

# **National Council for Teacher Education**

## **Syllabus**

### **Master in Education M.Ed. (1 Year)**

## **Acknowledgement**

In order to facilitate the teacher education institutions and examining/affiliating bodies, to revise their teacher education curriculum and organize these programmes in tune with the vision of NCFTE, it was decided to develop the suggestive syllabi for different Teacher Education Programmes at the level of NCTE for their reference. For this purpose a Core Committee was constituted by NCTE consisting of the following:

1. Prof. A.K. Sharma, Ex Director, NCERT **Chairman**
2. Prof. Shyam B. Menon, VC, Dr. B.R. Ambedkar University,
3. Prof. K. Dorasami, Principal, Regional Institute of Education
4. Prof. Poonam Batra, CIE, University of Delhi
5. Prof. Venita Kaul, Director, CECED, Ambedkar University
6. Prof. D.K. Bhattacharjee, Former Head, Dept of TE NCERT

The Core committee constituted four Sub-Committees each headed by a coordinator to develop syllabi for ECE, Elementary, Secondary and Post Graduate teacher education programmes. The draft Syllabus of the Post Graduate Teacher Training Programme has been prepared by the following Sub Committee:

1. Prof. D.K. Bhattacharjee, Former Head DTE NCERT **Coordinator**
2. Prof, S.C. Panda, RIE, Bhubaneshwar
3. Dr. Sudharshan Panigrahi, M.S. University, Baroda
4. Dr. M.S. Padmini, Indian Institute of Education, Pune
5. Prof. S.P. Malhotra NUEPA, New Delhi
6. Prof. V. Sudhakar EFLU, Hyderabad

The development of the content of the suggestive syllabus is based on the NCFTE 2009 and syllabus of M.Ed. course of RIE developed by NCERT.

*The Council acknowledges the contribution of the members of Core Committee, and the Sub committee who were involved in the development of the present draft syllabus. The council also acknowledges all the experts of NCERT who were actively involved in the development of M.ED. syllabus of RIE.*

### Semester I

Paper	Title	Int. Marks	Ext. Marks	Total Marks
a) Core Courses				
CC I	Education as a Field of Study	30	70	100
CC III	Learner and the Learning Process	30	70	100
CC V	Methodology of Educational Research	30	70	100
b) Specialization (Paper I & II of any one area of specialisation)				
	<b>A.Elementary Education</b> Elementary Teacher Education. Early Childhood Care and Education. <b>B.Secondary and Higher Secondary Education</b> Teacher Education at Secondary and Senior Secondary Level Curriculum and Evaluation at Secondary and Senior Secondary Level <b>C.Teacher Education</b> Teacher Professional Development  Pedagogy of Science Education  Pedagogy of Mathematics Education  Pedagogy of Language Education Pedagogy of Social Science Education  <b>D. Distance Education and Open learning</b> Distance Education and Open Learning  ICT in Education	60	140	200
	c) Formulation of Research Proposal	50		50
	<b>Field Experiences and Practicum</b>	<b>25</b>		<b>25</b>
	<b>Total of Semester I</b>	<b>225</b>	<b>350</b>	<b>575</b>

### Semester II

Paper	Title	Int. Marks	Ext. Marks	Total Marks
<b>a) Core Courses (Compulsory)</b>				
CC II	Process of Education	30	70	100
CC IV	Psychology for Individual and Social Development	30	70	100
CC VI	Statistical Methods for Data Analysis	30	70	100
<b>b) Specialization (Paper III &amp; IV of any one area of specializations)</b>				
<b>E. Curriculum Studies</b> Curriculum Development and Transaction Curriculum Evaluation <b>F. Guidance and Counselling</b> Educational Guidance Educational Counseling <b>G. Policy, Planning, Management and Financing of Education</b> Education Policy Educational Planning, Management and Financing of Education <b>H. Inclusive Education</b> Inclusive Education for Children with Diverse Needs Education of the Disadvantaged Groups <b>I. Education Technology and ICT</b> Educational Technology ICT in Education		60	140	200
<b>b)</b>	<b>Dissertation</b> Dissertation work started in Semester I will be completed by the end of Semester II.	50	100	150
<b>c)</b>	<b>Field Experiences and Practicum</b>	25		25
	<b>Viva Voce for Dissertation</b>	25	25	50
	<b>Total of Semester II</b>	<b>250</b>	<b>475</b>	<b>725</b>
	<b>Grand Total of Semesters I and II</b>			<b>575+725=1300</b>

## **Dissertation**

The dissertation shall be a core paper for all the students carrying 150 marks and each student is required to select one problem for dissertation from the area of specialization under the guidance of a faculty member. Dissertation will be evaluated by both internal and external examiners (50 internal and 100 external).

- Every candidate shall submit a dissertation on an educational problem under the guidance and supervision of member of the faculty of Education Department of the University/Institute/College. Three copies of the dissertation typed on one side only and duly certified by the supervisor/ guide shall be submitted one month before commencement of the examination.
- The dissertation shall either be a record of original work or an ordered and critical exposition of existing database with regard to an educational problem.
- Candidate shall not be permitted to submit a dissertation on which a degree/ diploma / certificate has already been conferred on him/her on any one else by the University or any other university / institution.
- The dissertation shall be examined by two examiners- internal (supervisor) and external, and each shall receive a copy of the dissertation. They shall conduct the viva-voce jointly.
- Duration of examination for theory paper of 70 marks shall be for 3 hours
- In case of theory papers the internal assessment will be for 30 marks, assessed through test, assignment marks and project work (field based) / psychological tests (analysis and interpretations) as detailed in the respective papers.
- The University to notify in the first week of each semester, scheme of internal assessment, containing the details of tests, assignments and project works (field based) / as given in the respective papers.
- At least one week prior to the last working day, internal assessment marks secured by the candidates shall be displayed on the notice board. If a candidate has any grievance, the same shall be brought to the notice of the Principal/HOD in writing within 48 hours (2 days) by the candidate. In the event, the Departmental Council finds the grievance genuine, then the Principal/HOD shall arrange for revaluation of test/assignment papers and effect the necessary correction(s). The decision of the Principle/ HOD/ in this regard shall be final.
- University/Department/College may decide to give test/field work to candidates who absent themselves for the above, only if the University/Department/College is convinced that the absence of the candidate is on valid grounds. However, the Department may allow the candidate to avail this provision within the duration of the semester.
- The statement of internal assessment shall be sent to the Controller of Examination at least one week prior to the commencement of that particular semester examination.

### **Classification of Successful Candidates**

- Minimum for a pass in each paper shall be 40% (marks obtained in external evaluation and internal assessment put together) and 50% in aggregate of the two semesters put together. There shall be no separate minimum either for externally evaluated paper or for internal assessment.

**Note:** Internal assessment includes test, assignment, seminar, viva and record

- To declare First Class / Distinction / Rank etc the aggregate of the total marks secured by a candidate in all the semesters shall be considered. All the candidates will be placed in appropriate class/distinction, as per the following table:

70 - 100	Distinction
60 - 69	First Class
50 - 59	Second Class
40 - 49	Pass Class

39 and less fail

Note: Marks awarded in decimal of point five and above should be rounded to one.

## **M.Ed –Semester-I**

### **Core Course Paper -1: Education as a Field of Study ( Code:CC-01)**

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 40  
External: 60

#### **Objectives**

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

- Understand the nature of education as a discipline/an area of study.
- Examine issues related to education as interdisciplinary knowledge.
- Understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) and NCFTE (2009) have raised.
- Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
- Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.
- Reflect on the multiple contexts in which the school and teacher education institutions are working.
- Discuss the emerging dimensions of school and teacher education.

#### **Course Content**

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

- Critical analysis of education as a 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
- Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.
- Procedure of linking :
  - 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 practical knowledge
  - Universal knowledge and contextual knowledge.
- Need for developing a vision of school education and teacher education:

- Vision derived from synthesis of different schools of Philosophy and Psychology
  - Integrative and elective view points
  - Open flexible rather than prescriptive
  - Liberal and humanistic nature of school and teacher education.
- Critical analysis of different Philosophical schools of thoughts and thoughts of great educators like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey, Paulo Friere, etc; with reference to curriculum text books, teaching-learning pedagogy, school/class-room environment, assessment, management, role of teachers, discipline etc.
  - Emerging dimensions of school education and teacher education;
  - linkage between education and other development sectors.
  - the complex process related to the role of educational transformation in national development.
  - Concepts of quality and excellence in education- it's relation to quality of life.

### **Unit II- Education as Interdisciplinary Knowledge**

- 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 III- Changing Socio-cultural Context of Education**

- Social purposefulness of education.
- Understanding contemporary Indian society-with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child, appropriate approaches for teaching young children in the context of diversities.
- Constitutional provisions of education
- Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community.
- Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality.
- Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and different disabilities as reflected in society.
- Young children and social policy.
- Social context as a source for rejuvenating teaching and learning and classroom as a social context.
- Diversity of Learning and Curriculum sites.
- Policy of inclusion and multi-foundational approaches to learning disability.



#### **Unit IV- Changing Political context of education : School Context**

- Multiple schools contexts-rural/urban, tribal, schools affiliated to different boards.
- Changing role of personnels in school management: teachers, headmasters, and administrators.
- Need for nurturing learner-friendly school environment.
- 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 struggle and social change.

#### **Unit V- Support Systems of Education**

- Principles and guidelines in organising the support systems
- Teacher education-functional relation adequacy and contemporary issues as reflects in NCF (2005).
- Department of Public instruction, Ministry and other government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy.
- Complementarity in participation of different stakeholders in school education- role of media, use of technology, NGOs, civil society groups, teacher organisations, family and local community.
- Support to curricular engagement in schools
- Monitoring and evaluation of schools.
- Development of learning resources –textbooks, supplementary books, workbooks, multimedia and ICT, School library etc.

#### **Transaction Mode**

(1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers; (2) Seminar reading-presentation by students on selected themes individually and collectively leading to discussion; (3) Library readings on selected theme followed by group discussion; (4) Study of documents and references, interaction with field staff and reflective interaction with the peer group. (5) Workshops, seminars, assignments and group discussion around issues and concepts studies in theory

**Sessional Work:** The following are only exemplars. The University department/Institute may devise similar activity : The student-teacher may undertake any one of the following activities:

- Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy etc. and presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.
- Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of

the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.

- Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

### Essential Readings

- Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harward University Press.
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.
- NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi.
- NCERT (2005). *National curriculum framework*, New Delhi.
- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
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- Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.
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- Bruubacher, John S.; (1969) *Modern Philosophies of education*, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
- Butchvarov, P. (1970) *The Concept of knowledge*. Evanston, Illinois, North Western University Press.
- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling: Making a Difference*, Allen and Unwin, Australia.
- Delors, Jacques, et al; (1996). *Learning: The Treasure within report of the international commission on education for 21<sup>st</sup> century*, UNESCO.
- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
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- *International Encyclopedia of Education*. (1994) 2<sup>nd</sup> edition. Vol.10. Perganon Press.

- Matheson, David (2004). *An Introduction to the study of education* (2<sup>nd</sup> edition). David Fulton Publish.
- Slattery, Patrick and Dana Rapp. (2002). *Ethics and the foundations of education- Teaching Convictions in a postmodern world*. Allyn & Bacon.
- Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
- Winch, C. (1<sup>st</sup> edition). (1996). *Key Concepts in the philosophy of education*. Routledge.
- Winch, C. (1986). *Philosophy of human learning*, Routledge, London.

## M.Ed - I

### Core Course Paper- 2 : Learner and the Learning Process

( Code:CC-02)

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal : 30  
External :70

#### Objectives

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

- understand the framework for how children learn
- critically analyse the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
- visualise multiple dimensions and stages of learner's development and their implications on learning
- understand the learner in terms of various characteristics
- learn the factors affecting learner's environment and assessment
- conceptualise a framework for understanding and evaluating teaching-learning situation as well as the method of analysing and reflecting upon learning episodes
- conceptualise the needs of the learners and the process of learning as visualised in NCF, 2005
- visualise the brief epistemological frame of major curricular areas.

#### Course Content

##### Unit I—Framework for How Children Learn

- Various modes of knowledge transmission - What should be taught and how the knowledge should be organised? (Knowledge centeredness).
- Who learns and how? (Learner- centeredness).
- What kind of classroom, school and community environment enhances learning? (Environment centeredness).
- What kind of evidence for learning the teachers, parents and policy makers can use to decide whether effective learning is really occurring? (Assessment centeredness)

##### Unit II - Understanding the Learners and their Development

- Holistic approach in treatment of learner's development and learning.
- How socio-cultural and economic contexts cause differences in learner, differential-learning needs.
- Learning difficulties at primary stage at elementary level and diagnostic tests.
- Problems of the adolescents and self-identity: educational support required for adolescents development.
- Language development-language before and into the school, meta linguistic awareness; acquisition of more than one language, home language vs. school

language, strategies supporting student's speaking, listening reading and writing development critical analysis of the views of Piaget, Vygotsky, and Chomsky.

- Influences of culture on learners development.
- Context and the process of socialisation

### **Unit III – Epistemological Frame of major Curriculum Areas**

- Brief epistemological frame of major curriculum areas such as language, social sciences, sciences, mathematics, and curricular areas that cannot be tested for marks at different school stages.

### **Unit IV- Understanding the Process of Learning**

- Developing school readiness.
- Cognition and learning: cognitive process-perception, attention, memory, development of concepts, logical reasoning, critical thinking, development of concepts, strategies for teaching concepts; problem solving.
- Learning as construction of knowledge; learning as cognitive and socio-culturally meditative process: meta cognition, socio-cultural mediation, experimental learning, cognitive negotiability, understanding constructivist nature of knowing, doing and practicing in classroom/field, in community setting; critical appraisal of views of Piaget, Bruner and Vygotsky with reference to multiple school contexts of India.
- Learning beyond cognition: learning approaches focusing on the whole person and the life long perspectives-personal and social learning moral and cultural development of learners.
- Forms of learner's engagement in the process of knowledge construction: observing, demonstration, exploring, discovering, analysing, contextualisation, collaboration, multiple interpretations, critical reflection based on observation, selected reading and discussion.
- Use of local knowledge and children's out of the school experience in learning.
- Motivation in learning: intrinsic and extrinsic motivation; approaches to motivation: humanistic approach; cognitive approach (attribution theory-Weiner).
- Adequate room for voicing child's thoughts, curiosity and questions in learning of different subject areas.
- Multiple ways of organising learning in different subject areas - individualised, self-learning, group learning/ cooperative learning, learning through electronic media.
- Use of learning resources.
- Activities for developing critical perspectives on socio-cultural realities.
- Generation of knowledge is a continuously evolving process of reflective learning

### **Unit V- Learning Environment and Assessment**

- The physical environment.
- The instructional time.
- Diversity in learning contexts – oversized classroom; language, ethnic and social diversities and different types of disadvantage that the children suffer

- Space for the parents and the community: identification of barriers, strategies for strengthening partnership between school and parents and community.
- Inclusive environment in the classroom for all learners.
- Discipline and participatory management.
- Diversity in learning paths and learning styles.
- Assessment-continuous and comprehensive evaluation, assessment during teaching, designing good test items, open book examination, self-assessment and feedback, shorter examination, shift From, content based testing to problem solving, logical thinking, critical thinking etc teacher observation and their reflective discussion in a group; Library study and project work.

### **Transaction Mode**

Lecture cum discussion, Individual and group assignment through self-study in the library and presentation in a seminar, observation of learning situation in a schools and out of the schools, preparing reflective diaries, interpretation, analysis and reflection on observation in a group self-study in a library, interaction with classroom teacher, observation and then reflective discussion in a group; library study and project work, projects and assignments focusing on observation and interaction with children and adolescent, workshop, seminar, assignments and group discussion around issues and concepts studied in theory.

### **Sessional work**

The students may undertake any one of the following activities and present the report:

- Conducting case study on one student who has difficulties in learning in primary years.
- Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
- Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.
- Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
- Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction.
- Identification of strategies for motivating the learner in study of a subject and practicing in schools-a report.
- Analysis of a case of maladjusted adolescent learner.
- Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.
- Analysis of learning situations through case study, presentation before a group followed by discussion.
- Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
- Suggest structures of classroom environment in which all students can learn.

