

CENTRAL UNIVERSITY OF PUNJAB, BATHINDA
(CENTRE FOR EDUCATION)
OUTLINES OF TESTS, SYLLABI AND COURSES OF READING
FOR
EXAMINATION OF MASTER OF EDUCATION (M.Ed)
(SEMESTER SYSTEM, ONE YEAR COURSE)

GENERAL OBJECTIVES

- Master of Education (M.Ed) programme is meant for candidates desirous of pursuing professional Post Graduate Programme in Education aims at preparing students as teacher educators, educational administrators and researchers etc. for various institutions engaged in Teaching, Research and Administration.
- M.Ed. programme would comprise of core courses and specialised courses in the discipline of education along with related practical/field work, dissertation work for providing comprehensive exposure and professional training in the discipline of education. The course intends to provide opportunities for students to extend and deepen their knowledge and understanding of education.
- **ADMISSION CRITERIA**
- A person who has passed one of the following examinations from any other University whose examination has been recognized as equivalent to the examination of this university shall be eligible to join the M.Ed programme provided he/she fulfils the following conditions:

For Indian Nationals:

Candidates seeking admission to M.Ed programme must have passed B.Ed 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 theory papers (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/OBC and as per the reservation policy of central government.

The university has the reservation for SC/ST/OBC and other categories as per the policy of central government.

For Foreign Nationals:

A student having 50% marks in the theory papers of qualifying examination or equivalent grade from Foreign University certified by the Association of Indian Universities (AIU)/ policy guidelines of Government of India/ statutory authorities of the university from time to time

- There is entrance test for admission to the programme and the admission (both under open as well as reserved categories) is based on marks in entrance test, Academic background and Interview
- 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

FEE STRUCTURE

- The fee structure for this programme is as prescribed by the University from time to time.

DURATION

- One Academic Year with two semesters of 18 weeks each.

MEDIUM OF INSTRUCTION

- The medium of instruction and examination shall be English.

SCHEME OF INSTRUCTION

The programme of study shall comprise of the following:

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

Name of Courses with Course Code:-

1. Education as an Area of Study (MED.501)
2. Learner and the Learning Process (MED.502)
3. Methodology of Educational Research (MED.503)
4. Psychology for Individual and Social Development (MED.504)
5. Process of Education (MED.505)
6. Statistical Methods for Data Analysis (MED.506)

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

Marks 100 x 4= 400

1. Educational Measurement and Evaluation

- (a) Fundamentals of Educational Measurement (MED.521)
- (b) Educational Evaluation (MED.522)
- (c) Educational and Psychological Testing (MED.523)
- (d) Educational Statistics (MED.524)

2. Guidance and Counselling

- (a) Introduction to Guidance and Counselling (MED.525)
- (b) School Guidance Programme (MED.526)

- (c) Career Development and Guidance (MED.527)
- (d) Assessment and Appraisal in Guidance and Counselling (MED.528)

3. Planning, Management and Financing of Education

- (a) Educational Planning (MED.529)
- (b) Educational Management (MED.530)
- (c) Educational Finance (MED.531)
- (d) Educational Leadership (MED.532)

4. Inclusive Education

- (a) Inclusion of children with Diverse Needs (MED.533)
- (b) Inclusive Strategies and Education for children with Diverse Needs (MED.534)
- (c) School Education of the Disadvantaged Groups (MED.535)
- (d) Girls' Education (MED.536)

5. Education Technology & ICT

- (a) Educational Technology -I (MED.537)
- (b) Educational Technology -II (MED.538)
- (c) ICT in Education technology (MED.539)
- (d) Multimedia and Courseware Development (MED.540)

C. Dissertation (MED.500)

Note: Dissertation is compulsory for each student.

D. Field Experiences (MED.551)

E. Seminar (MED.599)

SCHEME OF EXAMINATION

- There shall be a University examination at the end of each semester. A candidate shall apply for all the papers of a semester when he appears for the examination of that semester for the first time
- The detailed scheme of Examination along with paper, titles and marks break-up paper wise follows.

IST SEMESTER

Course Code	Paper	End Semester examination (ESE)	Continuous Internal Assessment (CIA)	Max. Marks	Credits

MED.501	Education as an Area of study	60	40	100	2
MED.502	Learner and learning Process	60	40	100	2
MED.503	Methodology of Educational Research	60	40	100	2

Specialisation (Paper I and II of any one area of specialisation)						
MED.521 & MED.522	• Educational Measurement and Evaluation	120	80	200	4	
MED.525 & MED.526	• Guidance and Counselling					
MED.529 & MED.530	• Planning, Management and Financing of Education					
MED.533 & MED.534	• Inclusive Education					
MED.537 & MED.538	• Education Technology and ICT					
	Total of semester I	300	200	500		

2ND SEMESTER

Paper/ Course	Paper	End Semester Examination (ESE)	Continuous Internal Assessment (CIA)	Max. Marks	Credits

MED.504	Process of Education	60	40	100	2
MED.505	Psychology for Individual and Social Development	60	40	100	2
MED.506	Statistical Methods for Data Analysis.	60	40	100	2

Specialisation (Paper III and IV of any one area of specialisation)

MED.523& MED.524	• Educational Measurement and Evaluation	120	80	200	4	
MED.527& MED.528	• Guidance and Counselling					
MED.531& MED.532	• Planning, Management and Financing of Education					
MED.535& MED.536	• Inclusive Education					
MED.539& MED 540	• Education Technology and ICT					
MED.500	DISSERTATION (Dissertation work will be started in semester I and completed in semester II)	100			3	
MED.551	Field Experiences		100		2	
MED.599	Seminar				1*	
	Total of Semester II	400	300	700		
	Grand total of Semester I and II			500 + 700= 1200		

*Audit course (Non Credit, Pass/Fail)

- Duration of examination for theory paper of 60 marks shall be for 3 hours.

- Every theory paper shall comprise of six questions with internal choice, selecting one from each unit. Each full question shall carry 8 marks with internal divisions. Sixth question will consist of five internal divisions, selecting one from each unit carrying 4 marks each.
- In case of theory papers, the continuous 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 Split up is as below:

Average of 2 sessional tests	:	20 Marks
Assignments/practical	:	10 Marks
Surprise Test	:	05 marks
Attendance*	:	05 marks

40 Marks

***Marks break-up for Attendance**

• Below 75 %	:	No marks
• 76% to 80%	:	1 mark
• 81% to 85%	:	2 marks
• 86% to 90%	:	3 marks
• 91% to 95%	:	4 marks
• 96% to 100%	:	5 marks

- The Centre shall notify in the first week of each semester, scheme of Continuous 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 Coordinator of the Centre in writing within 48 hours (2 days) by the candidate. In the event, the Centre/School board finds the grievance genuine, then the Coordinator shall arrange for revaluation of test/assignment papers and effect the necessary correction(s). The decision of the Centre/School Council in this regard shall be final.

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 preferably from the area of specialization under the guidance of a faculty member of the Centre For Education of the university, Evaluation of students in this paper will be done by internal and external examiner.
- Every candidate shall submit a synopsis on an educational problem under the guidance and supervision of member of the Centre for Education latest by the date announced by the coordinator of the centre in beginning of the semester for approval from the centre /board.
- Every candidate shall submit a dissertation on an approved educational problem under the guidance and supervision of member of the Centre for Education latest by the date announced by the coordinator of the centre in the second semester. Three copies of the dissertation typed on both sides (With font size 12, font type, Times New Roman, Line spacing 1.5 and References in APA 6th Edition) and duly certified by the supervisor/ guide shall be submitted.
- 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 for research will be notified by the Coordinator of the Centre in the beginning of each session.
- Candidate shall not be permitted to submit a dissertation on which a degree/ diploma / certificate has already been conferred by the University or any other university / institution.
- The dissertation shall be evaluated by two examiners- internal and external. They shall conduct the viva voce examination jointly.

FIELD EXPERIENCE

- Field work is comprehensive full length activity that prolongs from Ist semester to IInd semester.
- This will have 100 marks with 2 long term assignments, 50 marks each. These assignments will be involving long term activity well planned to arrive at purpose based report. The work will be different from research dissertation in terms of 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 salient 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, economic, 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 students will work on these assignments under the guidance of supervisors from faculty of Centre for Education.
- 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 students will present their field works and and discussed upon the issues in the seminars scheduled for the purpose of evaluation. The evaluation of field work will 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.
- Teaching practice at teacher education institution for two weeks.
- Analysis of curriculum of teacher education (B.Ed)

SEMINAR

- Every student will prepare a seminar paper on some education related concept, issue or development and will present in the presence of faculty and research scholars as scheduled by the centre. The topics will be submitted in the first semester to the centre coordinator and will be presented in the second semester for evaluation.

SEMESTER -I M.Ed. Examination PAPER-I

Course Title- Education as an Area of Study

Contact Hours per week: 4

Max. Marks: 100

Time: 3 hours

ESE: 60

CIA: 40

Note: Q. No. 1 will be compulsory and will carry 20 marks. It will comprise of 5 short answer type notes of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the five units, out of which the students will be required to attempt one question from each unit. Each question carries 8 marks.

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

Examine the theories and basic concepts of education drawn from different schools of Philosophy.

Examine critically the concerns arising from the vision of great educators.

Discuss the changing socio- cultural dimensions in the context of education.

UNIT-I

Theoretical Perspectives of Education as a Discipline

1. Education as a discipline / an area of study
2. Relationship of education and philosophy.

3. Concept of Values, National values enshrined in the Indian Constitution and their Educational Implications.

UNIT-II

Education as Interdisciplinary Knowledge: Indian Perspective

1. Vision derived from the synthesis of different ancient Indian philosophies and their Educational implications with regards to curriculum, methods of teaching, role of teacher etc.

a) Sankhya b. Vedanta c. Buddhism d. Jainism

2. Critical analysis of thoughts of great educators:

a) Swami Vivekanand b) Rabindranath Tagore c) Gandhiji d) Sri Aurobindo

UNIT-III

Education as Interdisciplinary Knowledge: Western Perspective

1. Vision derived from the different school of thoughts and their educational implications with regards to curriculum, methods of teaching, role of teacher etc.

a. Idealism b. Naturalism c. Pragmatism d. Existentialism.

