

مولانا آزاد نیشنل اردو یونیورسٹی
MAULANA AZAD NATIONAL URDU UNIVERSITY
(A Central University established by an Act of Parliament in 1998)

(Accredited "A" Grade by NAAC)



Two Year M.Ed. Programme

M.Ed. Syllabus - 2015



SCHOOL OF EDUCATION AND TRAINING
Gachibowli, Hyderabad – 500 032.

**Rules and Regulations of M.Ed. Course offered at
Maulana Azad National Urdu University, Gachibowli, Hyderabad, Telangana.
(Based on NCTE Regulations 2014)**

**Applicable to the Students admitted from the academic year
2015-2016 onwards for Two year M.Ed. Degree Course in Education.**

All the rules and regulations, hereinafter, specified should be read as a whole for the purpose of interpretation.

I. Eligibility for Admission

A candidate seeking admission into Two year M.Ed. Course has to qualify at the M.Ed. Common Entrance Test conducted by Maulana Azad National Urdu University for the concerned academic year. The Candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates.

II. General Objectives of the M. Ed. Programme

To enable the students to:

1. develop in-depth critical understanding of the nature of education studies.
2. develop capabilities for conceptual analysis and recognise issues that need understanding from ethical, epistemic, aesthetic, political and philosophical perspective.
3. develop a comprehensive understanding of human psychology of learning and development.
4. understand social, historical and political economy in the context of education.
5. build a broad, balanced and coherent perspective on what, why, and how of education.
6. provide students with skills that enable them to work as professionals and scholars in the field of education.
7. orient the students to educational research, concepts and skills.
8. familiarize students with basic educational statistics so as to make them better equipped to read educational research and literature.
9. develop abilities to plan and conduct quality research.
10. get acquainted, examine and reflect on the concept, content, organization and status of pre-service teacher education curriculum, infrastructure, resources needed, issues and problems related to teacher preparation.

11. involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organisational culture.
12. critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
13. enhance the ability to listen, converse, speak, present, explain and exposit ideas in groups and before an audience.
14. engage in improving the self and professional practices.
15. develop professional attitudes, values and interests needed to function as a teacher educator.

III. Curriculum Transaction

The duration of M.Ed. Course will be of Two years i.e., Four Semesters. For Each Semester the breakup of curriculum transaction is as follows:

Total number of working days -100 days per Semester. (Excluding days earmarked for Admissions and Theory Examinations)

Curricular Areas of the Teacher Education Programme

The programme structure offers a comprehensive coverage of themes. All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective.

IV. The Two Year M.Ed. Program

The M.Ed. Course has 82 credits in total: 46 for core courses, 20 credits for specialisations, 8 credits for field internship (4 credits in a teacher education institution and 4 in the area of specialisation), and 8 credits for research leading to dissertation. Put differently, the curriculum will have core courses (which shall have about 60% of credits) and specialisation courses and dissertation with about 40% of credits.

Semester I

Credits = 21

Marks = 500

Hours = 480

Course	Subject Name	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
MED 101	Philosophical Perspectives of Education	100	3	48	1	32	30	70
MED 102	Psychology of Development & Learning	100	3	48	1	32	30	70
MED 103	Introduction to Educational Research	100	3	48	1	32	30	70
MED 104	Teacher Education (Pre-service and In-service)	100	3	48	1	32	30	70
ISB 1	Communication and Expository Writing	50	-	-	2	64	50	-
ISB 2	Self Development	50	-	-	2	64	50	-
INT 1	Internship in a *TEI- Phase 1				1	32	**	
	Total Marks	500	12	192	9	288	220	280

*TEI – Teacher Education Institution

**INT 1 - Marks for the activity will be added to INT 2-(Internship in a TEI- Phase 2)

Semester II

Credits = 21

Marks = 550

Hours = 480

Course	Subject Name	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
MED 201	Sociological Perspectives of Education	100	3	48	1	32	30	70
MED 202	Historical, Political and Economic Perspectives of Education	100	3	48	1	32	30	70
MED 203	Advanced Research Methods	100	3	48	1	32	30	70
MED 204	Emerging Technologies in Education	100	3	48	1	32	30	70
INT 2	Internship in a TEI - Teacher Education Institute - Phase 2	100			3	96	100	
DIS 1	Dissertation Related Work	50			2	64	50	
	Total	550	12	192	9	288	270	280

Semester III

Credits = 20

Marks = 500

Hours = 496

Course	Subject Name	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
MED 301	Curriculum Studies	100	3	48	1	32	30	70
MED 302	Specialization I Elementary / Secondary Education (a) Institutions, Systems and Structures (2 Credits) (b) Stage Specific Status, Issues and Concerns (2 Credits)	100	3	48	1	32	30	70
MED 303	Specialization II Elementary/ Secondary Policy and Practice Relating to Curriculum, Pedagogy and Assessment	100	3	48	1	32	30	70
ISB 3	Academic Writing	50			2	64	50	
INT 3	Internship in an Institution (Specialization specific)	100			4	128	100	
DIS 2	Dissertation Related Work	50			2	64	50	
	Total	500	9	144	11	352	290	210

Semester IV

Credits = 20

Marks = 500

Hours = 448

Course	Subject Name	Marks	Theory Credits	Teaching Hours	Practicum Credits	Working Hours	Internal Assessment	External Assessment
MED 401	Perspectives and Issues and Research in Teacher Education	100	3	48	1	32	30	70
MED 402	Specialization III Elementary/Secondary Curriculum, Pedagogy and Assessment in Elementary Education/ Secondary Education	100	3	48	1	32	30	70
MED 403	Specialization IV Elementary/Secondary Educational Policy, Economics of Education and Educational Planning in Elementary/ Secondary Education	100	3	48	1	32	30	70
MED 404	Specialization V Elementary/Secondary Educational Administration, Management and Leadership in Elementary / Secondary Education	100	3	48	1	32	30	70
DIS 3	Dissertation (Research Relating to Specialization)	100			4	128	100	
	Total	500	12	192	8	256	220	280

V. Semester End Examination

- a) **Theory Courses** – Semester end examinations will be conducted for theory papers for 70 marks. There shall be double evaluation for theory papers. The marks awarded for the answer scripts shall be the average of these two evaluations. If the difference in marks of the two evaluations is 20% or more, such scripts shall be assessed by a third examiner. In such cases average of the two higher evaluations will be taken.

b) **Internal Assessment of Theory Courses**

Internal Assessment will be carried out by evaluating the activities included in practicum of the concerned subject for 30 marks.