- Design/suggest activities for developing critical awareness about various social and political issues.
- Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.

### Essential Readings

- Bruner, J.S. (1990) Acts of meaning. Cambridge, M.A.: Harvard University Press.
- Bruner, R.F. (1978). *Psychology applied to teaching*. Boston: Houghton Mifflin.
- Dandapani, S. (2001) *Advanced educational psychology, (2<sup>nd</sup> edition)*, New Delhi, Anmol publications pvt Ltd.
- Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic Books.
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- Guilford, J.P. (1967). *Nature of Human Intelligence*, New York: McGraw Hill.
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- Synder, C.R. & Shane J. Lopez (2007). *Positive psychology*. SAGE Publications. U.K.
- Lieber, C.M. (2002) Partners in learning: from conflict to collaboration. Cambridge, M.A, Educators for Social responsibility.
- Pintrich, P.R.; and Schunk, D.H. (1996). Motivation in education: theory, research and applications. Englewood Cliffs, N.J. Merrill.

## M.Ed - I

### Core Course Paper-3: Methodology of Educational Research

( Code:CC-0 3)

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

#### Objectives

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

- describe the nature, purpose, scope, areas, and types of research in education.
- explain the characteristics of quantitative, qualitative and mixed 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
- explain the importance of documentation and dissemination of researches in education

#### Course Content

##### Unit I- Research in Education: Conceptual Issues

- Meaning, purpose and areas of educational research
- Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics
- Sources of knowledge generation : historical perspective, the scientific approach to the knowledge generation: basic assumptions of science, scientific methods, theory, nature and functions, the principle of evidence, scientific methods applied to researches in social science and education.
- Research paradigms in education: quantitative, qualitative, mixed and their characteristics.
- Planning the research study: sources of research problems, review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources
- Identification and conceptualisation of research problem: statement of problem, purpose, and research questions in qualitative and quantitative research
- Formulation of Hypotheses
- Preparation of a research proposal: framework of the research proposal and strategies for writing the research proposals



## **Unit II- Quantitative Methods of Research**

Types of Research : survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, casual-comparative and correlational research; necessary conditions for causation

- Techniques of control: matching, holding the extraneous variable constant and statistical control
- Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives- Descriptive, Predictive and Explanatory

### **Experimental Research**

- Nature of experimental research, variables in experimental research - independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables
- Experimental research designs: single-group pre-test post-test design, pre-test post-test control-group design, Post-test only control-group design, and Factorial design
- Quasi-experimental designs: nonequivalent comparison group design, and time-series design
- Internal and external validity of results in experimental research

## **Unit III. Qualitative Methods of Research**

- Qualitative research: meaning, steps and characteristics
- Qualitative research approaches-phenomenology, ethno- methodology, naturalistic enquiry: case studies and grounded theory.
- Historical research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source
- Mixed Research-meaning, fundamentals principles, strengths and weaknesses, types and, limitations

## **Unit IV- Sampling in Qualitative, Quantitative and Mixed Research**

- Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples
- Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling
- Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling, snowball sampling, theoretical sampling, incidental and critical case
- Determining the sample size when using random sampling

## Unit V- Methods of Data Collection

- Tests, inventories and scales: types and construction and uses identifying a tool using reliability and validity information
- Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires
- Interview: types, characteristics and applicability, guidelines for conducting interviews
- Qualitative process and quantitative process, Observation : use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion
- Secondary (existing) data: sources

## Transaction Mode

Lecture-cum-Discussion, brain storming, group discussion, presentations; Panel discussion; Seminar presentations.

**Sessional Work:** The students may undertake any one of the following activities:

- Development of a research proposal on an identified research problem
- Preparation, try out and finalization of a tool
- Identification of variables of a research study and their classification in terms of functions and level of measurement
- Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
- Preparation of a review article
- Use of computers in literature review /review of a dissertation
- Review of research report

## References

- Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
- Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
- Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Cohen, Lewis and Manion Lawrence (1994) *Research Methods in Education* New York : Holt Rinchart and Winston Inc.
- Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
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- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
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- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
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## **SPECIALIZATIONS**

### **M.Ed - I**

#### **Specialization (Group-A) : Elementary Education Paper - 7 : Elementary Teacher Education ( Code:SP-07)**

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

#### **Objectives**

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

- understand the context of elementary education
- understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- discuss the development of elementary education in India since independence
- reflect on the relevance of strategies and programmes of UEE.
- 
- develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
- reflect on the need and importance of work experience, art education, health physical education and working with the community.
- understand the importance of teaching of language and mathematics at elementary level
- develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level
- develop research insight for curriculum development in elementary education.
- develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
- reflect on the need and importance of work experience, art education, health physical education and working with the community.
- understand the importance of teaching of language and mathematics at elementary level
- develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level
- develop research insight for curriculum development in elementary education.
- Gain insight into the need and objectives of elementary teacher education,

- Understand the development of elementary teacher education in post-independent India
- Gain insight into the existing pre-service teacher education programmes and their organisational aspects
- Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education
- Develop understanding of status of elementary teachers, the problems and issues related to professional growth.
- 

### **Course Content**

#### **UNIT-I : PERSPECTIVES AND CONTEXT OF ELEMENTARY EDUCATION**

- Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood (only Implications from theories to be referred)
- Influence of home, school and community related factors on child's development.
- Conceptual analysis of the concepts in elementary education like learner/learning centered approach, activity centered approach, freedom and discipline; reflection on present practices.

#### **UNIT-II: DEVELOPMENT OF ELEMENTARY EDUCATION**

- Nature and focus of Elementary Education after independence.
- Relevance of educational thought of Mahatama Gandhi and Tagore to elementary education.
- Constitutional provision for education and Directive Principles related to elementary education and their implications.
- Right to Education as fundamental right ; provision in RTE Act and related issues.
- Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

#### **UNIT-III: UEE ,OBJECTIVES AND CHALLENGES**

- Concept, objectives, meaning and justification of UEE.
- Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and

other socially disadvantaged groups including first generation learners and migrant population.

- Access and enrolment of different types of learners-issues and challenges.
- Enrolment and dropout : meaning and assessment and related issues and dropout
- Achievement levels of different types of learners-status and issues.
- Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution.

#### **UNIT IV-STRATEGIES AND PROGRAMMES IN ELEMENTARY EDUCATION**

- Panchayatraj and community involvement in educational planning and management related issues
- Participation of NGOs in achieving goals of UEE
- ECCE programme, women empowerment as support services
- Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts.
- District primary education programme-goals and strategies.
- Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.
- Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels

#### **Unit V-CURRICULUM AND EVALUATION IN ELEMENTARY EDUCATION**

- Principles of Elementary School Curriculum
- Curriculum , Objectives, Planning , Organisation and Evaluation of for Work Experience, Art Education, Health & Physical Education, Language(s), Mathematics, Environmental Studies/ Social sciences and Natural Sciences in Elementary Education. And also preparation and use of different types of curricular material

##### **Transaction mode**

Lecture-cum-discussion; discussion and reflection in groups; assignments based on library and internet followed by presentations in seminars; field visits followed by submission of report.

##### **Transactional Mode**

Group discussion, Lecture-cum –discussion, panel discussion, symposium, reports, research Journals, school visits and sharing of experiences

### **Transactional Mode**

Group discussion, Lecture-cum –discussion, panel discussion, symposium, reports, research Journals, school visits and sharing of experiences

**Sessional work:** The students may undertake any one of the following activities:  
Each student is required to prepare a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

**Sessional Work:** The student teacher may undertake any one of the following activities:

- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject
- Design an instructional plan of a unit in a subject at elementary level
- Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters
- Evaluation of art education/health and physical education programmes as existing in any school

**Sessional Works:** The students may undertake any one of the following activities:

- Critical study of existing teacher education curriculum of a state
- Preparing a training plan (design) for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions

### **Essential Readings**

- MHRD (2001): Convention on the Right o the child. New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

### **Essential Readings**

- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.

- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.

### **Essential Readings**

- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

### **References**

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- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
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- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
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- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
- Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.

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- Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practice. Rand Menally & Co., Chicago.



- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- Petty, W.T (1978): Curriculum for the Modern Elementary School, Rand Menally College Public Co, Chicago.
- Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart & Winsten, N.York.
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- Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

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- Jangira, N.K. & Ajit Singh (1992): Core Teaching Skills – A Microteaching Approach, NCERT – New Delhi.
- Kauchak, D.P. & Paul, D. Eggen (1998): Learning and Teaching. Allen & Bacon. Sydney.
- Kundu, C.L (1988): Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi.
- MHRD (1966): Report of the Education Commission, New Delhi.
- NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
- NCERT (2005): National Curriculum Framework, New Delhi.
- NCTE, (2004): Teacher Education Curriculum, New Delhi.
- Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.
- Wragg, E.C. (1984): Classroom Teaching Skills, Croom Helm, London.

## **M.Ed - I**

### **Specialisation (Group-A): Elementary Education**

#### **Paper 8: Early Childhood Care and Education**

**( Code:SP-08)**

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

#### **Objectives**

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

- understand the need and significance of early childhood care and education
- understand the policy perspectives on ECCE in India and world
- understand social and personal development of children (3-6 years)
- understand the quality dimensions i.e. curriculum, programmes and work force for ECCE
- develop knowledge and skills for research and evaluation in ECCE and training of personnel.

#### **Course Content**

##### **Unit I- ECCE: Policy and Perspectives**

- Concept, significance and objectives of ECCE.
- ECCE in India: Policies and Programmes in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action for Children, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009)
- ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

##### **Unit II–Psycho – social Context of Pre-school Education**

- Developmental characteristics and norms – physical, cognitive, language and socio-emotional during early childhood.
- Transition from home to school – issues and concerns.
- Socio-cultural contexts in school and home and child-rearing practices in different cultures.

### **Unit III – Curriculum for Pre-school Education**

- Curriculum for School Readiness – physical, cognitive, socio-emotional dimensions; characteristics of learning experiences and approaches
- Different types of pre-school curriculum/ Montessori, Kindergarten, Balawadi and Anganwadi Centres
- Support of workforce: teachers, parents and community support in functioning of ECCE centers

### **Unit IV– Strategies/ Approaches and Resources**

- Characteristics of programmes for different settings – Pre-primary and early primary grade children – needed emphasis and rationale
- General principles to curricular approaches – activity based/ play-way, child-centred, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages – meaning, rationale, method of transaction in specific contexts.
- Local specific community resources – human and material & their integration to curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of ECCE programmes
- Informal evaluation through observation & remediation; training of ECCE workers.

### **Unit V – Training, Research & Evaluation in ECCE**

- Need and significance of personnel involved in ECCE programme.
- Status & nature of training programmes – pre-service & in-service – a critical evaluation, issues, concerns and problems.
- Areas of research studies in ECCE.
- Evaluation of ECCE programmes, methodology and implications.

### **Transaction Mode**

- Group Discussion : reviews and analysis of book/reports/documents;
- Observation of activities of the children followed by case studies
- Visit to pre-school, Anganwadies/ICDS centers and pre-school Teacher Education institutions followed by discussion
- Film shows followed by discussion
- Seminar presentations followed by discussion
- Research review and criticism
- Development of research proposals
- Projects and assignments focusing on observation and interaction with children on specific theme.

**Sessional Work:** The students may undertake any one of the following activities:

- Case study of Anganwadi, pre-school centers
- Assignment on selected themes from the course

- Study of present status of ECCE in a State//District
- Collection of information on infrastructure of ECCE centers and comparison with NCERT minimum specifications (1992)
- Reflection on literature on equality ECCE services of one western country (internet, journals)
- Writing of journal articles on different issues on ECCE
- Survey of play materials and comparing with the socio-cultural set-up
- Survey of child rearing practices in different cultures

### **Essential Readings**

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
- NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.
- UNESCO (2007): Strong Foundations: Early Childhood Care and education. Paris.

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- NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi
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- Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.
- UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.
- UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi.

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## **M.Ed - I**

### **Specialization (Group-B): Secondary and Higher Secondary Education**

#### **Paper-9: Preparation of Secondary and Higher Secondary Teachers: Pre-service and In-Service**

**( Code:SP-09)**

Contact Hrs	: 4 Periods/week	Max Marks	: 100
Exam Duration	: 3 Hrs.	Internal	: 30
		External	: 70

#### **Objectives**

On completion of the course the student-teachers will be able to:

- understand the nature-scope and systems of secondary and senior secondary education
- examine the status of development of secondary and senior secondary education in India after Independence
- understand the problem and challenges related to secondary and senior secondary education
- understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
- identify the problems issues of secondary school teachers Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education
- Understand the nature of education for multiple intelligence
- Learn the modalities of educational projection
- Understand the modalities of secondary education management information system
- identify critical issues related to universalization of secondary education
- Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education
- Understand the nature of education for multiple intelligence
- Learn the modalities of educational projection
- Understand the modalities of secondary education management information system
- identify critical issues related to universalization of secondary education

- examine the nature and objectives of teacher education
- critically examine the growth and development of teacher education in the country
- appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
- use various methods and techniques for transaction of curriculum
- develop understanding regarding organization and supervision School Experience Programme
- critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
- develop understanding of various strategies of teachers' professional development
- gain insight into the status of teachers in-service education in the country
- develop understanding of the process of in-service teacher education,
- use various methods and techniques for the identification of training needs,
- use various techniques for the evaluation of in-service teacher education programmes,
- reflect on issues, concerns and problems of teacher in-service education of the teachers.
- appreciate the use of ICT for the professional development of the teachers.

## **Content**

### **UNIT-I**

Nature, Scope, function and systems of Secondary and Senior Secondary Education

Status of Secondary and Senior Secondary

- process of teaching-learning of adolescent
- exposure to integrated and subject specific streams guidelines and counseling strategies to meet changing physiological and sociological requirements.
- Education for Multiple Intelligence
- Educational Projection

### **UNIT-II PROBLEMS AND CHALLENGES OF SECONDARY EDUCATION**

- Problems and challenges related to universalisation of Secondary Education
- Problems and Strategies of Alternative Schooling at Secondary Stage

- Problems / challenges / strategies / intervention in relation to access enrolment, dropout, achievement equality of Educational opportunities
- Problems of education for girls, disadvantaged and differently abled children and show learners and interventions to solve the problem
- Classroom problems discipline, under achievement, lack of motivation slow learners, delinquency and maladjustment
- Issues of quality in secondary and senior secondary education Management System of secondary education, Department of Education, Directorate, Inspectorate and Private Agencies

### **UNIT-III TEACHER EDUCATION IN INDIA AT SECONDARY AND SENIOR SECONDARY LEVEL**

- Pre-Service and Inservice Teacher Education: concept, nature, objectives and scope.
- Development of teacher education in India at secondary and senior secondary level, recommendations of various commissions and committees concerning teacher education system. Impact of NPE, 1986 and its POA on teacher education system.
- The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education Institutions at secondary level: roles and functions of IASEs, CTE.
- Roles, functions and networking of institutions like UGC, NCERT. NCTE. NUEPA, SCERTs etc.
- Issues, concerns and problems of pre-service and in-service teacher education at secondary and senior secondary level.

### **UNIT-IV: SECONDARY EDUCATION MANAGEMENT INFORMATION SYSTEM (SEMIS) AND ASSESSMENT AND EVALUATION**

- CCE in Teacher Education.
- Formative and summative evaluation; norm referenced and criterion reference evaluation.
- Evaluation of school experience/internship programmes.
- Assessment of teaching proficiency: criterion, tools and techniques.
- Organisation and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment.
- Portfolio assessment
- Structure of MIS School mapping at secondary level
- Course mapping at senior secondary level



- Types of Media–Audio, Video, Audio-Video.
- Interactive technologies-teleconferencing, e-learning, designing of e-content.
- EDUSAT for teacher professional development programme (CPD).
- Role of IGNOU, UGC, NCERT, SIETs
- Challenges and limitations of interactive technologies for INSET.

