationship of education with the political process.
- Issues related to planning, management and monitoring of school and teacher education.

Unit 4- Changing political context of education : School context:

- Multiple schools context-rural/urban, tribal, schools affiliated to different boards.

- Changing role of personals in school management: teachers, headmaster, and administrators.
- School as site of curricular engagement.
- Teacher's autonomy and academic freedom. (Discussion on these issues with the help of case studies and examples).
- School as sites for study of struggle and social change.

Unit 5 – Support system of education:

- Principles and guidelines in organizing the supports systems
- Department of public instruction, ministry and other government agencies, academic institutes : role, involvements, issues related to control and autonomy.
- Complementarily in participation of different stakeholders in school education-role of media, use of technology, NGOs, civil society groups, teacher organization, family and local community.
- Supports to curricular engagement in schools .
- Monitoring and evaluation of schools.

Practicum;Any one:

1. Prepare a study report on contribution of a local N.G.O. in education.
2. Prepare a study report of a secondary school as a centre of co-curricular activities.
3. Prepare a study report of a secondary school in context of facing challenges in educational perspectives.
4. Prepare a study report of a secondary school in context of applying innovation in educational process.

SUGGESTED READINGS:

1. Agrawal, S. (2007). *Philosophical Foundations of Education*. Delhi: Authors Press.
2. Brubacher, J. S. (1962). *Eclectic Philosophy of Education*. Prentice Hall, New Jercey: Engelwood Cliffs.
3. Brubacher, J. S. (1962). *Modern Philosophies of Education*. New York: McGraw Hill Book Company Inc.
4. Dhavan, M. L (2005). *Philosophy of Education*. Delhi: Isha Books.
5. Kilpatrick, W.H. *Source Book in the Philosophy of Education*. New York: McMillan and Company.
6. Kneller, G.F. (1963). *Foundations of Education*. London and New York: John Wiley and
7. Sons, Inc.
8. Pandey, R.S. (1997). *East West Thoughts on Education*. Allahabad: Horizon Publishers.
9. Park, J. (1961). *The Philosophy of Education*. New York: Macmillan Company.
10. Phenix, P.H. (1960). *Philosophy of Education*. New York: Holt, Rinehart and Winston.
11. Sharma, A.P. (1997). *An Approach to Philosophy of Education*. Delhi: Indian Publications.
12. Sodhi, T.S. & Suri, A. (2003) *.Philosophical and Sociological Foundation of Education*. Patiala: Bawa Publications.

13. Weber, C.O. (1960) *.Basic Philosophies of Education*. New York: Holt, Rinehart and Winston.
14. Weerasinghe S.G.M. (1993).*The Sankhya Philosophy: A Critical Evaluation of its origins and Development*. Delhi: Sri Satguru Publications - A Division of Indian Books Centre.
15. http://www.mkgandhi.org/articles/g_edu.htm
16. <http://www.shreyasfoundation.in/gandhian-philosophy.html>
17. http://www.ncte-india.org/pub/gandhi/gandhi_0.htm
18. <http://infed.org/mobi/rabindranath-tagore-on-education>
19. <http://visvabharati.ac.in/Rabindranath/Contents/RabindranathContents.htm?f=../Contents/e--ducation>
20. http://www.academia.edu/4659110/Rabindranath_Tagore_on_Education
21. http://www.ncte-india.org/pub/aurobin/auro_0.htm
22. <http://schoolofeducators.com/2012/04/aurobindos-vision-on-education>

INTRODUCTION TO RESEARCH METHODS

COURSE CODE-MED-104

Contact Hours: 60

Credits: 04

Marks: 100 (80+20)

COURSE OBJECTIVES:

To enable the students to understand

- the meaning of scientific method, scientific inquiry , paradigm , theory and its implications in educational research .
- the characteristics of philosophical ,psychological ,sociological researches in education .
- the different methods of educational research .
- how to develop the research proposal.
- the various techniques of sampling.
- the various types of tools of data collection.

COURSE CONTENT:

UNIT I Research Methodology: an Introduction

- Research – Nature and its concept
- Inquiry -Scientific method of inquiry, Nature and sources of Knowledge.
- Paradigm- Pre-positivist and Positivist Era, theory, Models and approaches their implications for educational research.
- Types and areas of Educational Research.

UNIT II: Review of Related Literature

- Review of related literature;meaning and sources.
- Conducting the literature search: using databases and internet, internet search tools and internet resources.
- References (APA style),Selected Bibliography, Annotated Bibliography.

UNIT III Methods of educational research:

- Descriptive Research- Survey, Case Study , Document Analysis, Ex-post facto Research.
- Experimental Research.
- Evaluative Research.
- Historical research.
- Action Research.

UNIT IV Research Proposal and design:

- Developing a research proposal.
- Problem and its sources; Selection and definition of the problem.
- Objectives – Primary, Secondary and Concomitant.

- Variables and its types.
- Hypothesis- Nature, Characteristics, Sources, Definition and Types.
- Research Design.

UNIT V- Sampling and Data Collection:

- Concept of population and its type and sample, sampling unit, sampling frame, sample size,
- sampling error, representative and biased samples.
- Sampling Techniques- Probability & Non Probability.
- Sampling Errors and ways to reduce them.
- Methods and tools of data collection.

Practicum:Any one.

1. Reviewing a research paper or an M.Ed. Dissertation.
2. Preparation of graphic designs of data obtained by any previous research study.
3. Writing an essay on any upcoming field of research in Social Science Research .
4. Analysis of any educational research book .

SUGGESTED READINGS:

1. Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source book*, Nirmal, Kurukshetra.
2. Best, John W. and Kahn James V (1995), *Research in Education*, Prentice Hall, New Delhi.
3. Burns, R.B. (1991), *Introduction to Research in Education*, Prentice Hall, New Delhi.
4. Garrett, H.E. (1973), *Statistics in psychology and Education*, Vakils, Feffer and Simon, Bombay.
5. Kerlinger, F.N. (1973), *Foundation of Behavioral Research*, Holt, Rinehart and Winston, Newyork.
6. Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, New Delhi.
7. Mcmillion, James H. and Schumarcher, S. (1989), *Research in Education: A Conceptual Introduction*, Harper and Collins, New York.
8. Mouly, A.J. (1963), *The Science of Educational Research*, Eurosia, New Delhi.
9. Neuman, W.L. (1997), *Social Research Methods: Qualitative and Quantitative Approaches*, Allyn and Bacon, Boston.
10. P. and Benjabin Fruchter (1973), *Fundamental Statistics in psychology and Education*, Mac Graw Hill, New York.
11. R.A.Sharma ;*Fundamentals of Educational Research : Meerut ,Loyal Book Depot,2003*
12. R.P.Bhatnagar (Ed.) *Readings in Methodology of research in Education ;Meerut , R Lall Book Depot,2002*
13. Travers, R,M.W. (1978), *An Introduction to Educational Research*, Macmillan, New York.
14. Van Delen, D.B. (1962), *Understanding Educational Research*, Me Graw Hill, New York.

JAGADGURU RAMBHADRACHARYA HANDICAPPED UNIVERSITY

Master of Education (M. Ed.)

SEMESTER-II

Course Content

(Revised syllabus effective from session 2015-2016)

**DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION**

PHILOSOPHY OF EDUCATION

Course Code-MED 201 Contact Hours-60

Credit-04

Marks-100(80+20)

Course Objectives:

- To define the concept of Education and Philosophy.
- To explain the relationship between education and philosophy.
- To write a critical note on the contribution of philosophy to the field of education and vice versa.
- To describe the contribution of various Indian and Western schools of philosophy to the field of Education.
- Enable to know about various schools of philosophy and their educational implications.