- Two Practical Activities to be completed out of the list given.

10 marks x 2 activities = 20 marks

- 3 internal tests to be conducted for 10 marks each and average of the best of two will be taken. = **10 marks**

VI. Internship program in a Teacher Education Institution(TEI) - 4 credits – 100 Marks

One week in 1st semester and 3 weeks in the Second Semester.

Objectives

To enable the Student to

- be sensitive about the processes involved in various kinds of activities performed by the pupil teachers of pre-service programmes.
- analyse involvement of pupil teachers in organising various curricular activities in a teacher education institution.
- develop competencies in organising various kinds of teacher education curriculum specific activities.
- develop an understanding of the needs and relevance of in-service teacher education practices.

Mode of Transaction

INT 1 - One Week in the first Semester

The M.Ed. students will assist the Teacher Educator in Planning, Guidance, Supervision and Evaluation of the Peer Teaching of B.Ed. / D.El.Ed. students.

INT 2 –Three weeks in the Second Semester

Week One – Teaching B.Ed./ D.El.Ed. students under supervision of Mentor Teacher Educator.

Week Two - Assisting Mentor Teacher Educator and B.Ed./ D.El.Ed. students in Planning and Guidance of classroom lessons, Preparation of Teaching Learning Materials (TLM) and other related activities.

Week Three – Assisting Mentor Teacher Educators in Observation, Supervision and Evaluation of B.Ed. / D.El.Ed. students class room lessons.

Internship Activities

These will be divided into Four sections

Part A: Teaching B.Ed./ D.El.Ed. students under supervision of Mentor Teacher Educator.

Part B: Observation of activities of B.Ed. Students

- Class room teaching
- Micro teaching practice (One Week in 1st Semester)
- Preparation of lesson plans
- Demonstration lessons
- Co curricular activities
- Seminar presentation
- Student Council

Part C: Assisting B.Ed. students in-

- lesson plan preparation
- seminar paper presentation
- TLM preparation
- SUPW activities
- organising exhibition
- organising community work

Part D: Interviews of pupil teachers, teachers, teacher educators, administrative authorities (Principal / HOD)

Internship Records

- The internship activities will be planned, executed and monitored by the M.Ed. students under the leadership of the teacher educator (M.Ed.) and Mentor of B.Ed./D.El.Ed institutions.

- The student teachers shall maintain the diaries on daily basis and submit the report to the M.Ed. teacher educator through the mentor B.Ed./D.El.Ed teacher educator.
- The internship programme reports shall include the visual and audio data base support like photographs, videography, projects and review of activities.
- After the completion of 3 weeks internship programme 3 days Seminar /Viva Voce session will be conducted at the Department/ College.

Evaluation Scheme:	Total marks – 100	(4 CREDITS)
A) Attendance		10 Marks
B) Teaching skill		20 Marks
C) Participation in co-curricular activities		10 Marks
D) Lesson Guidance		20 Marks
E) Diary Writing		10 Marks
F) Seminar /Viva Voce session		30 Marks

VII. INT 3 - Internship based on Specialisation (Institutional Study Project) in Elementary/ Secondary – 4 weeks in IIIrd Semester.

Total Marks = 100 **(4 Credits)**

Planning for Internship: Planning for internship at Elementary/Secondary to be designed by each college / department.

Essence of the Course

The Student Teachers will visit Secondary/Elementary Level Schools / Institutions to conduct Practicums in their specialization courses.

Learning Objectives

To get first hand experience in the field concerning their areas of specialization.

Activities

The student teachers will visit secondary/elementary level schools in the vicinity of teacher education institutions. They will do observation of institutional activities. They will take interview of the stakeholders viz., students, teachers and parents about school activities. They will conduct assessment studies. The project can be of small group based nature. The internship shall focus on any specific area of studies like:

- Development of school curriculum and curriculum transaction.
- Development of teaching learning materials.
- Use of ICT integrated teaching and evaluation system.

- Implementation of innovative practices in educational management.
- Programme evaluation studies.
- Design and development of e-content and its use in real school situation.
- Study of microplanning exercises in school system.

Assessment (100 Marks)

Evaluation by a team of 3 examiners (1 concerned Subject in charge and 2 internal examiners appointed by the Head/Principal).

- | | |
|-------------------------|----------|
| a. Project report | 70 Marks |
| b. Seminar Presentation | 30 Marks |

(After the completion of 4 weeks internship programme 3 days seminar/VivaVoce session will be conducted at the Department/ College.)

VIII. Research and Dissertation:

Students of M.Ed. are expected to complete the dissertation work in three phases in the four Semesters.

DIS 1 - In the second semester the students have to develop the Research Proposal and relevant tools for their dissertation.

Colloquium on Research Proposal: In the Second Semester each M.Ed. student has to give a Colloquium related to his Research proposal in the presence of his / her classmates and the teaching faculty. The presentation will be evaluated by team of 3 examiners (1 concerned dissertation guide and 2 internal examiners appointed by the Head/Principal) for 2 credits i.e., 50 marks. Details of evaluation must be submitted by the committee to the concerned Head of the Department/ Principal, CTE under School of Education and Training, MANUU.

DIS 2 - In the third semester the M.Ed. students have to complete tool preparation and data collection.