## **UNIT-V : CURRICULUM AND EVALUATION OF SECONDARY EDUCATION**

- –Principles of School Curriculum Development at Secondary and Senior Secondary Level
- CCE in Teacher Education.
- Formative and summative evaluation; norm referenced and criterion reference evaluation.
- Evaluation of school experience/internship programmes.
- Assessment of teaching proficiency: criterion, tools and techniques.
- Organisation and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment.
- Portfolio assessment

### **Transactional Mode**

Group discussion, lecture-cum-discussion, panel discussion, symposium, reports research journals, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar.

- Preparing a training plan (design) for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions
- Preparation of a plan for INSET of the teachers of school.
- Construction of Tools for identification of Training needs in different subject areas.
- Identification of Training needs of a group of teachers of a school.
- Preparation of self-learning material/e-content for primary or secondary school teachers.
- Appraisal of a training programme organised by DIET/IASE/CTE.

## Sessional Work

### Suggested Activities:

preparing status report on secondary education in a chosen block/district with reference to enrolment, equity and achievement

- ❖ preparing a report on the existing status of the teachers, method of recruitment of salary structure
- ❖ conducting a survey of secondary schools on the chosen area on the causes of under achievement and suggest improvement there of
- ❖ visits of different types of secondary schools and preparation of school profiles
- ❖ conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
- ❖ preparation of status report of performance of teachers in contextual curriculum transaction
- ❖ observation of in-service teacher education programme at secondary level and preparation of a report
- ❖ identification of committed teachers and preparation of their profiles
- ❖ visit to alternative education centers at secondary level and preparation of a report
- ❖ survey of educational needs of disadvantages/disabled

### Essential Readings

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

- The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
  - Report of the Education Commission (1964-66).
  - Report of the National Commission on Teachers (1983-85).
  - National Curriculum Frameworks for Teacher education, 2009
  - Report of the Delors Commission, UNESCO, 1996
  - National Policy of Education 1986/1992.
  - National Curriculum Framework on school education, 2005.

Govt. of India, MHRD (2005). *Universilisation of Secondary Education : Report of the CABE Committee*, New Delhi

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- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5<sup>th</sup> edition). Rout ledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying in Teacher Education*. Rout ledge Falmer. London and New York.
- Korthagen, Fred A.J.et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.
- NCTE (1998): *Policy Perspectives in Teacher Education*. New Delhi.
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- Rao, Digumarti Bhaskara (1998). *Teacher Education in India*. Discovery Publishing House. New Delhi.
- Linda Darling, Harmmond & 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*. Routledge: New York.
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- Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead, Brinks Open University Press.
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- Sudesh Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
  - Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi
  - Govt. of India (1953) Report of Secondary Education Commission, New Delhi
  - Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
  - Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
  - Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
  - NCERT (1997) Code of Professional Ethics for Teachers

## M.Ed. – I

### Specialization (Group-B):Secondary and Senior Secondary Education

#### Paper- 10: Curriculum and Evaluation at Secondary and Senior Secondary Level

( Code:SP-10)

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

#### Objectives

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

- develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
- reflect on the need and importance of work experience, art education, health physical education and working with the community.
- understand the importance of teaching of language science and mathematics at secondary level
- develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level
- develop research insight for curriculum development in elementary education.
- understand the nature and uses of different types of tools and techniques of evaluation in education
- acquire the skill to construct the achievement and diagnostic tests
- administer the tests and interpret the best scores and its implication to students and parents
- undertake action research and interpret the results

#### Course Content

##### Unit I– Principles of School Curriculum Development at Secondary and Senior Secondary Level

Concept, components and determinants of curriculum; principles of curriculum construction, criteria for selection and organisation of content and learning activities; designing integrated and interdisciplinary learning experiences different – **Principles of School Curriculum Development at Secondary and Senior Secondary Level**

- perspectives to curriculum transaction and their synthesis – behaviouristic, cognitive and constructivist; evaluation of curriculum – formative and summative; The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

### **Unit 2 Language Curriculum**

- Focus on three (3) language formula emphasizing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction

English needs to find its place along with other Indian Languages –

- Multilingual character of the classroom.

### **Unit 3 Science Curriculum**

- Science as a composite discipline at secondary stage
- Systematic experimentation as a tool to discover/verify theoretical principles and working on locally significant projects involving science and technology.
- Introduction of science as separate discipline such as Physics, Chemistry, Mathematics, Biology etc with emphasis on experiments/technology and problem solving.
- Rationalization of curriculum load to avoid steep gradient between secondary and higher secondary syllabi.
- Need to identify core topics of a discipline at +2 level taking into account recent advances in the field.

### **Unit 4. Social Science Curriculum**

- Focus on conceptual understanding rather than living up facts, ability to think independently and reflect critically on social issues.
- At secondary stage social sciences comprise history, geography, sociology, political science and economics
- At + 2 stage disciplines like political science, geography, history economics, sociology and psychology will be introduced.

### **Unit 5 Educational Evaluation - Tools and Techniques**

- Meaning nature and functions of evaluation, difference between measurement, and evaluation, assessment, testing, appraisal and examination, Types of evaluation - formative, diagnostic and summative evaluation. Continuous and comprehensive evaluation. Testing and Non-testing tools of evaluation-essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records, question bank, grading.
- Characteristics of good test-objectivity, reliability, validity, usability, written, oral and observation, planning of tests; content-analysis, writing objective in

- behavioural terms; construction of blue-print of test writing of test items; assembling the test items and writing directions; planning key/scheme of evaluation; tryout and item analysis, difficulty value and discrimination power, construction of a diagnostic test-steps and guidelines
- Construction of Achievement test, objective types, short answer type, multiple choice type, essay, interpretation of test results - norm-referenced and criterion-referenced, use of tests.

### **Transaction mode**

Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars; self reading of original sources i.e. NPE, NCF, CABE reports, Commissions and Committees on Secondary Education and Curriculum related issues and reflective discussion on the recommendations.. Hands-on-experiences at work situation and observation of training sessions and presentation etc

**Sessional Work:** The students may undertake any one of the following activities:

- Critical appraisal/analysis of existing syllabi and textbooks on teacher education developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks  
Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organisations) observed visited and analysis of the own experiences.
- Evaluation of syllabus related to teacher education of any state either at senior secondary level.
- Critical analysis of a curriculum
- conducting continuous evaluation in scholastic and non-scholastic areas
- preparation, administration and interpretation of a diagnostic test
- preparation of SES scale for 30 students of a class, collection, classification, tabulation and graphical representation of data as well as interpretation of data
- analysis of curricular materials with reference to development of values
- analysis of curricular materials with reference to gender sensitivity
- a study of curriculum load and home work practices,
- conducting an action research and reporting the results
- critical study of a text-book/work book
- conducting a case study
- study of the evaluation practices in selected schools
- critical analysis of examination papers
- construction and tryout of classroom tests

### **Essential Reading**

- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

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## M.Ed. – I

### . Specialisation (Group-C):Teacher Education

#### Paper- 11 : Pre-service and In –service Teacher Education

( Code:SP-11)

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

#### Objectives

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

- gain insight and reflect on the concept of teaching and the status of teaching as a profession,
- understand the roles and responsibilities of teachers and teacher educators,
- use various methods of teaching for transacting the curriculum in schools,
- prepare teachers for reflective teaching,
- critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education,
- reflect on the issues and problems related to teacher education in the country. examine the nature and objectives of teacher education
- critically examine the growth and development of teacher education in the country
- appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
- use various methods and techniques for transaction of curriculum
- develop understanding regarding organization and supervision School Experience Programme
- critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
- develop understanding of various strategies of teachers' professional development
- gain insight into the status of teachers in-service education in the country
- develop understanding of the process of in-service teacher education,
- use various methods and techniques for the identification of training needs,
- use various techniques for the evaluation of in-service teacher education programmes,
- reflect on issues, concerns and problems of teacher in-service education of the teachers.
- appreciate the use of ICT for the professional development of the teachers.
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## **Course Content**

### **Unit I- Teachers and Teaching Profession**

- Teachers changing roles and responsibilities.
- Concept of Profession; Teaching as a profession.
- Service conditions of school teachers
- Professional ethics for teachers.
- Social status of teachers; International Labour Organisation (ILO) version of the status of teachers.
- Teacher Appraisal and accountability.
  
- Who is a Teacher educator?
- Roles and responsibilities of teacher educators
- Preparation of teacher educators
- Continuing education of teacher educators: provisions for the continuing education of teacher educators and institutional mechanism.

### **Unit II- Nature, Objectives, Structure and Models of Pre-service Teacher Education**

- Pre-Service Teacher Education: concept, nature, objectives and scope.
- Development of teacher education in India-pre and post independence period; recommendations of various commissions and committees concerning teacher education system. Impact of NPE, 1986 and its POA on teacher education system.
- The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education: roles and functions of IASEs, CTE, DIETs’.
- Roles, functions and networking of institutions like UGC, NCERT. NCTE. NUEPA, SCERTs etc.
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- Components of pre-service teacher education : foundational component, specialization areas, practicum internship, co-curricular activities, working with the community and work experience.
- Teacher education curriculum at different stages. National Curriculum Frameworks for Teacher Education, 2009.
- Models of Pre-service teacher education at secondary level: 4 years integrated model, one year model, 2 years model, 2 years distance mode.
- Model of pre-service teacher education at elementary level – 1 year, 2 years, 4 yrs. B.L.ed. and 2 years distance mode.
  
- Issues, concerns and problems of pre-service teacher education

### **Unit III- Curriculum transaction in Pre-service Teacher Education**

- Methods and Techniques: Lecture-cum-Discussion, Demonstration, Group Discussion, Brain storming seminar, Workshops, Team Teaching, Use of ICT, Case analysis, reading and review of original texts, projects and assignments.
- Planning for teaching-learning; taxonomy formulating of instructional objectives, unit planning, lesson planning, and teacher's diary.
- Concept of school experience programme (SEP)/Internship
- Planning and organization of SEP.
- Monitoring and supervision of SEP.
- Internship: concept; planning and organization.
- Critical reflection as the central aim of teacher education

### **Unit IV- Continuing Professional Development of the In –Service Teachers**

- Concept and importance.
- Modes of INSET: face to face, distance mode, eclectic mode.
- Planning and Organisation of INSET-assessment of training needs, formulation of training curriculum, preparation of course materials.
- Organisation of training, appraisal of course materials.
- Issues, concerns and problems of Teachers' Inservice education.
- Split Model followed in-service training of teacher under SSA
- Concept and importance of professional development
- Strategies of professional development: workshops, seminars, symposium, panel discussion, conferences, self study, study groups and study circles, book clubs, extension lectures, research colloquium, refresher courses, orientation programmes
- Teacher learning resource centre : functions.
- Provisions made by the States for professional development of the teachers.

### **Unit V-Assessment and Evaluation in Pre-Service and In-Service Teacher Education**

- CCE in Teacher Education.
- Formative and summative evaluation; norm referenced and criterion reference evaluation.
- Evaluation of school experience/internship programmes.
- Assessment of teaching proficiency: criterion, tools and techniques.
- Organisation and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment.
- Portfolio assessment
- Assessment of higher order mental skills.
- Methods and techniques of evaluation- survey, case study, observation, interview etc.
- Tools of evaluation-observation, rating scales, testing (knowledge and skills) interview, focus group discussion.

- Formative and Summative evaluation of INSET.
- Follow up of in-service training.
- Impact of in-service training

### **Transactional Mode**

The course would be transacted through participatory approaches including group discussion; self study, seminar/presentations by students, group and individual field - based assignments.

**Transaction mode:** - The course would be transacted through participatory approaches including group discussion; self study, seminar/presentations by students, individual field based assignments

### **Transaction mode**

The course would be transacted through participatory approach including group discussion; self study, seminar presentations, project works etc.

**Sessional work:** The students may undertake any one of the following activities:

- Organisation and participation in group discussion on norms developed by NCTE for recognition of teacher education Institutions.
- Interaction with the faculty of elementary/secondary teacher education Institutions to ascertain their roles and responsibilities.
- Interaction with the faculty of elementary/secondary teacher education Institutions to ascertain the strategies they use for their professional development.
- Preparation guidelines for organization of classroom resources for construction of knowledge following constructivist approach on any theme/topics related to a school subject.

**Sessional work:** The students may undertake any one of the following activities:

- Preparation of a plan for INSET of the teachers of school.
- Construction of Tools for identification of Training needs in different subject areas.
- Identification of Training needs of a group of teachers of a school.
- Preparation of self-learning material/e-content for primary or secondary school teachers.
- Appraisal of a training programme organised by DIET/IASE/CTE.

**Sessional work:** The students may undertake any one of the following activities:

- Term paper on a theme from the course.
- Review of one book related to teacher education.
- Supervision of atleast three B.Ed practice teaching classes and writing supervision comments.
- Review of teacher education syllabus of any state with reference to NCFTE, 2009.

### Essential Readings

- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- National Curriculum Frameworks for Teacher education, 2009
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.

### Essential Readings

- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE (1998): Perspectives in Teacher Education.

### Essential Readings

- The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.

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- 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*. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
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- Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead, Brinks Open University Press.
- Mohammad Miyan (2004). *Professionalisation of Teacher Education*. Mittal Publications. New Delhi.
- NCTE. (1998). *Policy Perspective in Teacher Education- Critique and Documentation*. NCTE New Delhi.
- Reimers, Eleonora Villegas (2003): *Teacher Professional development: an international review of the literature*. UNESCO: IIEP, Paris.
- Siddiqui, M.A. (1993). *In-Service Education of Teachers*. NCERT. New Delhi.

## M.Ed. - I

### Specialization (Group-C): Teacher Education

#### Paper-12a.-Pedagogy of Science Education ( Code:SP-12a)

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

#### Objectives

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

- understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- understand the difference and complementarity between Science and Technology;
- understand the need to evaluate curricula and evaluate the same on the basis of different validities;
- know about and critically study innovative curricular efforts in India and abroad;
- understand diversity of instructional materials, their role and the need for contextualization in science education;
- appreciate the role of co-curricular activities in science education;
- understand the constructivist approach to science instruction;
- understand the role of assessment in the teaching –learning process in science;
- familiarize with innovative trends in assessment;
- analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

#### Course Content

##### Unit I - Nature of Science

- Evolution of science as a discipline, science as a dynamic expanding body of knowledge; development of scientific knowledge; scientific methods explanations.
- Science and technology, complementarities between science and technology; Science and Mathematics and their complementarities, role of mathematics in Science.
- Common misconceptions of pupils about the nature of science; characteristics of different disciplines of science, their interrelationship and integration.

##### Unit II -Curriculum of Science Education

- Trends in science education from the beginning of the nineteenth century to the present- at national and international level;
- Criteria of validity of science curriculum: content, ethical environmental, process, cognitive, historical

- Taxonomy for curriculum development in Science Education.
- Science curriculum at different stages of school education-at primary, upper primary secondary, higher secondary.
- Instructional materials including textbook: contextualisation, criteria and concerns including all stakeholders in their development.
- Integrating co-curricular activities with science education.

### **Unit III- Approaches to Teaching-Learning of Science**

- Approaches to concept learning, conceptual change model (reconstructing alternative concepts in science).
- Constructivist paradigm and its implications for science learning:
- Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development investigatory approach, guided discovery approach; inductive method, project based learning, planning different types of projects, cooperative collaborative learning, learner centred activity-based participatory learning, role of experiments in science, integration of theories and experiments in science: development of laboratory design, planning and organisation of laboratory work reporting skills, procedural knowledge, improvisation in the laboratory and low cost science experiments,
- Encouraging and respecting children responses, introducing alternative approaches in science learning, integrating science across different disciplines and with real life situations.
- Reflective enquiry.
- Metacognitive strategies-giving space to pupils to think, organize their knowledge and express teacher as a reflective practitioner.
- use of ICT in teaching-learning of science pedagogical analysis of science at secondary level.