Course Content:

Unit- I Philosophical Ideas : An Introduction

- Meaning, Nature and Characteristics of Philosophy.
- Concept of philosophy and philosophical minded person .
- Philosophy and other branch of studies;Philosophy and Arts ,Philosophy and Science, Philosophy and Religion.
- The problems of Philosophy – Metaphysics, Epistemology and Axiology.
- Logical Positivistim views of Philosophy.

Unit- II :Philosophical perspective of Education:

- Philosophy and Education – Relationship between Philosophy and Education – transfer between Theory and Practice.
- Meaning of Philosophy of Education.
- Nature of Educational theory – Descriptive and Prescriptive.
- Educational theories and Educational practices – critique of Educational theories – logical structure of Educational theory.
- Place of Educational Aims.
- Assumption about human nature in Educational theory.

Unit- III : The Indian School of thoughts :

- Vedic and Upanishadic thought – philosophical ideas of Vedic and Upanishadic period – Metaphysics, Epistemology and Axiology.
- Vedic Educational Ideas: Aims of Education, curriculum, Methods of Education, Guru & Gurukula.
- Buddhist school of thought – Philosophical Ideas : Metaphysics, Epistemology and Axiology
- Educational ideas of Buddhism – Aims of Education, curriculum, methods and processes of Education.

UNIT- IV: The Western School of thought:

Idealism, Naturalism, Realism, Pragmatism, Existentialism, logical positivism, Existentialism, Reconstructionism and Progressivism – Philosophical concepts: Metaphysics, Epistemology and Axiology – Educational implication: Aims of Education, curriculum, Methods of Teaching, Teacher and Child.

Unit -V Educational Thinkers:

- **Indian Thinkers:**
 - (i)Ravindranath Tagore
 - (ii)Swami Vivekananda
 - (iii)M. K. Gandhi
 - (iv)Sri Aurobindo
 - (v)Jiddu Krishnamurthy
- **Western Thinkers:**
 - (i)John Dewey
 - (ii)Bertrand Russell
 - (iii)Paulo Freire
 - (iv)Ivan D. Illich

Practicum: Any one

- Preparation and presentation of paper related with western school of philosophy of education on given topic.
- Study of any one thinker's original literature and review it.
- Critical analysis of one of the Indian school of Philosophy and prepare a detailed paper and give a power point presentation on it.

Suggested Readings;

- Asher Delcon (1976) Lifelong learning, A philosophy or a strategy UNESCO Regional Office Bangkok.
- Bodo, Beyd. H. Modern educational theories (1937) Mac Graw Hill Book Co. New York
- Brubacher John S. (1981) Modern Philosophies of education.
- John Dewey (1963) Democracy of education, Mac Millan, New York.
- K. Patirick (1963) Philosophies of education, Mac Millan & Co. New York.
- Kabir Humayun (1961) Philosophy of education, Asia Publishing House Bombay.
- Kabir Humayun(1971) education in modern India. Middlesen. England.
- Lal Avam Palore (2007) Shaishik Chinton Avam Prayog, R. Lal Book Depo. Meerut. (in Hindi).
- Mathur S.S. (2008) Shiksha ke Darshanik tatha Samajik Aadhaar, Agarwal Publications Agra-s.
- Thomas B. (2004) Moral and Value education, Aavishkar Publication, Jaipur
- Wingo G. Max (1975) Philosophies of education, Sterling Publication Pvt. Ltd., New Delhi.

SOCIOLOGY OF EDUCATION AND GENDER ISSUES

Course Code-MED-202

Contact Hours-60

Credit-04 Marks-100(80+20)

Course Objectives:

- To familiarize students with sociological inquiry.
- To make the students understand education as a social process.
- To Understand Social Interactions and their educational implications.
- To Understand Education as a means of social changes.
- To make the understanding about gender issue and education.

Unit -I Sociology and education:

- Meaning and natures of educational sociology.
- Inter relationship between education and social variable.
- Sociology of education.
- Political education – process of socialization.
- Education and family, school, peer group.
- Education and culture, religion, caste, gender, class.
- Sex education.
- Education and constitution.

Unit-II Social interactions and their educational implications:

- Social group- inter group relationship, group dynamics.
- Social stratification and education.
- Social mobility and education.
- Education for emotional and social integration.

Unit III Education as a means of social changes:

- Social change ; its meaning and concept with special reference to India.
- Concept of urbanization, modernization, westernization and sanskritisation with special reference to Indian society and its educational implications.
- Social principles in Education.

Unit IV Social forces and Education

- Education for nationalism and inter national understanding.
- Meaning and need of equality of educational opportunity and social justice with special reference to Indian society.
- Education of socially, economically and under development society.
- Education for maintaining the peace in diverse religious belief.
- World problems and terrorism its causes, its impact on society and remedies through education.

Unit-V Gender issues and education:

- Meaning, nature and scope of Gender studies, Need of Gender studies for Teachers.
- Gender differences and Gender discrimination, Causes of discrimination, measures of eradication.
- Gender sensitizes teaching practices in educational Institutions, Gender bias in curriculum, teachers and educational Institutions.
- Gender: Types of Gender (Male, Female & Transgender), Gender rules and Gender division of labor, Role of gender studies in the 21th Century

- Culture and the formation of Gender Identities. Process of socialization and gender disparity in family, school, community, religion and media.

Practicum: Any one:

- Prepare a assignment related to global terrorism and its solution by education.
- Assignments based on status of education of socio-economically disadvantaged children of India.
- Report of critical analysis of educational opportunities with reference to gender.
- Prepare a assignment on education for national and international understanding.

Suggested Readings;

- Brambeck, C. S. (1966). *Social Foundation of Education - A Cross Cultural Approach*. New York: John Willey.
- Banks, J. (2004). Approaches to multicultural curriculum reform. In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives* .San Francisco, CA: Jossey-Bass.
- Banks, J. (2004). Multicultural education: Characteristics and goals. In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives* .San Francisco,CA: Jossey-Bass.
- Brookover, W.B, and Erickson. E.L. (1973). *Sociology of Education Illinois*. The Dorsey Press.
- Chandra, S.S. (1996). *Sociology of Education*. Guwahati, Eastern Book House.
- Chesler, M.A. & Cave, W.M. (1981). *Sociology of Education*. New York: Macmillan Publishing co, Inc.
- Coffey, A. (2001). *Education and Social Change*. Buckingham: Open University Press.
- Hallinan, M.T. (Eds). (1987). *Social Organisation of Schools*. New York: Plenum Press.
- Hallinan, M.T. (Eds). (2000). *Handbook of the Sociology of Education*. USA: Springer
- Hunt, M.P. (1973). *Foundation of Education Social and Cultural Perspectives*. New York: Halt, Rinehart and Winston.
- Havighurst, Robert et al. (1995). *Society and Education*. Baston: Allyen and Bacon.
- Inkeles, Alex. (1987). *What is Sociology?* New Delhi: Prentice Hall of India.
- Maunheim, K. et al. (1962). *An Introduction to Sociology of Education*. London: Routledge and Kegan Paul.-
- Mathur, S.S. (1985). *A Sociological Approach to Indian Education*. Agra: Vinod Pustak Mandir.
- Mossish, loor. (1972). *Sociology of Education: An Introduction*. London: George Allen and Unwin.
- Meighan, R.A. (1986). *Sociology of Education*. London: Cassell Education Ltd.
- Mohanty, Jagannath. (2005). *Teaching of Sociology New Trends and Innovations*. New Delhi: Deep and Deep Publication Pvt. Ltd.
- Mujibul Hasan Siddiqu. (2009). *Philosophical and Sociological Perspectives in Education*. New Delhi: A.P.H. Publishing Corporation.
- Parelius, A.P. & Parelius, T.J. (1978). *The Sociology of Education*. New Jersey: Prentice Hall Inc.

