Syllabus of M.Ed Programme for RIEs
2008-2009

Revised Draft

Department of Teacher Education and Extension
NCERT
New Delhi

Formulation of Syllabus for M.Ed. Programme for RIEs

1. The Approach:

RIEs as centers of excellence in teacher education are expected to create a unique platform for organising teacher education courses with a national perspective by preparing teacher educators and teachers who teach in teacher education institutions and schools located in states, but also carry a multilingual national outlook developed in them through such teacher education programmes. The post-graduate programmes in education needs to take note of diversity of contexts in which the teacher training institutions, University Departments of Education and schools located in various states are functioning in terms of variety of subject content; pedagogy needs, perspectives of foundation component/theory and their link with practices and practicals. The epistemological perspectives, perspectives of educational development and process of school education and teacher education could be considered as the central focus of M.Ed. programme.

2. Need to Reformulate Epistemological Perspectives of School Education

There is a need to restate the epistemological perspectives of school education. 'Reformulated epistemology' needs to address the 'concerns' arises from 'vision of school education and teacher education', 'vision of great educators of India', the multiples contexts in which the schools and teacher education institutions are working and emerging dimensions of school and teacher education rather than theories/concepts borrowed from Philosophy, Sociology and Psychology, Management, Economics etc in an isolated way. While drawing epistemological premises, it is also necessary to include the emerging issues such as 'social purposiveness in education', 'Human development Index' at international level, changed relationship of education system with political process such NPE: 1986/1992 and implementation of educational development. It should also highlight the nature of knowledge in subjects and disciplines cognate to education and theoretical understanding of education. The following critical issues need to be highlighted:

- The knowledge of disciplines cognate to education such as Philosophy, Psychology, Sociology, Economics, and Management etc is generally considered as foundation courses/theories for understanding the nature education and its linkage with allied subjects. The concepts/issues derived from cognate disciplines would facilitate building a 'vision' of education and conceptualization of the 'Process of Education.' The selected knowledge derived from cognate disciplines needs to be utilized for building 'vision of education' and its process organization created through support system. The discourses in theoretical knowledge and concepts drawn from various cognate disciplines like Philosophy, Sociology and Psychology etc are based on the perspective of original disciplines wherefrom they have been borrowed rather than transferring them suitably in perspectives of teaching-learning in schools located in multiple contexts. The stereotyped practical components of PG programme have little relevance to teaching- learning of varying school situations.
  - Education is purposive by nature and socially devised.
  - Educational reality is influenced by social, cultural; economic, management and contextual factors.

- Education is purposive and visioned; it influences both individual development and social transformation.
- Education personnel need to practice proactive and value based socialization roles.
- Multiple evidences, factors, interpretation are likely to influence the findings of educational research.
- Education is futuralistic and change prone. Therefore educational reality is not static like many other sciences.
- Change oriented inputs will be required to strengthen its process. Experimentation on learning theories, critical pedagogy, value-oriented socialization in schooling etc are the areas where urged researches needs to be undertaken as development research.

3. In Search of a Vision for School Education and Teacher Education

The M.Ed. course needs to spellout the vision of school education and teacher education, which should be central focus. Every learner has his/her unique way of learning. The learner would require freedom to explore, enquire and investigate. This would require development of certain abilities like critical thinking, problem solving, logical reasoning and meaning making. The process of learning is facilitated by the teachers and teacher educators. In order to create such a situation a lot of diversity in pedagogy, andragogy, assessment, school organization, creation of an enabling learning environment and community involvement would require. The vision of the school is characterized by constructivist view of education and learning. Since education is evolutionary in nature, the vision of education would focus certain changes in the process of education related to both conceptual and organizational support system, which include teacher education, evaluation and assessment, administration, planning monitoring etc. The vision of school education needs to emerge from analysis and synthesis of various schools of thought, educational thought of great educators, and linkage between education and development sectors, emerging dimensions of school education and the multiple contexts under which the schools are functioning. The vision should also highlight how national aspirations get translated into education goals, evolving pedagogy for various stages, nature of andragogy, curricular decisions and strategies to translate these into actions.

Since learning in one of the central concept of education, there is a need for adequate focus on constructivist view of learning and its application in multiple learning contexts.

Knowledge in education basically refers to individual development in terms of knowledge, understanding, skills, competencies and value orientation. The form of individual development is society specific or more appropriately in the specific context of a democratic, secular, socialist and egalitarian society. This education is to devise a social arrangement through which individual engage themselves in knowing, acquiring skills, competencies and values. Education tries to ensure that the use of knowledge and life competence is based on human values and norms of the society.

4. Nature of Education as a Discipline

Is education an independent discipline? Is education an interdisciplinary subject? Or both? Education is slowly emerging as a distinct area of study with its multi-disciplinary knowledge base. The involvement of numerous support systems to education makes the endeavor of education multi-sectoral and complex in nature. The students of P.G. courses need to address such critical issues in depth.

M.Ed. course needs to be so organized that it covers teacher and development of other educational personnel relevant for all stages as well as the system of education as a whole.

It is not very clear fully till this date as how the two P.G. courses such as M.Ed. and M.A. in Education are different from each other. Can PG level study of education be divided into two parallel courses with reference to education reality, 'epistemology', 'Ontology' and even course content by making a vague demarcation line between two courses such as M.A. in education (which is generally considered as a liberal discipline oriented academic course) and one year M.Ed course (which is considered as a professional course). Such critical issues need to be discussed at M.Ed. Level.

5. Basic Principles for Formulation of Syllabus for M.Ed Programme

For reformulation of the M.Ed. Programme the basic principles, issues, trends and perspectives have been derived from the following:

1. Report of Committee for Review and Reformulation of Teacher Education Programmes in RIEs, 2007
2. National Curriculum Framework (NCF) 2005, NCERT.
3. Position Papers of National Focus Groups, 2005, NCERT.
4. Research feedback on Teacher Education.
5. International Experiences on Teacher Education
6. Chattopadhay Commission's Report on Teacher Education.
7. Constitution of India.
8. Constitutional amendment to make elementary education as a fundamental right and expansion of ECCE sector.
9. Draft Teacher Education Curriculum Frameworks prepared by NCERT, 2006 in collaboration with NCTE.
10. The M.Ed. Programme will be linked to newly formulate two years B.Ed. Programme for RIEs.

6. Objectives of the M.Ed. Programme

The students will be helped to:
- Understand the nature of education as discipline/area of study.
- To encourage understanding of the basic concepts/issues of education especially with reference to the kind of concerns that NCF, 2005 has raised in the context of understanding-oriented teaching.
- Understand how concepts theories/issues drawn from disciplines cognate to education, i.e. Psychology, Sociology, Philosophy, Economics and Management etc; could be used/practiced suitably in the perspectives of teaching-learning in schools.
- Appreciate the challenge of theorizing education and identify relationship between theory and practices;
- Understand the need of teacher education in the context of changing needs of school education.
- Learn the skills required for playing a leadership role in different areas of school education;
- Understand the linkage between education and national development;
- Gain an understanding on cognitive Psychology and the process of learning;
- Develop a rational conceptualization of educational research;

- To reflect on the multiple contexts in which the schools and teacher education institutions are working.
- Integrate information and communication technology to teaching-learning and training transaction;
- Develop skills among students to manage internship, practicals and in-service training programmes;
- Develop competency in students in development of curriculum, syllabus, textbooks, and instructional materials, evaluation and assessment.
- Develop ability to analyse and reflect upon his professional experience.
- Equip the students with different innovative modes of training transaction.
- To understand the process of school education and teacher education and the various factors enriching the processes.
- To understand the emerging vision of school education.
- To sharpen epistemological, axiological and ontological perspectives of school education and teacher education for enhancing conceptual understanding of education.

7. The Clientele

Basically the products of M.Ed. programmes are employed as teacher educators in CTEs, IASEs, DIETs, B.Ed. colleges and University Education Departments. Further, a sizeable number of products of M.Ed. (general) Course have been employed by Boards/Councils of Secondary/Higher Secondary Education, Directorates of Education/Inspectorates, Schools affiliated to CBSE/Kendriya Vidyalaya Sangathan/Navodaya Vidyalaya Samiti, SCERTs as Curriculum Experts, Evaluation Experts, Population Education Experts, Inspectors/Sub-inspectors of Primary/Secondary Schools, Education Officers, Head Masters/Principals, Statistical Officers/Planning Officers etc. who would require professional expertise/knowledge in curriculum formulation/evaluation/educational planning and management/supervision and educational administration. In addition, there is a need of teacher educators to train teachers/instructors at different levels such as institutions dealing with alternative schooling, distance education and adult education. Ideally though it is worthwhile to formulate M.Ed. programmes to cater the needs of stage specific and category specific preparation of teacher educators and job specific preparation of trained professional manpower to run various departments /sectors of education but in job market it may create problem unless the recruitment rules of various states are changed, professional qualification of teacher educators are made stage specific/category specific, and the equivalence of stage specific and category specific M.Ed degree are sorted out by statutory bodies/universities. Again, the professional competency/existing profile of faculty members of IASE's/CTE's/Universities Education Departments may not facilitate the conduct of stage – specific and category specific preparation of teacher educators. The products of M.Ed. (Elementary) course of RIE's could not get employment in DIET/DPEP/SCERT due to rigidity of old recruitment rules in the states and imperfections of the market. Recruitment rules of states/various organisations are yet to prescribe stage specific/job specific professional qualifications. In view of the above, reformulated M.Ed. Programme should basically cater to the needs of professional preparation of teacher educators at various stages of education and simultaneously for job specific preparation of trained professional manpower to run various departments of education/education institutions. Due to heterogeneous clientele, there is a wide range of professional and academic needs to which the course has to cater.

8. Duration

One Academic Year with two semesters of 18 weeks each.

9. Eligibility for Admission

- Candidates seeking admission to M.Ed course must have passed one year B.Ed/2 yrs. B.Ed./ 4 yrs.integrated B.A.Ed/B.Sc.Ed/ /M.Sc.Ed/ or any other degree recognised as equivalent thereto by the University with 50% marks in the aggregate (in case of integrated degree course, 50% aggregate marks in Education papers only). However, relaxation up to 5% marks shall be given in the case of SC/ST candidates.

- Additional weightage shall be given to (i) candidates with post-graduate degree in Sciences/Humanities/Social Sciences and (ii) the experience of teaching in an Elementary Teacher training Institute or in a school (iii) experience working in State Board of Primary/Secondary and Senior Secondary Education or Directorate/Inspectors of Education in the states.

Note: The Institute shall develop a suitable criteria for determining the merit of candidates on the basis of their academic background, teaching experience and performance in the Admission Test, if conducted and in accordance with the administrative policies relating to representation to different states in the region and reservation for certain categories like SC/ST as decided by the appropriate authorities from time to time.

10. Attendance

Each semester shall be taken as a unit for purpose of calculating attendance and a student shall be considered to have put in the required attendance for the Semester, if he has attended not less than 75% of the number of working periods (lectures, seminars and practical taken together) during each semester.

Shortage of attendance up to 15% or prescribed percentage may be condoned by the Vice-Chancellor on the recommendations of the Chairperson of the Department on payment of fee prescribed by the concerned University from time to time. There shall be no condonation if attendance is below 60% during any semester.

A candidate who does not satisfy the requirement of attendance shall not be eligible to take examination of the concerned semester.

A candidate, who fails to satisfy the requirement of attendance in a semester, shall rejoin the same semester.

11. Medium of Instruction

The medium of instruction and examination shall be English.

12. Scheme of Instruction

The course of study shall comprise of the following:

A. Core Courses (1ˢᵗ Semester 300 + 2ⁿᵈ Semester 300, Total = 600)

1. Education as An Area of Study
2. Process of Education
3. Learner and the Learning Process
4. Psychology for Individual and Social Development
5. Methodology of Educational Research
6. Statistical Methods for Data Analysis.

B Area of Specialization (Each *student will have to select one area of specialization)*

Marks   100X 4= 400

1. Elementary Education
  (a) Perspectives in Elementary Education.
  (b) Early Childhood Care and Education.
  (c) Curriculum and Evaluation in Elementary Education.
  (d) Elementary Teacher Education.

2. Teacher Education
  (a) Teachers and Teaching
  (b) Preparation of Teachers
  (c) Professional Development of In-service Teachers
  (d) (Any one of the following papers)
    i. Pedagogy of Science Education
    ii. Mathematics Education
    iii. Language Education
    iv. Social Science Education

3. Curriculum Studies
  (a) Foundations of Curriculum
  (b) Curriculum Development
  (c) Curriculum Transaction.
  (d) Curriculum Evaluation

4. Guidance and Counselling
  (a) Introduction to Guidance and Counselling
  (b) School Guidance Programme
  (c) Career Development and Guidance
  (d) Assessment and Appraisal in Guidance and Counselling

5. Planning, Management and Financing of Education
  (a) Educational Planning
  (b) Educational Management
  (c) Educational Finance
  (d) Issues in Planning, Management, and Financing of Education

6. Distance Education and Open learning
  a) Foundations of Distance Education

b) Learner Support Services (LSSs)
c) Planning and Management of DE & OL
d) e- Learning.

7. Inclusive Education
(a) Inclusion of children with Diverse Needs
(b) Inclusive Strategies and Education for children with Diverse Needs
(c) School Education of the Disadvantaged Groups
(d) Girls' Education

8. Education Technology and ICT
(b) Educational Technology
(c) ICT in Education
(d) Computer Technology
(e) Courseware Development

C. Dissertation
Dissertation is compulsory for each student.

13. Examination
A candidate shall apply for all the papers of a semester when he appears for the examination of that semester for the first time.