### **Unit IV-Assessment in Science Education**

- continues and comprehensive evaluation in science
  - Assessment of affective measures in science: use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
  - Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
  - Planning and assessment of portfolios in science learning.
- Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.

### **Unit V- Contemporary Issues in Science Education**

- Contribution of women in science
- Scientific and technological Literacy.
- Ethical aspects of science.
- Innovations and Creativity in Science.



### Transactional Mode

Group discussion, lecture-cum –discussion, panel discussion, symposium, school visits and sharing of experiences, experimentation with kits and laboratory work project and assignments focusing in observation and interaction with children adolescent, group and individual field based assignments followed by workshops and seminar presentation

**Sessional Work:** The student teacher may undertake any one of the following activities:

- Assignment/term paper on selected themes from the course.
- A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science i.e. discovery of the electron; the development of electromagnetism, theory of evolution, Newtonian calculus and its importance to Physics, thermodynamics.
- A critical study of science curriculum of secondary stage of any state.
- Visit to science centre/science museum and presenting the report
- Development of an action plan for organization of a science exhibition at different levels, framing guideline on a selected theme and various sub-themes.
- Any two of the following:
  - Development of a unit plan:
    - Develop an action plan on an experiment for development of physical science concept.
    - Development of a Vee map for a selected experiment in Physics, Chemistry or Biology and using it to conduct practicals in the laboratory;
    - Development of a concept map of a selected topic in Physics/Chemistry/Biology;
    - Development of a lesson design based on constructivist approach in a collaborative mode;
    - Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction
    - Prepare and experiment on an action plan for use of ICT multimedia in teaching concepts of physics.
    - Development of criteria for evaluation of laboratory work and using it in the laboratory.
- An action plan for adopting a multisensory approach to teach science to students with special needs.
- Seminar on contribution of women to science and their implications to women empowerment.

### References

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- International Journal of Science Education.
- Journal of Research in Science Teaching (Wiley-Blackwell).
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- Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
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**M.Ed. - I**  
**Specialization (Group-C): Teacher Education**  
**Paper 12b-Pedagogy of Mathematics Education**  
**( Code:SP-12b)**

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks:100  
Internal: 30  
External:70

**Objectives**

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

- appreciate the abstract nature of mathematics
- distinguish between science and mathematics
- distinguish between the roles of pure and applied mathematics
- develop the skill of solving real-life problems through mathematical modeling as an art
- develop the understanding of using constructivist approach in mathematics
- develop the skill of using various methods of teaching mathematics
- develop problem solving skills
- highlight the significance of mathematics laboratory
- enable to distinguish between induction and mathematical induction
- develop the skills required for action research in mathematics

**Course Content**

**Unit I- Nature, Development and Significance of Mathematics**

Abstractness of mathematics; Distinction between mathematics and science; Distinct roles of pure and applied Mathematics; mathematization ; aesthetic aspect of mathematic; historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.; teaching of mathematical modeling

**Unit II- Objectives and Strategies of Teaching-learning mathematics**

Aims and Objectives of teaching mathematics at various school levels, Instructional objectives in teaching mathematics; constructivist approach in teaching of mathematics; methods of teaching Mathematics- inductive and deductive methods, analytic and synthetic methods; problem solving skills- stages in problem solving techniques to improve problem solving skills (Polya method); competence based approach in teaching mathematics; teaching gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion Recreational aspect of mathematics- mathematical games, puzzles and amusements; computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club

### **Unit III- Curriculum of mathematics at different stages**

preprimary, primary, upper primary, secondary & higher secondary.

### **Unit IV- Structure of Mathematics**

Undefined terms and axioms; proofs and verification in mathematics and distinction between them; types of theorems such as existence and uniqueness theorems etc.; types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction; role of examples, counter examples and non-examples in mathematics; conjectures; scope and limitations of Intuition in mathematics; Sets and Venn diagrams as a representative of mathematical properties and their relations

### **Unit V- Evaluation in Mathematics**

Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic); Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of test items in mathematics such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and precautions taken while constructing test items; action research in mathematics

### **Transaction Mode**

Lecture-cum-discussion; modeling; group and individual field based assignment focusing by workshops and seminar presentation workshops, seminar assignment of group discussion around issues and concepts, problem solving session using concrete materials from everyday experiences demonstration; seminars; group discussion; mathematical.

**Sessional Work:** The students may undertake any one of the following activities:

- Assignment on construction of test items
- Analysis of famous quotations on mathematics
- Class Test
- Group puzzles activities
- Preparation and demonstration of teaching aids

### **References**

- Alice F. Art and Eleanan Armaer Thomas. *Becoming a Reflective Mathematics Teacher*.
- Baw, G.R. and George, L.U. (1976). *Helping Children Learn Mathematics-A Competency Based Laboratory Approach*. California, Cummings Publishing Co.
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**M.Ed. - I**  
**Specialisation (Group-C): Teacher Education**

**Paper 12 c - Pedagogy of Language Education**

**( Code:SP-12c)**

Contact hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

**Objectives**

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

- gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- understand the psychology of language learning
- gain an understanding in the pedagogy of language learning
- study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- examine various areas of research in language education
- survey various problems with respect to language learning
- identify and reflect on factors affecting language policy.

**Course Content**

**Unit I- Conceptual Issues Language Learning**

- Language acquisition and communication -- factors affecting language learning and language acquisitions and communication
- Linguistic, psychological and social processes involved in learning of languages.
- Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget- Cognitive constructivism and Language, recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.
- Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques
- Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels.
- Innovative techniques for teaching grammar, reading comprehension and written expression

- Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- met linguistic awareness with a focus on listening, speaking, seaving, comprehension at writing.

### **Unit II-Individualization of Language Learning**

- Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction

### **Unit III- Pedagogy of Language**

- First language
- Seconded language
- Third language

### **Unit IV- Teaching Learning of Languages**

- at referent stage of school education-primary upper primary secondary, and higher secondary
- pedagogical study of languages.

### **Unit V- Contextual Problem in Language Learning**

- multilingual clam room- problem of curriculum text above development.
- three language for rule constitution provision regarding language
- Medium of instruction-recommence recommendation of NPE 1986/1992, NCF (2005)
- preservation of heritage language
- home language & school language-problem of tribal dialects

### **Transaction Mode**

Lecture cum discussion, hands on practice in language laboratory, self- study, visits to language teaching institutes, presentations in seminar and group discussions workshop, assignment around issues and concepts .

**Sessional Work:** The students may undertake any one of the following activities:

- A study of letters, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Comparison with writings in English.
- Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.
- Seminar on L.1 and L.2 research and theories

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**M.Ed. - I**  
**Specialization (Group-C): Teacher Education**

**Paper 12 d - Pedagogy of Social Science Education**

**( Code:SP-12d)**

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

**Objectives**

After completion of the course the students teacher will be able to:

- Develop an understanding about the meaning, nature, scope of social sciences and social science education
- to find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences
- Employ appropriate for transaction of social science curriculum.
- Effectively use different media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation

**Course Content**

**Unit I – Conceptualisation of Social Science Education**

- Concept, nature, and scope of social sciences: existing approaches of teaching-learning of social sciences;
- Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences.
- Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education
- Research perspectives in pedagogy of social science education.

**Unit II –Social Science Curriculum**

- Approaches to organisation of social science curriculum; social science curriculum at various stages of school education
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials –their conceptualization and processes;

### **Unit III – Approaches to Pedagogy of Social Science**

- Critical appraisal of approaches to teaching learning social sciences – behaviourist approach; constructivist approach; inter disciplinary approach, integrated approach; child-centred approach; environmental approach; the overlap between these approaches
- Critical appraisal of various teaching learning strategies viz., lecture cum-discussion, project method, investigative project, field survey problem solving, role-play, appraisal, field visits and case studies; action research etc.
- Critical appreciation of various learning-strategies - SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning
- pedagogical analysis of social science

### **Unit IV- Media, Materials and Resources for Teaching-Learning of Social Science.**

- Effective use of print media and audio-visual materials for social science;
- Integration of ICT in teaching-learning of social science. development of teaching-learning materials; workbook; activity book and self instructional materials.
- Effective utilization of resources for teaching social science textbooks and supplementary materials; literature and biographies, environment and community resources;
- development of low cost improvised teaching aids.

### **Unit V – Evaluation in Social Science Education**

- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnostic test and remediation; assessment tools; construction of achievement test
- Alternative assessment: rubrics, portfolios and projects
- Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- evaluation of attitudes , values, and its disposition etc.

### **Transaction Mode**

Lecture-cum-discussion, group discussion, project. on oral history, workshops, seminar, assignment a group discussion around issues and concepts. group and individual field based assignment focused by workshops and seminar presentations.

## Sessional Work

- Assignment / term paper on selected themes from the course and presentation in the seminar.
- Preparation and teaching two lessons using integrated approach of teaching social science.
- Conducting a survey in the neighborhood and preparation of a brief report on the resources available for teaching social science and presentation
- Application of specific methods of teaching-learning during field experience
- Development of questions and achievement tests in social science subjects
- Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools
- Analysis of a social science syllabus or a textbook of a stage/clam

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- NCERT (2001), *National Curriculum Framework for School Education*, Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Papers Vol.II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks)*, National Council of Educational Research and Training, New Delhi.
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- NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science*, National Council of Educational Research and Training, New Delhi.
- NCERT (2005b), *National Curriculum Framework 2005*, National Council of Educational Research and Training, New Delhi.
- NCERT (2006a), *Syllabi for Secondary and Higher Secondary Classes*, National Council of Educational Research and Training, New Delhi.
- NCERT (2006b), *Syllabus for Classes at the Elementary Level*, National Council of Educational Research and Training, New Delhi.
- Rajni Kumar, Anil Sethi and Shalini Sikka, (2005) *School Society and Nation: Popular Essays in Education*, Orient Longman, Delhi.
- Williams E. Becker, Michael Watts and Suzanne R. Becker (2006) *Teaching Economics: More alternatives to chalk and Talk*, Edward Elgar Publishing, Northampton, USA.

## **Journals**

- Economic and Political Weekly (published from Mumbai, India).
- Journal of Economic Education (published from United States of America).

- Teaching of History (published from United Kingdom).
- Journal of Social Sciences Social Science Quarterly.
- Journal of Curriculum Studies (published by Routledge, United Kingdom)

### **Others**

- Encyclopaedia of the Social Sciences.
- Encyclopaedia Britannica

### **Websites**

- [www.ncert.nic.in](http://www.ncert.nic.in)
- <http://www.history.org.uk> (for accessing e-version of teaching history).
- [www.epw.in](http://www.epw.in) (for accessing e-version of journal of economic and political weekly).
- [www.geographyteachingtoday.org.uk](http://www.geographyteachingtoday.org.uk)
- <http://www.indiana.edu/~econed/> (for accessing e-version of journal of economic education).

**M.Ed. - I**  
**Specialization (Group-D): Distance Education and Open Learning**

**Paper 13 - Foundations of Distance Education**  
**( Code:SP-13)**

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

**Objectives**

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

- understand the concept of distance education,
  - distinguish between correspondence education, distance education, and open learning
  - reflect on the socio-economic and socio-political issues which the institutions of education in India are currently faced with
  - discuss the socio-academic relevance of distance education,
  - develop an insight and examine critically the objectives of distance education,
  - understand the nature of distance learners and distance learning process,
  - describe SQ3R techniques and adopt the same technique for their study purpose,
  - list the importance of self learning material and relevant comprehension skills,
  - discuss various evaluation techniques and its relevance to distance learning.
- describe the need for LSSs in DE&OL.
- list different kinds of support to distance learners.
  - discuss the various feature of a LSS in DE&OL.
  - describe and differentiate the different dimensions i.e. academic/pedagogical and operational dimension
  - compare the LSSs of different DE&OL institutions
  - critically analysis the merits and demerits of the LSSs of a DE&OL institutions
  - describe the role of study centre in providing support to learners
  - Describe the broad structure and management of any DE&OL institutions.
  - understand the management of operational sub-systems like course design and development, management of learning resources and learner support system management of admission and evaluation system .
  - Appreciate the role of MIS in DE & OL
  - Analyse the issues involved in the management of DE & OL systems/institutions in the context of programme evaluation

## Course Content

### Unit I-Growth and Philosophy of Distance Education

- Distance Education: significance, meaning, concept and epistemology.
- Goals and objectives of distance education.
- Philosophy of distance education.
- Growth of distance learning system in India, International Council of Correspondence Education, International Council of Distance Education.
- Issues in Distance Education-quantity, quality, relevance and effectiveness.
- Conventional mode of distance learning, relative effectiveness of conventional distance mode of learning.
- Present status of distance education system.
- Quality assurance and challenges in distance education.
- **Structure and Management of DE & OL institutions**

### Unit II- Learning Process and Self-Learning Materials (SLM) in Distance Education

- Distance learners: nature and characteristics and types of learners-successful, non-starter and mid-course dropouts.
- Distance Education process: nature of adult learning, Andragogy of distance learning; role of self-learning in distance education.
- Significance of study skills in distance learning.
- Problems of distance learners.
  - Types of SLM in distance learning-print, audio, video, interactive, online, and web-based.
  - Instructional materials in distance education-SLMs, assignment, audio-visual aids, use of ICT.
  - Self-learning materials: meaning, scope, importance and characteristics.
  - Role of SLM in distance education (print and non print).
  - Course design-need assessment, planning of SLM
    - Setting objectives
    - Deciding learning experiences
    - Criteria for content selection- selection of subject matter, Criteria for sequencing, assessment and feedback, forms of assessment and feedback.
    - Organization of the content-presentation style and format, text and visuals, attractiveness and accessibility.
    - Deciding evaluation scheme.

Learning Support Services: Concept, need and importance of student support services and Organisation of student support services

#### **Unit IV- Instructional Process and Evaluation Procedure in Distance Education & Open Learning**

- Distance tuition concept, distance tutor-difference between a classroom and distance tutor.
  - Tutor comments-significance of tutor comments, levels of tutor communication-academic, personal and supplemental communication.
  - Types of Tutor comments-positive comments, constructive comments, null comments, hollow comments, harmful comments, misleading comments, negative comments, global comments and personal comments.
  - Two way communication in distance education and open learning.
  - Supplementary communication in distance education and open learning-need, significance, type and importance.
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- Concept, and need of evaluation in distance education.
  - Difference between evaluation in traditional learning and distance learning.
  - Comprehensive and continuous evaluation in distance learning.
  - Formative evaluation in distance learning role of tutor comments in motivation of distance learners.
  - Summative evaluation.
  - Techniques of evaluation in distance education.
  - Management Information System (MIS) in DE & OL
  - Management Issues in DE & OL System

#### **Unit IV-Counselling in Distance Education**

- Concept and importance.
- Need of counselling in DE
- Categories of counselling:-developmental and problem solving
- Academic and non-academic Counselling
- Procedure of counselling:-decision points, barriers-study related, and time related, personal and institutional.
- Theories of counseling, media of counseling, qualities of counselor.



**Transactional Mode**

Self-study, discussion, display of various audio-visual programmes, lecture and library consultation. Visit to any distance learning centre located nearby and observation of the functioning of the distance mode.

Self-study, discussion, display of various audio-visual programmes, lecture and library consultation. Visit to any study centre of distance education institution and observation of the functioning of the distance mode.

Self-study, discussion, presentation, seminar, display of various audio-visual programmes, lecture and library consultation, case study of IGNOU/State Open University.

**Sessional Work:** The student-teacher may undertake any one of the following activities:

- Review of a book on distance education.
- Assignment on the need and relevance of distance education system, in India at elementary/secondary/higher levels.
- Assignments on the relevance of print and non print media in distance education.
- Review of CIET/UGC/IGNOU TV Programmes, and preparation of report.

**Sessional Work:** The students may undertake any one of the following activities:

- Analysis of last three years dropout pattern of an open university of the state or national level
- Status study of enrolment pattern of various distance learning courses of IGNOU.
- Assignment on growth and development of distance and open learning system in India.
- Review of a distance learning video-cassette.
- Review of CIET/UGC/IGNOU TV Programmes, and preparation of report.