Colloquium on Tool of Data Collection: In the Third Semester M.Ed. student has to give a Colloquium related to his Tool of Data Collection in the presence of his / her classmates and the teaching faculty. The presentation will be evaluated by team of 3 examiners (1 concerned dissertation guide and 2 internal examiners appointed by the Head/Principal) for 2 credits i.e.,

50 marks.. Details of evaluation must be submitted by the committee to the concerned Head of the Department/ Principal, CTE under School of Education and Training, MANUU.

DIS 3 – In the fourth Semester M.Ed. student has to complete Data Analysis, Interpretation and Report Writing.

Submission of Dissertation - Each M.Ed. student has to submit three hard copies and one soft copy (CD) of the dissertation along with the Abstract to the concerned Head of the Department/ Principal, CTE under School of Education and Training, MANUU.

Viva-Voce -At the end of the fourth Semester the candidate shall present his / her dissertation work through power point presentation and will be evaluated for a maximum of 100 marks i.e. 30 marks for viva – voce and 70 marks for dissertation on the day of examination scheduled by the University. The internal and external examiners appointed by the University shall forward the marks to the Controller of Examinations, MANUU on the same day.

After the viva – voce examination one copy will be submitted to the concerned Head, Department of Education and Training and the second copy will be submitted to the Departmental Library.

IX. Rules of Attendance

1. The degree of Master of Education shall be conferred on a candidate who, after getting admission into the M.Ed. course as specified above, has pursued a “Regular course of study” as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed examination both in theory and practical.
2. The minimum attendance of student-teachers shall have to be 80% for all course work and 90% for practicum i.e., Research and Internship. In special cases the Vice-Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the HOD/ Principal, based on medical certificate by an authorized medical officer. A monthly consolidated attendance statement will be displayed on the institution notice board on 5th of every month and the same be sent every month to the Dean, School of Education and Training, MANUU, Hyderabad.
3. Students who are continuously absent for ten days or more, a notice will be served stating that he/she has to forfeit his/her seat, if he/she fails to report to the college immediately.

4. The Candidates whose attendance is below 70% and more than 40% may be given readmission with in a period of two consecutive years with complete fee but without appearing at the Entrance Examination and in such a case the candidate has to fulfill all the rules and regulations which are followed by a fresh candidate. Otherwise such candidate should appear at the subsequent entrance exam and seek admission. Any request for readmission will be considered in the subsequent academic year only.
5. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the University or any other government or quasi government agency.
6. Attendance shall be reckoned from the date of admission to the last instructional day as per the almanac.

X. General Rules for Examination

1. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, practical work etc. The prescribed fee should be submitted on or before the date fixed for this purpose. The HOD/Principal, after verifying the eligibility of the candidate, shall forward the application to the Examination Branch of the University.
2. When a candidate's application is found to be in order, the Controller of Examinations shall send the attested Hall Ticket with the photograph of the candidate affixed to it, to the HOD/ Principal. The HOD/ Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him / her. Hall Ticket thus issued to the candidate shall have to be produced by the candidate before he / she can be admitted to the premises where the Examination is held.
3. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance, provided he/she does not change the subject or subjects originally selected by him/ her.

XI. Transitory Rules:

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old

syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examination subsequently according to the changed Syllabus / Regulations.

XII. Grades, Credits, SGPA and CGPA

The Two-Year M.Ed. Programme proposes to implement Cumulative Grade Point Average (CGPA) in continuous evaluation system of Two-Year M.Ed. Programme.

After receiving the marks of the student teachers from the HOD/Principals of Colleges of Teacher Education through the Chairperson, Board of Studies in Education for M.Ed., the Examination Branch of the University shall prepare Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) Memos by incorporating the marks obtained by the students in the semester end university examinations as described below. As 40% is the minimum required for pass in the examinations, the student teachers should obtain at least 28 marks (out of 70) in courses which carry 100 marks and 14 marks (out of 35) in courses which carry 50 marks in the University examinations. However, there is no minimum for internal assessment.

Award of Grades

After obtaining the marks from University Examinations, tabulation of marks should be commenced to get the total marks obtained in each course including internal assessment marks. The total marks thus obtained for each course will be converted into grade points as shown below.

GRADING SYSTEM

Range of Total Marks Obtained	Grade Points	Category
□ 90	10	O
80-89	9	A
70-79	8	B
60-69	7	C
50-59	6	D
40-49	5	E
□ 40	FAIL	0

In case of courses, which carry 50 marks, may be multiplied with 2 to fit into the grade point table shown above. Under the practical component also similar principal may be followed either by enhancing / reducing the marks to hundred for conversion of marks into

grade points. For example, in some cases the total marks may be 25, which is to be raised to 100 by multiplying with 4 and convert the marks into grade. Similarly if the total marks for a practical component is 50, which is to be raised to 100 by multiplying with 2 and convert the marks into grade. In case of 125 marks, it is reduced to 100 by multiplying with 4/5 and convert the marks into grade.

An Illustration of a Student's SGPA for Semester I is given below:

Course	Subject Name	Course Credit (C)	Theory (Sem-End Exams) 70/35	Theory/ Practicum (Internal) 30/15	Total Marks 100/50	Grade Point	Grade Obtained (G)	Points Obtained G×C
1	2	3	4	5	6	7	8	9
MED 101	Philosophical Perspectives of Education	4	48	16	64	7	C	28
MED 102	Psychology of Development & Learning	4	41	17	58	6	D	24
MED 102	Introduction to Educational Research	4	35	16	51	6	D	24
MED 104	Teacher Education (Pre-service and In-service)	4	52	18	70	8	B	32
ISB 1	Communication and Expository Writing	2		33	33	7	C	14
ISB 2	Self Development	2		38	38	8	B	16
INT 1	Internship in a TEI- Phase 1							-
		20						138
	Semester Grade Point Average (SGPA) = 138/20 = 6.9							6.9

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

However, the Grade Point Memo will contain only columns 1, 2, 3, 8 and 9 as shown below:

Semester Grade Point Average Memo for Semester-I

Course	Subject Name	Course Credit (C)	Grade Obtained (G)	Points Obtained G×C
1	2	3	8	9
MED 101	Philosophical Perspectives of Education	4	C	28
MED 102	Psychology of Development & Learning	4	D	24
MED 102	Introduction to Educational Research	4	D	24
MED 104	Teacher Education (Pre-service and In-service)	4	B	32
ISB 1	Communication and Expository Writing	2	C	14
ISB 2	Self Development	2	B	16
INT 1	Internship in a TEI- Phase 1	-		-
		20		138
	6.9			

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

Semester Grade Point Average Memo for Semester-II

Course	Subject Name	Course Credit (C)	Grade Obtained (G)	Points Obtained G×C
MED 201	Sociological Perspectives of Education	4	B	32
MED 202	Historical ,Political and Economic Perspectives of Education	4	C	28
MED 203	Advanced Research Methods	4	C	28
MED 204	Emerging Technologies in Education	4	B	32
INT 2	Internship in a Teacher Education Institute	4	A	36
DIS 1	Dissertation Related Work	2	B	16
	Semester Grade Point Average (SGPA) = $172 / 22 = 6.0$			7.8
	Cumulative Grade Point Average (CGPA) = $138 \text{ (SEM I)} + 172 \text{ (SEM II)} = 310 / 42 \text{ credits} = 6.4$			7.3

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

Semester Grade Point Average Memo for Semester-III

Course	Subject Name	Course Credit (C)	Grade Obtained (G)	Points Obtained G×C
MED 301	Curriculum Studies	4	B	32
MED 302	Specialization I Elementary / Secondary Education (a) Institutions, Systems and Structures (2 Credits) (b) Stage Specific Status, Issues and Concerns (2 Credits)	4	C	28
MED 303	Specialization II Elementary/ Secondary Policy and Practice Relating to Curriculum, Pedagogy and Assessment	4	C	28
ISB 3	Academic Writing	2	B	16
INT 3	Internship in an Institution (Specialization specific)	4	C	28
DIS 2	Dissertation Related Work	2	B	16
		20		148
	Semester Grade Point Average			7.4
	Cumulative Grade Point Average = $310+148=462/62=7.4$			7.4

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

Semester Grade Point Average Memo for Semester-IV

Course	Subject Name	Course Credit (C)	Grade Obtained (G)	Points Obtained G×C
MED 401	Perspectives and Issues and Research in Teacher Education	4	C	28
MED 402	Specialization III Elementary/Secondary Curriculum, Pedagogy and Assessment in Elementary Education/ Secondary Education	4	B	32
MED 403	Specialization IV Elementary/Secondary Educational Policy, Economics of Education and Educational Planning in Elementary/ Secondary Education	4	C	24
MED 404	Specialization V Elementary/Secondary Educational Administration, Management and Leadership in Elementary / Secondary Education	4	A	36
DIS 3	Dissertation (Research Relating to Specialization)	4	B	32
		20		152
	Semester Grade Point Average			7.6
	Cumulative Grade Point Average = $462 + 152 = 614 / 82 = 7.4$			7.4

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0

XIII. Improvement of Grade

1. Paper – wise Improvement:

- (a) When a candidate has passed in one or more papers / subjects in the first attempt in the regular * examination (s) conducted by the University for his / her batch, paper – wise improvement is permissible only in those papers.
- (b) A candidate is permitted to appear for paper-wise improvement only once for a semester examination.
- (c) A candidate who wishes to improve his / her performance may be permitted to do so if he / she appears in the immediate next regular examination conducted by the University. Paper – wise improvement not permissible for any backlog ** completed paper.
- (d) A candidate appearing for paper – wise improvement is permitted to have the better of the two awards for the purpose of award of division.

*Note: * Regular examination means, an examination conducted at the end of the semester for which the candidates were admitted and had undergone instruction.*

*** Backlogs means: (i) the papers / subjects in which the candidate registered for examination but either absented or failed, or (ii) papers / subjects for which the candidate has not registered for the examination along with his / her batch of students.*

2. Improvement in Aggregate:

Improvement in aggregate is permitted only after the candidate exhausts the chances of paper – wise improvement as per the following conditions:

- (a) Aggregate improvement is permissible only when a candidate appears in all papers / subjects (including practicals if any as per scheme) but not piece – meal or a semester. Further, the candidate has to appear for improvement examination as per the scheme of examination and syllabus in vogue at the time of taking his / her examination.
- (b) When a candidate appears for improvement in any semester / semesters, he / she may be permitted to have the better of the two aggregates i.e., the original or improvement.
- (c) The candidate is allowed for improvement in aggregate by appearing not more than two times for any semester. Further, aggregate improvement is limited to a period of one (1) year after passing the final semester examination for two (2) year course.

Note: Candidate who appear for improvement of performances under the above two categories are not eligible for the award of Distinction / Prizes / Medals / Merit Certificates etc.

XIV. Appearance and Reappearance for the Examination

1. Candidates who have put in the required attendance both in Theory and Practicum and those who have completed practical work and submitted records specified in the curriculum alone are eligible to appear for theory and practical examinations of M.Ed. course.
2. No candidate without the completion of Research and school internship, projects and practical record work will be allowed for final university level theory/ practical examinations.
3. The HOD/Principal of the college of Education should not allow any candidate to appear for the final theory examination if their practical work as prescribed is not satisfactory or incomplete at the time of forwarding the application for examination to the university. Such candidates should seek fresh admission or readmission in the subsequent year to complete their practical work.
4. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory course(s) in which he / she failed or in all the theory courses, at any subsequent examination without putting in further attendance, provided he / she does not change the subjects originally studied by him / her.
5. In case of Research and internship and other practical projects / records are not satisfactorily completed, the candidate will be permitted to appear for the final examination only after completing such practical work after seeking re-admission to M.Ed. as a casual student and producing thereafter, certificates of satisfactory work in the required areas.
6. Attendance at N.C.C. / N.S.S. Camps or Inter-Collegiate or Inter University or Inter-State or National or International matches or Debates, youth festivals or educational excursions if they form the part of the curriculum, or attendance at such other inter-university, inter-college activities, as approved by the university, will not be treated as absence. However, the aggregate of such absence should not exceed four weeks in the entire course of two years or four semesters.