14. Scheme of Examination
- There shall be a University examination at the end of each semester.
- The detailed scheme of Examination along with paper, titles and marks break-up paper wise follows:

I Semester

Paper	Title	Int. Marks	Ext. Marks	Total Marks
a) Core Courses				
CC I	Education as an Area of Study	40	60	100
CC III	Learner and the Learning Process	40	60	100
CC V	Methodology of Educational Research	40	60	100
b) Specialization (Paper I & II of any one area of specialisation)				
	Elementary Education Teacher Education Curriculum Studies Guidance and Counselling Planning, Management and Financing of Education Distance Education and Open Learning Inclusive Education	80	120	200

	Educational Technology and ICT			
	Total of Semester I	**200**	**300**	**500**

II Semester

Paper	Title	Int. Marks	Ext. Marks	Total Marks
a) Core Courses (Compulsory)				
CC II	Process of Education	40	60	100
CC IV	Psychology for Individual and Social Development	40	60	100
CC VI	Statistical Methods for Data Analysis	40	60	100
b) Specialization (Paper III & IV *of any one area of specializations*)				
Elementary Education Teacher Education Curriculum Studies Guidance and Counselling Planning, Management and Financing of Education Distance Education and Open Learning Inclusive Education Educational Technology and ICT		80	120	200
b)	**Dissertation** Dissertation work started in Semester I will be completed by the end of Semester II.		100	100
c)	**Field Experiences**	100		100
	Viva Voce			50
	Total of Semester II	**300**	**400+50= 450**	750
	Grand Total of Semesters I and II			500+750 =1250

15. Dissertation

The dissertation shall be a core paper for all the students carrying 100 marks and each student is required to select one topic for dissertation from the area of specialization under the guidance of a faculty member of the Education Department of RIE. Evaluation of students in this paper will be done by internal and external examinations.

> ➢ Every candidate shall submit a dissertation on an educational problem under the guidance and supervision of member of the faculty of education such as a Professor, Reader or Lecturer in Education of the institute. A faculty member can guide maximum 3 candidates. 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. The list of priority areas will be notified by the HOD (Head of the Department) from time to time.
> ➢ Candidate shall not be permitted to submit a dissertation on which a degree/ diploma / certificate has already been conferred on him by the University or any other university / institution.
> ➢ The dissertation shall be examined by two examiners- internal and external, and each shall receive a copy of the dissertation. They shall conduct the viva voce test jointly.

- Duration of examination for theory paper of 60 marks shall be for 3 hours.
- Every theory paper shall comprise of five questions with internal choice, covering entire syllabus. Each full question shall carry 12 marks with internal divisions.
- In case of theory papers the internal assessment will be for 40 marks, assessed through test, assignment marks and project work (field based) / psychological tests (analysis and interpretations) as detailed in the respective papers.
- The Department shall 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 in writing within 48 hours (2 days) by the candidate. In the event, the Departmental Council finds the grievance genuine, then the Principal shall arrange for revaluation of test/assignment papers and effect the necessary correction(s). The decision of the Department Council in this regard shall be final.
- The Departmental Council may decide to give test/field work to candidates who absent themselves for the above, only if the Council is convinced that the absence of the candidate is on valid grounds. However, the Council may allow the candidate to avail this provision within the duration of the semester.
- The statement of internal assessment shall be sent to the Registrar (Evaluation) at least one week prior to the commencement of that particular semester examination.

16. Board of Examiners, Valuation

- There shall be a Board of Examiners for scrutinizing and approving the question papers and scheme of valuation.

- About 50% of the examiners appointed for setting of question papers and valuation work in each semester shall be external.
- There shall be double valuation for all theory, dissertation, Project, fieldwork, papers. The average of the marks awarded by the internal and external examiners shall be taken as the final award, for that particular paper.
- In cases of 20% or more deviation in the marks awarded by the internal and the external evaluator, the script shall be referred to the third evaluator (who shall be an external), and the average of the nearest two shall be considered for the final award of marks.

Revaluation
- A student who is not satisfied with the marks awarded to him/her may submit an application along with the prescribed fee to the Registrar (Evaluation) within 15 days after the announcement of the results for revaluation. Such candidates shall be provided with a xerox copy of the answer book after concealing the names of the valuers.

- The answer scripts for which revaluation has been sought for shall be sent to another external examiner. The average of the marks awarded in the revaluation and the marks of the earlier valuation which is closer to the revaluation shall be the final award.

17. 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 all the 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 *I* Distinction *I* 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:

$$70 \leq P \leq 100 \quad \text{Distinction}$$
$$60 \leq P \leq 70 \quad \text{First Class}$$
$$50 \leq P \leq 60 \quad \text{Second Class}$$

Where P is the percentage of the total marks secured in all the semesters of the course.

18. Provisions for the Repeaters

- A candidate is allowed to carry all the previous unlearned papers to the subsequent semester / semesters.

- Such of those Candidates who have failed / remained absent / opt to improve in anyone or more papers (Theory *I* practical/dissertation / project work /Field work) henceforth called as repeaters, shall appear / improve in such paper/s during the two immediate successive examinations.

- Examination for odd/even semester shall be conducted respectively at the end of odd/even semester (odd with odd, even with even).

- The candidate shall take the examination as per the syllabus and the scheme of examination in force during the subsequent appearances.

- A candidate who seeks improvement has to surrender the Degree Certificate/Provisional Pass Certificate *I* Original Marks Cards of that semester.

- Improvement is allowed only in theory, practical and dissertation/project/Field Work papers. However, the marks secured in the previous attempt shall be retained if the same is higher. There is no provision for improvement of internal assessment marks.

- A candidate is permitted to apply for improvement in any paper of the particular semester within 30 days from the date of the publication of the results of that semester.

- A repeater (including a candidate who seeks improvement) shall not be eligible for rank.

Field Experience

Field work is comprehensive full length activity that prolongs from Ist semester to IInd semester. This will have 100 marks with 2 to 3 long term assignments. These assignments will be involving long term activity well be planed to arrive at purpose based report. The work will be different from research dissertation in terms, length of activity, application of research steps, and application of types of research. The field work is to focus development of short term reports such as evolving a reporting on the impact of certain intervention by Government or any organisation and to evolve silent features, try out an innovative material provided to school through pilot work etc. The scientific method will be more of action research. The contextual variables like social, economical, and cultural and the administrative rules and regulation interacting with system should be provided importance to make the activity realistic. The report should provide scope to understand the issue on hand in the given context than to relate it to the theoretical framework.

The basic impetus of the field work is to provide an opportunity to expose to variety of experiments that one needs to practice once he/she is employed. Generally the research based dissertation focuses on one specific type of research like experimental study, survey study, case study or library study. The selection of field based activities should therefore be planned to cover other spectrum of activities than the one taken for dissertation.

The seminars should be organised where in the field works are presented and discussed upon. The evaluation of field work should be based on students' work, presentation, reflections that he/she provides during discussion session. Series of exposure to all field works will provide rich experiences to all M.Ed students regarding short term intervention that they have taken to be an educationist.

I Semester
Core Course I- Education as a Field of Study

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   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) has 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
- Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors.
- Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, sustainable education such as, schooling, curriculum, syllabus, text books, assessment, teaching-learing process etc and their linkage to pedagogy and practices.
- Critical analysis of education as a discipline/area of study.
- School education: Contemporary challenges
- Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.
- Procedure of bridging gap in the process of knowledge construction between:
  - Content knowledge and Pedagogy knowledge
  - School knowledge and out of the school knowledge
  - Experiential knowledge and empirical knowledge
  - Knowledge on action and reflection on outcome of action
  - Theoretical knowledge and practical knowledge
  - Universal knowledge and contextual knowledge.
- Need for a vision of school education and teacher education:
  - Transformation of national aspirations into educational goals/aims of education, its linkage with curricular discions, teaching-learning process and pedagogy for different stages of education, overall development of the

children, assessment, school and classroom environment, pedagogy, role of the teachers, discipline and participatory management, etc.

- analysis and synthesis of different Philosophical schools of thought, thoughts of great educators like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey, Paulo Friere, etc;
- the multiple contexts in which the schools are functioning; emerging dimensions of school and teacher education;
- linkage between education and other development sectors.
- the complex process related to the role of educational transformation in national development-the rights of the child.

- 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 in planning, management and monitoring of school and teacher education in relation to behavioural management and its allied principles.
- Interrelation between education and development.

Unit III- Socio-cultural Context of Education
- Social purposeviness of education.
- Understanding Indian society-with reference to multilingual and multicultural and other diversity, appropriate approaches for teaching young children in the context of diversity.
- 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.
- Policy of inclusion and multi-foundational approaches to learning disability.

Unit IV- School Context
- Multiple schools contexts-rural/urban, tribal etc.
- Role of personnels in school management: teachers, headmasters, and administrators.
- Nurturing learner friendly school environment.
- School as site of curricular engagement.

- Teacher's autonomy and professional independence.

(Discussion on these issues with the help of case studies and examples).

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.
- Reconceptualism 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.

Sessional Work: The students 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 linkage of various theoretical concepts with pedagogy and practices 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.
- Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

Essential Readings
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- Slatterry, 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. (1st edition). (1996). *Key Concepts in the philosophy of education*. Routledge.
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I Semester
Core Course III- Learner and the Learning Process

Contact Hours per week: 4　　　　　　Maximum Marks: 100
Examination Duration: 3 hours　　　　Internal: 40
　　　　　　　　　　　　　　　　　External: 60

Objectives

On completion of this course the students will be able to:
- understand how children learn framework
- 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—How Children Learn Framework
- What should be taught and how the knowledge should be organised? (Knowledge centeredness).
- Who learn 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; acquision 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.

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 in 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, cultural development of learners.
- Forms of learner's engagement in the process of knowledge construction: observing, demonstration, exploring, discovering, analysing, comtextualsation, 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 etc.
- Use of learning resources.
- Activities for developing critical perspectives on socio-cultural realities.
- Personal characteristics contributing to success in teaching profession.

Unit V- Learning Environment and Assessment
- The physical environment.
- The instructional time.
- Respecting the rights of the children.
- Space for the parents and the community: identification of barriers, strategies for strengthing partnership between school and parents and community.
- Inclusive environment in the classroom for all learners.
- Discipline and participatory management.
- 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.

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 student 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 consciousness 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.
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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, (2nd edition)*, New Delhi, Anmol publications pvt Ltd.
- Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic Books.
- NCERT (2005) National curriculum framework, New Delhi.
- Piaget, J. (1999) Judgment and reasoning in the child. London: Routledge.
- Vygostsky. L. (1986) Thought and language (A. Kazulin, Trans). Cambridge, M.A.: MIT Press.

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- Ambron, S.R (1981) *Child development*, Holt, Rincehart and Winston, New York.
- Anderson, J.R. (1983). *The architecture of cognition*. Cambridge, MA: Harvard University Press.
- Anderson, J.R. (1983). Rules of the mind. Hillsdale, NJ: Erlbaum
- Barry and Johnson (1964) Classroom Group Behaviour, New York: Macmillan.
- Bower, G.H. and Hilgard, E.R. (1981) Theories *of learning*. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
- Dececo, J.P. (1977). *The Psychology of learning and instruction*, Prentice Hall, Delhi.
- Eason, M.E. (1972). *Psychological foundation of education*, N.Y. Holt, Rinehart and Winston, Inc.
- Grammage, P. (1990) Teacher *and pupil: some socio-psychological principles and applications* (3rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.
- Guilford, J.P. (1967). *Nature of Human Intelligence, New York*: McGraw Hill.
- Newell, A. & Simon, H.A. (1972). H*uman problem solving*. Englewood Cliffs, NJ: Prentice Hall.
- Segal, J.W. Chipman, S.F., & Glaser, R. (1985). *Thinking and learning skills: Relating Instruction to Basic Research*. (Vol. I). Hillsdale, NJ: Erlbaum.
- 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. Merill.

I Semester
Core Course V-Methodology of Educational Research

Contact Hours per week: 4   Maximum Marks: 100

Examination Duration: 3 hours   Internal: 40

                                                    External: 60

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
- Source of knowledge, The scientific approach to the knowledge generation: basic assumptions of science, scientific methods, Theory, nature and functions, The principle of evidence
- Research paradigms in education: qualitative, mixed and, quantitative, and their characteristics, Types of research under each paradigm
- 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
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 Pretest-Posttest Design, Pretest-Posttest Control-Group Design, Posttest 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

Non- Experimental Research
- Steps in Non- Experimental Research
- Simple cases of 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

Unit III. Qualitative Methods of Research
- Qualitative Research: meaning, steps and characteristics
- Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory-characteristics, types, data collection, analysis and report writing
- Historical Research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source
- Mixed Research-meaning, fundamentals principles, strength 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 and snowball sampling
- Determining the sample size when using random sampling
- Sampling in qualitative and mixed research

Unit V- Methods of Data Collection
- Tests, Inventories and scales: types and their 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 and quantitative 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, research exercises.

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 classification of them interms 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 Research report

References

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- 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.

- Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.

- Kaul, Lokesh (1984). Methodology *of Educational Research*. New Delhi: Vikas Publications.

- Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.

- Kirkapatrick, D.L. (2005). Evaluating training Programmes: The four Levels. San Francisco: Brrett-Kochler.

- Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.

- Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.

- Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.

- Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage.

- Scott, David & Usher, Robin (1996). *Understanding Educational Research.* New York: Rout ledge.

- Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merill, Prentice Hall.

- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.

- Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.

- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.

- Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.

- Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding *Educational Research: An Introduction*. New York: McGraw Hill.

I Semester
M.Ed. Special Paper- Elementary Education
Paper I: Perspectives in Elementary Education

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                              External: 60

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.

Course Content
Unit I- 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 (Education as a fundamental right)
- Elementary education as referred to 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.

- Dropout rate-meaning and computation; reasons for drop out.
- 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
- 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.

Unit V- Programmes in Elementary Education
- 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.

Transaction mode
Lecture-cum-discussion; discussion and reflection in groups; assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.

Sessional work: The students may undertake any one of the following activities:
Each student is required to prepare and present in a seminar 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.

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

References
- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.

- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
- Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- 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 Fultan 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.

I Semester
Paper II: Early Childhood Care and Education

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 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).
- 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, socio-emotional during preliminary stage.
- Transition from home to school – issues and concerns.
- Socio-cultural context in schools and home and child-rearing practices at home in construction of knowledge.

Unit III – Curriculum for Pre-school Education
- Curriculum for School Readiness – physical, cognitive, socio-emotional dimensions; characteristics of learning experiences and approaches
- Anganwadi Centre, different types of preschool curriculum like Montessori, Kindergarten, Balawadi
- Support of workforce: Teachers' helpers, parents and community support in functioning of ECCE centers

Unit IV– Strategies/ Approaches and Resources
- Characteristics of programmes for different settings – Pre-primary schoolers 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 – meaning, rationale and practical implications in specific contexts; 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, selection criteria, method of transaction
- Local specific community resources – human and material & their integration in 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 for personnel involved in ECCE programmes – a critical evaluation, issues, concerns and problems.
- Areas of research studies in ECCE.
- Evaluation of ECCE programmes, methodology and implications.

Transaction Mode
- Group Discussion ;Book/Report/Document reviews and analysis; Case studies of children and observation
- Visit to pre-school, Anganwadies/ICDS centers and pre-school Teacher Education institutions
- Film show
- Seminar presentation
- Research review and criticism
- Development of research proposal

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 State/Region/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

- 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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- Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
- NCERT (2005). National Curriculum Framework, New Delhi.
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- 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.
- World Bank (2004). Reaching out to the Child: An Integrated Approach to Child Development, New Delhi, Oxford University Press.

I Semester
M.Ed. Special Paper- Teacher Education
Paper I Teachers and Teaching

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                             External: 60

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.

Course Content
Unit I- Teachers and Teaching Profession
- Teachers in India: The changing profile; changing roles and responsibilities of teachers.
- 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.

Unit II- Teaching
- Concept and nature of teaching
- Reflective teaching: concept and strategies for making teachers reflective practitioners.
- Theories of teaching
- Models of Teaching: Concept Attainment; Inquiry Training; Advance Organiser model, inductive teaching model.
- Approaches to Teaching-learning, Behaviouristic approach, Systematic approach; Cognitivistic approach, Constructivist approach.

Unit III- Teacher Educators
- Who is a Teacher educator?
- Roles and responsibilities of teacher educators.
- Preparation of teacher educators.

- Continuing education of teacher educators: Institutional mechanism and provisions for the continuing education of teacher educators.

Unit IV- Teaching Technology
- Concept of pedagogy and andragogy
- Principles and techniques of andragogy.
- Simulated Teaching
- Microteaching
- Approaches to student teaching
- Case Analysis; Analysis of teaching of effective teachers.

Unit V- Teacher Education system in India
- Types of Teacher Education Institutions.
- Levels of teacher preparation-ECE, Elementary and Secondary
- Preparation of Teachers for specific areas: work education and Vocational education, HPE, Art education.
- Recognition, assessment and accreditation of Teacher education Institutions: Role of NCTE & NAAC.
- TQM in Teacher Education: concept.
- Research and innovations in Teacher education: Present status, Research trends & graphs; Experiments in Research.

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:
- Organisation and participation in group discussion on norms developed by NCTE for recognition of teacher education Institutions.
- Interviewing two passouts each of one year and four year programme of PSTE to elicit their perceptions regarding organisation of PSTE.
- Interaction with the faculty of Elementary/Secondary teacher education Institutions to ascertion their roles and responsibilities.
- Interaction with the faculty of Elementary/Secondary teacher education Institutions to ascertion the strategies they use for their professional development.
- Preparation of a plan based on any model of teaching for teaching any topic/concept included in the curriculum.

Essential Readings

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

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- Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye.* New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). *Modals of Teaching* (7th Ed.). Boston: Allyn & Bacon.
- 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.
- Schon, D. (1987): *Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.

I Semester
Paper II- Preparation of Teachers

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                        External: 60

Objectives

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

Course Content

Unit I- Pre-Service teacher education in India
- Pre-Service Teacher Education: concept, nature, aims, objectives and scope.
- Development of teacher education in India-pre and post independence period; recommendations of various commissions and committees concerning teacher education system. NPE 1986 and its POA impact 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.
- Issues, concerns and problems of pre-service teacher education-explanation and commercialization.

Unit II- Structure and models of Pre-service Teacher Education
- Components of pre-service Teacher Education-theory, internship, practical activities.
- Teacher education curriculum at different stages. National Curriculum Frameworks for Teacher Education 1978, 1988 & 1998.
- Models of Pre-service Teacher Education: consecutive model, integrated model, alternative model.

Unit III- Curriculum transaction in Pre-service Teacher Education
- Concept and importance.
- 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-educational objectives: aims, goals and objectives; Taxonomy; Writing inst--- objectives unit planning, lesson planning, and teacher's diary.

Unit IV- Management of School Experience Programmes/Internship(SEP)
- Concept of School Experience Programme (SEP).
- Planning and organization of SEP.
- Monitoring and supervision of SEP.
- Internship: concept; planning and organization.

Unit V-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: Theory, SEP and practical work-need, importance and preparation of guidelines and scheme of internal assessment.
- Portfolio assessment
- Assessment of higher order mental skills.
- Assessment of practical work/field experiences.

Transaction 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:

- 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.
- Preparation of report based on Group Discussion on the duration of B.Ed programme.

Essential Readings
- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- National Curriculum Frameworks for Teacher education (1978, 1988 & 1998)
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework (2005).

References

- Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach.* State University of York.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th 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.
- NCTE (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education*. New Delhi.
- 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.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): *Conceptual inputs for Secondary Teacher Education: The instructional Role.* India, NCTE.

Semester-I
M.Ed. Special Paper- Curriculum Studies
Paper-I Foundations of Curriculum

Contact Hours per week: 4   Maximum Marks: 100

Examination Duration: 3 hours   Internal: 40

                                                 External: 60

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,
* explain various determinants of curriculum,
* describe and analyse various approaches to curriculum,
* explain and compare various types of curriculum.

Unit I- Nature of Curriculum
* Meaning and concept of curriculum.
* Curriculum as a body of socially organized knowledge, inert and live curriculum.
* Components of Curriculum: Objectives, Content, Learning Experiences and Evaluation System.
* Base/Foundations of Curriculum (Philosophical-epistemic activism, Social and Psychological).

UnitII-Principles of Curriculum Construction
* Students centred
* Activity centred
* Community centred
* Forward looking principle
* Principles of integration
* Theories of curriculum development.
* Conservative (Preservation of Culture etc.)
* Relevance, flexibility, quality, contexuality and plurality

Unit III-Determinants of Curriculum
* Objectives-Values enshrined in the Constitution such as social justice, equality and secularism;
    * Core elements as reflected in the NPE-1986 and POA;
    * Curriculum concerns as reflected in NCFSE-2000 and NCF 2005.
* Explosion of knowledge, Information vs. Knowledge, Nurturing creativity in all the areas of Knowledge and its construction by children
* Society, social forces, revolutionary change in the society: ICT, change in value system, Localization, Privatization and Globalization.
* Learner: growth and development.

- Nature of subject matter/content.

Unit IV- Approaches to Curriculum
- Subject centred
- Learner centred and
- Community centred.
- Curriculum Framework

Unit V - Type of Curriculum
- Humanistic Curriculum: Characteristics, purpose, role of teacher, Psychological basis of humanistic curriculum
- Social reconstructionist curriculum: characteristics, purpose, role of teacher in reconstructionist curriculum

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 curricular other 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.

Sessional Work: The students may undertake any one of the following activities:
- Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.
- Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum. They will identify various components of Curriculum.

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

References

- 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.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.

Audio- Video and CD's

- CIET (2006) Aims of Education: An interview with Prof. Krishna Kumar, Director, NCERT produced by CIET, MCERT, New Delhi.

I Semester
Paper II Curriculum Development

Contact Hours per week: 4   Maximum Marks: 100

Examination Duration: 3 hours   Internal: 40

                                                     External: 60

Objectives

On completion of this course the students will be able to
- State meaning of curriculum development
- State major questions 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

Course Content

Unit I- Concept of Curriculum Development
- Curriculum: concept and types.
- Curriculum planning
- Issues in Curriculum planning
- Curriculum planning: levels.
- Curriculum Development as a continuous and cyclic process.

Unit II- 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 and learning experiences and evaluation).

Unit III-Basic considerations of Curriculum Development
- Content driven curriculum
- Objective driven curriculum
- Process driven curriculum
- Condensed, integrated and partly integrated curriculum
- Hidden curriculum.

Unit IV- Selection and Organisation of learning opportunities/experiences
- Principles and criteria for developing learning opportunities
- Points to be considered while selecting learning opportunities

- Designing integrated and interdisciplinary learning experiences.
- Horizontal and vertical relationship
- Integration of work related attitudes and values, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, integrating arts and India's heritage of crafts
- Infusion of environment related knowledge and concerns in all subjects and levels.

Unit V- Issues in Curriculum Development
- Centralized vs. decentralized curriculum
- Diversity among teachers in their competence.
- Problem of curriculum load as many concerns are to be included in curriculum.
- Who should participate in curriculum development?

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 could be done. Hands on experience at work situation and observation of training sessions and presentation etc could constitute the different forms of curriculum transaction.

Sessional Work: The students may undertake any one of the following activities:
- Critical appraisal/analysis of existing syllabi and textbooks developed by various agencies at National/State/local level in the light of National curriculum Frameworks.
- Evolving criteria for development of syllabi and textbooks
  Maintaining of reflective diary on schools/institutions (SCERTs, School Boards, National organisations) observed visited and analysis of the own experiences.
- Evaluation of a primary class text book.

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

References
- 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.

I Semester
M.Ed. Special Paper- Guidance and Counseling
Paper I: Introduction to Guidance and Counseling

Contact Hours per week: 4   Maximum Marks: 100

Examination Duration: 3 hours   Internal: 40

                                                 External: 60

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.

Course Content
Unit I- Understanding Guidance

- Meaning and Definitions
- Misconceptions about guidance
- Need for guidance
- Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization
- Scope of guidance programme

Unit II- Types of Guidance and Group 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- Understanding Counseling

- Meaning and nature of counseling

- Misconceptions about counseling
- Scope of counseling
- Goals 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

Unit IV- Counseling Process and Counseling Relationship

- 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, Reports, Research Journals, School visits and sharing of experiences

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
- Having with the counselor related to the process of counseling, clients and writing a report on this.

References

- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
- Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.
- Corey, G. (1986). Theory and Practice of Counseling and Psychotherapy, 3rd Ed. Belment: Calif-Brooks Cole.

- Dave Indu (1984). The Basic Essentials of Counselling. New Delhi: Sterling Pvt. Ltd.
- Egan, Gerard (1994). The Skilled Helper. 5thEd. California: Brookes Cole Publishing Co.
- Gazda George R.M.(1989). Group Counselling: A Development Approach. London: Allyn and Bacon.
- Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan.
- Gladding, Samuel, T. (1996). Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.
- Mallon, Brenda (1987). An Introduction to Counseling Skills for Special Educational Needs- Participants Manual. Manchester: Manchester University Press, UK.
- Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
- Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
- Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980). Guidance: An Introduction. Chicago: Rand McNally.
- Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill.
- Saraswat, R.K. & Gaur, J.S.(1994). Manual for Guidance Counselors. New Delhi" NCERT.

I Semester
Paper II- School Guidance Programme

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                             External: 60

Objectives

On completion of this course the students will be able to

* Understand the essential services involved in the guidance programme,
* Understand the resources required and their optimum use in managing a school guidance programme,
* Aware of the constitution, role and function of the school guidance committee,
* 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- Guidance and Education

* Relation of Guidance with Education
* Needs for Guidance at various levels of education/schooling
* School Guidance: a collaborative effort of school and community
* Organisation of Guidance programmes in schools, planning of Guidance programme.

Unit II- Essential Services in Guidance Programme

* Types of guidance services: Orientation, Information, Individual Inventory, 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

Unit III- Guidance and Curriculum

* Integration of guidance and curriculum-need and importance
* Guidance based curriculum.
* Role of teachers and other personnels in the construction of guidance based curriculum.
* Role of principal and teachers in guidance programmes.

Unit IV Guidance of students with special problems

- Nature and causes of bahavioural problems
- Underachievement
- School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc.
- Guidance of students with bahavioural problems
- 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 programmes.

Unit V- Guidance 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.

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:
- 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 and why?
- Prepare a list of resources required for setting up a guidance-oriented curriculum.
- Administer and score a 'Students Problem Checklist' and prepare a report.