**Transactional Mode**

**Sessional Work:** The student-teacher may undertake any one of the following activities:

- Visit to open education institution at secondary/higher level.
- Review of a book on MIS
- Critical evaluation of MIS packages of any open institution.

### Essential Readings

- Education Commission Report (1948-1949) Ministry of Education, Government of India.
- ICDE (1995), 17<sup>th</sup> World Conference for Distance Education, One World, Many voices, Conference Papers, (ed) David Sewart (All references to Eastern Europe are form Vol. 1).

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### Essential Readings

- Education Commission Report (1948-1949) Ministry of Education, Government of India.
- ICDE (1995), 17<sup>th</sup> World Conference for Distance Education, One World, Many voices, Conference Papers, (ed) David Sewart (All references to Eastern Europe are form Vol. 1).
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- Judith, Johnson (2003): *Distance Education: The Complete Guide To Design, Delivery, and Improvement*. Teachers C. Publisher.
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- Rowntree, D. (1990): *Teaching Through Self-Instructional, How to Develop Open Learning Materials, (Revised Edition)*, Kogan Page, London.
- Rowntree, D. (1994): *Preparing Materials for Open Distance and Flexible Learning*, Kogan Page, London.
- Simpson, O. (2000): *Supporting students in Open and Distance Learning*. Kogan Page, London.

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- Daniel, J.S. et al; (1982): *Learning at a Distance: A world Perspective*. Athabasca University, Edmonton.
- Garrison, D.R. (1989): *Understanding Distance Education Framework for Future*. Routledge, Chapman and Hall, London.
- Holmberg, B. (1986): *Growth and structure of Distance Education*. London: Croom Helm.
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**M.Ed. - I**  
**Specialization (Group-D): Distance Education and Open Learning**

**Paper 14 - e-Learning**

**( Code:SP-14)**

Contact hours per week: 4  
Examination duration: 3 hours

Max. Marks: 100  
Internal: 30  
External: 70

**Objectives**

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

- Understand the concept of e-learning, elements of e-learning and e-learning standards.
- Understand the patterns of e-content design and its validation.
- Understand the technical aspects of e-content
- Understand the content management system in intranet and internet environments
- Understand the evaluation of on-line learning materials and process of on-line testing

**Unit I- Introduction to e-Learning**

- Elements of e-Learning, e-Content and e-Books.
- Virtual Classroom and Virtual University – merits and limitations.
- Characteristics , of the e-Learner
- Knowledge,skill and attitude requirements of the e educator,E-tutor e-Moderator

**Unit II- e-Learning Content Design**

- Content – design patterns- script writing- graphics-animation, audio-video;
- Inserting and interactivity; possibilities and design procedure.
- Roles of the Multimedia development team

**Unit III- Technical Aspects of e-Content**

- Story-board and instructional design.
- Multimedia authoring and authoring toolsDesign content for Role based learning, situated based learning, scenario based learning.
- .

#### **Unit IV- Course Management in e-Learning**

- Introduction to Learning Management Systems;
- Introduction to LMS and LCMS; Course Management using LMS and LCMS.
- Standards for e-learning and future possibilities.
- Use of Wikipedia, Wikieducator and other web-based technologies for online learning and training.
- E-learners and e-educator interaction using Web tools, e-mail, chat, conferencing, discussion forum.

#### **Unit V- Online Evaluation**

- Online testing – different methods;
- Designing - online evaluation in different subjects, courseware evaluation, designing of evaluation criteria for assessment of e-content and other courseware.
- E-portfolio ,evaluation rubrics, assignments, projects.
- Technical standards to train the trainers.

#### **Transaction Mode**

- Lecture cum demonstration and hands-on-experiences on the preparation of e-Content.
- Demonstration and practical experience in the use of LMS software and online testing.
- Visit to local institute where the e-Learning is in practice.
- Creating web resources by using Wikipedia and Wikieducator.
- Participation in online learning programmes.
- Analysis of the different online courses and offline courses.
- Analysis of e-Content developed by various organizations.
- Critical analysis of e-learning projects with reference to teaching-learning process, in teacher training institutions.

**Sessional Work:** The student-teacher may undertake any one of the following activities:

- Critical analysis of teaching aids and their applications in instruction and learning
- Critical analysis of a computer based media packages with reference to its use in learning process.
- Critical analysis of the different instructional packages developed by different agencies/institutions.
- Preparation and presentation of slides for teaching any topic at the school level.

#### **Essential Readings**

- Gaurav Chadha, S.M. Nafay Kumail (2002) E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill Publication.
- P.P. Singh, Sandhir Sharma (2005), E-Learning: New Trends and Innovations, New Delhi: Deep & Deep Publications.
- Michael W. Allen, Michael Allen (2002), Guide to E-Learning, Wiley Publication, 2002.

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- Joseph W. Lowrey (2006), Dreamweaver 8 Bible, Wiley Publication.
- Ray West, Tom Muck (2002), Dreamweaver MX: The Complete Reference, Mc Graw Hill Publications.

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- Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall.
- Khan, BoH (1977): Web-based Instruction. Englewood Cliffs: Educational Technology Publications.
- Harasim, L. (1990): Online Education: Perspectives on a New Environment. New York: Prasser.
- Harasim, L. (1993): Global Networks Computers and International Communication. Cambridge; NIT Press.
- Rejesebaran S. (2007): Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd.

## M.Ed- Semester- II

### Core Course II- The Process of Education ( Code:CC-04)

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

#### Objectives

On completion of this course, the students will be able to:  
understand the nature of connections and interactions involved in the process of education,  
understand the multiple perspectives of pedagogy,  
understand the process of andragogy and its linkage with pedagogy,  
understand the application of the methods of interaction and dialogue of Socrates, Plato, Upanishad, J. Krishnamurthi and Paulo Freire,  
identify, analyse and reflect on the multidimensional nature of the roles of the teacher and the teacher educator,  
analyse and reflect upon the professional experience he gathers in the school/field,  
discover intellectual challenge, stimulation and enjoyment in the context of one's professional learning,  
develop and refine communication skills through discussion, presentation and different forms of writing.

#### Course Content

##### Unit I- Corrections and Interactions in the Process of Education

Nature of connections and interactions involved:

Between the child and the environment;  
in linking school practices with life outside the school;  
in relating subject knowledge with real life experiences of the child.  
Between knowledge and practices.  
Between content with pedagogy.  
Between ICT and teaching-learning process.  
Linking school knowledge with community knowledge.  
Methods of interaction as visualized in the educational thoughts of Socrates, Plato, Upanishad, J. Krishnamurthi and Paulo Freire and their relevance to day to day teaching-learning.



## **Unit II- Pedagogy**

Child centered pedagogy.

Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.

Forms of learner's engagement- observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.

Pedagogical analysis of the subject contents.

Critical Pedagogy.

Critical analysis of the pedagogy prescribed in the educational thoughts of Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, Gijubhai, John Dewey, and Socrates (dialogue), and their relevance in teaching-learning.

## **Unit III- Andragogy**

Concept of andragogy

Implications of andragogic techniques for teachers training.

Experiential Learning

Field interactions and reflection.

Teacher experiences as the basis of training

## **Unit IV- Profile of the Teacher and the Teacher Educator**

Teacher's ability to integrate pedagogical knowledge with the content knowledge of a subject.

Issues related to Teacher's role expectation-values, attitudes, life style, relationship with the students and parents.

Role perception: teacher and teacher educator as role model, as facilitator, as co-learner intimate relationship with students.

Organisation of learning experiences: individualized learning, group learning, self-learning, learning through electronic media, and combination of modes as stated.

Professionalism of the teacher and the teacher educator- professional ethics, commitments, dedication, accountability, autonomy and academic freedom.

Personal characteristics contributing to success in teaching profession.

## **Unit V- Designing Curriculum, School Experiences and Assessment**

Levels of curricular decisions.

Curriculum Frameworks-Principles of curriculum development; highlights of NCF, 2005.

Instructional objectives: Stage specific and Subject specific objectives.

Methodology of curriculum Transaction at different stages.

Assessment and evaluation at different stages.

Use of curricular materials.

## **Transaction Mode**

Panel Discussion on identified themes, self study and presentation of paper in seminar (Seminar reading); self- reading of original text from Socrates, Plato, Upanishad, J. Krishnamurthy and Paulo Freire and reflective discussion; Reading of original text related to pedagogy highlighted Tagore, Gandhi, Sri Aurobindo, Gijubhai and John

Dewey and reflective discussion, observation of training session and presentation of paper on training methodology based on both pedagogic and andragogic principles, work shops, seminar, assignments and group discussion around issues and concepts studied in theory,

**Sessional Work:** The students may undertake any one of the following activities:

- The critical appraisal of one of the selected school programme/event/ teacher practices based on the ideas of a great educator, a psychological theory or an ideology.
- Visit to schools and classroom located in rural/urban/tribal contexts- exposure, observation, critical analysis of events and presentation before a small group.
- Maintenance of reflective diary on institutions observed, analysis of experiences that may be evaluated at the end of the term.
- Self-reading of literature on an identified theme and presentation of a paper in Seminar followed by critical discussion.
- Critical analysis of a curriculum/syllabus of particular school stage and presentation for small group discussion.

### **Essential Readings**

- Bruner, J.S. (2006). In Search of pedagogy Vol. I and II (The selected works) Routledge, London.
- Bruner, J.S. (1960/1977). The Process of education. Cambridge, M.A.: Harvard University Press.
- Edgerton, Susan Huddleston (1997). *Translating the curriculum: Multiculturalism into the Cultural Studies*. Routledge.
- Etta, R. Hollins (1996): *Transforming curriculum for a culturally Diverse Society*. Lawrence Erlbaum Associates Publishers. Mahwah, New Jersey.
- MHRD, GOI, *National policy on education*.
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- Das, Manoj, (1999). *Sri Aurobindo one education*. NCTE, New Delhi.
- Eqan, Kiran (1986). *Individual development and the curriculum*. Hyperion Books.
- Gardner, Howard (1993). *Creating minds*. New York: Basic Books.
- Ornstein, Allen C. & Francis P. Hunkins (2003). *Curriculum, foundations, principles and issues*.
- Ornstein, Allen C., Edward F. Pojak & Stacey B. Ornstein (2006). *Contemporary issues in curriculum*. Allyn & Bacon.
- Slattery (1995): *Curriculum development in postmodern Era*. (Critical Education & Practice).
- Wiles, Jon (2004). *Curriculum essentials- a resource for educators*. Allyn & Bacon.

**M.Ed - II**  
**Core Course- IV Psychology for Individual and Social Development**  
**( Code:CC-05)**

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

**Objectives:**

On completion of this course the students teacher will be able to:  
Understand the dynamics of individual development.  
Understand the concept of mental health and adjustment.  
Describe the dynamics of social development  
Understand group dynamics and its bearing on teaching-learning  
Appreciate inter-relatedness and interdependence of individual and society in the context of human development

**Course Content**

**Unit I- Dynamics of Individual Development**

Concept of human development.

Understanding the process of individual development in a social context: development of knowledge, understanding, skills, competencies, value orientation.

Development of attitude, interest, and adjustment.

Importance of individual differences-concept of multiple intelligence,(Gardner, Stenberg); cultural variability and aptitude.

Concept of self : self-development strategies; self and identity process of socialization  
Determinants of personality development of an individual-biological, socio-cultural, personality assessment.

Concept of emotional intelligence and its impact on learning.

Importance of human relation.

**Unit II— Dynamics of Social Development**

Nature of socio-cultural environment-physical, economic conditions, cultural practices, shape of technology, social security and health facilities, educational facilities, influence of media, influence of democratic polity-their impact on school and classroom.

Individual and his/ her social understanding, social influence, perception and imitation.

Social conformity: meaning, characteristics of conformity, factors influencing social conformity, its impact on education.

Social identity its interrelationship with social environment, impact on school/ classroom practices and achievement.

Coping with socio-economic and political complexities-oppression, conflict, violence, and role of peace education.

### **Unit III- Group Dynamics and Individual**

Interrelation and interdependence between individual and group in classroom and social context.

Meaning and types of groups, compliance and conformity in relation to effective group functioning in school and classroom context; effect of group process and interpersonal relations on learning conditions, measures to improve human relations and interaction; social skills required for maintaining human relations.

Socio-emotional climate in classroom, the conditions facilitating effective learning.

School violence: Violence and conflicts among groups, conflict resolution techniques, education for peace and other values.

### **Unit IV- Mental Health and Adjustment**

Concept of adjustment and mental health, characteristics of a mentally healthy person, school and classroom practices for enhancing adjustment and mental health among the students.

Concept of stress-sources of stress, categories of stressors, strategies of coping with stress. Mechanisms of adjustment, its positive and negative effects: types of adjustment problems among students.

Frustration, conflict, and anxiety- meaning and management.

The power of positive teachers for better mental health and adjustment – care, trust and respect for diversity and rights of the child.

### **Unit V-Education-Development Interface**

Strategies for blending development of individual potential and external environment (Physical, social, cultural, political and economic).

Education-development linkage-education as a sub-sector of development, bi-directional reciprocal causal relationship between education and development.

Role of education in national development. Education and Human Development Index.

Implication of NPE, 1992 for National Development.

### **Transaction Mode**

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom, reflective discussion in a group; library work and, presentation/panel discussion, case study of a student and presentation in seminar, projects and arraignment focusing on observation and interaction with children and adolescents; workshops, seminar, assignments and group discussion around issues and concepts studied in theory.

**Sessional Work:** The student teachers may undertake any one of the following activities:

Case study of one student with adjustment problems.

Studying the personality characteristics of some successful individuals.

Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.

Project work on identified themes.

### **Essential Readings**

Delamater, John. (2003). *Handbook of Social psychology*. Springer.

Higgins, E.T. and Kruglanski, A.W. (1996). *Social Psychology: Handbook of Basic Principles*. Oxford Press, New York.

Piaget, J. (1999). *Judgment and reasoning in the child*. London: Routledge.

Piaget, J. and Inhelder, B. (1969). *Psychology of the child*, New York: Basic Books.

### **References**

Atkinson, Richard C., et.al (1983). *Introduction to Psychology*, Harcourt Brace Jorandovich Inc., New York.

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Bickhard, M.H. (1992). *How Does the Environment Affect the Person?* In L.T. Winegar, J. Valsiner (ed.). *Children's Development within Social Contexts: Metatheory and Theory*. Erlbaum.

Bickhard, M.H., Christopher, J.C. (1994). *The Influence of early Experience on Human Personality Development*. New Ideas In Psychology.

Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. Holt, Rinehart and Winston, New York.

Brown, R. (2000). *Group Processes: Dynamics Within and Between Groups*. ( 2<sup>nd</sup> Edition). Blackwell Publishers.

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Cole, R. (1997). *The Moral Intelligence of the Children*. London: Bloomsbury.

Cruickshank, W.M. (1980). *Psychology of Exceptional Children and Youth*. N.J. Prentice Hall.

Dutt, Suresh (1997). *Society and Education*. Anmol Publications.

Erickson, E.H. (1968). *Identity, Youth and Crisis*. New York: W.W. Norton.

Klausmeier, Herbert J (1985). *Educational Psychology*. Harper and Row, Pub. New York.

Kohlberg, L., & Gilligan, C. (1974). *The Adolescent as a Philosopher: The Discovery of the Self in a Post-Conventional World*. In H.V. Kraemer (ed) *Youth and Culture: A Human Development Approach*. Monterey, CA: Brooks/Cole.

Kohlberg, L., Levine, C., & Hower, A. (1983). *Moral Stages: A Current Formulation and a Response to Critics*. New York: S. Karger.