XV. Moderation Board

1. Research, projects, activities and records are part of the M.Ed. programme which requires objective evaluation for awarding marks/ grades. All the practical work will be moderated by the Moderation Board duly constituted by the University drafting the senior Faculty members from the School of Education and Training. The committee will consist of three members. The same moderation committee will moderate all the programs offered by School of Education and Training. Moderation will be done at the end of the fourth semester.
2. Moderation Board will examine a minimum of 20% of the total practical records / work randomly selected.
3. The Moderation Board will scrutinize the internal assessment marks in each course and practical work (Research, activities, projects, records, etc.) of the candidates and ensure that evaluation standards are uniformly maintained in the department and at all the other CTE's. They will also check any significant difference in the assessment by constituent colleges and moderate to maintain a uniform standard of assessment among them.
4. The Moderation Board, after due review shall declare the appropriate marks to be awarded. The Moderation Board has the authority to reduce or enhance the marks awarded by teacher educators/ subject teachers/ Heads of the Schools.
5. The HOD/Principals of Colleges of Teacher Education should submit all the practical records of their Department/CTE's to the Dean, School of Education and Training for moderation.
6. Moderation Board shall forward these recommendations to the concerned HOD/Principals to effect the changes and request them to submit soft and hard copies of the same to the Dean, School of Education and Training. The Dean, School of Education and Training shall forward the duly revised award lists to the Chairman, Board of Studies in Education for onward transmission to the Controller of Examinations, MANUU, Hyderabad.
7. Recommendations of the Moderation Board are final and are not subject to review or revision.

XVI. Teaching Faculty as Mentors

1. It is envisaged to continue the practice of the concept of “**Mentorship**” in the Colleges of Teacher Education.
2. Each Teacher Educator in the Department/College of Teacher Education will act as a mentor, who will be responsible for monitoring the overall progress of the student teacher i.e., attendance, preparation of projects, research and Internship and his overall participation in the programme.
3. Each mentor will be allotted minimum of 8-10 students from each batch and he / she will take care of his / her progress and participation in the M.Ed. Programme.
4. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the reports prepared by students and conduct of various projects of the M.Ed. Programme.
5. The HOD/Principal of the Colleges of Teacher Education has to submit the list of mentors and the students allotted to each mentor to the Dean, School of Education and Training immediately after commencement of the M.Ed. program.

XVII. Guidelines for the Principals of Colleges of Teacher Education

The Principals/ Headmasters of Colleges of Teacher Education/ Schools are expected to:

1. Maintain the attendance of student teachers both for the forenoon and afternoon sessions in the Colleges/Schools during the Internship.
2. Give strict instructions to supervisor teachers to follow the instructions given by the teacher educators and monitor the classroom performance of the students. Also instruct the supervisor teachers to record their observations in the Internship file of the students.
3. Instruct all the students to stay in the college from morning to evening, during the internship period.
4. Instruct the students to participate in the activities of the Department of Education /CTE and also to present different value added activities in the Department of Education/CTE.
5. Sign on the records / project reports carried out by the student teachers during their Internship.

XVIII. Instructions to Paper Setters

In preparation of Question Papers for the University Examinations, the Question Paper setter should be instructed to set Four Short Answer Questions from Each Unit for a course which carries 70 marks as the syllabus of all the courses is consisting of five units. The Essay Type of Questions can be distributed over these five units. The Model Questions Papers are given below.



Model Paper
MAULANA AZAD NATIONAL URDU UNIVERSITY

Model Paper
Faculty of Education
M.Ed. Semester Examination

Subject

Paper

Time: 3 Hours

Max. Marks: 70

Section – A (10 x 5 = 50 marks)

Note :

1. Part A – consists of **10** short answer type questions with **Internal choice** covering all the units.
2. The candidate is expected to answer each question by following internal choice in about one page not exceeding 15 lines.
3. Each question carries 5 marks.

Section – B (2 x 10 = 20 marks)

Note :

1. Part B – consists of **2** essay type questions with **Internal choice**.
2. The candidate is expected to answer each question by following internal choice.
3. Each question carries 10 marks.

SEMESTER-I**MED 101****Course Title: Philosophical Perspectives of Education**

Total Marks-100, Total Credits : 4
(For Classroom Teaching :3 and for Practicum:1)
Total Contact Hours-80
(For Class Room Teaching: 48, Practicum:32)

Objectives

The course will enable the student to:

1. understand the significance of the ultimate human concerns and the contributions of philosophy in this regard.
2. be exposed to philosophical enquiry as a basis of all educational endeavours.
3. understand the influence of Indian as well as Western philosophical thoughts on education.
4. understand the concept of knowledge and process of acquiring/developing knowledge.
5. analyse the nature of education as a discipline with inter disciplinary base.

Course Content**Unit 1. Introduction to Philosophy and Education: Eastern and Western Perspectives.**

- 1.1. Philosophy in the Eastern and Western perspective.
- 1.2. Branches of Philosophy and their place in Education.
- 1.3. Basic Philosophical Tenets of Idealism, Naturalism, Pragmatism, Existentialism and Aims of Education
- 1.4. Philosophical bases of Sankhya, Yoga and Nyaya and their implications in Education.
- 1.5. Philosophical bases of Islam and its implications in Education.

Unit 2. Knowledge and Education.

- 2.1. Epistemological Perspectives of Knowledge.
- 2.2. Different Theories of Knowledge.
- 2.3. Methods of obtaining Knowledge. (Eastern and Western)
- 2.4. Knowledge and Pedagogy. (Constructivist and other approaches)

Unit 3. Interdisciplinary Nature of Education

- 3.1. Emergence of the concept of various disciplines.
- 3.2. Critical analysis of education as a discipline.
- 3.3. Interdisciplinary nature of education: its relationship with the disciplines/subjects such as: philosophy, psychology, sociology and economics.
- 3.4. Concept of liberal education, vocational education and professional education; need and importance.