2. Critical analysis of thoughts of great educators:

a) Rousseau b) Karl Marx c) JohnDewey.

UNIT-IV

Changing Socio-cultural context of Education

1. Meaning and nature of Educational sociology. Relationship of Sociology and Education

2. Education as an instrument of change – National integration through Education – Education for International Understanding.

3. Social change: Meaning and Nature, Constraints and Factors (Caste, Ethnicity, Language, Class, Religion and Regionalism) of social change in India. Social stratification and social mobility. Education and Modernization.

UNIT-V

Educational and Social Mobility

1. Education as related to Social Equity and Equality of Educational Opportunities.

2. Education of Socially and Economically Disadvantaged sections of society with special reference to scheduled castes and scheduled tribes, women and rural populations.

3. Education; Economic Growth and Development: Concept of education as investment; education and modernization; education in the local and global perspectives: implications of globalization for system of education.

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

and presentations on various innovative concepts in the context of teaching-learning in schools followed by group discussion.

Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State.

Transaction mode

Workshops, seminars, assignments and group discussion around issues and concepts studies in theory.

References:

1. Banrs, J.A. (1996), *Cultural diversity and education: Foundations curriculum and teaching* (4th ed.) Boston: Alynand, Becon.
2. Beyer, L.E. (Ed.) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press.
3. Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (Eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
4. Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harward University Press.
5. Bruubacher, John S.; (1969) *Modern Philosophies of education*, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
6. Butchvarov, P. (1970) *The Concept of knowledge*. Evanston, Illinois, North Western University Press.
7. Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
8. Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling: Making a Difference*, Allen and Unwin, Australia.
9. Delors, Jacques, et al; (1996). *Learning: The Treasure within report of the international commission on education for 21st century*, UNESCO.
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12. Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
13. *International Encyclopedia of Education*. (1994) 2nd edition. Vol.10. Perganon Press. 9
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15. MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
16. MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
17. Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian education*, Allied Publications, Bombay.
18. NCERT (2005). *National curriculum framework*, New Delhi.
19. NCTE (2009) *National Curriculum Framework for Teacher Education*, New Delhi.
20. Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.
21. Peters, R.S. (1967), *The Concept of education*, Routledge, United Kingdom.
22. Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.

23. Slattery, Patrick and Dana Rapp. (2002). *Ethics and the foundations of education- Teaching Convictions in a postmodern world*. Allyn & Bacon.
24. Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.

SEMESTER-I
Foundation Courses
PAPER-II
M.Ed. Examination
Course Title - Learner and the Learning Process

Contact Hours per week: 4

Max. Marks: 100

Time: 3 hours

ESE: 60

CIA: 40

Note: Q. No. 1 will be compulsory and will carry 20 marks. It will comprise of 5 short answer type notes of 4 marks each to be selected from the entire syllabus.
 Two long answer type questions will be set from each of the five units, out of which the students will be required to attempt one question from each unit. Each question carries 8 marks.

Objectives

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

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 the needs of the Learners and the process of learning as visualised in NCF, 2005

Unit 1:

Understanding the Learners and their Development

1. Concept of Human Development, stages of human development; physical, cognitive, Social, emotional and moral with special reference to adolescents. Piaget's concept of cognitive development.
2. Cognitive Process: Concept formation, logical reasoning, problem solving, creative thinking and language development. Factors which cause differences in learners. Learning difficulties at primary stage at elementary level and diagnostic tests. Problems of the adolescents and educational support required for adolescents development. Critical analysis of the views of Piaget, Vygotsky, and Chomsky.

3. Individual Differences Determinants: Role of Heredity and Environment in Developing Individual Differences.

Implications of Individual Differences for Organizing Educational Programmes.

Unit 2: Understanding the Process of Learning-I

1. Cognition in Learning: Cognitive process-perception, attention, memory, development of concepts, logical reasoning, critical thinking development of concepts, strategies for teaching concepts and problem solving.

2. Learning: Nature and Laws of Learning. Theories of learning with special reference to Thorndike's connectionism, Pavlov's Classical and Skinner's Operant Conditioning, Learning by insight. Gagne's hierarchy of learning types.

3. Intelligence: concept, Definition, Meaning and Theories: Two Factor theory (Spearman) Multi Factor Theory, Group Factor Theory, Guilford Model of Intellect, and Hierarchical Theory.

Unit 3: Understanding the Process of Learning-II

1. Personality: concept, meaning definition, type and trait theories of personality.

2. Projective techniques for assessment of personality.

3. Motivation in Learning: Intrinsic and extrinsic motivation; approaches to motivation: humanistic approach; cognitive approach.

Unit 4: Learning Environment and Assessment

1. Gifted and Mentally Retarded

Concept, Meaning characteristics and Educational Programmes for the Gifted and mentally retarded children.

2. Creativity

Concept, Meaning, characteristics and Educational Programmes for the Creative children.

3 Role of Teacher in Igniting and Developing Creativity.

Importance of Creativity in Education

Unit 5: Adjustment of Learner

1. Concept of adjustment- adjustment and adaptability, homeostasis.

Psychodynamic concept of adjustment, socio-cultural concept: Criteria of good adjustment.

2. Maladjustment- meaning of maladjustment-Conflict and frustration,

Manifestation of maladjustment in adolescence – a synoptic view of problem behaviours.

3. General causes of mal adjustment- Biological and Environmental – role of parent and educational institution in promoting mental health.

Stress, stressors- personal and environmental stress, coping strategies and therapies.

Behaviour, cognitive and humanistic therapies (only concept).

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.
 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.
 Conducting Personality Inventory test.

Transaction Mode

Workshops, seminars, assignments and group discussion around issues and concepts studies in theory

References

- Ambron, S.R (1981) *Child development*, Holt, Rinehart and Winston, New York.
- Anderson, J.R. (1983). *The architecture of cognition*. Cambridge, MA: Harvard University Press.
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SEMESTER-I
MASTER OF EDUCATION (M.Ed.)
PAPER III

Core Course -Methodology of Educational Research

Contact Hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

internal: 40

External: 60

Objectives

On the 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

1. Meaning, purpose and areas of educational research; Kinds of educational research: basic & applied research, evaluation research and action research. 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.
2. Planning the research study: Sources of research problems, Review of the literature-purpose and resources; conducting the literature search: purpose and print database and digital resources. Identification and Conceptualisation of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research; Formulation of Hypotheses.
3. Research Proposal: Framework of the research proposal and strategies for writing the research proposals

Unit II- Quantitative Methods of Research

1. 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

2. Internal and external validity; concept and methods to maximise internal and external validity
Experimental Designs: single group Pre-test - Post-test Design, Pre-test - Post-test Control-Group Design, Post-test only Control-Group Design, and Factorial Design
Quasi-experimental design: Non-equivalent Comparison Group Design, and Time-Series Design
3. Casual-Comparative and Correlational research; necessary conditions for causation Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives-Descriptive, Predictive and Explanatory.

Unit III- Qualitative Methods of Research

1. Qualitative Research: meaning, steps and characteristics ; Qualitative research approaches- Phenomenology, Ethnography, Case studies and Grounded theory-characteristics, types, data collection, analysis and report writing
2. Historical Research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source
3. Mixed Research-meaning, fundamentals principles, strength and weaknesses, types and, limitations

Unit IV- Sampling in Qualitative, Quantitative and Mixed Research

1. Concept of population and its types, sample, sampling unit, sampling frame, sample size, sampling error, sample bias
2. Random Sampling Techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling
3. Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling and snowball sampling ; Determining the sample size when using random sampling and Sampling in qualitative and mixed research

Unit V- Methods of Data Collection

1. Tests, Inventories and scales: types and their construction and uses, Identifying a tool using reliability and validity information
2. Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires
Interview: types, characteristics and applicability, guidelines for conducting interviews
3. Qualitative and quantitative observation use of the checklist and schedules, time sampling, field notes. Role of researcher during observation, focus group discussion

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 in terms of functions and level of measurement
- Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
- Preparation of a review article
- Use of computers in Literature Review
- Review of Research report

References

- Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
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SEMESTER II
Paper-IV
Master of Education (M.Ed)
Core Course (Process of Education)

Contact Hours per week: 5
Examination Duration: 3 hours

Maximum Marks: 100
End Semester Examination: 60
Continuous Internal Assessment: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question No.6 will be compulsory and will comprise 5 questions carrying 4 marks each.

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

1. Understand the nature of connections and interactions involved in the process of education.
2. Understand the multiple perspectives of pedagogy.
3. Understand the process of andragogy and its linkage with pedagogy
4. Understand the application of the methods of interaction and dialogues of Socrates, Plato and Paulo Freire.
5. Identify, analyse and reflect the multidimensional role of the teacher and the teacher educator.
6. Discover intellectual challenge, stimulation and enjoyment in the context of one's training

Course Content

Unit I Interactions in the Process of Education

1. Nature of connections and interactions involved:
 - a. Between the child and the environment.
 - b. Between school practices with life outside the school.
 - c. Relating subject knowledge with real life experiences of the child.
 - d. Between knowledge and practices.
 - e. Between content and pedagogy.
 - f. Linkage of school knowledge with community
2. Nature of connections between ICT and teaching-learning process.
3. Methods of interaction as conceptualized and implied in the educational thoughts of Socrates, Plato and Paulo Freire.

Unit II- Pedagogy

1. Child centred pedagogy: Process of knowledge construction, understanding, logical reasoning, critical thinking and problem solving.
2. Forms of learner's engagement- observing, exploring, discovering, analysing, critical thinking and reflection.
3. Pedagogical analysis of the subject contents: Critical Pedagogy, critical analysis of the pedagogy prescribed in the educational thoughts of Tagore, Gandhi, John Dewey and Socrates (dialogue) and their relevance in teaching-learning.

Unit III- Andragogy

1. Concept of andragogy, implications of andragogic techniques for teachers and its relationship with pedagogy.
2. Experiential Learning and Field interactions.
3. Teacher's training experience with andragogic techniques.

Unit IV-Profile of the Teacher and Teacher Educator

1. Teacher's ability to integrate pedagogical knowledge with content knowledge, skill and attitudes required for teaching and learning.
2. Role perception: teacher and teacher educator as role model, as facilitator, as co-learner his relationship with students.
3. a. Organization of learning experiences: individualized learning, group learning, self-learning and learning through electronic media.
b. Professional ethics, commitments, dedication, accountability, autonomy and academic freedom of the teacher.