- Lingren, H.C. (1980). *Educational Psychology in the Classroom* (Sixth ed.) New York: Oxford University Press.
- Maslow, A.H. (1970). *Motivation and Personality* (2<sup>nd</sup> edition). New York: Harper & Row.
- Meyers, D.G. *Social Psychology*. Tata-Mcgraw Hill. VIII Edition.
- Miranda, E. (1990). *Teaching Schools and Society* (1<sup>st</sup> edition) Falmer Press.
- Owen, Steven V, Blount, S. Parker and Mascow, Hoenry (1978). *Educational Psychology: An Introduction*. Little Brown and Company.
- Sekav, S.V.K. (2005). *Education Society and Pedagogy*. Arise Publishers and Distributors. New Delhi.
- Smith, Ronald E, Sarason, I.G. and Sarason, Barbara, R (1982). *Psychology: The Frontiers of Behaviour*. Harper and Row Pub., New York.
- Social Process in Learning Parents, Peers and Teachers Educational Psychology. Anita Woufolk (2004).
- Srivastava, G.N.P. (1995). *Recent Trends in Educational Psychology*. Agra Psycho Research Cell, Agra, India.
- Srivastava, G.N.P. (1986) *Recent Approaches to Personality Study*. APRC, Agra.
- Wendy Conklin (2006). *Instructional Strategies for Diverse Learners- Practical Strategies for Successful Classrooms*. Shell Educational Publishing.

## M.Ed - II

### Core Course VI- Statistical Methods for Data Analysis

( Code:CC-06)

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

#### Objectives

On completion of this course, the students will be able to:  
convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation  
examine relationship between and among different types of variables of a research study  
explain or predict values of a dependent variable based on the values of one or more independent variables  
estimate the characteristics of populations based on their sample data  
test specific hypotheses about populations based on their sample data  
use appropriate procedures to analyse qualitative data  
demonstrate competence in the use of statistical packages for analysis of data

#### Course Content

##### Unit I- Descriptive Analysis of Quantitative Data

Data types: Nominal, Ordinal, Interval and Ratio scale, data levels: individual and group  
Graphical representation of data  
Description and comparison of groups: measures of central tendencies and dispersion, assumptions, uses and interpretation  
Normal distribution: theoretical and empirical distributions, deviation from normality and underlying causes, characteristics of normal probability curve and its applications  
Relative positions : percentile rank z-scores.  
Examining relationships: Scatter plots and their interpretation product moment, rank, biserial, point-biserial, tetra-choric, partial and multiple correlations  
Linear regression analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction

##### Unit II- Inferential Analysis of Quantitative Data-1

Estimation of a parameter-Concept of parameter and statistics, sampling error, sampling distribution, standard error of mean  
Testing of hypotheses-null and alternative hypotheses, directional alternative hypotheses, testing of null hypotheses, types of error, levels of significance, testing the significance of difference between the following statistics for independent and correlated samples: Proportions, means (including small samples) and variances

### **Unit III– Inferential Analysis of Quantitative Data-2**

Analysis of variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses

Non-parametric statistics: assumptions and uses of sign test, rank test and median test

Analysis of Frequencies using Chi-square-Chi-square as test of goodness of fit and test of independence, contingency co-efficient and its uses

### **Unit IV- Data Analysis in Qualitative and Mixed Research**

Data reduction, data display, conclusion drawing and verification, removing, categorization and clarification, analysis of visual data, enumeration, identifying relationship among categories, context analysis, corroborating, establishing credibility.

### **Unit V–Computer for Data Analysis and Preparation of Research Report**

Use of Computer for data analysis- Knowledge of different types of software for statistical analysis, use of preparing research report, EXCEL

### **Transaction Mode**

Presentation, demonstration and discussion, reading additional resources provided on web-based students study sites, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for dissertation.

**Sessional Work:** The student teacher may undertake any one of the following activities:

A critical assessment of statistical techniques used in a research report

Preparation of graphic designs of data obtained in a research study

Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis

Analysis of data using Statistical Packages

### **References**

Conover, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.

Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.

Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.

Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3<sup>rd</sup> edition). Boston: Allyn & Bacon.

Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).

Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage.

Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.

Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.



- Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row.
- Siegel, S. (1956). *Non-parametric Statistics for Behavioural Science*, New York: McGraw Hill.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, CA: Sage.
- VanLeeuwen, T., & Jewitt, C. (Eds). (2001). *Handbook of Visual analysis*. London: Sage.

**M.Ed - II**  
**Specialization (Group-E) : Curriculum Studies**  
**Paper-15: Concepts and Issues in Curriculum Development**  
**(CODE:SP-15)**

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

**Objectives**

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

- define curriculum
- identify the components of curriculum
- describe the various principles of curriculum development
- explain various determinants of curriculum
- describe and analyse various approaches to curriculum development
- explain and compare various types of curriculum
- State the meaning of curriculum development
- State major issues to be addressed through curriculum
- Describe various modes of curriculum development
- Explain various considerations for curriculum development?
- Describe various guiding principles for selection and organisation of learning experiences.
- Discuss various issues in curriculum development?
- 

**Unit I- Nature ,Principles and Determinants of Curriculum**

- Meaning and concept of curriculum;
- Curriculum as a body of organized knowledge, inert and live curriculum.
- Components of Curriculum: Objectives, content, transaction mode and evaluation
- Philosophical and ideological basis of curriculum
  
- Principles of integration
- Theories of curriculum development.
- Preservation of Culture
- Relevance, flexibility, quality, contextuality and plurality
- Determinants of Curriculum

**Unit II- Approaches and types to Curriculum Development**

- Subject centred
- Core curriculum
- Learner centred
- Community centred.
- Curriculum Frameworks of School Education and Teacher Education

- Humanistic Curriculum: characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum
- Social reconstructionist curriculum: characteristics, purpose, role of the teacher in reconstructionist curriculum

### **Unit III- Models of Curriculum Development**

- Tylers-1949 model
- Hilda Taba 1962 model
- Nicholls and Nicholls-1972 model
- Willes and Bondi-1989 model
- Need assessment model
- Futuristic model
- Vocational/Training model

(With special reference to analysis of needs, selection of objectives, selection and organisation of content/learning experiences and evaluation).

### **Unit IV- Selection and Organisation of learning experiences**

- Principles and criteria for developing learning experiences
- Points to be considered while selecting learning experiences
- Designing integrated and interdisciplinary learning experiences.
- Integration of learning experience related to work experience, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, arts and India's heritage of crafts
- Infusion of environment related knowledge and concerns in all subjects and levels.
- Learning to draw upon resources other than text books including local history and geography

### **Unit V- Issues in Curriculum Development**

- Centralized vs. decentralized curriculum
- Diversity among teachers in their competence.
- Problem of curriculum load
- Participation of functionary and beneficiaries in curriculum development

### **Transactional Mode**

Both the individual and group learning/transactional strategies need to be adopted. Besides, the lectures, discussions, demonstration methods; attempts needs to be made to provide hands on in developing and demonstrating the materials. Students' seminars on select themes especially the current issues in curriculum development could be originalised. Field visits to places of other curricular sites i.e. museums, planetarium, zoo,

sanctuaries, art and craft related sites, historical monuments, science parks etc could be arranged and group work on the educational importance of these sites could be done and presented by pupil teachers. As an exposure to prevailing good practices, select schools could be visited by pupil teachers for observation and preparation and presentation of reports. Visits to library and laboratories could be arranged to deal with specific themes. Book reviews (including reference books and school textbooks) available at secondary level of education could be done and presented as assignments.

#### **Transaction mode**

Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars; self reading of original sources i.e. NPE, NCF, CAGE reports, Commissions and Committees on Secondary Education and Curriculum related issues and reflective discussion on the recommendations.. Hands-on-experiences at work situation and observation of training sessions and presentation etc

**Sessional Work:** The students may undertake any one of the following activities:

- Reading of original documents i.e. National Curriculum Frameworks developed by NCERT, 2005, NPE-1986 (modified version 1992) POA on NPE-1996/1992, National Curriculum Framework of Teacher Education (2009) developed by NCTE and examine the documents with respect to various aspects of foundation and presentation in groups.
- Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum.

**Sessional Work:** The students may undertake any one of the following activities:

- Critical appraisal/analysis of existing syllabi and textbooks on teacher education developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks  
Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organisations) observed visited and analysis of the own experiences.

Evaluation of syllabus related to teacher education of any state either at elementary or at secondary level.

#### **Essential Readings**

- Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
- NCTE (2009) *National Curriculum Framework for Teacher Education*.
- NCERT (2000). *National Curriculum Framework for School Education*, NCERT, New Delhi.
- NCERT (2005). *National Curriculum Framework-2005*, NCERT, Sri Aurobindo Marg, New Delhi.

#### **Essential Reading**

- Wiles, J.W. & Joseph Bondi (2006): *Curriculum Development: A Guide to Practice*. Pearson Publication.

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- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
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- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
- Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- Reddy, B. (2007): Principles of curriculum planning and development.
- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.

## Audio-Video CDs

- CIET (2006) The Process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- CIET (2007) Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, CIET, NCERT, New Delhi.

**M.Ed - II**  
**Specialization (Group-E) : Curriculum Studies**  
**Paper 16: Curriculum Transaction and Evaluation**  
**( CODE: SP-16)**

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

**Objectives**

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

- Define meaning of curriculum Transaction.
  - Describe various methods/media for transaction.
  - Discuss approaches of curriculum transaction.
  - Explain role of ICT in curriculum Transaction.
- . Define process of curriculum evaluation  
Differentiate between formative and summative evaluation  
Explain various tools used in curriculum evaluation  
Identify the various stages of programme evaluation  
Describe issues in curriculum evaluation

**Unit I- Approaches and Methods of Curriculum Transaction**

Meaning of Curriculum transaction.

Minimum requirement for transaction of curriculum :

(Duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities institutional facilities, (classroom climate)

Curricular materials: Textbooks - presentation of content, language, illustrations, episode, stories and practice exercise etc.

Teacher's guide: its role in transaction.

Collaborative/cooperative learning-meaning and its role in curriculum transaction

Use of various methods & media in transaction of curriculum.

Issues related to transaction-gender and values education.

**Unit II- Integration of ICT in Curriculum Transaction**

ICT in transaction of curriculum, its importance and role

Various modes of ICT (PLM, CAL, CAI) for transaction with their strengths and limitation.

ICT use of in teaching-learning of social science

Role of Communication in Transaction

**Unit III- Formative and Summative evaluation**

Concept of formative evaluation, scope and importance.

Validity and Significance of course content

Consistency with social reality

Collection of appropriate evidences during designing of Curriculum  
Collection of evidences during trying out of Curriculum  
Revision based on evidences during designing and trying out.

Summative evaluation Evaluation based on  
Test  
Students reaction to instructional process (who have completed the course and are in job)  
teachers views concerning effectiveness of instruction  
parents reaction about courses  
Situation analysis using survey and interview  
Issues in Curriculum evaluation

#### **Unit IV- Tools and Techniques of Curriculum evaluation**

Observation; classroom interaction (with teacher and in peer group, group work)  
Oral : pretesting, diagnostic questions  
Interview: consulting users of curriculum  
An opinonnaire  
Maintaining daily by the children as well as teachers.  
Project work  
Peer evaluation  
Maintaining portfolio of the work and their presentation.

#### **Unit V- Programme evaluation**

Stages of programme evaluation  
Identifying decision makers.  
Studying purpose and objectives of the programme  
Deciding indicators of success  
Develop data gathering material  
Collect data  
Analyse data  
Solicit feedback  
Make revisions  
How far goals/objectives and curriculum have been achieved?  
Is the content appropriate according to needs and interests of learners?  
Assess the experiences related to life of students?

**Sessional Work:** The students may undertake any one of the following activities:  
Students will prepare an observation schedule for curriculum transaction in any one-school subject.

Student will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject/or course in teacher education.

Student will integrate ICT for particular unit in teacher education course to transact the same.

Student will identify various issues in transacting Curriculum in Teacher Education Institute.

### **Transaction Mode**

Students are expected to study criteria/steps of Curriculum/Evaluation programme by consulting various books. Some can be presented in a symposium. Panel discussion, symposium be used by students after enough library work.

Students should locate the research studies related to Curriculum/Evaluation programme to have a familiarity with the process of evaluation. After arriving at definite criteria, they should try to evaluate a course/programme/textbook; some can be presented in the form of seminar.

### **Sessional Work**

The students may undertake any one of the following activities:

Identify various criteria to evaluate textbook / programme /course.

Based on the criteria, evaluate any course/programme/curriculum

Identify various issues involved in evaluation of course/programme/ curriculum

### **Essential Reading**

NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.

NCERT (2006): Systematic reforms for Curriculum change. New Delhi.

### **References**

Doll Ronald C. (1986) Curriculum Improvement: Decision Making Process, London, Allyon and Bacon Inc.

UNESCO (1981) Curriculum and Life Long Education, UNESCO, Paris.

Verduin J.R. (1967) Cooperative Curriculum Improvement, Prentice Hall.

### **References**

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**M.Ed. - II**  
**Specialization (Group-F) : Guidance and Counseling**  
**Paper 17 : Educational Guidance and Counselling**  
**(CODE:SP-17)**

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

**Objectives**

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

- Understand the meaning, nature and scope of guidance
- Understand the meaning of and the need for group guidance
- Recognize the role of guidance in attaining the goals of education
- Appreciate the need for guidance
- Develop acquaintance with various techniques of group guidance
- Understand the meaning, nature and scope of counseling
- Appreciate the need for and goals of counseling
- Analyze the relationship between guidance and counseling
- Understand the concept and process of counseling in group situation
- Recognize the different areas of counseling
- Understand the various stages involved in the process of counseling
- Appreciate the importance of counseling relationship
- Become acquainted with the skills and qualities of an effective counselor.
- Understand the essential services involved in school guidance programme
- Understand the resources required and their optimum use in managing a school guidance programme
- Be aware of about the constitution, role and function of the school guidance committee,
- Understand the concept and theories of career development and their utility in understanding and career behavior of students,
- acquire knowledge and skills for collecting, compiling and disseminating career information,
- understand the concept of career pattern in relation to life stages,
- develop insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities,
- analyze the process of career development pattern in a particular socio-cultural context,
- develop the ability to use or adopt career theories in understanding career behavior of students in career counseling situations,

know the forms of in which the career information is available from different sources with its merits and limitations and ability to examine and appraise the information for intelligent use

Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration and record preparation, counseling and career guidance

## **Course Content**

### **Unit I- Understanding Educational and Career Guidance**

- Meaning and Definitions
- Need for guidance
- Objectives of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization
- Scope of guidance programme
- Needs for Guidance at various levels of education/schooling
- School Guidance: a collaborative effort of school and community
- Organisation of Guidance programmes in schools,
- Career development needs of the students
- Career development process; factors affecting career development

### **Unit II- Types of Guidance**

Types of Guidance: Educational, Vocational/Career and Personal  
Individual guidance and group guidance; advantages of group guidance  
Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

### **Unit III - Essential Services in Educational Guidance Programme**

- Types of guidance services: orientation, information, counseling, placement, Follow-up, and research & evaluation
- Resources required for organizing guidance services
- School guidance committee: constitution, roles and functions
- Placement services
- Research and evaluation services
  
- Place of guidance in school curriculum-need
- Role of principal and teachers in school guidance programmes.

## Unit IV- Understanding Counseling

- Meaning & nature of counseling
- Scope of counseling
- Objectives of counseling: resolution of problems, modification of behaviour, promotion of mental health
- Relationship between guidance and counseling
- Place of counseling in the total guidance programme
  
- Stages of the counseling process
- Counseling Techniques-person centred and group centred, cognitive interventions, behavioral interventions, and systematic interventions strategies.
- Skills and qualities of an effective counselor
- Professional ethics

## Unit V- Types and Areas of Counseling

- Uses of group process in counseling
- Process of group counseling
- Areas of counseling: family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups
- Peer counseling: Its concept and the relevance to the Indian situation.

Steps and skills in group counseling process

### Transactional Mode

Group discussion, lecture-cum –discussion, panel discussion, symposium, presentation of reports, reading of research journals, school visits and sharing of experiences, presentation of case studies etc.

Group discussion, lecture-cum –discussion, panel discussion, symposium, reports, research journals, school visits and sharing of experiences, conduct of case studies followed by presentation in seminar, organization of counseling session and observation of the activities, projects and assignment focusing on observation and interaction with children and adolescent.