CURRICULUM DEVELOPMENT

Course Code-MED -203

Contact Hours-60

Credit-04

Marks-100(80+20)

Course Objectives:

- to develop an understanding about important principles of curriculum development.
- understand the basics, design, process and techniques of curriculum development.
- to acquaint with curricular implementation and process of curricular evaluation.
- to understand issues, trends in curricular development.
- to understand Pedagogy, Critical Pedagogy in teaching, learning process.
- to know about assessment process in different levels of school education.

COURSE CONTENTS:

Unit I: Meaning and Nature of Curriculum:

- Concept and meaning of curriculum.
- Foundations of Curriculum (Philosophical, Epistemology, Activism, Social and Psychological).
- Approaches to curriculum (Subject centered, Learner Centered, Community centered).
- Components of curricular objectives, content learner experiences and evaluation system.
- Evaluation and Curriculum.

Unit II :Curriculum Development:Process and planning:

- Concept, types, principles of Curriculum Development, Highlights of NCF 2005
- Curriculum planning, procedure and techniques.
- Issues in Curriculum planning.
- Levels of Curriculum planning.

Unit III Models for Curriculum Development:

- Tylers – 1949 Model.
- Hilda Taba – 1962 Model.
- Nicholls and Nicholls – 1972 Model.
- Need assessment Model.
- Futuristic Model.
- Vocational and Training Model.

Unit IV Various Issues and Trends in Curriculum Development:

- Centralized v/s decentralized Curricular.
- Diversity among teachers in their competence.
- Problems of Curricular load as many concerns are to be included in curricular.
- Who should participate in Curricular Development.
- Role of Curricular accessories and support material in development of Curricular.

Unit V Evaluation of Curriculum:

- Importance of assessment in teaching learning process.

- Continuous and comprehensive evaluation.
- Formative and summative evaluation norms referenced and criterion referenced evaluation.
- Evaluation of school experiences/internship programmes/field work/curricular and co-curricular activities.
- Assessment of teaching proficiency, criterion tool and techniques.
- Self assessment by students, by teacher, peer assessment, assessment of teacher by students.

Practicum - Any one:

- Analysis of the Curriculum of the respective subject.
- Textbook Analysis of the respective subject.
- Content analysis of any book/s on an identified variable.

Suggested Readings:

- Aggarwal, D. (2007). Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
- Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.
- Daniels, H., & Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. McGraw Hill, New York.
- Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A critical perspective. Routledge, London.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.
- Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.
- Wiles, J.W., & Joseph, B. (2006). Curriculum Development: A Guide to Practice.
- Pea CIET(2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.
- Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013).
- Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review. Department for International Development.
- Wiggins, G., & Mc Tighe, J. (2005). Understanding by Design. Association fo Supervision and Curriculum Development, Alexandria.
- Wiles, J. W., & Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jerseyson Publication, London.

TEACHER EDUCATION: PRE-SERVICE AND IN-SERVICE PERSPECTIVE

Course Code-MED -204 Contact Hours-60 Credit-04 Marks-100(80+20)

Course Objectives:

- To give a comprehensive idea about in- service and pre-service teacher education structure.
- To develop the understanding about different components of teacher education.
- To give the knowledge of different transactional strategies in teacher education.
- To provide the detail illustration about the planning,organizing and evaluation in teacher education programme.

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

- A review of the understandings developed on teacher roles and functions.
- Pre-service teacher education – concept, nature, objectives and scope.
- The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE.
- Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation.
- Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations.

Unit II: Organisation of Different Components of Teacher Education Curriculum:

- The student teacher as an adult learner – characteristics. The concept of andragogy and its principles.
- Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
- Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organisation and duration. Activities and experiences in pre internship, internship and post-internship.

Unit-III Transactional approaches in teacher education:

- Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organization and evaluation.
- Transactional approaches for the skill and competency development courses – need
- for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organisation and evaluation – practicum records and portfolio assessment.

.Unit IV : In-service Teacher in India – Concept, Structure and Modes:

- Concept, need for continuing professional development of a teacher – areas of professional development.
- Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives.

- The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
- Modes and Models of in-service teacher education:
- Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
- induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them.

Unit V: Planning, Organising and Evaluating an In-service Teacher Education:

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

Practicum - Any one:

- A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis.
- Design, implementation and evaluation of a training input in any one course of preservice teacher education – mentored practicum.
- Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis.
- Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.

Suggested Readings:

- Balsare Maitraya (2005), *Administration and Reorganisation of teacher education*, New Delhi India: Kanishka Publishers.
- Beck, Clive & Clark Kosnik Albany (2006), *Innovations in Teacher Education: A Social Constructivist approach*. State University of York.
- Caggart, G.L. (2005). *Promoting Reflective Thinking in Teachers*. Crowin Press.
- Keith (2004). *A Guide to Teaching Practice (5th edition)*. Rout ledge Falmer. London and New York.
- Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional*.
- *Development of Teachers*. Maidenhead, Brinks Open University Press.
- Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying in Teacher Education*. Rout ledge Falmer. London and New York.
- Irvine, J.J. (2003). *Educating teachers for diversity: Seeing with a cultural eye*. New York Teachers College Press.

- Joyce, B., and Weal, M. (2003). *Models of Teaching (7th Ed.)*. Boston: Allyn & Bacon.
- Korthagen, Fred A.J. et al; (2001). *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005). *Preparing Teachers for a Changing World*. San Francisco: Jossey-Bass.
- Linda Darling, Hammond & John Bransford (2005). *Preparing Teachers for a changing World*. John Wiley & Son Francisco.
- Loughran, John (2006). *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching*. New York: Routledge.
- Martin, D. J. & Kimberly S. Loomis (2006). *Building Teachers: A constructivist approach to introducing education*. USA: Wadsworth Publishing.
- Mohammad Miyan (2004). *Professionalisation of Teacher Education*. New Delhi: Mittal Publications.
- NCTE (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre- Service Education*. New Delhi.
- NCTE (1998). *Policy Perspectives in Teacher Education*. New Delhi.
- NCTE. (1998). *Policy Perspective in Teacher Education- Critique and Documentation*. NCTE New Delhi.
- Ram, S. (1999). *Current Issues in Teacher Education*. New Delhi: Sarup & Sons Publications.
- Rao, Digumarti Bhaskara (1998). *Teacher Education in India*. New Delhi: Discovery Publishing House.
- Reimers, Eleonora Villegas (2003). *Teacher Professional development: an international review of the literature*. Paris: UNESCO: IIEP
- Schon, D. (1987). *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York: Basic Books
- Sharma, Jagdish Prasad (2009). *Teacher Education*. New Delhi: Centrum Press.
- Sharma, R.A. (2008). *Distance Education*. Merrut: International Publishing.
- Siddiqui, M.A. (1993). *In-Service Education of Teachers*. NCERT. New Delhi.
- Singh U.K and Sudershan K.N (2005). *Teacher Education*. New Delhi: Discovery Publishing House.
- Srivastava, G.N. Prakash (2004). *Perspectives in Teacher Education*. New Delhi: Concept Publishing House.
- Tomar Monica and Scrita (2007). *Teacher Education: Making education effective*. Delhi: Isha Books.
- Yadav, M.S. & Lakshmi, T.K.S. (2003). *Conceptual inputs for Secondary Teacher*

Education: The instructional Role. India, NCTE.