Unit V- Designing Curriculum, School Experiences and Assessment

1. Curriculum Frameworks- highlights of NCF, 2005. Instructional objectives: Stage specific and Subject specific objectives.
2. Principles of curriculum construction and methodology of curriculum transaction.
3. School based experiences; assessment and evaluation at different stages. Continues and Comprehensive Assessment at different stages.

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, and Paulo Freire with discussion; Reading of original text related to pedagogy highlighted by Tagore, Gandhi, John Dewey and Socrates. Reflective discussion, observation of training session and presentation of paper on training methodology based on both pedagogic and

andragogic principles. Workshops, seminar, assignments and group discussion around issues and concepts studied in course content.

Sessional Work

The students may undertake any one of the following activities:

A critical appraisal of one of the selected school programme/event/ teacher practices based on the ideas of a great educator.

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 paper in a seminar.

Critical analysis of a curriculum /syllabus of particular school stage along with small group discussion.

Essential Readings

Bruner, J.S. (2006). *In Search of pedagogy Vol. I and II* (The selected works) Rutledge, 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 on Education*, NCTE, New Delhi.

Eqan, Kiran (1986). *Individual development and the Curriculum*. Hyperion Books.

Gardner, Howard (1993). *Creating minds*. New York: Basic Books.

Ornstein, Allen C. & Francis P. Hunkins (2003). *Curriculum, foundations, principles and issues*.

Ornstein, Allen C., Edward F. Pojak & Stacey B. Ornstein (2006). *Contemporary issues in curriculum*. Allyn & Bacon.

Slattery (1995): *Curriculum development in postmodern Era*. (Critical Education & Practice).

Wiles, Jon (2004). *Curriculum essentials- a resource for educators*. Allyn & Bacon.

SEMESTER-II
Master of Education (M.Ed.)
Paper V
Core Course -Psychology for Individual and Social Development

Contact Hours per week: 5
Examination Duration: 3 hours

Maximum Marks: 100
End Semester Examination: 60
Continuous Internal Assessment: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

Objectives

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

1. Understand the dynamics of individual development.
2. Understand the concept of mental health and adjustment.
3. Describe the dynamics of social development
4. Understand group dynamics and its bearing on teaching-learning
5. Appreciate inter-relatedness and interdependence of individual and society in the context of human development

Course Content

Unit I- Dynamics of Individual Development

1. Importance of individual differences-concept of multiple intelligence (Gardner, Stenberg).
2. Concept of Self and Personality; self-development strategies; determinants of personality development of an individual-biological, socio-cultural, Assessment of personality.

Unit II— Dynamics of Social Development

1. 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.

2. 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.

Unit III- Group Dynamics and Individual

1. 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 favouring effective group process.
2. Socio-emotional climate in classroom and the conditions facilitating effective learning.

Unit V-Education-Development interface

1. Strategies for blending development of individual potential and external environment (Physical, social, cultural, political and economic).
2. School violence: Violence and conflicts among groups, conflict resolution techniques, education for peace and other values. Frustration, Conflict, and anxiety-meaning and management. Positive Schooling.
3. Education-development linkage-education as a sub-sector of development, bi-directional reciprocal causal relationship between education and development.

Unit IV- Mental Health and Adjustment

1. 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.
2. Concept of emotional intelligence. The role of positive teachers for constructing potential of emotions.

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:

- a. Case study of one student with adjustment problems.
- b. Studying the personality characteristics of some successful individuals.
- c. Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.

References

- Atkinson, Richard C., et.al (1983). *Introduction to Psychology*, Harcourt Brace Jorovich 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.
- Higgins, E.T. and Kruglanski, A.W. (1996). *Social Psychology: Handbook of Basic Principles*. Oxford Press, New York.
- Klausmeier, Herbert J (1985). *Educational Psychology*. Harper and Row, Pub. New York. •
- Kohlberg, L., & Gilligan, C. (1974). *The Adolescent as a Philosopher: The Discovery of the Self in a Post-Conventional World*. In H.V. Kraemer (ed) *Youth and Culture: A Human Development Approach*. Monterey, CA: Brooks/Cole.
- Kohlberg, L., Levine, C., & Hower, A. (1983). *Moral Stages: A Current Formulation and a Response to Critics*. New York: S. Karger.
- Lingren, H.C. (1980). *Educational Psychology in the Classroom* (Sixth ed.) New York: Oxford University Press.
- Maslow, A.H. (1970). *Motivation and Personality* (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 Maslow, Hoenry (1978). *Educational Psychology: An Introduction*. Little Brown and Company.

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

SEMESTER II

MASTER OF EDUCATION (M.Ed.)

Core Course VI- Statistical Method for Data Analysis

Contact Hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

internal: 40

External: 60

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

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 - 1

1. Data types: Nominal, Ordinal, Interval and Ratio; Data Levels: individual and group ; Graphical representation of Data
2. Description and comparison of groups: measures of central tendencies and dispersion, assumptions, uses and interpretation
3. 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.

Unit II– Descriptive Analysis of Quantitative Data - 2

1. Examining Relationships: Scatter plots and their interpretation. Product Moment and rank correlation.
2. Linear Regression Analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction up to two variables

Unit III– Inferential Analysis of Quantitative Data-1

1. Estimation of a Parameter-Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean
2. 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), Analysis of variance ANOVA one way only.

Unit IV– Inferential Analysis of Qualitative Data-2

1. Analysis of Frequencies using Chi-square-Chi-square as test of goodness of fit and test of independence, contingency coefficient and its uses
2. Non-Parametric statistics: assumptions and uses of sign test, rank test and median test
3. Data Analysis in Qualitative and Mixed Research ; 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

1. Use of Computer for Data Analysis- Knowledge of Software for Statistical Analysis such as SPSS, EXCEL, etc. for graphical presentations.
2. Report Writing Characteristics of a good research report

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

- Conover, W.J. (1971). Practical Non-Parametric Statistics. New York: John Wiley & Sons Inc.
- Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York: McGraw Hill.
- Gibbons, J.D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.
- Glan, G.V., & Hopkins, K.D. (1996). Statistical Methods in Education and Psychology, (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.

SEMESTER I
Master of Education (M.Ed.)
Special Paper: Educational Measurement and Evaluation
Paper I
COURSE TITLE: Fundamentals of Educational Measurement

Contact Hours per week: 4

Max. Marks: 100

Time: 3 hours

ESE: 60

CIA: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

COURSE OBJECTIVES

To acquaint the student with the basic concepts and practices adopted in Educational measurement and evaluation.

To develop skills and competencies in constructing and standardizing a Test.

To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.

To develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation.

To make the students familiar with concepts of Reliability and Validity.

Unit-I Concepts of measurement and evaluation

1. Concepts of measurement and evaluation, historical background, needs and uses of measurement, limitations of measurement in behavioural sciences.
- 2 Distinction among measurement, assessment, testing, examination and evaluation.
Scales of measurement (nominal, ordinal, interval and ratio)
3. Research utility of levels of measurement w.r.t. use of statistics and research methods.

UNIT-II Construction of a test

1. Characteristics of measuring tools: Objectivity, comprehensiveness, practicability, reliability, validity and norms.
2. Basic requirement in preparing a test, test specification and table of specifications.
Types of test items and general rules for writing better items.
3. Formulation of essay type items, short answer type and objective type items
And their scoring.
Construction of diagnostic test.

UNIT-III ITEM ANALYSIS

1. Improving test by analysis: Item analysis- Difficulty value, facility index,
2. Discriminating index, distracter count and its computation

UNIT IV Standardization of Tools

1. Meaning of Standardization

Steps in the development of standardised measuring instruments.

2. Validity: Concept, determination, factors contributing to test validation.
3. Reliability: Concept, determination, factors contributing to test a reliability, cautions while interpreting reliability coefficients, standard errors of measurement, usability of a test

UNIT-V Types of testing

1. Criterion referenced and norm referenced tests.
2. Norms- age, grade, percentile and percentile rank, stanine, qualities desired in norms, correction for guessing while scoring, cautions in interpreting test score. standard scores (t-scores, c-scores, o-Scores)

Sessional Work

The student may undertake any one of the following activities:

Study of evaluation practices in selected schools.

Critical analysis of examination papers.

Construction of blue print and question paper on any topic of their respective subjects

References:

1. Cronbach, L.J. (1964), Essentials of Psychological Testing, Harper and Row, New York.
2. Freeman, F.S. (1965), Theory and Practice of Psychological Testing, Holt, Rinehart & Winston, 1965.
3. Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, New York.
4. Aggarwal, Y.P. (1998), Statistical Methods: Concepts, Applications and Computation, Sterling, New Delhi.
5. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Vinod, Agra.
6. Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, Prentice Hall, New Delhi.
7. Dr. Meenakshi, Modern Trends in Educational Evaluation and Measurement, Arun Publishing House, Chandigarh.
8. Ebel, R.L., Frisbel, D.A.: Essentials of educational measurement, New Delhi: Prentice Hall (1986)
9. Fruchtor, B. (1954); Introduction to factor Analysis. D. van Noshavanad Company

10. Garrett, H.E., Statistics in Education and Psychology, Bombay (1973)
11. Pophan, W.J. (1988): Educational Evaluation, Prentice Hall, New Delhi
12. Sharma, R.A: Essentials of Measurement in Education and Psychology, Surya Publication, Meerut.

SEMESTER I
Master of Education (M.Ed.)
Special Paper: Educational Measurement and Evaluation
Paper II
COURSE TITLE: Educational Evaluation

Contact Hours per week: 4

Max. Marks: 100

Time: 3 hours

ESE: 60

CIA: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

COURSE OBJECTIVES

To acquaint the student with the basic concepts and practices adopted in Educational evaluation.
 To acquaint the student with the various techniques and tools of measurement and evaluation
 To orient the students with the models of Evaluation.
 To make the students understand the use of computers in evaluation.
 To make the students familiar with new trends in Evaluation.

Unit I- Concept of Educational evaluation

1. Evaluation: Concept, Need and functions, types, basic principles of evaluation and role of evaluation.
2. Inter-relationship between measurement and evaluation:
3. Use of Taxonomic categories of educational objectives.