**Sessional Work:** The students may undertake any one of the following activities:

- Identification of the cases for counseling
- Exploring the possibilities for peer counseling in the institutions
- Working with the counselor, clients and writing a report on the process of counselling.
- **Sessional Work:** The students may undertake any one of the following activities:
- Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counselor and prepare a brief report.

- Prepare a detailed outline of a class talk on ‘Need for guidance services in schools’.
- Prepare a Cumulative Record Card plan and enlist the important areas on which the information may be recorded
- Prepare a list of resources required for setting up a guidance-oriented curriculum.
- Administer and score a ‘Students Problem Checklist’ and prepare a report.

**Sessional Work:** The student- teachers may undertake any one of the following activities:

Case study highlighting the different life stages and the factors affecting the career patterns.

Plan career information activities for primary, upper primary, secondary and higher secondary school stages.

Design a questionnaire for conducting follow-up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies.

Develop a scheme of career information suitable for class XIIth students.

## References

- Bhatnagar, Asha and Gupta, Nirmala (Eds) ( 1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
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- Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Rand McNally.
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## **M.Ed - II**

### **Specialization (Group-F) : Guidance and Counseling**

#### **Paper 18- Assessment and Appraisal in Guidance and Counseling**

**(CODE:SP-18)**

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

#### **Objectives**

On completion of this course the students will be able to

Develop understanding about the nature, process, underlying assumptions and principles of psychological assessment and appraisal.

Gain insight into different techniques of psychological assessment; their nature, scope and application in guidance and counseling

Develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, achievement, personality, interest and their assessment for providing guidance and counseling

Develop skills for administering, scoring, interpreting and analyzing test results.

#### **Course Content**

##### **Unit I Guidance and Assessment of Students with behavioral Problems**

- Nature and causes of behavioural problems; guidance of students
- Underachievement; guidance of students
- School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc.- guidance of students
- Developing coping skills-nature of stress and its causes, consequences of stress, and types of coping skills,
- Promoting psychological well-being and peace through school based guidance programmes.

##### **Unit II- Guidance and Assessment of Students with Special Abilities and Needs**

- Students with special abilities and needs-concept and identification process.
- Guidance for gifted and creative students.
- Guidance for socially and economically disadvantaged students
- Guidance for physically and intellectually challenged students

- Delinquency among students-causes, identification, and guidance for Delinquent students.
- Follow-up guidance

### **Unit III- Assessment and Appraisal in Guidance and Counselling**

Concept of assessment and appraisal

Nature and importance of assessment and appraisal in Guidance and Counselling

Assumptions and principles of assessment and appraisal

Issues in psychological testing; distinction between testing and non-testing techniques

Characteristics of a good psychological test

Procedure of construction, administration, scoring and interpretation of psychological tests

### **UNIT IV Qualitative Techniques for Assessment**

Need and importance of qualitative assessment

Tools for qualitative assessment: observation, interview, anecdotal records, case study, autobiography, rating scale, sociometry

Procedure of development, administration, scoring and interpretation through qualitative assessment

### **Unit V-Assessing Individual Differences**

Concept of Intelligence: changing perspective

Assessment of intelligence

Concept of Aptitude; assessment of aptitude

Teacher-made and Standardized Achievement test

Measurement of scholastic achievement and its significance in various educational and career decisions

Concept of personality; methods of personality assessment

Importance of assessing interest for educational and vocational guidance

### **Transactional Mode**

Group discussion, lecture-cum –discussion, panel discussion, symposium, reports, research journals, school visits and sharing of experiences

**Sessional Work:** The student-teacher may undertake any one of the following activities:  
 Draw a plan for the assessment of ability, aptitude, interest or personality of students.  
 Explore two tests, one each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups.

Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session.  
Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in details the group climate.

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## M.Ed. - II

### **Specialization (Group-G) : Policy, Planning, Management, and Financing of Education**

#### **Paper 19-Educational Policy and Policy Research ( CODE: SP-19)**

#### **Unit 1 Formulation of Educational Policy**

Type of Education Policy - national, state level, institutional, short-term, long-term  
Need and importance of educational policy  
policy objectives  
determinant of educational policy  
process of Policy Formulation - Preparation of discussion document, state-level and national consultations, consultations with all stakeholders, constitutions of steering committee and task forces, presentation of draft document in CAGE and parliament  
Educating policy vis-à-vis development policy  
school development policy

#### **Implementation**

Formulation of Plan of Action  
Policy parameters formulation programmes and strategies  
Identification of implementation agencies  
Central sector education projects  
Centre-state partnership in policy implementation  
public private partnership in implementation of educational policy  
Role of civil society and NGO in policy implementation  
Issues involved in implementation  
Delineating the roles and responsibilities of functionaries involved

#### **Unit III Monitoring and Evaluation of Policy Implementation**

Monitoring - issues involves  
evaluation strategies  
setting evaluation criteria

#### **Unit IV Policy Research**

Concept  
Analysis of documents  
Research Surveys  
Evaluation studies impact evaluation, process evaluation

## **Unit V            Linkage between Education Policy and National Development Policy**

Linkage between education policy and national development policy

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## **M.Ed. - II**

### **Specialization (Group-G) : Policy, Planning, Management, and Financing of Education**

#### **Paper 20-Educational ,Planning, Management, and Financing of Education ( CODE: SP-20)**

Contact hours per week : 4  
Examination duration : 3 Hours

Maximum Marks : 100  
Internal : 30  
External : 70

#### **Objectives**

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

- identify the need, scope and purpose of educational planning,
- understand principles and approaches of educational planning.
- develop the skills in planning and using a variety of administrative strategies,
- explain the role and contribution of different agencies educational planning,
- to study educational planning system in India with reference to national, state, district and sub-district level structures.
  
- to develop an insight into the perspectives of management theories in the light of practices in education,
- to study educational management system in India with specific reference to national, state, district and village levels structures.
- to recognize the importance of Educational Resources and their effective management for quality education,
- to understand the issues and challenges in educational management and administration in India.
- to identify the trends of research in educational management.
- to acquaint the students with the relationship between the financial support of education and quality of education,
- to develop familiarities with various sources of financing in India;
- to develop in them the understanding of school accounting and developing skill in school budgeting;
- to develop appreciation of the financial problems of educational administration;
- to enable the students to locate human and material resources and utilize them to the maximum benefit for education
- Understand issues related to planning and management of education,
- Identify the issues related to education as a investment in human caoital,
- undertake cost-benefit analysis of education and estimation of interval efficiency of education,
- reflect on the role of principal and its relationship with the organisational culture of school,

- reflect on the conflict and stresses in school organisation and techniques of managing these,
- critically analyse the policies of educational finance and its implications of efficiency of the system,
- discuss the linkages of various state, district and local level functionaries

## **Course Content**

### **Unit I- Principles, Techniques and approaches of Educational Planning**

- Guiding principles of educational planning
- Methods and techniques of educational planning.
- Approaches to educational planning.
  - Social demand approach
  - Man-power approach
  - Return of Investment approach
- Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.
- Critical Analysis of educational planning in India.

### **Unit II- Planning Mechanisms and Five-Year Plan in Education**

- Perspective planning at central, state and local levels: concepts of macro, meso and micro level planning.
- Priorities to be given at central and state levels.
- Perspective plan for education in the 11<sup>th</sup> Five Year plan.
- District level planning: recent initiatives.
- Institutional Planning.
- School mapping exercises
- Availability of educational statistics at central, state and district levels.
- Five year plans in India -its historical background.
- Main features of five year plans with special reference to education.
- Impact of five year plans on education.

### **Unit III-Performance and Resource Management in educational institutions**

- Monitoring of school performance.
- Performance appraisal of teachers.
- Scientific principles of management-PERT, CPM, PPBS system approach.
- financial and administrative management of educational institutions.
- Nature and characteristics of resource in education.

- Need for resource management in education.
- Material resources.
- Human resource
- Financial resource
- Procurement, utilization and maintenance of resources
- Roles of state, central and local governments in resource mobilization
- Quality assurance in material and human resources.

#### **Unit IV- Educational Finance: Need, Significance and Principles**

Concept of Educational Finance

Need and Significance of Educational Finance

Rising Unit costs and resources constraints

Demand for education

Supply of education

Constitutional responsibility for providing education.

Principles of educational finance

General theory of public finance:

Allocation of resources-economic and social bases for allocation of resources in education.

Financing education for:

Equality of education-social justice

Efficiency-cost-minimization and quality improvement

Productivity-relevance of education to the world of work and create qualified and productive manpower.

Educational Financing in India: Historical Perspective

#### **Unit V: Finance and Educational Expenditure**

Source of finance

Government Grant (Central, state, local)

Tuition fee

Taxes

Endowment

Donation and gifts

Foreign aids.

Grant-in-aid system:

School Budgetary and accounting procedure.

Central grants, state grants and allocation of grants by U.G.C.

Grant-in-aid policy in India and state.

Monitoring of expenditure control and utilization of funds, accounting and auditing.

Central-State Relationship in Finance of Education

Problems and Issues in Educational Management and Finance

**Transactional Mode**

The course would be transacted through participatory approaches including group discussion; self study, seminar, presentations by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentation.

**Transaction Mode**

The course transaction would involve lecture cum discussion, interactive, group discussion, seminar presentations and assignments.

**Transactional Mode**

The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

**Sessional Work:** The students may undertake any one of the following activities:

- Assignment/term paper on selected theme from the course.
- A study of the functioning contribution of a VEC/SMC/PTA.
- Study of conflict resolution studies adopted by Heads in two schools.
- Panel discussion on corporate punishment in schools.
- Prepare a plan for the mobilization of different types of resources for a school form the community.
- Analysis of School Education Act of a state.
- Case studies of School Education Act of states with better results at the secondary/senior secondary levels.

**Sessional Work:** The students are to select any two of the following:

Estimation of institutional cost of a secondary school.

Estimation of unit cost of education in a school taking student as an unit.

Estimation of opportunity cost on a sample of working school age children.

Preparation of a school budget

Preparation of a blue print for expenditure control in a school.

**Sessional Work:** The students may undertake any one of the following activities:

- Critical Analysis of School Education Act of a State.
- Preparation of questionnaire for micro-level educational survey.
- Preparation of interview schedule for micro- level educational survey.
- Formulation of a school mapping exercise for location of schools in an identified area.
- Preparation of plan for instructional management in a secondary school.
- Preparation of an institutional plan.
- Critical of an educational project.
- Evaluation of management of DPEP activities in a district.

**Sessional Work:** The students may undertake any one of the following activities:  
 Cost benefits analysis of education at primary level.  
 Assignments on partnership of VEC, self help groups, MTA, PTAs etc in universalisation of elementary education.  
 Project report on issues of educational finance based on data collected from educational administrations.  
 Preparation of a plan of action for development of low cost equipments and apparatus in a primary school.  
 Evaluation of management of SSA activities in a district.  
 Assignment on any of the themes discussed in the paper.  
 Study of Conflict Resolution technique adopted by Heads of two schools.  
 Critical review of present.

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- 1.1.9 Less Bell & Howard Stevenson (2006): *Education Policy: Process, Themes and Importance*. Routledge.
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- 1.1.11 Nanjundappa, D.M. (1995): *Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning*. B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.
- 1.1.12 Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. *Economic and Political Weekly*, June 25, pp. 2822-32.
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**M.Ed - II**  
**Specialization (Group-H) : Inclusive Education**

**Paper-21 :Inclusive Education for Children with Diverse Needs**

**( CODE:SP-21)**

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

**Objectives**

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

- understand the global and national commitments towards the education of children with diverse needs,
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
- analyze special education, integrated education, mainstream and inclusive education practices,
- identify and utilize existing resources for promoting inclusive practice.
- developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
- appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
- developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
- preparing a conducive teaching learning environment in varied school settings,
- develop the ability to conduct and supervise action research activities,
- identifying and utilizing existing support services for promoting inclusive practice,
- seeking parental and community support for utilizing available resources for education in inclusive settings.

**Course Content**

**Unit I- Introduction to Inclusive Education**

- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for the individual and society.

- Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations
- National and International initiatives for inclusive education
- Current Laws and Policy Perspectives supporting IE for children with diverse needs

### **Unit II-Preparation for Inclusive Education**

- Concept and meaning of diverse needs.
- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
- Brief account of existing special, integrated and inclusive education services in India.
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- Creating and sustaining inclusive practices.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

### **Unit III- Children with Diverse Needs and Utilization of Resources**

- Definition and characteristics of children with sensory( hearing, visual and physically challenged)intellectual ( gifted, talented and children mentally challenged children), developmental disabilities( autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backward ness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- Importance of early detection, Functional assessment for development of compensatory skills.
- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.
- Role of technology for meeting diverse needs of learners
- Concept and importance of human and material resources.
- Types of services approaches, strategies, personnel involved and their specific roles and responsibilities.
- Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community.
- Managerial skills for mobilizing appropriate resources.
- Identifying the required resources for children with varied special needs

#### **Unit IV-Curriculum adaptations and evaluation for children with diverse needs**

- Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- Guidelines for adaptation for teaching/ practicing science, mathematics, social studies, languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.
- Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- Techniques and methods used for adaptation of content, laboratory skills and play material

#### **Unit V-Teacher Preparation for Inclusive Education**

- Review existing educational programmes offered in secondary school (general, special education).
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
- Role of different national and international agencies {institutions, universities} in promoting inclusive education.
- Planning and conducting research activities :Selecting appropriate areas of research, types of research needed for enhancement of learning in children with diverse needs, steps involved in planning and supervising research activities, recent trends in research - national and international level with respect to children with diverse needs.
- Supportive Services for inclusion and research

#### **Transactional Mode**

Discussion and group work, field visit to get first hand experiences and presentation in the seminar interaction with children of diverse context such as first generation learner and street learners interaction with them organization of creative activities for them with the aim to learn to communicate and relate with them, project and assignments focusing on observation and interaction with children and adolescence.

**Sessional Work:** The students may undertake any one of the following activities:

- Observation of inclusive teaching strategies and discussion.
- Planning and conducting multi level teaching in the DMS (two classes).
- Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
- Identify suitable research areas in inclusive education.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

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### Transactional Mode

Discussion, group work, power-point presentation, use of internet, and field visit to get first hand exercise on inclusive practices.

**Sessional Work:** The students may undertake any one of the following activities:

- Preparation of status report on school education of children with diverse needs.
- Evaluation of text books from the perspective of differently abled children.
- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Analysis of policy document (national, international) related to diversity.
- Survey the locality for early identification of children with disabilities.
- Planning and conducting multi level teaching in the local school.
- Critical review of policy and practice and panel discussion by a group of students.
- Visit to special, integrated and inclusive classrooms .Reflective journal writing.

- Review of literature related to education of children with diverse needs presentation of reports in a seminar.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.

## References

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- Jha. M.( 2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
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- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

**M.Ed - II**  
**Specialization (Group-H) : Inclusive Education**  
**Paper-22- Education of the Disadvantaged Groups**  
**(CODE:SP-22)**

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

**Objectives**

On completion of this course the students will be able to  
understand the policy perspectives related to education of socially disadvantaged section in India,  
analyse the status of education of the socially disadvantaged children in the country  
develop knowledge and skill to address issues like social group inequality in schools and society  
understand the schemes and programmes for education of socially disadvantaged groups  
identify research priorities and conduct researches in the area of education of socially disadvantaged groups  
understand the concept and importance of gender justice and equality,  
analyse the status of education of girls in schools: access, enrolment, achievement  
develop an insight into policy, perspectives, issues and concerns of girl's education in India  
reflect on various schemes programmes for girls' education  
identify research gaps in the area of girls' education

**Course Content**

**Unit I- Socially Disadvantaged Children in India: Status and Provisions**

Meaning of socially disadvantaged children: socially disadvantaged section in India-the scheduled castes, scheduled tribes, educationally backward minorities and slum children. Provisions in the Constitution of India for social group equity and education of socially disadvantaged sections, National Policy on Education (1986), POA, 1992, National Curriculum Framework, 2005.