References

- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
- Glickman, C & Wolfgang, C. (1981). Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon.

- Mathewson, R. H. (1962). Guidance Policy and Practice, 3rd Ed. New York: Harper and row.
- Various Books on Self Development.

I Semester
M.Ed. Special Paper- Planning, Management, and Financing of Education
Paper I-Educational Planning

Contact hours per week: 4   Maximum Marks: 100
Examination duration: 3 Hours   Internal: 40
     External: 60

Objectives
On completion of the course the students will be able to:
- identify the need, scope and purpose of educational planning in terms of national and community needs,
- develop the skills in planning and using a variety of administrative strategies,
- explain the role and contribution of different agencies/ contribution in educational planning,
- to help them determine and implement objectives of planning on the basis of individual needs of the students.

Course Content
Unit I- Concept, Need and Process of Educational Planning
- Concept and nature of Educational Planning.
- Need and importance of Educational Planning.
- Types of Educational Planning; Process of District level planning including Micro level planning exercise; Institutional planning.
- Critical view of Educational Planning in India.

Unit II- Principles and Techniques of Educational Planning
- Guiding principles of educational planning
- Methods and techniques of planning.
- Approaches to Educational Planning.
  - Social demand approach
  - Man-power approach
  - Return of Investment approach

Unit III- Planning Mechanisms
- Perspective planning at central, state and local levels: concepts of macro and micro planning.
- Priorities to be given at central and state levels.
- Perspective plan for education in the 11th Five Year plan.
- District level planning: recent initiatives in planning at district level.
- Institutional Planning.
- Institutional structures and functions: NUEPA, SIEMATs, SCERTs and DIETs.

Unit IV- Planning Machineries

- Central
- State
- District
- Institutional Planning

Unit V- Five year Plan in education

- Beginning of Five year plans-its historical background.
- Main features of five year plans with special reference to education.
- Impact of five year plans on education.
- Five year plans-merits and demerits.

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 form the community.
- Analysis of School Education Act of a state.
- Case studies of School Education Act of state high results at the secondary/senior secondary levels.

Essential Readings
- Bell & Bell (2006): *Education, Policy and Social Class.* Routledge.
- Bottery Mike (ed.) (1992): *Education, Policy & Ethics.* Continuum, London.
- Naik, J.P. (1965): *Educational Planning in India.* New Delhi: Allied.
- Naik, J.P. (1982): *The Educational Commission & After.* New Delhi: Allied.

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- Ayyar, R.V. Vaidyanathan (1993). *Educational Planning and Administration in India: Retrospect and Prospect.* Journal of Educational Planning and Administration. VII (2). April.
- Blaug, Mark (1972): *An Introduction to Economics of Education.* Allen Lane the Penguin, London.
- Chau, Ta-Ngoc (2003): *Demographic Aspects of Educational Planning.* Paris: International Institute for Educational Planning.

- Griffiths, V. L. (1963). *Educational Planning*. London, O. U. P.
- Hallack, J. (1977): *Planning the Location of schools: An Instrument of Educational Policy.* Paris: International Institute for Educational Planning.
- Hough J.R. (1990): *Education, Policy-An International Survey.* Croom Helm, London.
- Kaufman, Herman, Watters (eds.) (1996): *Educational Planning: Strategic Tactical Operational, Tecnomic.*
- Institute for Health Sector Development (2005): Sector-wide Approach in Education. Comparative Education, 31(1).
- Less Bell & Howard Stevenson (2006): *Education Policy: Process, Themes and Importance.* Routledge.
- Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): *Rethinking Decentralization in Developing Countries.* Washington, D.C. World Bank.
- 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.
- Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. *Economic and Political Weekly,* June 25, pp. 2822-32.
- Psacharopolous, G. (ed.) (1985): *Planning of Education: Where Do We Stand?* Washington, World Bank.
- Psacharopolous, G. (ed.) (1987): *Economics of Education: Research of Studies.* Oxford, Pergamon.
- Scheerens, Jaap (2000): *Improving School Effectiveness.* Paris: International Institute for Educational Planning.
- Tilak, J.B.G. (1988). *Cost of Education In India*: International Journal of Educational Development
- Tilak, J.B.G. (1992). *Educational Planning at Grassroots.* Ashish Publications. New Delhi.
- UNESCO: Institute for Statistics (2001). *Education Indicators: Technical Guidelines.* Montreal: Canada.

I Semester
Paper II- Educational Management

Contact hours per week: 4   Maximum Marks: 100
Examination duration: 3 Hours   Internal: 40
                                   External: 60

Objectives
On completion of the course the students will be able to:
- to develop an insight into the perspectives of Management theories and Practices in Education,
- to study Educational Management system and functions in India with specific reference to National, State, District and Village level administration of education,
- to recognize the importance of Educational Resources and their effective management for quality education,
- to understand the issues and challenges in Planning and Administration of Education in India,
- to identify the trends and needed areas for research in Educational Management.

Course Content
Unit I-Organizational Structure

- Basic Concepts and Types of Organizational Structure.
- Leadership and its importance for organizational development
- School as a Social Organization.
- School effectiveness and Total Quality Management
- Learning Organizations
- School improvement and Reforms
- Capacity building.

Unit II-Performance Management System in School

- Components of Performance Management in Schools.
- Monitoring School Performance.
- Performance Appraisal of Teachers.
- Scientific Principles of management-PERT, CPM, PPBS system approach; legal, financial and administrative management of educational institutions.

Unit III- Resource Management

- Nature and characteristics of Resource in Education.
- Need for Resource Management in Education.
- Material Resources.

- Human Resource
- Financial Resource
- Identification Resources
- Procurement of Resources
- Utilization and Maintenance of Resources
- Evaluation.
- Role of State, Central and Local Governments in Resource
- Quality Assurance in Material and human Resources
- Financial Planning and control in schools.

Unit IV- Management of Educational Project

- Project Planning in Education.
- Project Monitoring
- Project Evaluation
- Management of SSA-National Mission and State implementation Patterns.
- Area and target specific projects (tribal sub-plans, NACs for North east, special programmes for girls, SC/ST and other minorities etc.).

Unit V: Management Skills
- Meeting skills
  - Why of meetings
  - Delegating responsibility
  - Prepare for and organize meetings
  - Chairing and minuting
  - Following-up
  - interaction
- Time Management
  - Planning
  - Dealing with stress
  - Systems for time Management.
- Presentation Skills
  - Planning
  - Delivery use of media
  - External representation of organization
- Team Building
  - Working under pressure
  - Working with people
  - Negotiating
  - Team processes (storm, norm, etc.)
  - Taking responsibility
  - Handling conflict

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:
- 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.

Essential Readings

- Bhagia, N.M. (1990): *Educational Administration in India and other developing countries.* Commonwealth Publishers, New Delhi
- Luthens, Fred. (1981), Organizational Behavior, Mcgraw Hill, Tokyo.
- Milton, Charles R. (1989). Human Behavior in Organizations, Prentice Hall, Inc, USA.
- Naik, J.P. (1965): *Educational Planning in India.* New Delhi: Allied.
- Naik, J.P. (1982): *The Educational Commission & After.* New Delhi: Allied.
- Roger, Smith (1995): *Successful School Management.* Mcgraw Hill, Tokyo.

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- Bush, Tony (1986): *Theories of educational management.* London: Harper & Row Publishers.
- Bush, Tony & Les, Bell (2002): *The principles & Practice of educational management.* London: Paul Chapman Publishing.
- Mahajan, Baldev and Khullar, K.K. (2002): *Educational administration in Central government: structures, processes, and future prospects.* Vikas Publication house Pvt. Ltd. New Delhi.
- Musaazi, J.C.S. (1982): *The Theory & Practice of educational administration.* London: The Macmillan Press.
- Mukhopadhyay, M. (2005): *Total quality management in education.* New Delhi: Sage Publications.
- Ronald, Cambell F., et al; (1987): *A History of thought and Practice in educational administration.* New York: Teachers College Press.

I Semester
Distance Education and Open Learning
Paper I- Foundations of Distance Education

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                            External: 60

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.

Course Content
Unit I-Growth and Philosophy of Distance Education
- Distance Education: significance, meaning, concept and epistemology.
- Goals and objectives of Distance Education.
- Philosophical foundations of distance education, historical perspectives, growth of distance learning system, International Council of Correspondence Education, International Council of Distance Education.
- Issues in Distance Education-quantity, quality, relevance and effectiveness.
- Conventional use of Distance teaching, relative effectiveness of Conventional and distance mode of learning.
- Present status of distance education system, quality assurance and challenges in distance education.
- Distance Education: An academic discipline.

Unit II- Learner and Learning Process in Distance Education
- Distance learners: nature and characteristics, motivational factors and types of learners-successful, non-starter and mild course dropouts.
- Distance Education process: nature of adult learning, Andragogy of distance learning: role of self learning in distance education, reading skills, stages of reading, taxonomy of reading-Barrett's taxonomy of reading comprehension; teaching reading comprehension skills; concept mapping.

- Reading: SQ3R Technique (Survey, Question, Reading, Recall, and Review).
- Significance of study skills in distance learning.
- Problems of Distance learners-isolation and lack of motivation etc.

Unit III- Self Learning Material (SLM) in Distance Education
- Instructional material in Distance Education-SLMs, assignment, audio-visual aids, use of ICT.
- Self learning material: meaning, scope, importance and characteristics.
- Types of SLM in distance learning-print, audio, video, interactive, online, and web-based.
- Role of SLM in distance education (print and non print).
- Course design-need assessment, planning of SLM
  - Setting objectives-global, behavioural, evolving and expressive.
  - Deciding learning experiences
  - Criteria for content selection- selection of subject matter, Criteria for sequencing, assessment and feedback, forms of assessment and feedback.
  - Organising the content-presentation style and format, text and visuals, attractiveness and accessibility.
  - Deciding evaluation scheme.

Unit IV- Instructional Process in Distance Education & Open Learning
- Distance tuition-meaning and 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.

Unit V- Evaluation Procedure in Distance Education
- Meaning, concept, and need of evaluation in DE.
- Difference between evaluation in traditional learning and distance learning.
- Comprehensive and continuous evaluation in DE.
- Formative evaluation in DE-role of tutor comments in motivation of distance learners.
- Summative evaluation.
- Techniques of evaluation in Distance Education. Dropout in distance learning and factors carrying distance learning.

Transactional Mode
Self study, discussion, display of various audio-visual programmes, lecture and library consultation. Visit to Regional study centre of IGNOU and observation of the functioning of the distance mode.

Sessional Work: The students 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.

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

References

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- Daniel, J.S. et al; (1982): *Learning at a Distance: A world Perspective.* Athabasca University, Edmonton.
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- Kaye, & Rumble (Ed) (1981): *Distance Teaching for Higher and Adult Education,* London: Croom Helm.
- Keegan, D. (1989): *Foundations of Distance Education,* London: Routledge.
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- Rathore, H,C,S, (1993): *Management of Distance Education in India.* New Delhi: Ashish Publishing House.
- Rumble Grevile and Harry, Keith (1982): The Distance Teaching Universitities. London. Croom Helm Ltd.

Paper II - Learner Support Services (LSSs)

Contact Hours per week: 4   Maximum Marks: 100

Examination Duration: 3 hours   Internal: 40

                                          External: 60

Objectives

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

- 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,

- 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.

Course Content

Unit I- Understanding Learner Support Systems:

- Concept, need and importance of student support services; LSSs in the prevailing DE&OL: Present context;

- Kinds of support services-academic administrative and informative.

- LSSs in Comparative context i.e. national level institutions, state level institution,

- DE units, cell/departments of DE&OL in conventional institution.

- Factors affecting the provision of student support services.

Unit II- Organisation of student support services

- What do we mean by operational dimension of LSSs in a DE&OL context? ;

- Different components/aspects-admission, teaching, learning support system, regional centre, study centre, examination,

- Communication/ dialogue between institution to learners, teacher-learner, and different partners and stakeholders of the system.

Unit III- LSSs: Pedagogical dimension of LSSs;

- Role of SIM' Role of Regional Centre,
- Role of SC coordinator, academic counselor/tutor;
- Assignment-answer & feedback.

Unit IV-Counselling in Distance Education

- Concept, meaning, 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.

Unit V- LSSs Comparative Perspective

- LSSs in DE&OL in different counties
- SSs of IGNOU and NIOS
  - UKOU, AIOU, SLOU, BOU
  - Correspondence Education; Distance Education/Open Learning/Online Courses/Dual mode conveyance.
  - IGNOU vs. SOU Directorate of DE/private institution

Transactional Mode

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

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.

Essential Readings

- Education Commission Report (1948-1949) Ministry of Education, Government of India.

- ICDE (1995), 17th World Conference for Distance Education, One World, Many voices, Conference Papers, (ed) David Sewart (All references to Eastern Europe are form Vol. 1).

- Indian Journal of Open Learning-STRIDE, Indira Gandhi National Open University, India.

References

- Bates, A. (1995): *Technology, Open Learning and Distance Education.* Routledge, London.

- Gachuhi, D. & Matiru, B. (Eds.) (1989): *Handbook for Designing and Writing Distance Education Materials.* Zentralstence Far Erziehung, Wissenschalt and Documentation, Bonn, Federal Republic of Germany.

- Hutton, B. (1995): *A Manual for Writers of Learning Materials for Distance Learning.* Open and Distance Learning Today, Routledge, London, pp. 279-87.