- Mathur, SS and Agarwal P. (2011). *Teacher and Secondary Education*. Agra: Aggarwal Publications.
- Sharma, S.P., (2012). *Teacher Education Principles theories and Practices (2nd Edition)*. New Delhi. Kanishka Publishers.

JAGADGURU RAMBHADRACHARYA HANDICAPPED UNIVERSITY

Master of Education (M. Ed.)

SEMESTER-III

Course Content

(Revised syllabus effective from session 2015-2016)

**DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION**

ELEMENTARY EDUCATION IN INDIA

Course Code-MED- 301A Contact Hours-60

Credit-04

Marks-100(80+20)

Course Objectives:

- To understand the concept and importance of elementary education.
- To analyze problems in achieving universalization of elementary education.
- To identify the various issues and problems of elementary education.
- To suggest measures to solve the problems related to elementary education.
- To aware the constitutional provisions and various policy recommendations regarding UEE.

Course Content:

UNIT- I Elementary Education: Present Status:

- Concept and aims of elementary education in India.
- Need and importance of elementary education.

UNIT- II Development of elementary education:

- Development of elementary education during ancient, medieval, Colonial and post Independence period in India.
- Role of 'local bodies' (Panchayats) and Non-government organization (NGO) in elementary education.
- Problems of elementary education in India and their remedies, Problems of wastage, stagnation and Dropout.

UNIT- III Curriculum:

- Structure of the curriculum at Elementary level.
- Curriculum transaction approach at Elementary Education level: Activities based experienced centered, learners centered, play-way joyful learning.
- Education for all and required variation in the curriculum.

UNIT- IV Policies and schemes:

- Minimum level of learning (MLL)
- Early childhood care and education (ECCE)
- Continuous and comprehensive evaluation at elementary level.
- District primary education programme (DPEP).
- Sarva Shiksha Abhiyan.
- Provision of Mid Day Meal, Free Books and Dresses.
- Multi-grade teaching in elementary schools.

UNIT V Skill Development:

- Skills required for teaching at elementary stage.
- Special qualities of elementary school teacher (EST).
- Need for orientation and refresher courses for EST.
- Developing competencies related to working with parents and community.
- Role of basic training centers, normal schools and DIET's in providing training to EST.
- Preparation of teachers for implementing 'education for all'

Practicum: Any one:

- Study of any problem connected with the elementary level of education and prepare a assignment.
- A survey of the availability of text-books in elementary schools in a locality.
- Project on analysis of textbook at elementary level.
- Analyze any policy document related to elementary education in India.

Suggested Readings:

- Khan, R.S. & Ahmad: elementary education and the Teacher, New Delhi, IASE, JMI, (1998).
- Malhotra P L: School education in India, present status and Future needs, New Delhi, NCERT, (1986).
- MHRD: national policy of education 1992, modification and their POA's MHRD, (1986, 1992).
- NCERT: Code of professional ethics for teachers New Delhi, NCERT, (1997).
- NCERT: National curriculum for elementary and Secondary education, A framework (revised), New Delhi NCERT, (1988).
- Lal R.B., Development of Indian Education and Its Problems, R. Lall Book Depot, Meerut, 2013.
- Pandey R.S. Development of Indian system of Education, Agarwal publication Agra.
- Nurullah, Syed & Naik, J.P.: A student's History of education in India, MacMillan & Co.Ltd., London, 1956.

SECONDARY EDUCATION IN INDIA

Course Code-MED- 301B Contact Hours-60**Credit-04****Marks-100(80+20)****Course Objectives:**

- To understand the concept, objectives and nature of secondary education.
- To understand the development of secondary education in India after independence.
- To understand different types of schools and their related issues.
- To identify the challenges, concerns, issues and problems of secondary education.
- To understand necessity education of special groups.

Course Content:**UNIT- I Secondary Education: Present Status:**

- Concept and aims of secondary education in India.
- Need and importance of secondary education.

UNIT -II Development of Secondary education:

- Development of secondary education during ancient, medieval, Colonial and post Independence period in India.
- Role of 'local bodies' (Panchayats) and Non-government organization (NGO) in secondary education.
- Problems of secondary education in India and their remedies.

UNIT- III Issues related secondary education:

- Grant-in-aid system, community resources and participation.

- Privatization of Secondary Education.
- Pre-service and In-service teacher education at secondary level.

UNIT- IV Problems of secondary education:

- Problems of secondary education in India and their remedies, diversification.
- Reform in the examination system and evaluation.
- Major concerns: enrollment, retention, dropouts with reference to sex, caste and religion.

UNIT -V Various trends in secondary education:

- Concept of Open schooling-National and State open schools, Alternative schooling.
- Vocationalisation of secondary education.
- Education of special groups-disadvantaged, disabled and minorities.
- Universalisation of secondary education.

Practicum: Any one:

- Study of any problem connected with the secondary level of education and prepare a assignment.
- A survey of the availability of text-books in secondary schools in a locality.
- Project on analysis of textbook at secondary level.
- Analyze any policy document related to secondary education in India.

Suggested Readings

- Lal R.B., Development of Indian Education and Its Problems, R. Lall Book Depot, Meerut, 2013.
- MHRD (1953) Secondary Education Commission Report, Govt. of India New Delhi.
- MHRD Indian Education Commission (1964-66) Report, Govt. of India New Delhi 1966.
- Pandey R.S. Development of Indian system of Education, Agarwal publication Agra.
- Nurrullah, Syed. and Naik. J.P.: A student's History of education in India, MacMillan & Co.Ltd., London, 1956.

EDUCATIONAL TECHNOLOGY

Course Code-MED- 302A Contact Hours-60 Credit-04

Marks-100(80+20)

Course Objectives:

After completing the course teacher educators will be able to;

- Discuss roles of Educational Technologists in various contexts.
- Apply appropriate instructional strategies.
- Develop appropriate instructional media.
- Integrate suitable ICT effectively in teaching-learning-evaluation
- Suggest suitable modality of instruction (Online, Blended, etc.).

Unit I : Educational Technology:Introduction:

- Concept, Definition and Scope of Educational Technology.
- Need and Role of Educational Technologists in India.
- Growth of conceptual framework of Educational Technology.
- Systems Approach; Meaning, Scope and Components.
- Communication Process.
- Meaning and component.
- Models of communication: Simple, Osgood and Schramm, Gerbner's mode.
- Interaction analysis: Equivalent Category System and Flander's Interaction Analysis System.

Unit II: Instructional Technology:

- Concept and Definition of Instructional Technology.
- Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason.
- Steps in developing Instructional design :Learner analysis, Content analysis, Deciding entry and terminal behaviour, Preparing test, Selection of method, Selection of media, Development of material, Tryout, Formative and summative Evaluation.
- Methods & Models Instructional designs for Large Group and Individual Instructions.
- Co-operative and Individual Learning Strategies for children with disabilities.

Unit III: Instructional and Interactive Learning:

- Interactive learning: concept, need and components.
- Instructional Media for children with Special needs
- Interactive learning Material for children with disabilities.
- Development of Interactive learning Material.
- Integrating ICTs for children with special needs (e.g. Social Media, Collaborative tools and techniques such as Blogging, ICT tools for research, bibliography, etc).

Unit IV: ICT For Inclusion:

- ICT for 21st century learning.
- Dilemmas and Realities about applications in ICT in inclusive education.
- Potentials of ICT in inclusive education-Access, equity, participation, Skill development and life- long learning.
- ICT for teaching-learning.
- Role of ICT in curriculum transaction.

Unit V: Recent Trends in Technology:

- Online Learning
- Blended Learning
- M-Learning
- MOOC
- OER

Practicum: Any one:

- Prepare an observation report of classroom teaching based on Flanders Interaction analysis
- Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics.
- Seminar on issues in application of ICT in inclusive education.
- Prepare a power point presentation on any topic of the subject area.