Relevance of International perspectives Dakar : framework of action (2000), millennium development goals (2000) to Indian Context.

Status of enrolment dropout and retention of children belonging to socially disadvantaged groups at elementary and secondary stage with reference to social group equity, different access in habitations, class, caste, tribe and other disadvantages groups.

Achievement of socially disadvantages children.

**Unit II-Problems of education of disadvantaged sections and addressing social group inequality**

Problems/constraints in education of socially disadvantaged children.

Multicultural education.

Organisation and management of schools to address socio-cultural diversity.  
Bias in textbooks, hidden curriculum (teacher attitude, expectations).  
Teaching-learning process and support materials, curriculum and curricular activities for meeting diverse needs of children.  
Addressing language issues

Schemes, programmes for education of socially disadvantaged section

### **Unit III-Status , Problems and Issues of Girls' Education in India**

Positions of India in Human Development Index (with focus on gender)

Status of girls'/women in Indian society

Status of access, enrolment, retention of girls' at pre-school, elementary and secondary stages,

Status of access enrolment, retention and achievement of girl's coming from disadvantaged sections and first generation school goers.

Social construction of gender: socialization, family, and gender identity, media, gender roles; caste. class, community and gender relations.

Gender inequality in schooling: organisation of schooling, gender bias in text books, curricular choices and the hidden curriculum (expectation of teacher, teacher-student interaction).

Co-education-its educational implications.

### **Unit IV-Strategies and Programmes on Girls' Education**

Mahila samakshya, Kasturba Gandhi Balika Vidyalaya.

NPEGL

Girl's education in SSA, RMSA

Role of NGOs for gender equality in education.

Community participation for education of the girl child.

### **Unit V- Research priorities in the area of education of disadvantaged sections**

Evaluation of centrally sponsored schemes of education of SCs, STs, and minorities

Status study of education of SCs, STs, minorities and other marginalized groups

Study of teaching-learning practices in school for disadvantage children

Case studies on innovative practices on education of children belonging to disadvantaged groups. Identification of priority areas of research on girls' education.

Evaluation of centrally and state sponsored schemes on girls' education.

Case studies on KGVB, Mhila samakshya, and their programmes



### **Transactional Mode**

Discussion, group work and presentation  
Extension Lecture  
Visit to women right organisation, NGOs.  
Evaluation/analysis of textbooks.

Individual and group assignments followed by discussion Discussion in group, presentation by students in seminar, visit to ashram, schools/institutions, preparation of a report followed by discussion case studies, individual and group assignment followed by discussion.

**Sessional Work:** The student-teacher may undertake any one of the following activities:

Case study on problems of girls' education in a locality/block/district.  
Analysis of status report on girls' education-access, enrolment etc from selected educational statistics (MHRD), Report cards (NUEPA) and All India Survey Report (NCERT).  
Evaluation/analysis of school textbooks from gender perspective.  
Visit to state Project office/DPO, discussion with members of girls' education cell and preparation of a report.

### **Transactional Mode**

**Sessional Work:** The students may undertake any one of the following activities:

- Preparation of status report on education (elementary/secondary) of socially disadvantaged groups in a district/state/region.
- Evaluation of text books to identify bias against socially disadvantaged groups.
- Field visit to residential/ ashram schools and minorities institutions and preparation of a report.
- Identification of research topics in the area of education of socially disadvantaged sections and preparation of proposals.
- Documentation/preparation of report on institutions/schools practicing innovations in the area of education for socially disadvantaged.

### **Essential Readings**

Government of India (1986). National Policy on Education, Department of Education, New Delhi.

Government of India (1992). Programme of Action, MHRD, Department of Education, New Delhi.

NCERT (2005). National Curriculum Framework, New Delhi.

NCERT (2006). National Focus Group Report on Education of SCs and Sts, New Delhi.

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- Subramanyam, R. (2003): *Gender Equality in Education: Definitions and Measurements*. *International Journal of Educational Development*, July.

## M.Ed - II

### Specialization (Group-I) : Educational Technology and ICT Paper 23: Educational Technology

( CODE:SP-23)

Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30  
External: 70

#### Objectives

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

- understand the nature and scope of educational technology and also about the various forms of technology,
- understand the systems approach to Education and communication theories and modes of communication,
- know the instructional design and modes of development of self learning material
- develop the ability for critical appraisal of the audio-visual media,
- develop basic skills in the production of different types of instructional material,
- know the recent innovations and future perspectives of Education Technology.

#### Unit I- Nature and Scope

Educational technology-concept, product Vs process;  
Forms of educational technology: teaching technology, instructional technology and behaviour technology;  
Approaches of educational technology: Hardware and Software;  
Transactional usage of educational technology: integrated, complementary, supplementary, standalone (independent);  
Historical development – programmed learning stage; media application stage and computer application stage;  
Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC), UGC, their role in education.

#### Unit II- Systems Approach to Education and Communication

Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;  
Instructional Strategies and Media for Instruction.  
Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication.  
Education and Training: Face-to-face, Distance and other alternative modes

#### Unit III- Instructional Design

Instructional Design: Concept, Views.  
Process and stages of Development of Instructional Design.

Overview of Models of Instructional Design- ADDIE Model; Instructional Design for Competency Based Teaching; Models for Development of Self Learning Material, Review of Researches on Instructional Design.

#### **Unit -IV Audio Visual Media in Education**

Audio-visual media – meaning, importance and various forms.

Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference.

Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training, Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes.

Use of animation films for the development of children's imagination.

Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions.

#### **Unit V- New Horizons of Educational Technology**

- Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology – laser disc, computer conferencing, etc.
- Procedure and organization of Teleconferencing/ Interactive video-experiences of institutions, open schools and open universities.
- Recent experiments in the third world countries and pointers for India with reference to education.
- Recent trends of Research in Educational Technology and its future with reference to education.

#### **Transaction Mode:**

Lecture cum demonstration and hands on experiences on the production of audio-visual material; observation of various modes of training programmes by the different organizations / institutions. Analysing the different instructional designs based on the various instructional design models. Preparation of a trend report on researches on instructional design.

**Sessional Work:** The students may undertake any one of the following activities:

Identifying appropriate media and material for effective use in the transaction of a lesson.

Writing a script for media production.

Critical analysis of an instructional system based on components of systems approach

Critical analysis of the different instructional designs based on the various instructional design models.

Preparation of a trend report on researches on instructional design.

Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.

Design intervention programme of educational technology in the current practices of teacher training programmes in India.

**Essential Readings:**

- Adam, D.M. (1985): *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.
- Behera, S.C. (1991): *Educational Television Programmes*, Deep and Deep Publications, New Delhi.
- Coburn, P. and et. al. (1985): *Practical Guide to Computers in Education*, Addison – Wesley Publishing Company, Inc.
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Chauhan S S: *A Text Book of Programmed Instruction*. (2<sup>nd</sup> Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.  
Dharma, OP and Bhatnagar O.O: *Educational and Communication for Development*, Oxford and IBG, New Delhi.

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Harun Arrasjid and Dorine Arrasjid: Media – A pocket Guide, MSS Information Corporation, New York.

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Khanna S.D et.al: Technology of Teaching and Teacher Behavior, Doaba House, New Delhi, 1984. Four Author: Technology of Teaching.

Patel I.J and other: A Hand Book of Programmed Learning, CASE, Baroda.

Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.

Ruhela S P (2001): Some Aspects of Educational Technology.

Sharma R A: Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).

Sharma R.A: Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.

Walter A Written and Charles F Schuller: Instructional Technology - its nature and use of A.V. Materials (5<sup>th</sup> Ed), Harper and Row Publishers, New York.

**M.Ed - II**  
**Specialization (Group-I) : Educational Technology and ICT**

**Paper 24- ICT in Education**

( CODE:SP-24)

Contact Hours per week: 4  
Examination Duration: 3 hours

Max. Marks: 100  
Internal: 30  
External: 70

**Objectives:**

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

- Understand the scope of ICT and its applications in teaching learning.
- Understand the means of ICT integration in teaching learning.
- Understand the computer components and software and hardware approach in education.
- Know the instructional applications of Internet and web resources.

Understand the process of using the application software for creating documents, database, presentation and other media applications. -

develop awareness about uses of computer technology in teaching learning training and research,

develop understanding about the various aspects of data analysis software,

develop various skills to use computer technology for sharing of information and ideas through the Blogs and Chatting groups,

- understand the process of locating the research studies available in the Internet and use of on-line journals and books,
- understand the utility of professional forums and professional associations in use of computer technology.

understand the concept of courseware and various formats of courseware,

understand the process of preparation of courseware,

understanding the technical aspects of courseware,

understanding the courseware management system in Intranet and Internet environments,

understand the evaluation procedure of on-line courseware and off-line courseware.

**Unit I-Information and Communication Technologies – an Introduction**

- Information and Communication Basics: Nature and scope of a communication system – sender, receiver, message and the medium;
- one-to-one, one-to-many, and many-to-many communication;
- broadcast and non-broadcast applications – technologies and prospects;
- Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications;

- Critical analysis of Teaching aids and their applications in instruction and learning;
- Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.

### **Unit II-Computer Fundamentals, Internet and the World Wide Web**

Introduction to a personal computer: Functional overview of a computer (Personal Computer/Laptop/Palmtop) and its parts and functions;

Standard computer accessories – their configurations, connections and functioning; common malfunctions of computer connections and accessories – their identification, troubleshooting and rectification.

- The Internet and the World Wide Web: Information, services and functions of the Internet and the Web; Connecting to and using the web.
- Using search engines and Web Utilities: Keywords and search strategies;
- Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums.
- Security Concerns Related to Interactive Content: Viewing, disabling and managing interactive content;
- Securing the computer from viruses, worms and other internet attacks; Safe internet content.

### **Unit III-ICT Applications in Education**

Word Processors and Word Processing, Spreadsheets, Databases, Presentations. Digital media, Graphics, photographs, animation, audio and video in the digital context; Sourcing, digitizing and using; Educational applications of digital media.

Multimedia Content: Multimedia packages – installation and use; Critical analysis of multimedia content, educational implications of media use and interactivity.

Websites with educational content: Search, locate and maintain lists of educational web sites;

Critically examine the content of websites; using the web as a teaching-learning resource

Academic and Research content on the web: Online journals and abstraction services;

Online Learning, online courses and learning management systems.

Communication through the web: Audio and video applications on the Internet;

Interpersonal communication through the e-Mail, Web forums and chatting groups.

### **UNIT-IV : Courseware Design**

Courseware – Design Patterns-

procedure of development and validation of courseware: Need assessment, Stating the Objectives,

Identification of Resources, Limitations,

Selection of Learning activities and Criteria for learning organization,

Alternative methods of attaining the objectives, field testing, feedback and evaluation.



Introducing the Interactivity and Making a courseware outline.  
Barriers in the preparation of courseware.

#### Technical Aspects of courseware Development

Courseware Management System: Introduction to courseware Management Systems- LMS and LCMS software for Courseware Management, Standards for ICT enabled courseware, Use of Wikipedia, Wikieducator and other web based technologies for online courseware.

Courseware Evaluation: Different Methods of Courseware Evaluation; Designing a rubric for evaluating the Courseware. Criteria for Courseware evaluation. Designing of Evaluation Criteria for assessment of online and off-line courseware.

### **Unit V- Use of ICT In the conduct of Research and Research Communication**

Use of ICT in Research, including on-line research

Use of ICT for reporting in the form of theses, journal articles, and presentations in seminars and conferences.

Downloading of international standards for writing a research report

Downloading of references, and biography new books/journals from internet.

Data analysis and interpretation by using database software: Spread sheet Access, SPSS and other equivalent in Open Office

Creating graphs and charts, creating a table by using wizard,

Creating queries and using queries, data filtering in access by using queries.

Web Resources for research

Blog and Professional Forum

#### **Transaction Mode:**

Lecture cum demonstration and hands on experiences on the use of Personal computer / Laptop / Palmtop; Participation in computer based media production projects. Analysis of the different application software packages with reference to its use in education. Preparation of a project report by using various application software packages and its critical appraisal.

Lecture cum demonstration and hands on experiences on the preparation of data-base using spread sheet and other statistical software like SPSS, R etc., demonstration and practical experience in use of various statistical software, discussion with data analysis experts creating database and working with data base files, preparation and presentation of research data analysis and its interpretation

Lecture cum demonstration and hands on experiences on the preparation of Courseware. Demonstration and practical experience in the use of LMS software and online testing.

Visit to local institute where the Courseware is in practice for online learning and face-to-face learning. Creating web resources by using Wikipedia and Wikieducator. Participation in online Courseware. Analysis of the different online courses and face to face courses. Analysis of Courseware developed by various organizations. Critical analysis of Courseware developed for various e-Learning projects with reference to its evaluation

**Sessional Work:** The students may undertake any one of the following activities:

Critical analysis of Teaching aids and their applications in instruction and learning

Critical analysis of a computer based media packages with reference to its use in learning process.

Critical analysis of the different instructional packages developed by different agencies/institutions.

Interventions of educational technology in the current practices of teacher training programmes in India.

Preparation of Learning Object Repository (LOR).

Preparation and presentation of slides for teaching any topic at the school level.

Critical analysis of database software including open source.

Critical analysis of the different research reports based on data analysis and interpretation.

Preparation and presentation of research report based on empirical data.

**Sessional Work:** The students may undertake any one of the following activities:

Critical analysis of Courseware and their applications in learning

Critical analysis of a computer based courseware with reference to its use in learning process.

Critical analysis of the different courseware developed by different agencies/institutions.

Preparation of Learning Object Repository (LOR).

Preparation and presentation of courseware for teaching any topic at the school level.

### **Essential Readings**

Adam, D.M. (1985) *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.

Alexey Semenov, UNESCO, (2005): *Information and Communication Technologies in Schools: A Handbook for Teachers*.

Bose K Sanjay (1996): *Hardware and Software of Personal Computer*.

Conrad, Kerri (2001) *Instructional Design for web – based Training* HRD Press.

Intl Teach to the Future –beginner’s Curriculum. 2000.

Mallik, Utpal et al. (2001): *Leaning with Computers Level – III*. NCERT New Delhi.

Lee, William W; Diana L Owens (2001) *Multimedia – Based Instructional Design: Computer – Based Training*. Jossey – Bass.

P K Sinha. (1990): *Computer Fundamental*.

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- Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.
- Horton, W (2001): Designing web-based Training John Wiley & Sons.
- Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.
- Phillips. R (1997) Interactive Multimedia London: Kogan Page.
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- Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
- Schank, R.C. (2001) Virtual Learning McGraw Hill.
- Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.
- T.M. Srinivasan (2002), Use of Computers and Multimedia in Education Horton, W (2001).
- Vaughan, T. (1999) Multimedia making it work, New Delhi: Tata McGraw Hill [Fourth Edition].

**Essential Reading**

Gupta Vikas, Comdex Computer Course Kit, Dream Tech publications, New Delhi (2001).

Hillma David, Multimedia Technology of Applications.

Mayer Richard E(2001); Multimedia Learning, Cambridge University Press, UK.

Norton Peter (2000), Introduction to Computers, Tata McGraw Hill Publications, New Delhi.

Schwartz & Schultz (2000).Office 2000, BPB publications, New Delhi.

Sinha P K (1992).Computer Fundamentals, BPB Publication, New Delhi.

Sportack M A(1998);, Networking Essentials, TechMedia, New Delhi

Vanhan Tay, Multimedia – Making it work.

**References:**

Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.

Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.

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Morey, D; Maybury M & Bhavani, Th. (2001) Knowledge Management University Press (India) Ltd: Hyd.

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T.M. Srinivasan (2002), Use of Computers and Multimedia in Education Horton, W (2001).  
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Gaurav Chadha, S.M. Nafay Kumail (2002) E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill Publication.  
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Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall.

### **Web-addresses:**

<http://www.libraries.psu.edu/>  
<http://www.searchenginewatch.com>, (ALTA VISTA, EXCITE, HOTBOT, INFOSEEK).  
<http://www.teacher.net>