Unit II- Models of Evaluation

1. Concept and need of Models of evaluation

Goal attainment model, Goal free model

Kilpatrick model (Advance level of evaluation- result level, performance level)

2. Basic level of evaluation- training level and reaction level.

CIRO model (Context evaluation, Input evaluation, Reaction evaluation, Outcome evaluation).

3. Stufflebeam's CIPP model (Context evaluation, Input evaluation, Reaction evaluation, Outcome evaluation).

Unit III-Techniques and Tools of Measurement & Evaluation

1. Techniques of evaluation
Interview, Observation, self-reporting, projective technique, sociometry.
2. Tools of evaluation
Concepts and uses of- Tests, Rating scales, checklist, Questionnaire and Schedule Inventories and cumulative records.
3. Classification of tests
Standardised vs Non Standardised.
Achievement vs Diagnostic tests.
Verbal vs. Non-verbal.
Oral vs written tests.
Individual vs. Group tests.
Speed vs Power test.
Descriptive, objective and performance type tests.
Criterion vs Norm reference tests.

Unit IV- Uses of computers in evaluation

1. Evaluating Software and Web Resources for Effective Teaching & Learning Processes
Framing of Question on Computer
2. Online Test
E- Assessment
Virtual Assignments
3. Documentation by using Computers

Unit V- New Trends in Measurement and Evaluation

1. Grading System: Relative merits and demerits of marking and Grading.
Semester system
2. Continuous and comprehensive evaluation
Criterion and Norm reference.
Question banks
3. Open Book System

Sessional Work

The student may undertake any one of the following activities:
Study of evaluation practices in selected schools.
Critical analysis of examination papers.

Construction of blue print and question paper on any topic of their respective subjects

References:

1. Cronbach, L.J. (1964), Essentials of Psychological Testing, Harper and Row, New York.
2. Freeman, F.S. (1965), Theory and Practice of Psychological Testing, Holt, Rinehart & Winston, 1965.
3. Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, New York.
4. Aggarwal, Y.P. (1998), Statistical Methods: Concepts, Applications and Computation, Sterling, New Delhi.
5. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Vinod, Agra.
6. Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, Prentice Hall, New Delhi.
7. Dr. Meenakshi, Modern Trends in Educational Evaluation and Measurement, Arun Publishing House, Chandigarh.
8. Ebel, R.L., Frisbel, D.A.: Essentials of educational measurement, New Delhi: Prentice Hall (1986)
9. Fruchtor, B. (1954); Introduction to factor Analysis. D. van Noshavanad Company
10. Garrett, H.E., Statistics in Education and Psychology, Bombay (1973)
11. Pophan, W.J. (1988): Educational Evaluation, Prentice Hall, New Delhi
12. Sharma, R.A: Essentials of Measurement in Education and Psychology, Surya Publication, Meerut.

SEMESTER II
Master of Education (M.Ed.)

Special Paper: Educational Measurement and Evaluation

Paper III

COURSE TITLE: EDUCATIONAL AND PSYCHOLOGICAL TESTING

Contact Hours per week: 4

Max. Marks: 100

Time: 3 hours

ESE: 60

CIA: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

COURSE OBJECTIVES

To acquaint the student with the basic concepts and practices adopted in Educational and psychological testing.

To orient the students regarding various steps followed in the standardisation of the test.
To develop skills and competencies in constructing and standardizing a Test.
To make the students understand various scales of measurement.
To develop the ability to construct and standardise a psychological test.

UNIT-I Educational testing- I

- 1.Planning a test- instructional objectives, meaning and need mastery and developmental objectives, sources of objectives, criteria of selection of objectives, taxonomy of B.S. Bloom
Generating Test items- short answer type , objective and essay type.
2. Guidelines for preparing various types of questions.
Merits and demerits of each type of test items.
Designing of test
3. Standardisation of achievement test (objective and descriptive).

Unit- II -Educational testing- II

1. Standardised achievement tests.Nature and use of Standardised achievement tests
2. General procedure of test standardisation
Administration of standardised test.Locating information about standardised test.
3. Choosing a standardised test
Scoring a standardised test,Interpretation of test scores and norms

UNIT-III Scales

1. Scales: Meaning, types of scales (Likert, Thurstone, Summated rating scale, Q short technique.
2. Steps and procedure of construction and standardisation of Attitude scale.
3. Rubrics- Meaning, types, development of various types of rubrics.

UNIT-IV Questionnaires and Inventories

1. Meaning, types, Steps and procedure of construction and standardisation of questionnaire.
2. Meaning, types, steps and procedure of construction and standardisation of inventories.

UNIT-V Tests

1. Steps and procedure of constructing and standardising psychological tests
2. Measurement of intelligence, interest, personality, behaviour and attitude

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 disserta

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

Construction and Standardisation of a questionnaire.
Construction and Standardisation of an Inventory.

SELECTED READINGS

1. Aiken, L.R., Psychological Testing and Assessment, Boston: Allyn and Bacon, (1985)
2. Anastasi, A. Psychological Testing. The McMillan Company, New York, 6th Edition. 1988.
3. Edwards, A.L., (1957): techniques of Attitudes Scale Construction, New York
4. Freeman, F.S., Theory and Practice of Psychological Testing, New York: Rinehart.
5. Singh, A.K., Tests, Measurements and research methods in Behavioural sciences, Bharati Bhawan Publishers and Distributors, Patna.
6. Cronbach, L.J. (1964), Essentials of Psychological Testing, Harper and Row, New York.
8. Freeman, F.S. (1965), Theory and Practice of Psychological Testing, Holt, Rinehart & Winston, 1965.
9. Gareet, H.E. (1973), Statistics in Education and Psychology, Vakils, Feffer and Simons, Bombay.
10. Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, Mac Millan, New York.
11. Guilford, J.P. (1980), Fundamental Statistics in Psychology and Education, Mc

SEMESTER II
Master of Education (M.Ed.)
Special Paper: Educational Measurement and Evaluation
Paper IV
COURSE TITLE: Educational Statistics

Contact Hours per week: 4

Max. Marks: 100

Time: 3 hours

ESE: 60

CIA: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

COURSE OBJECTIVES

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

Description and comparison of groups: measures of central tendencies and dispersion, assumptions, uses and interpretation.

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

Unit II– Inferential Statistics

Normal distribution: theoretical and empirical distributions, deviation from normality and underlying causes (Skewness and Kurtosis). Characteristics of normal probability curve and its applications Relative positions: percentile rank z-scores.

Standard errors of measurement, Percentile, Percentile rank, stanine scores, quartiles.

Unit III- Factor Analysis

Elementary factor analysis - Meaning, theory, extraction of factor (centroid method) upto two factors only. Interpretation of factors.

Linear regression analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction.

Unit IV- Variance

Analysis of co-variance (one way and two ways): Assumptions computation and Interpretation.

Unit V- Non-parametric statistics

Non-parametric statistics: assumptions and uses of sign test rank test and median test Analysis of Frequencies using Chi-square-Chi-square as test of goodness of fit and test of independence, contingency co-efficient and its uses. Correlation- Assumptions and computation Partial and multiple correlation-meaning and computation

Biserial

Tetra choric and point biserial

Phi coefficient

Contingency coefficient

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 disserta

Sessional Work: The student teacher may undertake any one of the following activities. Critical assessment of statistical techniques used in a research report. Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis Analysis of data using Statistical Packages

References

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.
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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.

SEMESTER I
Master of Education (M.Ed.)
Special Paper: Guidance and Counselling
Paper I
COURSE TITLE: Introduction to Guidance and Counselling

Contact Hours per week: 4

Max. Marks: 100

Time: 3 hours

ESE: 60

CIA: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

COURSE OBJECTIVES

1. To help the students to have better understanding of Life and the world around.
2. To make them aware of the importance of making right choice in life, education, vocation, etc.

3. To help them realize the importance of working with a group, for a group and in a group.
4. To make them feel that each individual is capable of making some unique contribution to the all round growth and development of the society because of his unique potentialities.
5. To apprise them of the worth of understanding and assessing the individual correctly.

COURSE CONTENTS

Unit-I: Guidance – Concept, Importance and Bases

1. Meaning and Definitions

Misconceptions about guidance

Need for guidance

2. Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization

Unit II- Types of Guidance and Group Guidance

1. Types of Guidance: Educational, Vocational/Career and Personal

Individual guidance and group guidance; advantages of group guidance

2. Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Unit III: Counseling

1 Meaning and nature of counseling

Misconceptions about counseling, Scope of counseling

2. Goals of counseling: resolution of problems, modification of behaviour, promotion of mental health

Scope of guidance programme, Relationship between guidance and counseling: place of counseling in the total guidance programme.

Unit IV: Counseling Process and Counseling Relationship

1. Stages and Types of the counseling process (Directive, Nondirective and Eclectic)

Counseling Techniques-person centred and group centred, cognitive interventions, behavioral interventions, and systematic interventions strategies.

2. Skills and qualities of an effective counselor

Professional ethics.

Unit V: Types and Areas of Counseling

1. Uses of group process in counseling

Process of group counseling

Areas of counseling: Vocational counselling, family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups

2. Peer counseling: Its concept and the relevance to the Indian situation.

Steps and skills in group counseling process.

Transactional Mode

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

Sessional Work: The students may undertake any one of the following activities: 40 marks.

- Identification of the cases for counseling
- Exploring the possibilities for peer counseling in the institutions.

Selected Readings:

1. Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.
2. Jones, J.A :(1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill.
3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
4. Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.
5. Pandey, K.P. (2000), Educational and Vocational Guidance in India -Vishwa Vidyalaya Prakashan Chowk, Varanasi.
6. McGowan, J.P.schmidt :(1962) Counselling: Readings in Theory and Practice, New York Holt, Rinehard and Winston.
7. Tolbert, E.L (1967): Introduction of Counselling, New York, McGraw Hill.
8. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
9. Taxler, A.E (1964): Techniques of Guidance, New York, Mc Graw Hill,
10. Robinson: Principles and Procedures in Student Counseling, New York, Harper & Roe.

SEMESTER I

Master of Education (M.Ed.)