Suggested Readings:

- Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique (Modern Education Series). Kanishka Publisher, New Delhi.
- Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.
- Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.
- Kumar, K., Kumar, S. (2004). ICT Skill Development. GBD Publications, Gurusar Sadhar.
- Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings Publisher's Pvt. Ltd. New Delhi.
- Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.
- Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: Kogan Page Ltd.
- Santhosh, V. (2009). Information communications technology for teacher education. Kanishka Publisher, New Delhi.
- Schank, R.C. (2001). Virtual Learning. McGraw Hill. London.
- Shehzad, A. (2007). Teacher's Handbook of Educational Technology. Anmol, Publishing Pvt. Ltd., New Delhi.
- Singh, T. (2009). ICT Skill Development. Tandon Brothers, Ludhiana.
- Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, New Delhi.

INCLUSIVE EDUCATION

Course Code-MED- 302B

Contact Hours-60

Credit-04

Marks-100(80+20)

Course Objectives:

After completing the course teacher educators will be able to:

- Explain the philosophical, sociological and rights perspective of inclusive education.
- Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.
- Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion
- Know about the various collaborations in the field of inclusive education.

Unit -I Perspectives in Inclusive Education:

- Historical perspective of Inclusive education globally and in India.
- Approaches to disability and service delivery models.
- Principles of inclusive education.
- Key debates in special and inclusive education.
- Research evidence on efficacy and best practices associated with inclusive education.

Unit- II Covenants and Policies Promoting Inclusive Education- A Critique:

- International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012).
- International Frameworks: Salamanca Framework (1994).
- National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curriculum Framework (2005), National Policy for Persons with Disabilities (2006).
- National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013).

Unit- III Building Inclusive Schools:

- Identifying barriers to Inclusion- Attitudinal, Systemic and Structural.
- Ensuring Physical, Academic and Social Access.
- Leadership and Teachers as Change Agents.
- Assistive Technology.
- Whole School Development.

Unit- IV Building Inclusive Learning Environments:

- Classroom Management
- Effective Communication.
- Promoting Positive Behaviour.
- Reflective Teaching.
- Peer mediated instruction: Peer tutoring, Co-operative learning.

Unit- V Collaborations:

- Models of collaboration
- Working with Parents
- Managing Conflict

- Co-teaching
- Mentoring and Coaching

Practicum: Any one:

- Study the impact of UNCRPD on RTE's provisions for children with disabilities.
- Review of research in any one area in inclusive education and highlight its implications for the practitioner.
- Develop a differentiated lesson with content, process, and products adapted to suit a specific learner.
- Implement the lesson plan above in a regular school using one of the models of collaborative teaching. Write your reflections in a journal.

Suggested Readings:

- Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCF, University of New Hampshire.
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersey.
- Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.
- Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.
- Wade, S. E. (2000). Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers. Lawrence Erlbaum Associates, New Jersey.

GUIDANCE AND COUNSELLING

Course Code-MED- 302 C Contact Hours-60 Credit-04 Marks-100(80+20)

Course Objectives:

- State the basic concepts in Guidance & Counselling.
- Discuss Educational, Vocational and Personal Guidance.
- Describe testing devices and non-testing techniques of guidance.
- Analyze the problems faced by students in the contemporary world.
- Discuss the problems faced by children with disabilities.

Unit- I Education and Career Guidance:

- Concept, principles, Objectives and need for guidance at various educational levels.
- Types of Guidance: Individual and group, Personal, Educational and Vocational.
- Career Development needs of students. Changing scenarios in a global world.
- Tests and Techniques for Guidance: Testing techniques (Aptitude, Interest, Achievement & Personality) Non-testing techniques (Interview, Case study, observation, Diary, anecdotal and commutative record)
- Essential services in a school guidance program.

Unit -II Vocational Guidance:

- Factors influencing choice of career.
- Theories: Vocational Choice, Vocational development and Career development theories.
- Assessment of Vocational maturit.
- Occupational information in Guidance.
- Guidance for students with disabilities.

Unit- III Fundamentals of Counselling:

- Concept and nature of counseling.
- Scope and objectives of counseling.
- Stages of the counselling process.
- Counselling techniques.
- Ethical principles and issues.

Unit- IV Group approaches in Vocational Counselling and Guidance:

- Types, areas and approaches of Counselling.
- Steps and skills in the counselling process.
- Advantages and Disadvantages of Group Guidance techniques.
- Essential services in school and community based guidance programs.
- Placement, research, evaluation services and Job study- i) Job description, ii) Job specification, iii) Job analysis, iv) Job satisfaction.

Unit –V: Assessment in Educational and Vocational Guidance and Counselling:

- Assessment of underachievement and challenges.
- Assessment of giftedness and special strengths.
- Career test construction, administration, scoring and interpretation.
- Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse.
- Role of counsellor in the contemporary context.

Practicum: Any one:

- Visit different Guidance Centres and write a report.
- List the resources required and their optimum use in managing a school guidance programme.
- Prepare a brochure on career opportunities for students of secondary stage.

Suggested Readings:

- Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
- Shah, A. (2008). Basics in Guidance and Counselling. Global Vision Publishing House.
- Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.
- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Philippines.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.

ADVANCED RESEARCH METHODOLOGY AND STATISTICS IN EDUCATION

Course Code-MED- 303 Contact Hours-60 Credit-04 Marks-100 (80+20)

Course Objectives:

- On completion of this course, the students will be able to:
- Explain the characteristics of qualitative research.
- Select and explain the method appropriate for a research study .
- Conduct a literature search and develop a research proposal.
- Explain a sampling design appropriate for a research study explain tool, design and procedure for collection of data.
- Gain the comprehensive knowledge of advance statistical methods with latest tools and software
- Write educational research report.

Course Content:**Unit- I Scientific Knowledge and Hypothesis Testing:**

- Scientific Knowledge and Research.
- Role of theory in Research.
- Need for Research in Education.
- Ethics in Research.
- Research variables and its types.
- Hypothesis testing-parametric and non parametric

Unit- II Methods of Quantitative Analysis:

- Descriptive Statistics, Tabulation and graphic representation.
- Measures of Central Tendency(Mean, Median & Mode).
- Measures of Variability: Standard Deviation, Quartiles, Deciles, Percentiles, Moment, Skewness And Kurtosis.
- Correlations Analysis: Product-moment, Rank Correlation, Biserial-r, Point-biserial, Phi-coefficient, Partial Correlation and multiple correlation.
- Regression analysis, Time Series Analysis and Trend Analysis.

Unit- III Methods of Quantitative Analysis; Inferential Statistics

- Normal Probability Curve.
- Sampling error, standard error of mean, confidence level, degrees of freedom, one tail and two tail test, type I and type II errors.
- Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test.
- Computer applications for analysis-SPSS and advanced softwares..

Unit -IV Qualitative Research Methods and Analysis:

- Grounded theory.
- Ethnography and case study.
- Narrative/discourse and visual methodologies.
- Mixed method.
- Themes, coding and presentation.

Unit -V Preparing Research Report:

- Preparing a research report.
- Formats of research report.
- Components and chapterization.
- Writing bibliography.
- References and footnotes.
- Evaluation of research report.
- Proof reading of the final draft of the research report.

Practicum: Any one:

- Review a research paper published in refereed journal.
- Review a text book and submit a report.
- Analyze a set of data using computer application.

Suggested Readings:

- Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.
- Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences, Academic Press, New York.
- Desu, M.M., & Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.
- Gaur, A.S., & Gaur, S. S.(2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.

- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Gupta, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
- Hegde, M. N. (2003). Clinical research in communicative disorders. PRO-ED: Austin, Texas.
- Khan, M.S. (2005). Educational research. Ashish Publishing House: New Delhi.
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.
- Siegel, A., & Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.
- Silverman, D. (2012). Qualitative Research. Sage Publication, London.

PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

Course Code-MED- 304

Hours-60

Credit-04

Marks-100 (80+20)

Course Objectives: To enable the prospective teacher educators:

- to understand the concept and perspectives of teacher education.
- to acquaint with various policies in teacher education.
- to acquaint with structure and management of teacher education.
- to acquaint with research trends in Teacher education.
- with the new trends and techniques in teacher education.

Unit- I: Perspectives of Teacher Education:

- Teacher Development – Concept, Factors influencing teacher development – personal, contextual.
- Teacher Expertise – Berliner's stages of development of a teacher.
- Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.

Unit-II: Policies in Teacher Education:

- National and state policies on teacher education – a review.
- Different organisations and agencies involved in teacher education – their roles, functions and networking.
- In-service teacher education under DPEP, SSA and RMSA.
- Preparation of teachers for art, craft, music, physical education and special education need, existing programmes and practices.
- Initiatives of the NGOs in designing and implementing in-service teacher education Programmes.

Unit- III Structure and Management of Teacher Education:

- Structure of teacher education system in India – its merits and limitations.
- Universalisation 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 the TE programmes.
- Vertical mobility of a school teacher – avenues.
- Professional development of teachers and teacher educators – present practices and Avenues.
- Systemic factors influencing the quality of pre and in-service education of secondary school teachers.

Unit- IV Research in Teacher Education:

- Paradigms for research on teaching – Gage, Doyle and Shulman.
- 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, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation.
- Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications.

Unit -V Problems and Issues in Teacher Education:

- Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes.
- Sufficiency of subject matter knowledge for teaching at the senior secondary level.
- Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation.
- Issues related to enhancing teacher competence, commitment and teacher performance
- Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education.

Practicum: Any one:

- Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
- Select any one current practice in teacher education and trace the background of its formulation as a policy.
- A review of researches in any one area of research in teacher education and write the policy implications.
- A review of a research article in teacher education and write implications for Practitioner.

Suggested Readings:

- NCERT (2005). National Curriculum Framework, New Delhi.
- NCERT (2005). National Focus Group on Teacher Education, New Delhi.

- NCTE (1996). Curriculum Framework for Teacher Education, New Delhi.
- NCTE (1998). Policy Perspectives in Teacher Education, New Delhi.
- NCTE (2009). National Curriculum Framework for Teacher Education, New Delhi.
- Radha Mohan. Teacher Education, New Delhi: Prentice Hall of India Limited.
- Ravi Kant Chopra. Status of Teachers in India, NCERT, New Delhi.
- Batra Committee Report.J.
- Justice Verma Commission Report.
- Report of the Kothari Commission.
- Report of the National Policy on Education (1986).
- Report of the Programme of Action (1990).
- Singh, L.C. (Ed), teacher education India: A Resource Book, New Delhi, NCERT, 1990.
- Singh,L.C and Sharma P.C., teacher education and the teacher, New Delhi, vikas publishing house, 1995.
- Singh,R.P., studies in teacher education, New Delhi, bahri publication, 1990.
- Siddhiqui, M.A., In-service education of teachers, New Delhi, : NCERT, 1993.

JAGADGURU RAMBHADRACHARYA HANDICAPPED UNIVERSITY

Master of Education (M. Ed.)

SEMESTER-IV

Course Content

(Revised syllabus effective from session 2015-2016)

**DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION**

EDUCATIONAL PLANNING AND ADMINISTRATION

Course Code-MED 401A

Hours-60

Credit-04

Marks-100(80+20)

Course Objectives:

- To acquire basic knowledge (facts, concepts, theories and principles) of educational administration essential for administrative jobs and research in educational administration.
- To understand how an educational organization can be effectively managed.
- To develop national and international perspective on educational administration.
- To understand the qualities of resource persons who can, in future, develop educational administration as a science and an independent field of study.
- To know the trends of educational financing in India.
- To develop skills in managing educational institutions, departments and other organizations more effectively.

Course Content:

Unit-I Educational Administration:

- Educational Administration: Meaning, nature, definition, scope and functions.
- Educational administration in India, need for change and training of educational managers in India.
- Theories of educational administration. Theories of Barnard, Mort and Argyris- Bakke (general characteristics).
- Educational institutions as organizations: concepts of organizational climate, organizational culture and organizational health- Their measurement and tools.
- Concept of Educational Management and Management of Educational institution.

Unit-II Educational Planning:

- Educational Planning: Meaning, nature and need.
- Educational Planning in India.
- Approaches of Educational Planning: Manpower approach, Demographic projection model.
- Social Demand Approach, Rate of Return approach, Social Justice approach.
- Educational Planning: Strategic planning, short-term planning, management planning, Grass roots level planning, institutional planning, The Rolling Plan concept.

Unit-III Personnel Administration:

- Personal administration: meaning and its major concerns.
- Functions of personnel administration.
- Importance of personnel administration.
- Conflict management.
- Organizational compliance and decision-making.

Unit-IV Educational Financing in India:

- Factors influencing Educational Financing.
- Principle of Education Finance.
- Financing of Higher Education in India: Role of UGC, RUSA.

- Private participation in Higher Education: Advantages and Disadvantages.
- Internationalization of Higher Education: GATS in Education Services.
- Modes of Internationalization of Higher Education in India.

Unit-V Educational Leadership:

- Educational Leader : Qualities and Duties.
- Theories of leadership and their styles (Trait theory, and philosophical approach of McGregor)
- Fiedler's contingency and Hersey-Blanchard theories and their styles of administration.
- Grid concept of leadership styles.
- Measurement of leadership styles.

Practicum: Any one

- Every student will prepare a case study of one institution involving observation/measurement of principal's leadership style.
- Every student will prepare a tool to measure institutional effectiveness, or organizational climate or leadership style or any other important aspect of management of higher education.
- Every student will write a comprehensive and critical essay on any theme related to the current educational administration problems.

Suggested Readings:

- Azad, J.L. (2008). Financing and Management of Higher Education in India, New Delhi: Gyan Publishing House.
- Amitai Etzioni (1964). Modern Organizations Englewood Cliffs, Prentice-Hall, N.J.
- Daniel E. Griffiths(1959).Administrative Theory, New York: Appleton.
- R.P. Bhatnagar; and Vidya Agarwal (2001) Educational Administration, Meerut: Surya Publication, R. Lall Book Depot. *Hindi Version of the above book by Dr. Vidya Agarwal (Same publisher R. Lall & Co.)*
- R.B. Kimbrough; and M.Y. Nunnery (1976). Educational Administration, New York: McMillan Publishing Co.

COMPARATIVE EDUCATION

Course Code-MED- 401B

Hours-60

Credit-04

Marks-100(80+20)

Course Objectives:

To enable the prospective teacher educators:

- To understand the need and importance of comparative education.
- To explain the factors affecting the system of education of a country.
- To understand the system of education of different countries.
- To compare the salient features of system of education of different countries.
- To understand the role of UNO and UNESCO in the field of education.

Course Content:

UNIT- I Comparative Education: An Introduction:

- Comparative Education: Meaning, scope, need and importance.
- Development of Comparative Education.

- Factors affecting the system of education of a country: geographical, philosophical, social, political, economical and technological.

UNIT- II Education system in various countries:

- Administration and Finance of Education in UK, USA, Russia, China, Japan, Israel and India.
- Structure of Education in UK, USA, Russia, China, Japan, Israel and India.