- Jenkins, J. (1990): *Course Development: A Manual for Editors of Distance Teaching Materials, International Extension College, UK.*

- Judith, Johnson (2003): *Distance Education: The Complete Guide To Design, Delivery, and Improvement*. Teachers C. Publisher.

- Lockwood, F. (1992): *Activities in Self-Instructional Text.* Kogan Page, London.

- Lockwood, F. (Ed.) (1994): Materials Production in *Open and Distance Learning.* Paul Chapman, London.

- Lockwood, F. (1998): *The Design and Production of Self-Instructional Materials.* Kogan Page Ltd., London.

- Matheswaran, V.P. (2005): *Distance Education: Student support services.* Anmol, New Delhi.

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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.

1 Semester
M.Ed. Paper Special Paper- Inclusive Education
Paper 1 -Inclusion of Children with Diverse Needs

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                            External: 60

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.

Course Content
Unit I- Introduction to Inclusive Education

- Definition, concept and importance of inclusive education.
- Historical perspectives on education of children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education for all children.

Unit II-Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity

- **International Initiatives**
  - The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
  - The World Declaration on Education for all and its Framework for Action to meet Basic -Learning needs, 1990(Article 3 Clause 5).

- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- The Asian and Pacific decade of Disabled Persons, 1993-2002.
- The Agenda for Action for the Asian and Pacific Decade of Disabled Persons (1993-2002).
- The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education.
- International Year of the disabled persons (IYDP, 1981)

- **National Initiatives**
  - The Indian Education Commission (1964-66).
  - Integrated Education for Disabled Children (IEDC, 1974).
  - National Policy on Education (NPE, 1986-92).
  - Establishment of National Institutes and their Regional Centers.
  - Project Integrated Education for disabled children (PIED, 1987).
  - District Primary Education Programme (DPEP).
  - The Persons with Disabilities Act (PWD Act, 1995).
  - Sarva Shiksha Abhiyan.
  - Initiatives for the gifted and talented children.
  - National Curriculum Framework, 2005 NCERT

- **Current Laws and Policy Perspectives supporting IE for children with diverse needs**
  - The Mental Health Act 1987.
  - Rehabilitation Council of India Act, 1992
  - The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).
  - The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

Unit III-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 IV- Children with Diverse Needs

- 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

Unit V-Utilization of Resources

- 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

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

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National* Publishing house 23 Daryaganj, New Delhi 110002.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls,* Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

I Semester
Paper II- Inclusive Strategies and Education for Children with Diverse Needs

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                              External: 60

Objectives
On completion of this course the students will be able to
- 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- Meeting the needs of diverse learners

- Social and academic inclusion of learners with diverse needs in mainstream classrooms.
- Facts and myths and of inclusive education with reference to Indian context.
- Inclusive educational strategies and their implications for universalization of elementary and secondary education.
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

Unit II-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

backward ness, 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 III-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.

Unit IV-Planning and conducting research activities

- Concept and importance of educational research.
- Selecting appropriate areas of research.
- Types of research needed for enhancement of learning.
- Steps involved in planning and supervising research activities.
- Recent trends in research - national and international level

Unit V- Supportive Services for inclusion and research

- Concept, importance and types of supportive services (medical rehabilitative and educational).
- Early identification and available referral services for support.
- Myths and facts of supportive services for inclusive learning.
- Role of teacher and teacher educators in utilizing support services for inclusion.

Transactional Mode

Discussion and group work, presentation by students, use of internet, and field visit to get first hand exercises.

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.

References
- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National* Publishing house 23 Daryaganj, New Delhi 110002.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls,* Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

I Semester
Area of Specialisation-Educational Technology and ICT
Paper 1: Educational Technology

Contact Hours per week: 4   Maximum Marks: 100

Examination Duration: 3 hours   Internal: 40

                                                            External: 60

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, Researches on Instructional Design-a review.

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. Analysisng the different instructional designs based on the various instructional design models. Preparation of a trend report on researches on instructional design. Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production.

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 simple 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 educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production.
- Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.
- Interventions 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.
- Das, R.C. (1993): *Educational Technology – A Basic Text,* Sterling Publishers Pvt. Ltd.
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- Sampath et. al. (1981): *Introduction to Educational Technology,* Sterling Publishers Pvt. Ltd.
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- Sharma, K.D. and Sharma, D.V. (1993): *Open Learning System in India,* Allied Publishers Ltd., New Delhi.
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- Chauhan S S: A Text Book of Programmed Instruction. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
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- Keith Hudson: Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.
- 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 (5th Ed), Harper and Row Publishers, New York.

I Semester
Paper II- ICT in Education

Contact Hours per week: 4   Max. Marks: 100

Examination Duration: 3 hours   Internal: 40

         External: 60

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.

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: Hardware & Software

- 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.
- Functional overview of an operating system: Windows/Linex/UNIX and its functions and applications; files and folders; the concept of a window and multi-tasking.
- Standard Office and Media applications: Functions and operation of standard office and media applications.
- Securing data: Threat from, sources of and protection from viruses and worms and maintaining backups of data.

Unit III-Internet and the World Wide Web

- 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 IV-ICT Applications in Education 1: Word, Data and Image Processing

- Word Processors and Word Processing: Common features of word processors, their functions and use; using word processors in the classroom.
- Spreadsheets: Common features of spreadsheets, their functions and use; Using spreadsheets in the classroom.
- Databases: Common features of databases, their functions and use; Development, management and output of a database; Databases in educational contexts.
- Presentations: Common features of presentations, their functions and use; Using presentations in the classroom.
- Digital media: Graphics, photographs, animation, audio and video in the digital context; Sourcing, digitizing and using; Educational applications of digital media.

Unit V- ICT Applications in Education 2: Multimedia and Web content

- 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.

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.

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.

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

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

II Semester
Core Course II- The Process of Education

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                           External: 60

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- Interactions in the Process of Education
- Nature of components interrelation/interdependence and contextual issues:
  - Between the child and the environment;
  - Between school practices with life outside the school;
  - Integrating assessment with classroom practices;
  - Relating subject knowledge with real life experiences of the child.
  - Between knowledge and practices.
  - Between content with pedagogy.
  - Between ICT and teaching-learning.
- Methods of interaction as conceptualization and implied in the educational thoughts of Socrates, Plato, Upanishad, J. Krishnamurthi and Paulo Freire and their application in 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 content.
- 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 applicability in school context.

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 Teacher Educator
- Teacher's ability to integrate pedagogical knowledge with the content knowledge of a subject, skills and attitudes required for teaching-learning and training, andragogy, understanding of child development, effective communication skills, professional ethics and learning.
- 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 teacher educator- professional ethics, commitments, dedication, accountability, autonomy and academic freedom.

Unit V- Designing Curriculum, School Experiences and Assessment
- Levels of curricular decisions.
- Curriculum and its relationship with vision of teacher education,
- Curriculum Frameworks-Principles of curriculum development; highlights of NCF, 2005.
- Teacher's role expectation-values attitudes, life style, relationship with students, parents and social concern.
- Instructional objectives: Stage specific and Subject specific objectives.
- Methodology of curriculum Transaction at different stages.
- School based experiences.
- Assessment and evaluation at different stages.
- Critical appraisal of curricular materials.

Transaction Mode

Penal 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.

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.: Harward 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*.
- NCERT (2005) National curriculum framework.
- Noddings, Nel (2007). *Critical lessons: what our schools should teach*. Cambridge University Press.

References

- Bonks, J.A. (2001) Cultural diversity and education. Foundations curriculum and teaching (4th ed.). Boston: Allyn and Bacon.
- 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.
- Slattory (1995): *Curriculum development in postmodern Era*. (Critical Education & Practice).
- Wiles, Jon (2004). Curriculum essentials- a resource for educators. Allyn & Bacon.

II Semester
Core Course- IV Psychology for Individual and Social Development

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                              External: 60

Objectives:
On completion of this course the students 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, man as individual in socio-cultural context.
- 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 and Personality; self-development strategies; determinants of personality development of an individual-biological, socio-cultural, assessment of personality.
- Process of socialisation and development of the self.

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 understanding of social perception, social influence-imitation.
- Social conformity: meaning, characteristics of conformity, factors influencing social conformity, its impact on education.
- Social identity- its interrelationship with social environment their 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 favoring effective group process; measures to improve human relations, and interaction; social skill required for maintaining human relations.
- Socio-emotional climate in classroom and 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.
- Positive Schooling:
- Constructive/adaptive potentials of emotion, concept of emotional intelligence.
- The power of positive teachers,
- Care, trust and respect for diversity and rights of the children.

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.

Sessional Work: The students 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 Inhelden, B. (1969). Psychology of the child, New York: Basic Books.

References

- Atkinson, Richard C., et.al (1983). *Introduction to Psychology*, Harcount Brace Joranovich Inc., New York.
- Bandura.A (1977). *Social Learning Theory*. Cliff.N.J; *Prentice Hall.*
- Barry and Johnson (1964). *Classroom Group Behaviour*. New York: Macmillan.
- Bhargava, Mahesh (1964). *Introduction to Exceptional Children.* Sterling Publishers Pvt Ltd., New Delhi.
- 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., Chrisopher, 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*. (2nd Edition). Blackwell Publishers.
- Christian, Jyoti (1984). *Classroom Group Dynamics*. Meerut: Anu Books.
- 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., & Hewer, 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* (2nd edition). New York: Harper & Row.

- Meyers, D.G. *Social Psychology*. Tata-Mcgraw Hill. VIII Edition.

- Miranda, E. (1990). *Teaching Schools and Society* (1st 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.

II Semester
Core Course VI- Statistical Methods for Data Analysis

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                             External: 60

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; 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), Variances

Unit III– Inferential Analysis of Qualitative Data-2
- Analysis of variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses
- Analysis of Frequencies using Chi-square-Chi-square as test of goodness of fit and test of independence, contingency coefficient and its uses
- Non-Parametric statistics: assumptions and uses of sign test, rank test and median test

Unit IV- Data Analysis in Qualitative and Mixed Research
- Memoing, Analysis of visual data, segmenting coding and developing category systems; Enumeration, identifying relationships among categories, constructing diagrams, corroborating and validating results

Unit V–Computer for Data Analysis and Preparation of Research Report
- Use of Computer for Data Analysis- Knowledge of Software for Statistical Analysis such as SPSS, EXCEL, N6 etc

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 students 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 like SPSS, N6, Excel etc

References
- Cononver, 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*, (3rd 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.
- Siegal, 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.

II Semester
M. Ed. Special Paper-Elementary Education
Paper III: Curriculum and Evaluation in Elementary Education

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                                                   External: 60

Objectives
On completion of this course the students will be able to
- 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 and health and physical education
- 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 elementary level
- develop research insight for curriculum development in elementary education.

Course Content
Unit I– Principles of Elementary School Curriculum
- Concept, components and determinants of curriculum; principles of curriculum construction, criteria for selection and organisation of content and learning activities; different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist; evaluation of curriculum – formative and summative; techniques and tools of assessing cognitive abilities, affective learning, skills and processed and motor abilities. The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit II–Work Experience, Art Education and Health & Physical Education
- Place of Work Experience in curriculum, objectives, planning and organisation of learning experiences, methods, media and activities, teacher's role, evaluation - issues and challenges in evaluation of co-scholastic areas
- Place of Health and Physical Education in the elementary school curriculum; objectives – knowledge, skills, attitudes; content and process of health and physical education; instructional strategies; conditions for effective motor learning; evaluation in health and physical education – issues
- Evaluation of different programmes in elementary schools – work experience, art education, health & physical education

Unit III– Language(s)
- Place of language in elementary school curriculum, objectives of teaching mother-tongue/language(s) - listening, reading, speaking and writing; psycho-

linguistic and socio-linguistic aspects of language learning and factors influencing language development; listening skills: nature, types, guidelines for teaching listening – listening sessions and activities; speaking skills: attention to speaking skills, instructional setting and situations; reading skills: speed at different levels of comprehension; writing skills: writing and experience, developing writing skills, spelling in the writing programme, developing handwriting skills.
- Evaluation and remedial teaching with reference to the above language skills

Unit IV–Mathematics
- Place of mathematics in elementary school curriculum, objectives, mathematical readiness of a child and its implications for teaching
- Content and process in learning mathematics; strategies for teaching concepts, principles, computational and drawing skills and problem-solving abilities in mathematics; laboratory approach to learning mathematics, use of mathematics kit
- Evaluation of learning in mathematics; diagnosis and remediation of difficulties in learning mathematics
- Preparation and use of different types of curricular material

Unit V– Environmental Studies/ Social Sciences and Natural Sciences
- Need for developing environmental awareness, population awareness, family welfare awareness; place of environmental studies/social sciences and natural sciences in elementary school curriculum; objectives, content and process in learning, organisation of learning experiences, observation, investigation and exploration of the social world and environment of the child, evaluation of student's learning in EVS programme
- Preparation and use of different types of curricular material

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:
- 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 programme as existing in any school

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.

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- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competancy Based Laboratory Approach. Cummings Publishing Co.
- Chastain, K. (1970): The Development of Modern Language Skills – Theory to Pracitce. 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.
- The Study of Primary Education – A Source Book, Volume I & II, 1984
- Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

II Semester
Paper IV: Elementary Teacher Education

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                             External: 60

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

- 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 and the problems and issues related to professional growth.