Special Paper: Guidance and Counseling

Paper II

COURSE TITLE: School Guidance Programme

Contact Hours per week: 4

Max. Marks: 100

Time: 3 hours

ESE: 60

CIA: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions

selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

COURSE OBJECTIVES

1. To help the students to have better understanding of Life and the world around.
2. To make them aware of the importance of making right choice in life, education, vocation, etc.
3. To help them realize the importance of working with a group, for a group and in a group.
4. To make them feel that each individual is capable of making some unique contribution to the all round growth and development of the society because of his unique potentialities.
5. To apprise them of the worth of understanding and assessing the individual correctly.

COURSE CONTENTS

Unit-I: Guidance Services in Schools

- 1 Need and Principles of organizing guidance functions in schools
Mechanism of organizing guidance functions in school
- 2 Guidance services in Higher Education
Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play

Unit II- Essential Services in Guidance Programme

1. Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation
Resources required for organizing guidance services
2. School guidance committee: constitution, roles and functions
Placement services

Unit III- Guidance and Curriculum

1. Integration of guidance and curriculum-need and importance
Guidance based curriculum.
2. 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.

1. 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.

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

Typical behavioral problems of children:

- a. Stealing
- b. Aggressiveness
- c. Excessive shyness
- d. Truancy
- e. Bullying and Lying (their causes and remedies).

UNIT – V Guidance of students with Special abilities and Needs

1. Educational Guidance with Special Emphasis on Under Achievers and Drop-outs.

Personal Guidance with Special Emphasis on Problems of Adolescents related with Family and School.

Social Guidance – Meaning, Objectives, Need and Functions of Social Guidance.

2. Organization of Guidance Services at various levels of Education

(Elementary/Secondary/Senior Secondary/College).

Problems of Organizing Guidance Services in India.

Transactional Mode

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

Selected Readings:

1. Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.
2. Jones, J.A :(1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill.
3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
4. Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.
5. Pandey, K.P. (2000), Educational and Vocational Guidance in India -Vishwa Vidyalaya Prakashan Chowk, Varanasi.
6. McGowan, J.P.schmidt :(1962) Counselling: Readings in Theory and Practice, New York Holt, Rinehard and Winston.
7. Tolbert, E.L (1967): Introduction of Counselling, New York, McGraw Hill.
8. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
9. Taxler, A.E (1964): Techniques of Guidance, New York, Mc Graw Hill,

SEMESTER II Master of Education (M.Ed.)

Special Paper: Guidance and Counselling Paper III

COURSE TITLE: Career development and guidance

Contact Hours per week: 4

Max. Marks: 100

Time: 3 hours

ESE: 60

CIA: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

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.

COURSE CONTENTS

Unit I - Understanding Career Development

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

Unit II- Perspectives on Career Development

1. 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
2. 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

1. 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

2. Dissemination of career information: Group techniques-objectives, advantages and limitations.

Group activities: career talks, career conference/exhibition, displays field trips, film shows etc.

Unit IV- Career Patterns

- 1 Concept of career pattern, career awareness, career exploration and career preparation.

Career pattern of men and women and implications for counseling.

Occupational Information: Meaning and Need

2. Methods of Imparting Occupational Information

Sources of Occupational Information

Recent Trends of Guidance and Counselling in India

Unit V- Career Adjustment and Maturity

1. Economic development and career opportunities.

Concept of career adjustment and career maturity

2. Theories of Vocational Guidance-Ginzberg Theory, Holland's Theory and Super's Vocational Choice Theory.

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

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.

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

SELECTED READINGS

1. Arbucle, D.S. (1965), Counselling: Philosophy, Theory and Practice, Boston: Allyn and Bacon.
2. Bantole, M.D. (1984), Guidance and Counselling, Bombay: Sheth and ShethPublications.

3. Blocher, D.H. (1987): The Professional Counsellor, New York: Macmillan.
4. Burnard, P. (2005), Counselling Skills Training, New Delhi: Viva Book Private Limited.
5. Drydn, W. and Filenthaman C. (1994), Developing Counsellor Training, London: Sage.
6. Gelso, C.J. And Fretz, B.R. (1995), Counselling Psychology, Bangalore: Prisin Book.
7. George, R.I. and Cristiana T.S. (1990), Counselling Theory and Practice, New Jersey: Prentice Hall.
8. Ghosh J. (1995), Vocational Guidance, New Delhi: U.S.S. Publication.
9. Gibson, Robert L. & Mitchell, Marianne, H. (2007), Introduction to Counselling and Guidance, New Delhi: Pearson Prentice Hall of India.
10. Jones, A.J. et. al (1970), Principles of Guidance, New York : Mcgraw Hill Book Company.
11. Lewis, M.D., Mayer, R.L. and Louis, J.A. (1986): An Introduction to Counselling, Profession, Illinas: F.E. Peacock Publishers.
12. Myers, G.E. (1948), Principles and Techniques of Vocational Guidance. London: Mcgraw Hill Book Company.
13. Pietrofa, J.J., Hoffman, A. & Splete, H.H. (1984), Counselling: An Introduction, Boston: Houghton Mifflin Company.
14. Petterson, G.H. (1962), Counselling and Guidance in Schools, London: Mcgraw Hill Book Company.
15. Saxena, A. (2007), Modern Techniques of Counselling, New Delhi: Rajat Publications.
16. Shertzer, B. and Stone S.C. (1974), Fundamentals of Counselling, Boston: Houghton Mifflin Company.
17. Shertzer, B., and Stone S. G. (1980), Fundamentals of Guidance. Boston: Houghton Mifflin Company.
18. Tolbert, E.L. (1978), An Introduction to Guidance, Toronto: Little Brown and Company.
19. Sharma, R.A. (2008), Fundamental of Guidance and Counselling, Meerut: R.Lall Book Depot.

SEMESTER II
Master of Education (M.Ed.)
Special Paper: Guidance and Counselling
Paper IV

COURSE TITLE: Assessment and Appraisal in Guidance and Counselling

Contact Hours per week: 4

Max. Marks: 100

Time: 3 hours

ESE: 60

CIA: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

COURSE OBJECTIVES

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

1. Concept, meaning, nature and importance of assessment and appraisal in Guidance and Counselling
2. Assumptions and principles of assessment and appraisal.

Unit II Guidance and Assessment of Students with behavioral Problems

1. Nature and causes of behavioural problems among underachieving students.

School discipline problems of violence, bullying, drug abuse, truancy, and dropout etc.- among students .

Guidance programme for students with behavioural problems.

2. Developing coping skills-nature of stress and its causes, consequences of stress, and types of coping skills.

Unit III- Qualitative Techniques for Assessment

1. Need and importance of qualitative assessment

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

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

Unit IV- Assessing Individual Differences: Intelligence and Aptitude

1. Concept of Intelligence: changing perspective

Assessment of intelligence

2. Concept of Aptitude; importance of assessment of aptitude

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

1. Teacher-made and Standardized Achievement test

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

2. Concept of personality; methods of personality assessment

Importance of assessing interest for educational and vocational guidance.

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

Draw a plan for the assessment of ability, aptitude, interest or personality of students. Explore two tests, one each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups.

Transactional Mode

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

SUGGESTED READINGS

- 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.
- McLeod, 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:

SEMESTER I
Master of Education (M.Ed.)
Special Paper
Planning, Management, and Financing of Education
Paper I

COURSE TITLE: Educational Management

Contact Hours per week: 4

Max. Marks: 100 Time: 3 hours

ESE: 60 CIA: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

Objectives

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

To enable the participants to understand the importance of concept of management.

To acquaint the learner with the challenges and opportunities emerging in the educational management

To develop an insight into the perspectives of Management theories and Practices in Education,

To understand the concept of Total Quality Management in Education.

Course Content

Unit I Management concept and process

1. Management-Concept, Need of Management, Characteristics of good Management. Management at different levels-Elementary Higher, Secondary Education,

Development of Concept of Educational Management from post-independence to present day. 2. Management as process, Management as bureaucracy, Human relations to Management.

Theories of management. Scientific (Taylor) and Burecracy (Weber).

Unit II Management functions-

1. Leadership –Meaning and nature of Leadership, Theories of Leadership, Styles of Leadership and Measurement of Leadership.

2. Role of Management/Principal characteristics of effective Educational leadership.

Time management techniques, manager as a good leader, group dynamics and motivation.

. Unit III- Quality Management in Education

1. Meaning and importance of Total Quality management.

Concept, Need and importance of six sigma approach.

Quality management in Higher Education

2. Accreditation Concept- Meaning, parameters, Role of NAAC.

Unit IV Application of Management concept in area of Education

1. Curriculum development /Evaluation

Teaching Learning Processes, Evaluation Assessment (Management, Manager, Teacher, student, Parents) - Self Appraisal.

Professional Growth- In service Training.

2. Management Skills, 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.)

Unit V- Educational Supervision and inspection

1. Meaning, Nature, need of Educational Supervision, Supervision as service activity

Supervision as process and functions, Supervision as educational leadership

2. Modern Supervision, New trends and techniques.

Functions of a supervisor, Defects in existing system of supervision and remedies.

Transactional Mode

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

Sessional Work:

The students may undertake any one of the following activities:

Report on an Educational Institute on Quality Management

- Preparation of questionnaire for micro-level educational survey.
- Preparation of interview schedule for micro- level educational survey.
- Preparation of plan for instructional management in a secondary school.

Suggested 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.
- 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.
- Musaaazi, 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.

SEMESTER-1
M.Ed. Special Paper
Paper II
Planning, Management, and Financing of Education

Course title: Educational Planning

Contact Hours per week: 4

Max. Marks: 100

Time: 3 hours

ESE: 60 CIA: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

Objectives

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

- To acquaint a student teacher with the meaning, importance and objectives of educational planning.
- To acquaint a student teacher with types of educational planning.
- To enable a student teacher to understand the principles and techniques of educational planning.
- To acquaint a student teacher with the process of planning and five year plans in India.
- Explain the role and contribution of different agencies/ contribution in educational planning,

Unit I- Concept, Need and Process of Educational Planning

1. Concept, Need and Importance of Educational Planning
 - . Process of Educational Planning
2. Types of educational planning ,National Educational planning ,Educational planning at state level, Educational planning at district level
 - Comprehensive perspective planning

Unit II- Principles and Techniques of Educational Planning

1. Guiding principles of educational planning
2. Approaches to Educational Planning. , Social demand approach
 - Man-power approach, Return approach

Unit III–Institutional Planning

1. Institutional Planning – meaning, nature and characteristics
 - Types of Institutional Planning,Steps in Institutional Planning
 - Importance of Institutional Planning
2. Educational planning – School Time table and co-curricular activities.