Unit 4. Philosophy of Human Values, Culture and Education

- 4.1. Meaning and types of values - spiritual, moral, social, aesthetic values
- 4.2. Meaning and types of various human values
- 4.3. Philosophy of Human values and cultures
- 4.4. National values as enshrined in the Constitution of India & their educational implications

Unit 5. Contemporary thoughts on education, teaching and learning, teachers and learners :

- 5.1. The four pillars of Education (Delor's Commission Report)
- 5.2. Teachers and learners as creators of knowledge.
- 5.3. Philosophy of inclusive education, equitable and sustainable development.
- 5.4. Multicultural and diversified teaching learning.

Mode of Transaction

Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations, Research Exercises.

Practicum (Any Two)

1. Critical study of the Philosophical Ideas of one Eminent Philosopher.
2. Comparison between one Western school and one Indian school of Philosophy.
3. Study of Human Values and Professional Ethics of teachers/ teacher educators.
4. Term paper on any given topic in the syllabus using a power point presentation.

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MED 102

Course Title: Psychology of Learning and Development

Total Marks -100 Credits : 4
(For Classroom Teaching :3 and for Practicum:1)
Contact Hours-80
(For Class Room Teaching: 48 Practicum:32)

Objectives

The course will enable the student to:

1. develop an awareness of the different schools of Psychology.
2. utilize the appropriate learning theory of their choice for teaching.
3. understand the importance of motivation for learning.
4. recognize and analyse the personality types of students.
5. appreciate the theoretical contributions of psychology to the process of learning and development.
6. develop an awareness of mechanisms of adjustment and coping strategies.
7. conduct assessment of the learners in cognitive, affective and conative domains.
8. assess the educational implications of the concepts and principles of educational psychology.

COURSE CONTENT

UNIT-1. Schools of Psychology

- 1.1. The Profession of Teaching and Aims of Educational Psychology
- 1.2. A historical view of different schools of psychology with specific reference to changing role of teacher and learner: Behaviorist school, Gestalt theories, Cognitive theories, Humanistic school.
- 1.3. Current Concerns and Trends in Educational Psychology.
- 1.4. Research in Educational Psychology.

Unit – 2. Learning – I

- 2.1. Learning: Concept and Nature.
- 2.2. Behaviourist Theories: Hull's Reinforcement Theory.
- 2.3. Cognitive Field Theories: Insight learning theory, Lewin's Field Theory, Social Cognitive Learning by Bandura and Tolman's Theory of Learning.
- 2.4. Constructivist Theories: Bruner's Discovery learning, Cognitive Constructivism of Piaget, Social Constructionism of Vygotsky and Ausubel's Reception Learning.

Unit – 3. Learning – II

- 3.1. Constructivist methods of Teaching: Cooperative Learning, Brainstorming, Concept mapping, Reciprocal Teaching and Kolb's Experiential Learning.
- 3.2. A) Gagne's Hierarchy of Learning B) Brain Based learning.
- 3.3. Transfer of learning and its Theories.
- 3.4. Motivation: Concept, Types, Implications to learning. Concept of achievement motivation.

Unit – 4. Development and Personality

- 4.1. Development of : Concept Formation, Logical Reasoning, Problem Solving, Creative Thinking, Language Development and Metacognition.
- 4.2. Theories of personality: Psychoanalytic (Classical and Neo Freudian) and Humanistic theories (Roger and Maslow's).
- 4.3. Multiple intelligence: Concept, significance and implications.
- 4.4. Emotional intelligence: Concept, significance and implications.

Unit – 5. Group Dynamics, Adjustment and Mental Health

- 5.1. Group Dynamics, Leadership Styles and Characteristics of Effective leadership.
- 5.2. Adjustment: Psychological processes, Maladjustment, factors responsible for maladjustment.
- 5.3. Mental Health and Hygiene. Role of Guidance and Counseling.
- 5.4. Processes of Adjustment, Conflicts and Defence mechanisms.

Practicum:

1. Study of group dynamics of secondary school students and B.Ed. students using different techniques and tools.
2. Assessment of the learner in the area of:
 - Cognitive: Intelligence, Aptitude, Creativity, etc - .its description, administration and interpretation.
 - Affective: attitude, interests, values, etc. - its description, administration and interpretation.
 - Connative: description and administration of tests related to motor and physical skills.
 - Personality and any other related tests.

(The student shall acquaint with the Psychology lab in the institution and develop a profile by administering at least any Two tests stated above)

3. Term paper on any given topic in the syllabus using a power point presentation.

Mode of Transaction:

Lecture, Discussion, Case Study, Experiments, Problem solving, Film Shows.

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MED103

Course Title: Introduction to Educational Research

Total marks-100, Credits: 4
(For Classroom Teaching: 3, Practicum:1)
Contact Hours-80
(For Class Room Teaching: 48 and for Practicum: 32)

Objectives

The course will enable the student to:

1. describe the nature, purpose and scope of research in education.
2. understand the important features of different types of research.
3. explain the characteristics of qualitative and quantitative research in education.
4. conduct a literature search and select a problem for a research study.
5. understand different sampling techniques and select an appropriate sampling technique for a research study.
6. describe the different tools of data collection.
7. use appropriate data collection tool for a research study.
8. explain the procedure for construction of tool for a research study.
9. compute and apply the measures of central tendencies and variations.
10. understand the meaning of Normal Probability Curve and its applications.