Course Content
Unit I – Teaching as a Profession
- Teaching skills and competencies required of an elementary school teacher, the need for education ad training of teachers; code of ethics.
- Expectations of NCF 2005 from teacher as a professional practitioner; Academic and professional qualification of an elementary school teacher – analysis of status; Teaching as profession – analysis of present status and types of personnel recruited as teachers

Unit II– Pre-service Teacher Education and Teacher Education Curriculum at Elementary level
- Rationale for pre-service teacher education, review of existing practices in different stages – structure and components, weightage, duration, eligibility requirements
- Orientation, objectives, curriculum components, weightages and organisations

- Theoretical inputs in teacher education, foundation courses and teaching methods of different school subjects – content, rationale, objectives and organisation
- Rationale and objectives for different inputs in practical and field experiences – developing skills – instructional skills, communication skills, managerial skills, organizational skills and contextual skills (multigrade, large class etc.)
- Organising learning skills – awareness, observation, practice in simulated and practice in real conditions, internship, laboratory, school attachment
- Supervising student teaching – objectives, tools and techniques

- Evaluation in teacher education – theory, skills and competencies, attitudes and values – tools and techniques

Unit III– Teacher Training Methods and Techniques
- Making training participatory – methods and techniques, delivery of training – modes, methods and techniques; democratisation, lecture-cum discussion, work sessions, skills practice sessions, micro teaching simulations, role-play, peer teaching, projects, modular and mini course
- Using ET resources in training – films, studios and videos

Unit IV– In-service Teacher Training
- Complementary nature of pre and in-service teacher education – need for in-service training, objectives of in-service training, planning in in-service training, identifying training needs, determining objectives, content and methodology; monitoring, evaluation, reporting and follow-up of in-service training programme
- Different formats – workshops, seminars, institutes, courses and their features
- Enhancing effectiveness of in-service training – school based, INSET, recurrent INSET, setting up thematic priorities (subjects and skills)

Unit V– Resource Institutions for Teachers and Trainers
- Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCERTs, RIEs, NCERT – objectives, structure, functions and programmes
- NCTE – objectives, functions and roles in quality control of teacher education
- Professional associations of teachers/trainers – roles and functions

Transactional Mode
Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences

Sessional Work: The study of students teacher may undertake any one of the following activities:
- 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
- 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
- Dunkin, M.J. (Ed.) (1987): The International Encyclopedia of Teacher and Training Education, Pergamon Press, N.Y.

- 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.

<h1 style="text-align: center;">Semester II</h1>
<h1 style="text-align: center;">M. Ed. Special Paper- Teacher Education</h1>
<h1 style="text-align: center;">Paper III- Professional Development of In-service Teachers</h1>

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                                    External: 60

Objectives

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

- 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 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,
- appreciate the use of ICT for the professional development of teachers.

Course Content

Unit I- Continuing Professional Development of Teachers

- Concept and importance.
- 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 Center: functions.
- Provisions made by the State for Professional Development of Teachers.

Unit II- ICT for Professional Development of Teachers

- 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 III- In-Service Education of 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 material.
- Organisation of training, appraisal of course material.
- Issues, concerns and problems of Teachers' Inservice education.

Unit IV- Quality Dimensions of INSET

- Quality of INSET-meaning.
- Determinants and indicators of quality

- Measures to ensure quality.

Unit V-Evaluation of INSET
- Models of INSET evaluation- Goal based evaluation model, Context Input Process Product model (CIPP) and Context Input Reaction Outcome (CIRO) model.
- Methods and Techniques of evaluation- survey, case study, observation,
- Tools of evaluation-observation, rating scales, testing (knowledge and skills) interview, focus group discussion.
- Formative and Summative evaluation of INSET.
- Follow up of Training.
- Impact of Training.

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:
- 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.

Essential Readings
- The Reflective Teacher- Organisation of Inservice Training of the Teachers of Elementary Schools under SSA, guidelines, 2006 by NCERT.

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II Semester
Paper-IV a-Pedagogy of Science Education

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                              External: 60

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 new, innovative trends in assessment;
- analyze the issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Course Content
Unit I - Nature of Science
- What is Science? Evolution of science as a discipline. Science as a dynamic expanding body of knowledge; Development of scientific knowledge; Scientific method and Scientific Explanation.
- Science as a social Endeavor; Dual role of science (emancipatory and oppressive).
- 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 Trends in Science Education
- Trends in science education from the beginning of the nineteenth century to the present- at national and international level; a brief history of Science Education. Criteria of validity of science curriculum: content, cognitive, process, historical, environmental, ethical. Taxonomy for curriculum development in Science Education.
- Curriculum at different stages. Lessons from Curricular Innovations and interventions in India. Study of various curricular projects in science in the world.
- Instructional materials including textbook: contextualisation, criteria and concerns including all stakeholders in their development.

- Co-curricular activities and their role in Science Education, integrating co-curricular activities with science education.

Unit III- Approaches to Science Learning
- Approaches to concept learning, conceptual change model (reconstructing alternative concepts in science).
- Constructivist paradigm and its implications for Science learning; the learning cycle.
- Different types of constructivist approaches to science learning: inquiry method, problem solving strategies, investigatory approach, guided discovery approach, inductive method, project based learning, planning different types of projects, cooperative and collaborative learning, activity based 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 experiment, ICT based science education.
- Encouraging and respecting children responses, introducing alternative approaches in science learning, Thematic approach, integrating science across different disciplines and with real life situations.
- Metacognitive Strategies- giving space to pupils to think, organizing their knowledge and expressing teacher as a reflective practitioner.

Unit IV-Assessment in Science Education
- Role of assessment in Science Teaching and Learning. Review and Critique of the traditional methods of assessment: Formative and Summative. Changing trends in assessment: from paper-pencil tests to authentic assessment: from single attribute to multidimensional assessment, from individual assessment to group assessment, from learning outcome to learning experiences performance based assessment of Projects models, activities and investigative skills, reporting students achievement by comparing students prior and current learning achievement and relevant feedback to students.
- 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.
- Portfolios: Planning and assessment of Portfolios in Science learning.
- Assessment of curricular activities: organization and impact. Assessment of Laboratory skills and procedural knowledge. Assessment of Content knowledge through Activities and Experiments.

Unit V- Contemporary Issues in Science Education
- Equity and Access to Science Education.
- Inclusive Education.
- Women and science.
- Process skills and methodological aspects of science.

- Science, Technology, and Society: Critical appraisal of their interface.
- Scientific and Technological Literacy.
- Science education in the context of developing countries.
- Science in a progressive democratic society.
- Critical pedagogy and its integration in the science classroom.
- Communication skills in science.
- Language and science.
- Ethical aspects of science.
- Teacher Empowerment; lifelong learning.
- Innovations and Creativity in Science.

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:
- 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, for example, Discovery of the electron; the development of electromagnetism; theory of evolution; Newtonian calculus and its importance to Physics; Thermodynamics.
- A critical study of a curricular project selected from any area of science (e.g. PSSC, BSCS, and Chemical Education Material Study Programme (CHEM), Nuffield, O and A level Curricula, NCERT etc.).
- An action plan to adopt a curriculum to Indian condition based on a set of identified criteria.
- Visit to science centre/science museum and presenting the report.
- Role of the classroom teacher in curriculum development projects, focusing an educational change processes, procedures and product evaluation.
- Development of an action plan to organize a science exhibition at different levels, framing guideline on a selected theme and various subthemes.
- Any two of the following:
  - ❖ Development of a unit plan;
  - ❖ Analysis of an experiment for conceptual knowledge and procedural knowledge;
  - ❖ 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 constructivist based lesson plan in a collaborative mode;
  - ❖ Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction;

- ❖ Integrating pedagogical content knowledge and ICT in a selected topic in Physics, Chemistry or Biology;
  - ❖ Reflecting on schemes of work and teaching;
- Any one of the following:
  - ❖ Critical evaluation of a question paper focusing on converting wrong questions into correct ones;
  - ❖ Prepare a questionnaire for self/peer assessment;
  - ❖ 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;
- Contribution of women to science and their implications to women empowerment;
- Importance of "Language of Science" and "Language in Science" in science education;
- In the context of ethical issues in science: Should cloning be encouraged? - A Critical Analysis;
- Plan a lesson including objectives, activities and resources to incorporate the STS' approach and reflect on the difficulties associated with the approach.

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II Semester
Paper IV b-Pedagogy of Mathematics Education

Contact Hours per week: 4   Maximum Marks:100
Examination Duration: 3 hours   Internal: 40
                                               External:60

Objectives
On completion of this course students will be able to:
- appreciate the abstract nature of mathematics
- distinguish between Science and Mathematics
- distinguish between the roles of Pure and Applied Mathematician
- 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
- develop an awareness towards the inner structure of Mathematics
- 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; Views on Mathematics and Mathematicians; Distinction between Mathematics and Science; Distinction roles of Pure and Applied Mathematicians; Mathematization; Aesthetic aspect of Mathematics; 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 levels of school mathematics; 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 to teaching mathematics; Teaching Gifted/Slow learners in Mathematics

Unit III- Informal Approach in Mathematics
Recreational aspect of mathematics- mathematical games, puzzles and amusements; Computer aided learning and Computer based instructions; Use and preparation of teaching aids; Thought provoking activities; Mathematics Laboratory and Mathematics Club

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); Role of Evaluation in Teaching- Learning process; 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 these items and precautions while constructing test items; Action Research in Mathematics

Transaction Mode
Lecture cum Discussion; Problem Solving Skills; Demonstration; Playing; Seminars; Group Discussion; Mathematicians in Seminar

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 activity
- Preparation of teaching aids
- Demonstration of teaching aids

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II Semester
Paper IVc-Pedagogy of Language Education

Contact hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                       External: 60

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

- gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- understand about the psychology of language learning
- examine the pedagogy of language learning and language teaching.
- 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: contextual, curriculum, teacher preparation related etc.
- identify and reflect on factors which shape language planning and policy

Course Content
Unit I- Language Learning

- Language acquisition: Factors affecting language learning and language acquisitions
- An over view of the field of language acquisition to develop a critical approach towards first (L.1) and second (L.2) languages and other languages (L.3) learning. Linguistic, psychological and social processes that underlie learning of languages and its use. Current research findings from the perspective of professionals of the first and second language and other languages. Differences in objectives, instructional materials, evaluation, etc. in the first, second and other languages; Factors affecting the teaching of L.2 and L.3.
- Models of Language Acquisition: Introduction to language acquisition research. Critical examination of major hypotheses about the ways in which languages develop Chomsky-Language Acquisition Device, Piaget- Cognitive constructivism and Language, recent theorizing: intentionality; application of these theories to the development of methodologies for teaching. Discussions will include a range of languages. Models include a variety of approaches: corpora-based, functionalist, generative, process based, socio-cultural, universals of language
- Developing the language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and grading of content, selecting the contexts for teaching and learning, transaction techniques and evaluation techniques

- Developing basic language skills and intermediate as well as advanced language skills that are level specific viz. primary, secondary and senior secondary
- Innovative techniques for teaching grammar, reading comprehension, written expression
- Modern Grammar: An examination of the principle features of the Grammar. The course draws upon traditional, structural, functional and transformational grammar with an emphasis on the pedagogical application of these in the teaching of language
- Discourse Analysis: theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis. Applications of these theories to areas of special interest including native speaker – non-native speaking interaction, non-native speaker conversation, classroom discourse and analysis of language in professional sittings
- Contrastive Discourse: Cross-cultural text organization from the native and non-native reader's and writer's viewpoints. Various aspects of texts to be emphasized, including coherence and cohesions, and formal and cultural schemata in genres such as expository writing, letters, news articles, and narratives

Unit II-Individualization of Language Learning

- Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction
- Language Learning Technology: Theories of language learning underlying language learning technology. Current language learning technology for language learning, teaching, testing and research

Unit III-Teaching Language and Teaching Literature in the Context of L.1 and L.2

- Differences in their nature, content and emphasis; interrelationships
- Techniques for fostering and developing creativity in language
- Assessment: Theory of assessing competence in first and second languages. Preparation and administration of various language testing instruments. Assessment of the student's competence to analyse, critique and appreciate the different genres – literary text
- Advanced techniques of teaching and evaluation

Unit IV- Contextual Problems

- Multilingual context of India and global languages.
- Constitutional provisions regarding language and education and their impact
- Reservation of minority and heritage languages.
- Three language formula – original as well as modified and its present status.

- Medium of instruction – controversy, recommendations in NPE 1968, 1986, 1992, National School Curriculum 2000 and NCF 2005.
- Issues in Curriculum Development in Multilingual Context of India

Unit V- Preparation of Language Teachers

- Pre-service education, in-service education on support site for professional development
- Planning, inputs, transaction and evaluation
- Distance mode based preparation of language teachers
- Alternative course designs for preparing language teachers

Transaction Mode
Lecture cum discussion, hands on practice in language laboratory, self- study, visits to language teaching institutes, presentations in seminar and group discussions etc.

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

References

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II Semester
Paper IVd- Pedagogy of Social Sciences Education

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                              External: 60

Objectives
- Develop an understanding of the meaning, nature, scope of social sciences and social science education
- Enabling 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 techniques of curriculum transaction
- Effectively use different media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching social sciences and undertake evaluation

Course Content
Unit I – Conceptualisation of Social Science Education

- Concept, nature, and scope of social sciences: social science or social sciences? prevailing approaches and the status attached to the social sciences;
- Epistemological frame proposed in educational policy documents and various national curriculum frameworks with special emphasis on the latest document
- Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of education
- Research perspectives in social sciences

Unit II – Aspects of Social Science Curriculum
- Approaches to planning, formulation and organisation of social science curriculum; social science curriculum at various stages of education;
- Development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials – their conceptualization and processes;
- Avenues for professional development of building higher order competencies among social science teachers;
- Undertaking research activities in social science – identification of issues and methods.