Unit IV- Institutional Mechanism for Educational Planning

1. Perspective planning at central, state and local levels: concepts of macro and micro planning.
2. Statutory bodies such as UGC, NCTE, SCERTs, DIETs and their professional role in educational planning.

Unit V- Five year Plan in education

1. Beginning of Five year plans-its historical background.
2. Five year plans of education in India (Only qualitative development and expansion of education during five-year plans)
 - Main constitutional direction – indicatives for educational planning.
 - Analysis of five year plans on education.

Transactional Mode

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

Sessional Work:

The students may undertake any one of the following activities:

- Assignment/term paper on selected theme from the course.
- 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.

Suggested 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.
- 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.

SEMESTER II

Master of Education M.Ed.

Special Paper: Planning, Management, and Financing of Education

Paper III

COURSE TITLE: Educational Finance

Contact Hours per week: 4

Max. Marks: 100

Time: 3 hours

ESE: 60 CIA: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

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 enable the students to locate human and material resources and utilize them to the maximum benefit for education.

Course Content

Unit I-Basis of Educational Financing

1. Meaning, Concept, Goals, Types, Need and Significance of Educational Financing.
Budgeting of Education: Types and Procedures, Demand factors for finance in education
Theoretical basis of educational finance. Budgetary control, management and reforms
2. Issues in the finance of education. Financing elementary, secondary and higher education
Problems of Financing Education in India
Financing of Education in India at secondary education level - Post Independence period.

Unit-II Theory and Practice of Financing Education

1. Sources of finance for Education in India: Public funding of education, Fees, Student loans, Education Cess, External aid for education

Budgeting: control of funds, grant in –aid policy at National & State levels.

Plan and non-plan expenditure on education and the role of planning and finance commission.

2. Inter sector allocating of education Resource mobilization and utilization in India. Monitoring and evaluation in terms of modern management techniques – case study, manpower surveys

Unit III Education and Cost-Benefit Analysis

1. Education as an Economic Good, Education as Consumption and Investment

Education as Industry: A critical analysis.

Concept and Importance of Human Capital, Education and Human Capital Formation

Contribution of Education to Economic growth: Critical and Empirical Analysis

Social and Private Cost, Opportunity Cost and Unit Cost

2. Direct (Social & Private) and indirect benefits of Education (spill-over and externalities)

Cost Benefit Analysis of Education

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

1. Grant-in-aid system:

School Budgetary and accounting procedure.

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

2. Grant-in-aid policy in India and state.

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

Unit V Objects of Expenditure.

1. Direct objects: Primary education, Secondary education, Higher education, Professional education

2. Indirect objects: Direction and Inspection, Building and furniture, Scholarship and financial concessions, Hostel expenditure

Transactional Mode

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

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 a unit.
- Preparation of a school budget
- Preparation of a blue print for expenditure control in a school.

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.
- Blaug, Mark (1972): *An Introduction to Economics of Education*, Allen lane. London, Penguin.
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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.
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- John, R.L. & Morphet, B.L. (Ed.) (1952): *Problems and Issues in public school finance*. New York: Columbia University.
- 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*.
- Naik, J.P. (1965): *Educational Planning in India*. New Delhi: Allied.
- Naik, J.P. (1982): *The Educational Commission & After*. New Delhi: Allied.

SEMESTER II
Master of Education M.Ed.
Planning, Management, and Financing of Education
Paper IV
COURSE TITLE: Educational Leadership

Contact Hours per week: 4

Max. Marks: 100

Time: 3 hours

ESE: 60

CIA: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

Objectives:

To critically examine the core and contemporary leadership theories relevant to educational practice and settings.

To sensitize the students about new changes and challenges in leadership of institutions.

To develop capacities for being efficient and effective educational leaders.

Unit I Leadership: Concept and Dynamics

1. Concept and functions of Leadership

Theories of leadership and management in educational organizations

Theories of leadership and management styles including emotional intelligence

2. Theories and models of educational leadership (including curriculum, professional, academic, instructional and student-centred leadership)

Unit II Leadership Roles: Challenges and Perspectives

1. Leadership for the learning community

Developing leadership and management skills and insights

Values, vision and moral purpose in educational leadership

Leading and managing educational change and improvement

2. Issues of diversity in educational organizations, including issues related to gender and multiculturalism.

Unit III Leadership and Organisational Behaviour

1. Basic Attributes of Organizations: Organizational Design and Learning,

Organizational Culture

Diversity and Individual Differences: perception and Attribution, motivation

2. The Nature of Groups: teamwork and Work Group Design

Concept of Conflict, Negotiation and Stress management.

Unit IV Leadership for Sustainable Development

1. Peace Education for Promoting Tolerance, Disaster Risk Reduction and Management

2. Environmental Education: Challenges and Prospects for Institutions

Unit V Trends in Educational Leadership

Globalisation and Education , Globalisation: Concept and Scope, International Organisations and Agreements

Impact of Globalisation on Education

2. Globalisation: Education challenges

Transactional Mode

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

Sessional Work:

(Field Visits of Institutions/Organisations documenting best practices in Educational Leadership and Management.)

References

1. Democratic Leadership in Education: Leading Teachers, Leading Schools Series; Phil Woods
2. Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas; Joan Poliner Shapiro, Jacqueline A. Stefkovich, Joan Poliner Shapiro, Jacqueline A. Stefk.
3. Strategic Leadership: Integrating Strategy and Leadership in Colleges and Universities; Richard L. Morrill.
4. Leadership for Social Justice: Making Revolutions in Education; Maricela Oliva
5. Organizational Behavior in Education: Adaptive Leadership and School Reform; Robert G.Owens, Thomas Valesky
6. Leadership in Education: Organizational Theory for the Practitioner; Russ Marion

SEMESTER I

Master of Education (M.Ed.)

Specialization- Inclusive Education

Paper 1 -Inclusion of Children with Diverse Needs

Contact Hours per week: 5

Examination Duration: 3 hours

Maximum Marks: 100

End Semester Examination: 60

Continuous Internal Assessment: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions each carrying 4 marks.

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

1. To understand the global and national commitments towards the education of children with diverse needs.
2. To appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
3. To develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
4. To understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive school.
5. To analyze special education, integrated education, mainstream and inclusive education practices.
6. To identify and utilize existing resources for promoting inclusive practice.

Course Content

Unit I- Introduction to Inclusive Education

1. Definition, concept and importance of inclusive education. Historical development of inclusive education in India.
2. Difference between special education, integrated education and inclusive education.
3. Advantages of inclusive education in education for all children.

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

International Initiatives

International Initiatives;

- 1 The World Declaration on Education for all and its Framework for Action to meet Basic - Learning needs, 1990(Article 3 Clause 5).
- 2 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).
- 3 The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education.

National Initiatives;

- 1 The Indian Education Commission (1964-66).
- 2 National Policy on Education (NPE, 1986-92).
- 3 Project Integrated Education for disabled children (PIED, 1987).
- 4 The Persons with Disabilities Act (PWD Act, 1995).
- 5 Sarva Shiksha Abhiyan.
- 6 National Curriculum Framework, 2005 NCERT.
- 7 Right to Education Act (2009).

Unit III-Preparation for Inclusive Education

1. Brief account of existing special, integrated and inclusive education services in India.
2. Building inclusive learning, friendly classrooms and overcoming barriers for inclusion.
3. 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

1. Definition and characteristics of children:-

- a. With sensory difficulties (hearing, visual and physically challenged).
 - b. With intellectual (gifted, talented and mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities).
 - c. Social and emotional problems, scholastic backwardness, under achievement, slow learners, children with special health problems.
 - d. Environmental/ecological difficulties and children belonging to other marginal groups.
2. Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
 3. Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children.

Unit V-Utilization of Resources

1. Concept and importance of human and material resources; types of services, approaches, strategies, personnel involved and their specific roles and responsibilities.
2. Creating conducive environment in inclusive schools: material resources in the form of infrastructural facilities and human resources, changing the attitude of the people, exploring and utilizing the services and resources available in the community.

3. Managerial skills for mobilizing appropriate resources.

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:

1. Preparation of status report on school education of children with diverse needs.
2. Evaluation of text books from the perspective of differently abled children.
3. Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
4. Analysis of policy document (national, international) related to diversity.
5. Survey of the locality for early identification of children with disabilities.
6. Excursion/trip to a special school.

References

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

SEMESTER I

Master of Education (M.Ed)

Specialization- Inclusive Education

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

Contact Hours per week: 5

Maximum Marks: 100

Examination Duration: 3 hours

End Semester Examination: 60

Continuous Internal Assessments: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question No.6 will be compulsory and will comprise 5 questions carrying 4 marks each.

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

1. Developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs.
2. Appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned.
3. Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners.
4. Preparing a conducive teaching learning environment in varied school settings,
5. Develop the ability to conduct and supervise action research activities.
6. Identifying and utilizing existing support services for promoting inclusive practice.
7. Seeking parental and community support for utilizing available resources for education in inclusive settings.

Course Content

Unit I- Meeting the Needs of diverse learners

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

Unit II-Curriculum adaptations and evaluation for children with diverse needs

1. Concept, meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged), intellectual (gifted, talented and mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, under achievement, slow learners, children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
2. Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms.
3. Techniques and methods used for adaptation of content, laboratory skills and play material

Unit III-Teacher preparation for Inclusive Education

- 1 Review of existing educational programmes offered in secondary school (general, special education), N.C.F 2005 and curriculum for teacher preparation and transaction modes.
3. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
4. Role of different national and international agencies {institutions, universities} in promoting inclusive education.