Course Content

Unit1. Introduction to Educational Research

- 1.1. Means of Acquiring Knowledge; Scientific Method of Generating Knowledge, Positivist and Non-positivist paradigms of generating knowledge.
- 1.2. Meaning, Purpose, Characteristics and Scope of Educational Research and Broad areas of educational research.
- 1.3. Types of Educational Research: Basic, Applied and Action research; Research paradigms in Education: Quantitative, Qualitative and Mixed research.
- 1.4. Research Problem: Definition, Sources and evaluation, characteristics of good research problem.
- 1.5. Related Literature – Purposes of Review; Sources of the literature search- Library, Internet and databases, Internet search tools and quality of internet resources.

Unit - 2: Variables, Hypothesis and Sampling in Educational Research

- 2.1. Meaning and Classification of Variables.
- 2.2. Meaning, Types and Forms of Hypothesis.
- 2.3. Concept of population and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples.
- 2.4. Random and Non-Random sampling techniques.

Unit 3: Types of Quantitative Research

(Nature, Characteristics, Types and Steps)

- 3.1. Descriptive Research,
- 3.2. Experimental Research
- 3.3. Survey research
- 3.4. Co-relational studies

Unit 4: Tools and Techniques of Data Collection

- 4.1. Tools of Data Collection: Questionnaires, Tests, Inventories and Rating Scales (Types, Uses, Merits and Limitations).
- 4.2. Methods and Techniques of Data Collection: Observation and Interview (types, uses, merits and limitations).
- 4.3. Principles of Construction of tools and techniques and its administration.
- 4.4. Basic attributes of a good Research tool – Reliability, Validity and Usability.

Unit - 5: Descriptive Analysis of Quantitative Data

- 5.1. Data types: Nominal, Ordinal, Interval and Ratio; Data Levels: individual and group.
- 5.2. Graphical and tabular representation of Data
- 5.3. Measures of Central tendencies and dispersion, assumptions, uses and interpretation, Normal Distribution: Characteristics of Normal Probability curve and its applications, Deviation from normality - skewness and Kurtosis
- 5.4. Measures of Relative Positions – Percentiles, Percentile Rank, Z and T scores.

Mode of Transaction

Lecture-cum-Discussion, Group Discussion, Presentations; Panel Discussion; Seminar Presentations, Research Exercises.

Practicum (Any Two)

1. Review of an article from journals and surveys.
2. Use of internet in review of literature.
3. Preparation, Try-out and finalization of a tool related to identified research Problem.
4. Identification of variables of a research study and classification of them in terms of functions and level of measurement.
5. Preparation of a sampling design given the objectives and research questions/hypotheses of a research.
6. Term paper on any given topic in the syllabus using a power point presentation.

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MED 104

Course Title: Pre-Service and In-Service Teacher Education

Total Marks-100, Credits: 4
(For Classroom Teaching: 3 and for Practicum:1)
Contact Hours-80
(For Class Room Teaching: 48 and for Practicum: 32)

Objectives

The course will enable the student to:

1. discuss the nature and scope of pre service and in-service teacher education.
2. critically analyse the needs and relevance of pre-service and in-service teacher education programmes
3. understand the context of quality enhancement of school system vis-a vis development of professionalism among school teachers.
4. understand the logistics involved in organisation of teacher education curriculum and its implementation.
5. comprehend the dynamics of various schemes and programmes meant for professional development of in-service teachers and its impact.
6. understand the nature, organisation and curriculum of pre-service teacher education programmes meant for teachers at different levels of schooling.
7. understand the purpose of planning, designing, implementing and effectiveness of pre service and in-service teacher education programmes for different levels of school teachers.

Course Content

Unit I: Teacher Education and Teacher Development

- 1.1. Teacher Education – Brief History, Current Status, Need, Concept and Scope.
- 1.2. Teaching as a Profession, Roles and functions, Skills and Competencies and Professional Ethics.
- 1.3. Teacher Development- Concept, factors influencing teacher development (Personal and Contextual),
- 1.4. Teacher Expertise: Berliner's Stages.
- 1.5. Approaches to Teacher development: Self Directed, Cooperative or Collegial development and Change Oriented staff development.

Unit 2. Pre-service Teacher Education in India

- 2.1. Pre-Service Teacher Education: Concept, Need, Objectives and Scope.

- 2.2. Roles, functions and networking of Institutions like NCTE, NCERT, NUEPA, UNESCO, UGC, SCERT, RIE, IASE's, CTE's and DIET's.
- 2.3. Vision of Teacher Education Curriculum as envisaged in UNESCO, NCERT and NCTE documents.
- 2.4. Roles and responsibilities of a Teacher Educator–Elementary and Secondary.
- 2.5. Training of Teacher Educators –Present Practices, Challenges and Reforms needed.

Unit 3. Structure, Curriculum and Modes of Pre-service Teacher Education

- 3.1. Components of Pre-service Teacher Education Theory, Practical, Practice Teaching and Internship.
- 3.2. Transactional Approaches for Core and Specialisation Courses: Expository, Participatory, Collaborative, Peer Coaching and Inquiry.
- 3.3. Transactional Approaches for Skill and Competency development Courses: Awareness, modeling, analysis, practice and Feedback cycle.
- 3.4. Modes of Pre-Service Teacher Education- Face to Face (Linear and Integrated) mode and Open, Distance and online learning Mode.
- 3.5. Models of Pre-Service Teacher Education: Consecutive, Integrated and Alternate Models.

Unit 4. In-service Teacher Education in India

- 4.1. In-Service Teacher Education: Concept, Need, Objectives and Scope.
- 4.2. Types of In-service teacher education programmes; orientation, refresher, workshop, seminar and conference.
- 4.3. Agencies of In-service teacher education: Local Level, District Level, State Level and National Level.
- 4.4. Provisions made by State for Professional Development of Teachers.
- 4.5. ICT for Professional Development of Teachers: Use of Audio, Video, Multimedia and Interactive Technologies (Teleconferencing, e-learning)

Unit 5. Planning, Organisation and Evaluation of In-service Teacher Education

- 5.1. Planning of In-service Teacher Education Programmes: Context, Purpose, Duration and Budget.
- 5.2. Designing of In-service Teacher Education Programmes: Assessment of training needs, formulation of training curriculum, preparation of course materials and evaluation of curricular inputs.