UNIT- III Education system at various levels:

- Primary Education in UK, USA, Russia, China, Japan, Israel and India: Development, Administration, Finance, aims, Curriculum and methods of teaching.
- Secondary Education in UK, USA, Russia, China, Japan, Israel and India: Development, structure, administration, finance, aims, curriculum and methods of teaching.
- Higher Education in UK, USA, Russia, China, Japan, Israel and India: Development, structure, administration and finance, aims, curriculum, methods and teaching.

UNIT- IV Teacher and Adult Education:

- Teacher Education in UK, USA, Russia, China, Japan, Israel and India: development, structure, Administration and finance, aims, Curriculum, selection procedure for admission, training programme, evaluation and placement.
- Adult Education in UK, USA, Russia, China, Japan, Israel and India: Administration and finance, organization, aims and methods.

UNIT- V Recent trends and innovations:

- Recent Trends and Innovations in Education in UK, USA, Russia, China, Japan, Israel and India.
- Distance Education in UK, USA, Russia, China, Japan, Israel and India: administration, organization and Strategies.
- Globalization of Education: meaning, need and importance.
- Role of UNO and UNESCO in making education practices and plans.

Practicum: Any one

- Comparative Study of Administration and Finance of Education of any two countries.
- Comparative Study of Structure of Education of any two countries.
- Comparative Study of Teacher Education of any two countries.
- Means and ways to make the Adult Education programme successful.

Suggested Readings:

- Sharma, Y.K. – Comparative Education, Kanishka Publication New Delhi.
- Sodhi, T.S. – A Text book of Comparative Education, Vikas Publication House, New Delhi.
- Chaube, S.P. – Comparative Education, Vikas Publication House, New Delhi.
- Sharma, R.A. - Comparative Education, R. Lal Book Depot, Meerut.
- Sharma, R.N. - Comparative Education, Subjeet Publication, New Delhi.
- Sharma, R.A. – Tulnatmak Shiksha, R Lal Book Depot, Meerut.
- Chaube, S.P. – Tulnatmak Shiksha, Vikas Publication House, New Delhi.

MEASUREMENT AND EVALUATION IN EDUCATION

Course Code-MED- 401C

Hours-60

Credit-04

Marks-100(80+20)

Course Objectives:

To enable the prospective teacher educators:

- To acquaint with the basic concepts and practice adopted in educational measurement and educational evaluation.
- To understand relationship between measurement and evaluation in education and the existing models of evaluation.
- To orient with the tools and techniques of measurement and evaluation.
- To develop skills and competencies in constructing and standardizing the test.
- To implement the appropriate statistic measures on an educational data for its analysis.

Unit- I Concept of Measurement and Evaluation:

- The Measurement and Evaluation.
- Concept ,Scope ,Need, Functions.
- Taxonomy of Educational Objectives.
- Difference between Measurement, Evaluation and assessment.
- Difference between investigation, auditing, monitoring & evaluation.
- Principles of Evaluation, Areas of Evaluation.
- The evolution of the evaluation function; i) Measurement/ comparison/Transparency/ accountability, ii) Understanding/ learning/ decision making/ positive accountability.

Unit -II Test Construction and its standardization:

- Writing test items – objective , essay and interpretative.
- Standardization of Measuring instrument.
- Item analysis.
- Test Standardization.
- Norm referenced and criterion referenced test, Standard Scores ,T-Scores & C- Scores.

Unit - III Statistical Measures:

- Testing of Statistical hypothesis.
- The Normal Probability Curve : Its meaning , characteristics and its application.
- Significance of various statistical measures.
- Significance of Mean , SD , Percentile and correlation.
- Significance of difference between two mean's, Percentage and correlation.
- One Way Analysis of Variance (ANOVA).
- Non parametric methods ,Chi Square test, Median Test ,Mann Whitney U test.

Unit- IV Current Trends in Evaluation:

- Knowledge based evaluation.
- Performance Based Evaluation: Role play, Concept maps.
- Authentic Evaluation: Interviews, Writing samples, Projects, Exhibitions, Reflective Journals.
- Self evaluation: Rubrics & Rating scales.
- Exams: Online, On-demand, Take-home Power Tests & Open book.

Unit-V New Trends in Evaluation :

- Grading.
- Semester system.
- Continuous and Comprehensive Evaluation(CCE).
- Question banks.
- Use of computers in evaluation.

- The Scaling of Scores: Meaning , Nature, Need and types.

Practicum-Any one:

- Construction of a test for the measurement of Achievement / Aptitude /Attitude /Interest /Skills.
- Administration and its interpretation and implications of a standardized test to students, teachers and stakeholders related to above mentioned areas.
- Develop tools one each for Knowledge based, Performance based & Authentic evaluation for students of secondary stage.

Suggested readings:

- Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities. In Clark, M. D.; Marschark, M., & Kretchmer, M.(Eds.). Context, cognition and deafness, Galludet University press, Washington. Pg.14-37.
- Elliot, S.N., Kratochwill, T. R., & Gilbertson, A. G. (1998). The Assessment Accommodation Checklist: Who, What, Where, When, Why and Who? Teaching Exceptional Children, 31(2), 10 –14.
- Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35. AnnArbor: Centre for Research on learning and teaching, University of Michigan.
- Fernandez, H. (2008). Knowledge based achievement of students with hearing impairment on different types of assessment. Unpublished Master Dissertation, University of Mumbai.
- Frechtling, J.A. (1991). Performance assessment: Moonstruck or the real thing? Educational Measurement: Issues and Practices, 10(4), 23-25.
- Jacob, L. C., Chase, C. N. (1992). Developing and using tests effectively: A guide for faculty. Josse-Bass Publishers, San Francisco.
- Junaid, I.M., & Muhammad, D. N. (2002). Assessing nomadic children's learning achievement: what tools and which strategies? Retrieved from curriculum.pgwc.gov.za/resource_files/22153409_16.doc
- Linn. R.L, Baker, E. L., & Dunbar, S. B. (1991). Complex Performance based assessment. Educational Researcher, 20(8), 15-21.
- Mathew, S. (2010). Impact of Knowledge Based Evaluation on Achievement of Students with Hearing Impairment: An Experimental Study. A PhD Thesis (Unpublished), MJP Rohilkhand University.
- Meyer, C.A. (1992) .What is the difference between Authentic and Performance assessment? Educational Leadership,49(8),39-40.
- Mountain, A. (2005). Science assessment of deaf students: Considerations and implications of state accountability. Measurements. MSSE Masters Project. Submitted to the National Technical Institute for the Deaf, Rochester Institute of Technology, New York.
- Musselman, C.R., Lindsey. P. H., & Wilson A. K. (1988). An evaluation of recent trends in preschool programming for hearing impaired children. Journal of Speech and Hearing Disorders, 53, 71-88.
- Nair, P. (2005). A study of the effectiveness of individualized instructional material on mastery of mathematical concepts related to time in children with hearing impairment. Unpublished Master Dissertation, University of Mumbai.
- Stiggins, R.J. (1994). Student-Centered classroom assessment. MacMillan, New York.
- Tannenbaum, J.E. (1996). Practical Ideas on Alternative Assessment for ESL Students. ERIC Clearinghouse on Languages and Linguistics Washington DC, ERIC Identifier ED395500, 1-6.

DISTANCE EDUCATION

Course Code-MED- 401D

Hours-60

Credit-04

Marks-100(80+20)

COURSE OBJECTIVES:

1. To orient student with the nature and need of Distance Education in the present day Indian Society.
2. To expose students to different kinds of information and communications Technologies (ICT) and enable them to be familiar with their use in teaching- learning process.
3. To enable student to understand various modes of Students support Services(SSS) and develop in them skills to manage such services for various kinds of programmes through Distance Education.
4. To enable students to evaluate programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different D.E. Programmes.