Unit IV-Planning and conducting research activities

1. Concept and importance of educational research. Selecting appropriate areas of research in inclusive education.
2. Types of research needed for enhancement of learning among children with diverse needs. Steps involved in planning and supervising research activities.
3. Recent trends in research in inclusive education -at national and international level

Unit V- Supportive Services for inclusion and research

1. Concept, importance and types of supportive services (medical rehabilitative and educational).
2. Early identification and available referral services for support. Myths and facts of supportive services for inclusive learning.
3. 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:

1. Observation of inclusive teaching strategies and discussion.
2. Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
3. Identify suitable research areas in inclusive education.
4. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
5. 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

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

SEMESTER II

Master of Education M.Ed.
Special Paper-Inclusive Education
Paper III-School Education of the Disadvantaged Groups

Contact Hours per week: 5
Examination Duration: 3 hours

Maximum Marks: 100
End Semester Examination: 60
Continuous Internal Assessment: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

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

1. Understand the policy perspectives related to education of socially disadvantaged sections in India,
2. Analyze the status of education of the socially disadvantaged children in the country,
3. Develop knowledge and skill to address social group inequality in school and, society,
4. Understand the schemes and programmes of education of socially disadvantaged group,
5. Identify research priorities and conduct researches in the area of education of socially disadvantaged groups.

Unit I-Conceptual Framework

1. Meaning of socially disadvantaged children: socially disadvantaged sections in India-the scheduled castes, scheduled tribes, educationally backward minorities and slum children.
2. Provisions in the constitution for social group equity and education of socially disadvantaged sections,
3. International perspectives Dakar framework of action (2000) and millennium development goal (2000).

Unit II-Status of School Education of Socially Disadvantaged section in India

1. Status of enrolment at elementary and secondary stage with reference to social group equity.
2. Difference in access to education in habituations, class, caste, tribe and other disadvantaged groups.
3. Achievement of socially disadvantaged children.

Unit III-Problems in education of disadvantaged section and addressing social group inequality

1. Problems/constraints in education of socially disadvantaged children, structural and systemic constraints. Multicultural education, teaching in rural context.
2. Organization and management of school to address socio-cultural diversity, bias in textbooks, hidden curriculum (teacher attitude, expectations etc.).

3. Teaching learning process and support materials, addressing language issues, curriculum and co-curricular activities for meeting diverse needs of children- socio-cultural and linguistic.

Unit IV-Schemes, programmes for education of socially disadvantaged section

1. Centrally sponsored schemes for education of SCs, STs, and Minorities.
2. Special focus group and their education under SSA.
3. 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

1. Evaluation of centrally sponsored schemes of education of SCs, STs, and Minorities.
2. Status study of education of SCs, STs, and Minorities and other marginalized groups.
3. Study of teaching learning practices and social inclusion.

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:

1. Preparation of status report on education (elementary/secondary) of socially disadvantaged groups in a district/state region.
2. Evaluation of text books from the social group equality perspective.
3. Critical analysis of NCF, 2005 (Focus group report).
4. Field visit to residential/ ashram schools and minorities institutions and preparation of report.
5. Identification of research topic in the area of education of socially disadvantaged sections and preparation of proposals.
6. Documentation/preparation of report on institutions/school practicing innovations.

Essential Readings

1. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
2. Government of India (1992). Programme of Action, MHRD, Department of Education, New Delhi.
3. NCERT (2005). National Curriculum Framework, New Delhi.
4. NCERT (2006). National Focus Group Report on Education of SCs and STs, New Delhi.

References

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

6. Sadavinich, A.R. (2007): *Sociology of Education*. Routledge, New York.

SEMESTER-II
Special Paper-Inclusive Education
Paper IV –Girls’ Education

Contact Hours per week: 5
Examination Duration: 3 hours

Maximum Marks: 100
internal: 40 External: 60

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions each carrying 4 marks.

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

1. Understand the concept and importance of gender justice and equality,
2. Analyze the status of education: access, enrolment, achievement of goals in Girls’ Education in India,
3. Develop an insight into policy, perspectives, issues and concerns of girl’s education,
4. Reflect on various schemes, programmes for girls’ education,
5. Identify research gaps in the area of girls’ education.

Unit I-Gender Equality and Gender Sensitivity

1. Conceptual foundations (sex and gender, gender equality, gender justice and gender main streaming, gender parity index).
2. Inequality of opportunities, imbalances in educational development, economic and social consequences of gender inequality.
3. 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 In India

1. Positions of India in Human development indicators (with focus on gender)
2. Status of girls’/women in Indian society, Status of access, enrolment and retention of girls’ at preschool, elementary and secondary stages.
3. 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

1. Social construction of gender: socialization, family, and gender identity, role of media in gender bias, caste, class, community and gender relations.
2. Gender inequality in schooling: organization of schooling, gender bias in text books, curricular choices and the hidden curriculum.
3. Co-education-its educational implications.

Unit IV-Strategies and Programmes on Girls' Education

1. Mhila samakshya, Kasturba Gandhi Balika Vidyalaya.
2. Role of SSA, DPEP, NGOs for gender equality in education.
3. Community participation for girl child education and in creating awareness.

Unit V-Research priorities

1. Identification of priority areas of research on girls' education.
2. Evaluation of centrally sponsored schemes on girls' education.
3. Case studies on KGVb, Mhila samakshya, and their programmes (state).

Transactional Mode

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

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

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

References

- 1 Bank, B.J. (2007): *Gender and Education: An Encyclopedia*. Praeger, Westport, London.
- 2 Bhatt, B.D. & Sharma, S.R.(1992): *Women's' education and social Development*. Delhi: Kanishka.
- 3 Mehrotra, S. (2006): *Child Malnutrition and Gender Discrimination in South Asia*. Economics and Political Weekly.
- 4 Ramchandran, V. (1998): *Girls and women Education: Policies and implementation Mechanism*. Case study: India, Bangkok, UNESCO.
- 5 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.
- 6 Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. *International Journal of Educational Development*, July.

SEMESTER-I

Master of Education (M.Ed.)

Area of Specialization-Educational Technology and ICT

Paper 1: Educational Technology

Contact Hours per week: 5

Maximum Marks: 100

Examination Duration: 3 hours

End Semester Examination: 60
Continues Internal Assessment: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question No.6 will be compulsory and will comprise 5 questions carrying 4 marks each.

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

1. Understand the nature and scope of educational technology and also about the various forms of technology.
2. Understand the systems approach to education and modes of communication.
3. Know the instructional design and modes of development of self-learning material.
4. Develop the ability for critical appraisal of the audio-visual media.
5. Develop basic skills in the production of different types of instructional material.
6. Know the recent innovations and future perspectives of education technology.

Unit I- Nature and Scope

1. Educational technology-concept, product versus process. Forms of educational technology; teaching technology, instructional technology and behavior technology.
2. Approaches of educational technology: hardware and software, transactional usage of educational technology: integrated, complementary, and supplementary type.
3. Historical development – programmed learning stage, media application stage and computer application stage.

Unit –II-Teaching

1. Teaching; Teaching variables, phases of teaching, levels of teaching- Memory level, understanding level and reflective level.
2. Theories of teaching-Formal theories, descriptive and normative theories of teaching
3. Principles and maxims of successful teaching.

Unit-III Models of Teaching –I

1. Models of teaching- concept-Fundamental elements, Characteristics of teaching models
2. Types of teaching models, Information Processing model- Suchman's Inquiry training model, Bruner's Concept attainment model, Cognitive Development model, Ausubel's Advance organizer model.

Unit-IV Models of Teaching –II

1. Social interaction Models-Social Inquiry model, Laboratory method model, role playing and social simulation model.
2. Personal development model-Non directive model, awareness training model.
3. Glaser's basic teaching model, Behavior modification model.

Unit- V Selection and Use of instructional Media

1. Types of instructional media and their applications
2. Types of Audio Visual Aids and their Use in classroom instructions.
3. Teacher's role in procuring and managing instructional Aid.

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. Analyzing the different instructional designs based on the various instructional design models. Preparation of a trend report on researches on instructional design.

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

1. Preparation of a paper presentation using educational technology.
2. Identifying appropriate media and material for effective use in the transaction of a lesson.
3. Writing a simple script for media production. Critical analysis of an instructional system based on components of systems approach
1. Critical analysis of the different instructional designs based on the various instructional design models.
2. Preparation of a trend report on researches on instructional design.
3. Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.
4. Interventions of educational technology in the current practices of teacher training programmes in India.

Essential Readings

1. Adam, D.M. (1985): *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.
- Apel, H.J. (1993). Teacher training in theory and practice. /Education, 47.25-43.
- Blythe-Lord, R. (1991). The educational media design handbook. London: Macmillan.
- Erickson, C.W.H. & Curl, D.H. (1972). Fundamentals of teaching with audio visual technology (Second ed.) New York: Macmillan Publishing
2. Behera, S.C. (1991): *Educational Television Programmes*, Deep and Deep Publications, New Delhi.
3. Coburn, P. and et. al. (1985): *Practical Guide to Computers in Education*, Addison – Wesley Publishing Company, Inc.
4. Das, R.C. (1993): *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
5. Evaut, M. *The International Encyclopaedia of Educational Technology*.
6. Graeme, K. (1969): *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.
7. Haas, K.B. and Packer, H.Q. (1990): *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.
8. Kumar, N. and Chandiram, J. (1967): *Educational Television in India*, New Delhi : Arya Book Depot.

9. Kumar, K.L. (2008): *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
10. Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.
11. Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
12. Parmaji, S. (1994): *Distance Education*, New Delhi: Sterling Publishers.
13. Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.
14. Sampathet. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.
15. Sharma, B.M. (1994): *Media and Education*, New Delhi: Commonwealth Publishers.
16. Sharma, B.M. (1994): *Distance Education*, New Delhi: Commonwealth Publishers.
17. Sharma, K.D. and Sharma, D.V. (1993): *Open Learning System in India*, Allied Publishers Ltd., New Delhi.
18. Venkataiah, N. (1996): *Educational technology*, New Delhi: APH Publishing Corporation.

References

1. Anand Rao B. and Ravishankar: Readings in Educational Technology, Himalay Publishing House, RamdootDr.Bhalerao Marg, Bombay – 04.
2. Chauhan S S: A Text Book of Programmed Instruction. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
3. Dharma, OP and Bhatnagar O.O: Educational and Communication for Development, Oxford and IBG, New Delhi.
4. Goldberg, Alvin and Carl E.;Larson: Group Communication, Prentice Hall, Inc. New Jersey.
5. HarunArrasjid and DorineArrasjid: Media – A pocket Guide, MSS Information Corporation, New York.
6. Keith Hudson: Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.
7. Khanna S.D et.al: Technology of Teaching and Teacher Behavior, Doaba House, New Delhi, 1984. Four Author: Technology of Teaching.
8. Patel I.J and other: A Hand Book of Programmed Learning, CASE, Baroda.
9. Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.
10. Ruhela S P (2001): Some Aspects of Educational Technology.
11. Sharma R A: Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).
12. Sharma R.A: Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.
13. 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.