Unit III – Approaches to Pedagogy of Social Science

- Critical appreciation of approaches to teaching social sciences – behaviourist approach; constructivist approach; interdisciplinary approach, integrated approach; child-centred approach; environmental approach; the overlap between these approaches
- Critical appreciation of various teaching learning strategies viz., lecture method, project method, problem solving, role-play, dramatization, field visits and case studies;
- 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

Unit IV- Media, Materials and Resources for Teaching and Learning

- Effective use of print media and audio visual materials for social science; integration of ICT (Information and Communication Technologies) in teaching-learning process of social science; development of teaching learning materials; workbook; activity book and self instructional materials.
- Effective utilization of resources for teaching; textbook and supplementary materials; literature and biographies, environment and community resources; low cost improvised teaching aids.

Unit V – Evaluation in Social Science

- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnostic test and remediation; Assessment tools; paper and pencil tests; 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.

Transaction Mode
Lecture cum Discussion, Problem Solving Skills, Demonstration, Playing, Seminars, Group Discussion, Penal discussion

Sessional Work

- Assignment / term paper on selected themes from the course and presentation
- Preparation and teaching two lessons using integrated approach
- 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 and learning during field experience
- Development of questions and achievement tests in social science subjects

- Organising goal oriented activities like quiz, mock-parliament, field trip, exhibitions and any other co-curricular activities in schools
- Analysis of a social science textbook

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

M.Ed. Special Paper: Curriculum Studies
Paper III: Curriculum Transaction

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                              External: 60

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.
- Discuss role of communication in transaction.

Unit I- Meaning of Curriculum Transaction
- Meaning of Curriculum transaction.
- Minimum requirement for transaction of curriculum.
   (Duration, intake, eligibility, content, qualification of teaching staff, non-teaching staff, infrastructure facilities, institutional facilities, climate)

Unit II - Various methods/media for transaction and its integration
- Curricular materials: Textbooks, presentation of Content, language, illustrations, episode, stories and practice exercise etc.
- Teacher's guide: Its role in transaction.

Unit III -Approaches for Curriculum Transaction
- Collaborative Learning-meaning and its role in curriculum transaction
- Cooperative learning-meaning & its role in Curriculum transaction (team teaching, project methods etc.).
- Use of various methods & media in transaction with their strength and limitation.
- Transaction of issues i.e. gender, values education/especially peace oriented values.

Unit IV- 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.
- Researches related to ICT for transaction.

Unit V- Role of Communication in Transaction
- Concept of Communication in transaction.
- Importance of communication transaction of learning experience.
- Various communication means and media.
- Necessary requirement for proper communication.

- Elements of communication (Who-the sender, what-the message, whom-the receiver, what-the change/the communication medium and structure of human relationship through which content material is transmitted), what effect-the evalued--.

Transactional work

After discussing about various transaction mode with Lecture cum discussion methods, students be asked to observe one/two model institute to observe about transaction process. Reports be prepared in a group and same be presented before class to generate further discussion.

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.

Essential Reading
- Srivastava, D.S and Sarita Kumari (2005) Curriculum and Instruction, Isha Books, D-43, Prithviraj Road, Adarsh Nagar, Delhi-110033.

References
- Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts, Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.
- Whecker D.K. (1967) Curriculum Process, University of London Press.

Audio-Video CDs
- CIET (1984) Krishan and the Magic Chariot: A Video documentary on school practices, CIET, NCERT, New Delhi.
- CIET (1988) Creative and Aesthetic Development: A video documentary on planning and organizing ECCE Curriculum, CIET, NCERT, New Delhi.

II Semester
Course-IV: Curriculum Evaluation

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                                External: 60

Objectives

On completion of this course the students will be able to:
- 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- Concept of evaluation
- Curriculum evaluation: concept and meaning.
- Who should evaluate the worth of curriculum?
- What should form the basis for their decision? Curriculum planner, educationist teacher and students.

Unit II- Formative 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.

Unit III- 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
1.1 Identifying decision makers.
1.2 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?

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.

Semester II
M.Ed. Special Paper: Guidance and Counseling
Paper III Career Development and Guidance

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                          External: 60

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

* understand the concept and theories of career development and their utility in understanding Career Behavior of students,
* acquire knowledge and skills of collecting, compiling and disseminating career information,
* understand the concept of career pattern in relation to life stages,
* insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities,
* level of the ability to analyze development in the process of career development to identify a typical 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,
* knowledge the sources of career information and variety of 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.

Course Content
Unit I - Understanding Career Development

* Concept of Work: physical, psychological and sociological; work as a way of life;
* Work and human motives
* Career development needs of students (at different stages of education)
* Career development process; factors affecting career development

Unit II- Perspectives on Career Development

* Theories of career development (some basic concepts, applicability and limitations of each theory)
* Trait Factor Theory
* Roe's theory of personality development and career choice
* Holland's career theory of personality types and work environment
* Super's life span/life space approach to career development

Unit III Understanding Career Information

- Importance of career information;
- Dimensions of career information: nature of work, working conditions, entry requirements, earning, growth opportunities etc.
- Primary and secondary sources of information; Filing of career information
- Dissemination of career information: Group techniques-objectives, advantages and limitations.
- Group activities: career talks, career conference/exhibition, displays field trips, film shows etc.
- Integration of career information into teaching of subject matter.

Unit IV- Career Patterns
- Concept of career pattern, career awareness, career exploration and career preparation.
- Career pattern of men and women and implications for counseling.

Unit V- Career Adjustment and Maturity

- Economic development and career opportunities.
- Concept of career adjustment and career maturity
- Factors affecting career maturity
- Assessment of career maturity

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:
- 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

- Gupta, N. (1991). *Career maturity of Indian school students*. New Delhi: Anupam Publications.
- Isaacson, L. E. & Broen, D: *Career information, career counseling and career development (5th ed.)*. Boston: Allyn & Bacon.
- Joneja, G. K. (1997). *Occupational Information in Guidance*. New Delhi: NCERT.

- Mohan, Swadesh (Ed.) (1998). *Building personal and career consciousness in girls.* New Delhi: Vikas publishing house.
- Mohan, S. (1998). *Career development in India: Theory, research and development,* New Delhii: Vikas Publishing House.
- Osipow, S. H. & Fitzgerald, L. F. (1996). *Theories of Career Development. (4th ed.).* Boston: Ally and Bacon.
- Saraswat, R. K. & Gaur, J. S. (1994). *Manual for Guidance Counsellors.* New Delhi: NCERT.
- Schmitt-Rodermund, E. & silbereisen, R. K. (1998). Career maturity determinants: individual development, social context perspective. The Career Development Quarterly, 47, 16 – 31.
- Sharf, R. S. (2005). Applying career development theory to counseling. Wads worth publishing co.
- Swanson, J.L. & Fouad, N. A. (1999). *Career theory and practiced; Learning through case studies.* Sage Publications.

Semester II
Paper IV Assessment and Appraisal in Guidance and Counseling

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                              External: 60

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

- Develop an understanding of 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- Understanding Assessment and Appraisal

- Nature and importance of assessment and appraisal in Guidance and Counselling
- Assumptions and principles of assessment and appraisal
- Concept and meaning of assessment and appraisal

Unit II- Testing and Non-testing Techniques

- Issues in psychological testing; distinction between testing and non-testing technique
- Characteristics of a good psychological test
- Procedure of construction, administration, scoring and interpretation of psychological tests

Unit III- 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 IV- Assessing Individual Differences: Intelligence and Aptitude

- Concept of Intelligence: changing perspective
- Assessment of intelligence
- Concept of Aptitude; importance of assessment of aptitude

Unit V-Assessing Individual Differences: Achievement, Personality and Interest

- 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 students may undertake any one of the following activities:
- Draw a plan for the assessment of ability, aptitude, interst 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 detail the group climate.

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- Anastasi, A. & Urbina, S. (1997). Psychological Testing, 7th Ed., Upper saddle River. NJ: Prentice Hall.
- Bhatnagar, Asha and Gupta Nirmala (Eds.) (1999). Guidance and Counselling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Denzin, N. K. & Lincoln, Y. (2000). Handbook of Qualitative Research. New Delhi: Sage publications.
- Drummond, R. J. (1988). Appraisal Procedures for Counselors and Helping Professionals. Columbus, OH: Merrill.

- Gardner, H. (1999). Multiple Intelligence: intelligence, understanding and the mind. National Professional Resources: NY.
- Kline, J. B. Theresa (2005). Psychological Testing: A Practical Approach to Design and Evaluation. London: Sage Publication.
- Le Compete, M. D.; Millory, W. L. & Preisste, J. (1992). The Handbook of Qualitative Research in Education. New York: Academic Press.
- Mc Leod, J. & Cropley, A. J. (1989). Fostering academic excellence. Pergamon Press.
- Mohan, S. & Sibia, A. (1998). Handbook of personality measurement in India. New Delhi: NCERT.
- Oliver, W. & Randall, W. E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication.
- Patton, M. Q. (1990). Qualitative evaluation and research methods. California: Sage Publications.
- Saraswat, R. K. & Gaur, J. S. (1994). Manual for Guidance Counselors. NCERT: New Delhi.

II Semester
M.Ed. Special Paper: Planning, Management, and Financing of Education
Paper III Educational Finance

Contact hours per week: 4   Maximum Marks: 100
Examination duration: 3 Hours   Internal: 40
                                         External: 60

Objectives

On completion of the course the students will be able to:
- 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.

Course Content

Unit I- 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.

Unit II- Educational Financing in India: Historical Perspective
- Government of India
- State Government
- Local Bodies
- Private Agencies
- Voluntary Organization

Unit III: Sources of Finance and Educational Expenditure
- Source of finance
  - Government Grant (Central, state, local)
  - Tuition fee
  - Taxes
  - Endowment
  - Donation and gifts
  - Foreign aids.

Unit IV-Grant-in-aid systems and school Budget
- 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.

Unit V: Central-State Relationship in Finance of Education

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

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.

Essential Readings
- Naik, J.P. (1965): *Educational Planning in India.* New Delhi: Allied.
- Naik, J.P. (1982): *The Educational Commission & After.* New Delhi: Allied.

Reference

- Becker, G.S (1993), Human Capital: *A Theoretical and Empirical Analysis with Special Reference to Education (Third Edition).* Chicago, IL National Bureau of Economic Research, 161-227.
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- Coombs, P.H and Hallak.J (1988) Cost Analysis in Education: A Tool for Policy and Planning, Baltimore: John Hopkins Press.
- G. Psacharopoulos (1987): *Economics of Education: Research and Studies*, New York: Pergamon Press.
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- Levin, Henry M (1983): *Introduction to Cost Analysis in Cost-effectiveness: A Premie,* New Delhi, and Sage.
- Musgrave, R.A.: *Theory of Public Finance: A study of public Economy.* New York: McGraw Hill.
- Nail J.P (1975) Equality, Quality and Quantity. New Delhi, Allied.
- Saxton, P.G. (1961). Education and Income. New York: Viking Press.
- World Baum (1986). *Financing Education in developing Countries: An exploration of Policy option.*

II Semester
Paper-IV Issues in Planning, Management and Financing of Education

Contact hours per week: 4   Max. Marks: 50
Examination Duration: 3 hrs.   Internal: 40
                                         External: 60

Objectives

On completion of the course the students will be able to:
- 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- Problems of educational planning
- Education in equity in India.
- Calculating cost of education.
- Comprehensive approach vs. selective approach.
- Public sector vs. private sector.
- Educational Planning and exceptional children, gifted, backward and handicapped.
- Analysis of educational expenditure for planning.

Unit II-Management Issues related to School Education
- Educational Management Information System (EMIS), concept, functions, status and issues.
- Role of school Boards, CABE, State Boards

- Role of Head, VEC, Self help groups, MTAs, PTAa and panel of experts resource persons.
- Total quality Management (TQM) at school level.
- Education in public and private schools: regulation and control of private schools
- Role of educational legislation in the Educational Management: central legislation related to school education and child welfare, State Education Acts.
- Monitoring and supervision: its importance in the implementation of scheme/programmes.

Unit III- Organizational Behaviour in Education
- Organizational Behaviour and Organizational effectiveness.
- Factors influencing Organizational Culture in schools
- Role of school Principal in creating school culture, leadership, decision making, human relations and communication.
- Conflict and stress-conflict management, motivation and morale.
- Critical review of educational planning in India.
- Intra and Inter Personal Communication and group Dynamics.

Unit IV- Problems and Issues of Educational Finance
- Tuition fess: merits and demerits of uniform tuition fees.
- Additional resources for education.
- Grant-in-aid policy of the state government with special reference to secondary education.
- The factors affecting increasing the financial burden on local governments.
- Ways and means of controlling funds.

Unit V-Professional growth of educational personnel
- Concept of professional growth of personnel in educational institutions.
- In-service education and professional development, policies, programmes and policies, welfare schemes
- Role of the leader in professional growth of the personnel
- Support staff-evolving roles and functions, recruitment policies, opportunities for professional growth.

Transactional Mode
Lecture-cum-discussion; group work, extension lecture, self-study, assignment and project work etc.

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 fro 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.