COURSE CONTENT:

UNIT-I Introduction of distance education:

Distance Education and its development:

- a) Some definitions and teaching learning components
- b) Need and characteristics features of Distance Education
- c) Growth of Distance Education
- d) Distance teaching learning systems in India.

UNIT-II Strategies in distance education:

Intervention strategies at distance education a) Information and Communication Technologies and their application in Distance Education.

- a) Designing and preparing self instructional material.
- b) Electronic media (T.V.) for Education.

UNIT-III Services of distance education:

Learning at distance education a) Student-support-services in Distance Education and their management b) Technical and vocational programmes through Distance Education c) Programmes for Women through Distance Education d) Distance Education and Rural Development.

UNIT-IV Quality issues in distance education:

Quality Enhancement:

- a) Quality assurance of Distance Education
- b) Mechanisms for maintenance of standards in Distance Education
- c) Programme evaluation.

UNIT-V Innovation in distance education:

- a) Cost-analysis in Distance Education –Concept, need and process
- b) New Dimensions in Distance Education – promises for the future.

Practicum:Any one:

1. Prepare a self instructional material related to the teacher education curriculum at least one unit.
2. Prepare a survey report of nearest study centre of distance education in term of its functioning.
3. prepare a article about quality enhancement in distance education.

SUGGESTED READINGS :

1. Anand Satyapal (1979), University Without Walls, Vikas Publishing, New Delhi.
2. Bates, A.V. (1995), Technology, Open Learning and Distance Education, Routledge, New York.
3. Bhatnagar, S. (1997), Distance Education – A System under Stress, Concept Publishing, New Delhi.
3. Collis, Betty, Dand Moonan, Jeff (2001), Flexible Learning in a Digital World: Experiences & Expectations, Kogan, London.
4. Doddas Tony (1983), Administration of Distance Teaching Institutions, Cambridge, International Extension College, London.

ICT IN EDUCATION

Course Code-MED- 401E

Hours-60

Credit-04

Marks-100(80+20)

Course Objectives : To enable the prospective teacher educators:

- To become effective uses of technology in Education.
- To acquaint with the challenges and opportunities emerging in integrating new technology in Educational process.
- To familiarize themselves with new trends, techniques in education along with e-learning.
- To become good practitioner of Educational technology and e-learning.

COURSE CONTENT:

Unit -I Information and Communication Technology:

- Information and Communication Technology: Meaning, nature and advantages.
- Emergence of new information technology- convergence of computing and telecommunications.
- Components of Educational technology.
Software –meaning and types (system software, application software, proprietary software, open source software, shareware and freeware)
Hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), hardware troubleshooting and diagnosis
- Computer Network- LAN, WAN. Internet - concept and architecture; Locating internet resources - navigating, searching, selecting, evaluating, saving and bookmarking

Unit -II Communication and Instruction:

- Concepts, Nature ,Theory and process of communication.
- Process ,Components and types of Classroom communication.
- Principles of communications.
- Communication , learning and Instruction.
- Models of Communication -SMCR model of communication, Sharon's model of communication Task analysis.
- Designing instructional Strategies such as lecture, team teaching, discussion, seminar and tutorials.

Unit- III Integrating Multimedia in education:

- Multimedia concept and meaning text, graphics, animation, audio, video.
- Multimedia applications.
- Computer based training.
- Electronic books and references.
- Multimedia applications in education.
- Use of digital camera, camcorder, scanner, interactive white board, and multimedia projector for creating and using multimedia resources.

Unit -IV Educational software applications:

- Computer assisted instruction.
- Drill & practice software.

- Educational simulations.
- Integrated learning system.
- Curriculum specific Educational software.
- Emerging trends in Educational Technology, Video tape, Radio, Teleconferencing , CCTV ,INSAT, Problems of new technologies.
- Resource Centers for Educational Technology, CIET, UGC, IGNOU,NOS ,State ET cells, AVRC,EMRC,NIST their activity for improvement of teaching –learning.

Unit- V E-learning:

- E-learning definitions, scope, trends, attributes & opportunities.
- Pedagogical designs & e-learning.
- Assessments, feedback and e-moderation.
- e-learning on line learning management.
- On line learning management system.
- Digital learning objects.
- Online learning course development models.
- Management and implementation of e-learning.
- E-content: design, development, standards, learning objects and reusability and authoring tools.

Practicum- Any One:

- Critical Review of Educational Programme presented through T.V.,CDs,Videocassettes, Radio.
- Development of Computer aided materials/Slides/Powerpoints.
- Development of ICT based study material for school students.

Suggested Readings:

- D. N. Dasgupta, Communication and Education , Pointer Publishers.
- Madan Lal, Essentials of Educational Technology , Anmol Publications.
- Mahesh Verma, Online Teaching Tools and Methods , Murari Lal & Sons.
- N. Sareen, Information and Communication Technology , Anmol Publications.
- O. P. Dahama & O. P. Bhatnagar, Education and Communication for development, Oxford & IBH Publishing company, New Delhi.
- Sharma,R.A.: Shiksha Takniki.
- Son Naidu, e-learning a Guidebook of principals, Procedures and practices, Commonwealth, Commonwealth Educational Media Centre.

ECONOMICS OF EDUCATION

Course Code-MED- 401F

Hours-60

Credit-04

Marks-100(80+20)

COURSE OBJECTIVES :

1. To acquaint the students with the basis concepts of economics of education.
2. To acquaint the students with the concept of education as a major determinants of economic development.
3. To make the students aware of the productivity of education in economic development.
4. To acquaint the students with the concepts, nature, principles and procedures of educational planning.

COURSE CONTENTS:

UNIT-I Meaning and scope:

- Economics of Education • Meaning, Aims & Scope and Significance.
- Education as Consumption or Investment • Education as Consumption • Education as Investment • Difficulties in treating Education as consumption / investment.
- Human Resource Development • Education and Economic Development • Indicators of Human Resource Development • Process of Human Resource Development • Education and Economic Development.

UNIT-II Cost of Education:

- Cost Analysis • Cost of Education • Components of educational costs • Methods of determining costs • Problems arising in the application of the concept of costs in education.
- Benefit Analysis • Concept of Cost Benefit Analysis • Private Returns and Social Returns • Measurement of Benefits in Education.

UNIT-III Educational Planning:

- Educational Planning • Concept, Need and Goals of Educational Planning • Principles of Educational Planning. • Approaches of Educational Planning. • Educational Planning in India since Independence.
- Educational Finance • Principles of Financing Education. • Methods • Resources • Grant-in-aid-scheme • Privatization of Education • Problems

UNIT-IV Man Power Planning:

- Education and Manpower Planning • Concept of Manpower Planning • Forecasting Manpower needs • Techniques of Manpower forecasting • Limitation of Manpower forecasting.

UNIT-V Education and issues related to unemployment:

- Education and Unemployment • Causes of educated unemployment • Estimating unemployment • Problems of unemployment and Education • Effects of educated unemployed on economy • Various remedies and schemes for employment.

Practicum:Any one

1. Write an article on Education and Unemployment.
2. Study of a educational institution of secondary level in context of its financial planning.

3. Study of a educational institution of secondary level in context of its institutional planning.

SUGGESTED READINGS :

1. Alex, V. ALEXander : Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July, 1983.
2. Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972. Bertrand,
3. Oliver : Planning Human Resources : Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
4. Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Educational Planning, 1972.
5. Hallack, J.: The Analysis of Educational Costs & Expenditure, UNESCO, Paris, 1969.