SEMESTER I
Master of Education (M.Ed.)
Area of Specialization-Educational Technology and ICT
Paper II- Education Technology-II

Contact Hours per week: 5
Examination Duration: 3 hours

Maximum Marks: 100
End Semester Examination: 60
Continuous Internal Assessment: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question No.6 will be compulsory and will comprise 5 questions carrying 4 marks each.

Objectives

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

1. Understand the scope of ICT and its applications in teaching learning.
2. Understand the means of ICT integration in teaching learning.
3. Understand the computer components and software and hardware approach in education.
4. Know the instructional applications of Internet and web resources.
5. Understand the process of using the application software for creating documents, database, presentation and other media applications.

Course Content

Unit I- Communication and Teaching -Learning

1. Information and Communication Basics: Concept of Communication, Communication process, Nature and scope of a communication system – sender, receiver, message and the medium, Principles of communication
2. Communication situations-One-to-one, small group communication, public communication
3. Mass Communication, Classroom communication- verbal, non-verbal
Effectiveness in classroom communication

Unit-II Development of Self-learning modules

1. Concept, importance and framework of self-learning modules
2. Theories and development of modules.
3. Programmed Learning-Principles of programmed instructions, styles of programming (Linear, Mathetics and branching). Development of programme, internal and external evaluation of programme.

Unit III- Teacher and Classroom interactions

1. Teacher behavior and teaching -modification of teacher behavior, techniques for the modification.

2. Interaction analysis (Flanders interaction analysis), Reciprocal Category System (RCS), Equivalent talk category system, action research, micro teaching, role playing (simulation) and gaming, Teacher's evaluation

Unit IV- Instructional Design

1. Instructional Design: concept, views- Learner controlled instructions, personalized system of instructions
2. Process and stages of Development of Instructional Design. Overview of models of instructional design
3. Instructional Design for competency based teaching: Models for development of self-learning material.

Unit V- Systems Approach to Education and Communication

1. Systems Approach to Education and its components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies.
2. Components of instructional system, Instructional Strategies and Media for Instruction.
3. Effectiveness of Communication in instructional system; communication modes, barriers and process of communication.

SEMESTER II

Master of Education (M.Ed.)

Area of Specialization-Educational Technology and ICT

Paper III- ICT in Educational Technology

Contact Hours per week: 5
Examination Duration: 3 hours

Maximum Marks: 100
End Semester Examination: 60
Continuous Internal Assessment: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

UNIT-I

New Horizons of Educational Technology and ICT

1. Recent innovations in the area of educational technology, interactive video-texts, optical fiber technology – laser disc, computer conferencing etc.
2. Procedure and organization of teleconferencing/ Interactive video-experiences of institutions, open schools and open universities.
3. Recent trends of research in educational technology and ICT.

UNIT II

Educational Technology in different modes of Learning

1. Use Of Educational technology in distance and open learning, different tools used in educational technology for open and distance learning.
2. Instructional designs, latest trends in Educational technology.
3. Video- conferencing, web designing and TV-telecasting.

UNIT III- ICT Applications in Education

1. Word Processors and Word Processing: Common features of word processors their functions and use in classroom. Use of Word processors in preparing a report.
2. Spreadsheets: Common features of spreadsheets, their functions and use in the classroom.
3. Common features of presentations, their functions and use; using Presentations in classroom.

Unit IV - e-LEARNING -I

1. e-learning nature and characteristics, scope, trends, attributes and opportunities
2. Modes and Styles of e-learning, advantages of e-learning, limitations.
3. Assessments, feedback and e-moderation
Virtual classrooms – modus operandi, advantages and limitations

Unit V- - e-LEARNING -II

1. The Internet and the World Wide Web: Information, services and functions of the Internet and the Web; Connecting to and using the web, Search engines and Web Utilities.
2. Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums.
3. Security Concerns Related to Interactive Content.

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 project report by using various applications and software packages.

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

1. Critical analysis of Teaching aids and their applications in instruction and learning.
2. Critical analysis of a computer based media packages with reference to its use in learning process.
3. Critical analysis of the different instructional packages developed by different agencies/institutions.
4. Interventions of educational technology in the current practices of teacher training programmes in India.
5. Preparation and presentation of slides for teaching any topic at the school level.

Essential Readings

1. Adam, D.M. (1985), *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.
2. Alexey Semenov, UNESCO, (2005), *Information and Communication Technologies in Schools: A Handbook for Teachers*.
3. Bose K Sanjay (1996): *Hardware and Software of Personal Computer*.
4. Conrad, Kerri (2001), *Instructional Design for web – based Training* HRD Press.
5. Intl Teach to the Future –beginner’s Curriculum. 2000.
6. Mallik, Utpal et al. (2001), *Learning with Computers Level – III*. NCERT New Delhi.
7. Lee, William W; Diana L Owens (2001), *Multimedia – Based Instructional Design: Computer – Based Training*. Jossey – Bass.
8. P K Sinha. (1990), *Computer Fundamental*.

References

1. Conrad, Kerri (2001), *Instructional Design for Web – Based Training* HRD Press.
2. Gagne, RM, Leslie J.B.; & Walter W.W. (1987), *Principles of Instructional Design* Wodworth Publishing Co.
3. Horton, W (2001), *Designing web-based Training* John Wiley & Sons.
4. Lee, William W; Diana L Owens (2001), *Multimedia – Based Instructional Design: Computer – Based Training*. Jossey – Bass.
5. Phillips. R (1997), *Interactive Multimedia* London: Kogan Page.
6. Morey, D; Maybury M & Bhavani, Th. (2001), *Knowledge Management* University Press (India) Ltd: Hyd.
7. Rosenberg, M.J. (2001), *e-learning* New York: McGraw Hill.
8. Schank, R.C. (2001), *Virtual Learning* McGraw Hill.
9. Sallis, E & Jones, G (2002), *Knowledge Management in Education* London: Kogan Page Ltd.
10. T.M. Srinivasan (2002), *Use of Computers and Multimedia in Education* Horton, W (2001).
11. Vaughan, T. (1999) *Multimedia making it work*, New Delhi: Tata McGraw Hill [Fourth Edition].

SEMESTER II
Master of Education (M.Ed.)
Area of Specialization-Educational Technology and ICT
PAPER IV- Multimedia and Courseware Development

Contact Hours per week: 5
Examination Duration: 3 hours

Maximum Marks: 100
End Semester Examination: 60
Continuous Internal Assessment: 40

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 8 marks. The candidate will have to attempt five questions

selecting one question from each unit. Question 6 will be compulsory and will comprise 5 questions carrying 4 marks each.

Objectives

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

1. Understand the concept of courseware and various formats of courseware.
2. Understand the preparation process of courseware.
3. Understanding the technical aspects of courseware.
4. Understanding the courseware management system in Intranet and Internet environments.
5. Understand the evaluation procedure of on-line courseware and off-line courseware.

Course Content

Unit I- ICT Applications in Education: Multimedia and Web content

1. Multimedia Content: Multimedia packages, critical analysis of multimedia content, educational implications of media use and interactivity.
2. Critically examine the content of websites; using the web as a teaching-learning resource.
3. Academic and Research content on the web: Online journals and abstraction services. Communication through the web: Audio and video applications on the Internet, Interpersonal communication through e-Mail, Web forums and chatting groups.

Unit II- Introduction to courseware

1. Design of courseware and its elements
2. Organizing the content presentation in e-Learning environment.
3. Implications of Psychological theories of learning on courseware.

Unit III- Courseware Design

- 1 Courseware:- Design pattern, procedure, development and validation of courseware, Need assessment, stating the objectives, identification of resources and limitations,
2. Selection of learning activities and Criteria for learning organization,
3. Alternative methods of attaining the objectives, field testing, feedback and evaluation.

Unit IV- Technical Aspects of Courseware Development

1. Story-board and Instructional design, Methods and Criteria for Courseware evaluation.
2. Designing a rubric for evaluating the Courseware.
3. Designing of Evaluation Criteria for assessment of online and off-line courseware.

Unit V-Courseware Management System and evaluation

1. Introduction to courseware Management Systems- LMS and LCMS software for Courseware Management.
2. Standards for ICT enabled courseware.
3. Use of Wikipedia and other web based technologies for online courseware. Analysis of the different online courses and face to face courses. Analysis of Courseware developed by various organizations.

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.

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

1. Critical analysis of Courseware and their applications in learning
2. Critical analysis of a computer based courseware with reference to its use in learning process
3. Critical analysis of the different courseware developed by different agencies/institutions.
4. Preparation of Learning Object Repository (LOR).
5. Preparation and presentation of courseware for teaching any topic at the school level.

Essential Reading

1. Gaurav Chadha, S.M. NafayKumail (2002) E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill Publication.
2. P.P. Singh, Sandhir Sharma (2005), E-Learning: New Trends and Innovations, New Delhi: Deep & Deep Publications.
3. Michael W. Allen, Michael Allen (2002), Guide to E-Learning, Wiley Publication, 2002.
4. Ian S. Graham (1998) HTML 4.0 Sourcebook, Wiley Publications.
5. H.M. Deitel, P.J. Deitel, et al. (2003), Internet & World Wide Web – How to program, 3rd Ed., Prentice Hall.
6. Joseph W. Lowrey (2006), Dreamweaver 8 Bible, Wiley Publication.
7. Ray West, Tom Muck (2002), Dreamweaver MX: The Complete Reference, McGraw Hill Publications.

References:

1. Harasim, L. (1990), Online Education: Perspectives on a New Environment. New York: Praeger.
2. Harasim, L. (1993), Global Networks Computers and International Communication. Cambridge; NIT Press 5.
3. Khan, BoH (1977), Web-based Instruction. Englewood Cliffs: Educational Technology Publications.
4. Rejeseakaran S. (2007), Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd.
5. Stephen, M.A. and Stanely, R. (1985), Computer Based Instruction: Methods and Development, NS: Prentice Hall.