Essential Readings:
- Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V. (2001): *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India.* New Delhi, the European Commission.
- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): *Governance of School Education in India.* New Delhi, NIEPA.
- Mathur, S.P. (2001): *Financial Administration and Management.* The Indian Publications, India.
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- Rao, V.K.R.V. (1966): *Education and Human Resources Developments.* Delhi, Allied Publishers.
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- School Organization and Management by Janardhan Prasad.
- Educational Administration and Organisational Behaviour by Hanson (E-Mark). Discovery Publishing House, New Delhi.

II Semester
M.Ed. Special Paper- Distance Education and Open Learning
Paper III: Planning and Management of DE & OL

Contact hours per week: 4   Max. Marks: 100
Examination duration: 3 hours   Internal: 40
                                      External: 60

Objectives
On completion of this course, the students will be able to:
- Describe the broad structure and management of a distance education institution from a systematic angle
- Discuss the management of important financial/operational sub-systems like course design and development, media, learner support services and assessment and evaluation
- Appreciate the role of MIS in DE & OL
- Discuss and analyse the issues involved in the management of DE & OL systems/institutions in the context of programme evaluation

Course Content
Unit I-Structure and Management of DE & OL institutions
- Administrative /organisational structure of a DE & OL institution; institutional management – concept, need and principles in the context of DEIs; decision-making in the DEI context

Unit II- Management of various sub-systems
- DE & OL system – various components/sub-systems; management of course planning and development; management of learner support system as a sub-system; management of learning resources – print/text based SIMs & media management as learning resource as well as administrative support; management of admission & evaluation system.

Unit III- Management Information System in DE & OL
- MIS concept, need, scope/importance in the context of DE & OL;

- MIS – its various components, their functions, interrelationship & interlinkages of these components in planning and management

Unit IV- Educational Planning in DE & OL
- Need for planning in DE
- Approaches to planning
- Staff requirement-the development phases
- Estimation of time and resources-physical, financial and human etc.

Unit V-Management Issues in DE & OL System
- Basic issues in management and planning; issues pertaining to planning and management in DE & OL system; issues are quality control and services management, accountability, technology and change management (with partner education institutions, other institutions like accreditation agencies, service provider agencies (like EDUSAT, AIR, Doordarshan, etc).

Transactional 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 students may undertake any one of the following activities:

- Assignment on management of an open education institution at secondary/higher level.
- Development of a package on MIS
- Review of a book on MIS
- Critical evaluation of MIS packages of different open institutions.

References
- IGNOU (1988): *Distance Teaching: Prerequisites and Practices* (Block 1,2 & 3). IGNOU, New Delhi.
- IGNOU (1988): Reading in *Distance Education* (Block 1,2 & 3). IGNOU, New Delhi.
- Keegan, D.J. (1986): *The Foundation of Distance Education.* Croom Helm, USA.
- Kaye, A. & Rumble, G. (1981): *Distance Teaching for Higher and Adult Education.* Croom Helm, USA.
- Parmaji, S. (Ed.) (1984): *Distance Education.* Sterling Publishers, New Delhi.
- Pentz, M.J. & Neil M.W. (1981): *Education of Adults at a Distance.* Kogan Page, London.
- Power et al; (2000): *Quality in Distance Education in performance indicator in Higher Education.* Aravali, New Delhi.
- Reddy, G.R. (1988): *Open Universities: The Ivory Towers Thrown open.* Sterling Publishers, New Delhi.
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II Semester
Paper IV-e-Learning

Contact hours per week: 4   Max. Marks: 100
Examination duration: 3 hours   Internal: 40
                                        External: 60

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.
- Understanding the technical aspects of e-content
- Understanding the content management system in intranet and internet environments
- Understand the evaluation of on-line learning material 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.

Unit II- e-Learning Content Design
- Content – Design Patterns- Script Writing- Graphics-Animation-Audio-video;
- Inserting and Interactivity; Possibilities and Design Procedure.

Unit III- Technical Aspects of e-Content
 Story-board and Instructional design. Multimedia Authoring and authoring tools.

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 wed based technologies for online learning and training.

Unit V- Online Evaluation of e-Learning Material
- Online Testing – Different Methods;
- Designing online evaluation in different subjects. Courseware evaluation. Designing of Evaluation Criteria for assessment of e-Content and other courseware.

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.

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.

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.
- Ian S. Graham (1998) HTML 4.0 Sourcebook, Wiley Publications.
- H.M. Deitel, P.J. Deitel, et al. (2003), Internet & World Wide Web – How to program, 3rd Ed., Prentice Hall.
- Joseph W. Lowrey (2006), Dreamweaver 8 Bible, Wiley Publication.
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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.
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II Semester
M.Ed. Special Paper-Inclusive Education
Paper III-School Education of the Disadvantaged Groups

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                        External: 60

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 social group inequality in school and, society,
- understand the schemes and programmes of education of socially disadvantaged group,
- identify research priorities and conduct researches in the area of education of socially disadvantaged groups.

Course Content
Unit I-Conceptual framework
- 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 for social group equity and education of socially disadvantaged sections, National Policy on Education (1986), POA, 1992, National Curriculum Framework, 2005.
- International perspectives Dakar framework of action (2000), millennium development goals (2000).

Unit II-Status of school education of socially disadvantaged section in India

- Status of enrolment at elementary and secondary stage with reference to social group equity, different access in habituations, class, caste, tribe and other disadvantages groups.
- Achievement of socially disadvantages children.

Unit III-Problems in education of disadvantaged section and addressing social group inequality
- Problems/constraints in education of socially disadvantaged children, structural and systematic constraints.
- Multicultural education, multigrade teaching in rural context.
- Organisation and management of school to address socio-cultural diversity, bias in textbooks, hidden curriculum (teacher attitude, expectations).
- Teaching learning process and support materials, addressing language issues, curriculum and curricular activities for meeting diverse needs of children- socio-cultural and linguistic.

Unit IV-Schemes, programmes for education of socially disadvantaged section
- Centrally sponsored schemes for education of SCs, STs, and Minorities.
- Special focus group and their education under SSA.
- Community participation and mobilization for education and empowerment of socially disadvantaged section.
- Involvement of NGOs for education of disadvantaged section.

Unit V- Research priorities in the area of education of disadvantaged section
- Evaluation of centrally sponsored schemes of education of SCs, STs, and Minorities.
- Status study of education of SCs, STs, and Minorities and other marginalized groups.
- Study of teaching learning practices and social inclusion.
- Case studies on innovative institutional practices-NVS, KGVBs, Madrassas etc.

Transactional Mode

Discussion in group, presentation by students and seminar, visit to ashram, schools/institutions with innovation practices, internet.

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 from the social group equality perspective.
- Critical analysis of NCF, 2005 (Focus group report).
- Field visit to residential/ ashram schools and minorities institutions and preparation of report.
- Identification of research topic in the area of education of socially disadvantaged sections and preparation of proposals.

- Documentation/preparation of report on institutions/school practicing innovations.

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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- Chudhary, B. (1992): *Tribal Transformation in India.* Vol.-V, New Delhi.
- Jain, S.C. (2005): *Education and socio-economic development.* Concept publishing house, New Delhi.
- Kagan, T.S. (2000): *Worldwide Diversity and Human Rights.* Orient Longman Pvt Ltd., New Delhi.
- Ogbu, J.U. (1978): *Minorities, education and caste.* Academic Press, New York.
- Reissman, F. (1962): The Culturally deprived child. Harper and Raw Publishers, New Delhi.
- Sadavinich, A.R. (2007): *Sociology of Education.* Routledge, New York.

II Semester
Paper IV –Girls' Education

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
                                             External: 60

Objectives

On completion of this course the students will be able to
- understand the concept and importance of gender justice and equality,
- analyse the status of education: access, enrolment, achievement of goals in India,
- develop an insight into policy, perspectives, issues and concerns of girl's education,
- reflect on various schemes, programmes for girls' education,
- identify research gaps in the area of girls' education.

Unit I-Gender Equality and Gender Sensitivity
- Conceptual foundations (sex and gender, gender equality, gender justice and gender main streaming, gender parity index).
- Inequality of opportunities, imbalances in educational development, economic and social consequences of gender inequality.
- Constitutional commitment for gender equality in India, National Policy on Education (1986) and POA (1992) National Curriculum Framework (2005).
- Conventions on the Rights of the child (1989), Global Monitoring Report (2005) UNESCO.

Unit II-Status and Problems of school education of Girls' education
- Positions of India in Human development indicators (with focus on gender)
- Status of girls'/women in Indian society,
- Status of access enrolment, retention of girls' at preschool, elementary and secondary stages.
- Status of access enrolment, retention and achievement of girl's coming from disadvantaged sections and first generation.

Unit III-Contemporary Issues in Girl's Education
- 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).
- Coeducation-its educational implications.

Unit IV-Strategies and Programmes on Girls' Education
- Mhila samakshya, Kasturba Gandhi Balika Vidyalaya.
- NPEGL
- Girl's education in SSA, DPEP.
- Role of NGOs for gender equality in education.
- Community participation for girl child education.

Unit V-Research priorities
- Identification of priority areas of research on girls' education.
- Evaluation of centrally sponsored schemes on girls' education.
- Caste studies on KGVB, Mhila samakshya, and their programmes (state).

Transactional Mode

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

Sessional Work: The students 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 report.

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- Bank, B.J. (2007): *Gender and Education: An Encyclopedia.* Praeger, Westport, London.

- Bhatt, B.D. & Sharma, S.R.(1992): *Women's' education and social Development.* Delhi: Kanishka.
- Mehrotra, S. (2006): *Child Malnutrition and Gender Discrimination in South Asia.* Economics and Political Weekly,----
- Ramchandran, V. (1998): *Girls and women Education: Policies and implementation Mechanism.* Case study: India, Bangkok, UNESCO.
- Sharma, M.C. & Sharma, A.K. (2003): *Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators.* NCTE & NHRC.
- Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. *International Journal of Educational Development, July.*

II Semester
M.Ed. Special Paper-Education Technology & ICT
Paper III Computer Technology

Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Internal: 40
       External: 60

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

develop awareness about uses of computer technology in Educational Research,

develop understanding about the various aspects of data analysis software,

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

understand the process of locating the research studies carried in the Internet and using of online journals and online books,

make them understand the use of professional forums and professional associations.

Course Content
Unit I- ICT In report writing and documentation

Use of Word processors in preparing a report.
Various formats of a research report.
International standards for writing, citing and reporting in research.
Editing text – track change mode. Merging documents.

Unit II-Data analysis by using database software-1

- Creating a database file in Database software (Spread sheet and Access and other equivalent in Open Office);
- Editing of database file; Formatting, Data filtering, Input range and output range, data filtering, data analysis, using of logical commands for recoding, ranking etc., descriptive statistics and inferential statistics.
- Creating graphs and charts. Creating a table by using wizard,

- Creating Quarries and Using Quarries, Data filtering in Access by using quarries.

Unit III- Data analysis by using database software-2

- Introduction to SPSS, Creating a database file in SPSS;
- Editing of data, insert variable, insert cases, merge a file with same variables and different variables,
- Importing and exporting data file, working with output,
- creating graphs and interactive graphs,
- Creating tables, Creating Cross tables,
- Descriptive statistics and Inferential statistics;
- Correlation and Regression,
- Parametric tests like t-Test, ANOVA- one way and two way, ANCOVA;
- non-parametric tests like sign test, run test, chi-square test; Creating Graphs;
- Working with graphs and tables.
- Interpretation of test result and significance of hypotheses.

Unit IV- Blog and Professional Forum
- Concept of blog;
- discussion group;
- chatting forum;
- online forum- Use in learning and professional development of teachers, creating blog/forum.

Unit V- Web Resources for research

 Online books, journals, dissertations, thesis, online conferences related to research, web casting, online surveys of educational research.

Transaction Mode:
Lecture cum demonstration and hands on experiences on the preparation of database using spread sheet and other statistical software like SPSS, R etc., Demonstration and practical experience in the use of various statistical software. Discussion with data analysis expert. Creating database and working with data base files. Preparation and presentation of research data analysis and its interpretation.

Sessional Work:
- Critical analysis of database software including open source.
- Critical analysis of a computer based research report.
- Critical analysis of the different research reports based on data analysis and interpretation.
- Preparation and presentation of research report based on empirical data.

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

II Semester
Course IV-Courseware Development

Contact Hours per week: 4   Max. Marks: 100
Examination Duration: 3 hours   Internal: 40
                                          External: 60

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

Course Content

Unit I- Introduction to courseware

Elements of courseware;
- courseware design,
- organizing the content, organizing the presentation in e-Learning environment;
- Implications of Psychological theories of learning on courseware.
- Context of using courseware.

Unit II- 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.

Unit III- Technical Aspects of courseware Development

Story-board and Instructional design. Multimedia Authoring and authoring tools.

Unit IV-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 wed based technologies for online courseware.

Unit V-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.

Transaction Mode:
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 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 Reading
- 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.
- Ian S. Graham (1998) HTML 4.0 Sourcebook, Wiley Publications.

- H.M. Deitel, P.J. Deitel, et al. (2003), Internet & World Wide Web – How to program, 3rd Ed., Prentice Hall.
- 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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- Harasim, L. (1993) Global Networks Computers and International Communication. Cambridge; NIT Press 5.
- Khan, BoH (1977) Web-based Instruction. Englewood Cliffs: Educational Technology Publications.
- Rejesekaran S. (2007) Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd.
- Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall.

Appendices

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