- 5.3. Organisation of In-service Teacher Education Programmes: Problems faced by teacher education institutions.
- 5.4. Effectiveness of In-Service Teacher Education Programmes: Impact on professional competencies and curricular practices.
- 5.5. Qualities and Characteristics of an Effective In-Service Teacher Educator.

Practicum (Any Two)

1. Project on training needs and significant practices of in-service teacher education programme.
2. Interview of in-service teachers on training needs and the impact of in-service training programme.
3. Comparison of curriculum of pre-service teacher education university wise/ state wise and NCTE norms and guidelines.
4. Review of articles on effectiveness of teacher education programmes.
5. Designing training inputs for any one course of pre-service teacher education.
6. Project of exploring training needs of in-service teachers.
7. Empirical study on any major issue of teacher education.
8. Term paper on any given topic in the syllabus using a power point presentation.

Modes of Transaction

Lectures, dialogues, thematic discussion, guided studies and presentation.

Experience based presentation by the student teachers about B.Ed/D.El.Ed. and in-service programmes if any.

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ISB 1: COMMUNICATION & EXPOSITORY WRITING

Total Marks-50 : Credits: 2

(For Classroom Teaching: 1 and for Practicum:1)

Contact Hours-48

(For Class Room Teaching:16 and for Practicum: 32)

Course Objectives

The course will enable the student to:

1. develop effective communication skills in English and Urdu.
2. overcome barriers in communication.
3. explain a topic in a logical and straightforward manner.
4. present a fair and balanced analysis of a subject based on facts.
5. write different types of expository essay writing:
6. compose clear and coherent sentences and paragraphs, supporting claims with specific evidence.
7. present reasonable conclusions, following conventions of grammar and usage.
8. developing identity and voice as a writer.

Course Content

Unit I – Verbal and non- Verbal Communication 15 marks

1. Concept of Communication and Components of Communication – Sender, Message, Media, Receiver
2. Types of communication- Verbal, Nonverbal, Paraverbal
3. Barriers to Effective Communication, Dos' and Don'ts of effective Communication
4. Characteristics of an Effective Speaker

Practicum - In English and in Urdu (Any five - 3 marks for each = 15 marks)

1. Introduce yourself in 5 sentences
2. Give a Short Speech
3. Narrate an incident
4. Tell a story
5. Conduct an Interview
6. Question Answer Session
7. Extempore speech
8. Elocution
9. Debate
10. Group Discussion

Unit II – Written Communication**15 Marks**

1. Resume writing
2. Letter Writing - Formal and Informal
3. e-mail Ettiquestes

Practicum - 5 marks each = 15 marks

1. Writing a Resume
2. Writing a letter
3. Writing an e-mail

Unit II - Expository Writing**20 marks**

1. Concept of Expository writing
2. Process of Expository Writing (Pre-writing, Drafting, Revising, Editing and Publishing.
3. Types of Expository writing -
 - a) Definition essays
 - b) Classification essays
 - c) Compare and contrast essays
 - d) Cause and effect essays
 - e) Process Essays

Practicum - 4 marks each X 5 essays = 20 marks

Write five types of Essays in English / Urdu - 5 marks each = 25 marks

Some Sample Topics for Definition essays

Trust, Kindness, Sportsmanship, Honor, Modesty, Self-assurance, Humility, Dedication, Sensitivity, Respect, Ambition

Some Sample Topics for Classification essays

Search engines, Computer users, Extracurricular activities, Students and their study habits, Lectures, Students during an exam, Students during a class discussion, Vacations, Advertisements, Discounts, Types of motivation.

Some Sample Topics for Compare and contrast writing essays

1. Which language is best for teaching at the elementary level? Why?

2. Which century literature do you consider best why?
3. Compare any two books you read and give reflections on the author's view?
4. What are the qualities of a good leader? What can you learn from the examples of great leaders of the past?

Some Sample Topics for cause and effect writing- topics

1. What are the causes and effects of not voting in the elections?
2. Explore how obesity affects a nation's productivity and economy.
3. What were the direct and indirect causes of World War II?
4. What are the long-term effects of global warming, especially its estimated impact on coastal cities.
5. Describe the evolution of communication in the last 20 years since the advent of the internet
6. What are the causes and effects of deforestation?
7. What happens if sun doesn't arise?

Some Sample Topics for Process essays

1. What is the process of electing Parliament in our country?
2. How to make your own website?
3. How to learn a foreign language in the shortest time possible?
4. How plants produce oxygen?
5. How to become a successful orator?
6. How to prepare for a job interview to get the position?
7. How to write a novel?
8. How to become an organized person?

References:

1. Armstrong, Cheryl "Focusing Writing: So What?" California English (March/April, 1985): 9. Bartholomae,
2. [Barbara Mariconda](#), Step-by-step Strategies For Teaching Expository Writing, Grades 4-6, Paperback – November, 2001
3. Elbow, Peter. Writing With Power. New York: Oxford UP 1981. Epes,
4. Eds. Janice N. Hays, Phyllis A. Roth, Jon R. Ramsey, and Robert D. Foulke. Urbana, IL: NCTE, 1983. 127-144. Kogen, Myr. "The Conventions of Expository Writing." Journal of Basic Writing 5 (1986):24-37.
5. Murray, Donald. A Writer Teaches Writing. Boston: Houghton, 1968.

ISB 2 - Self Development

Total Marks-50 : Credits: 2
(For Classroom Teaching: 1 and for Practicum:1)
Contact Hours-48
(For Class Room Teaching:16 and for Practicum: 32)

Objectives

The course will enable the student to:

1. help students discover and develop open-mindedness, the attitude of a self motivated learner, having self-knowledge and self-restraint.
2. help students develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
3. develop the capacity to facilitate personal growth and social skills in their own students
4. help students in analyzing self.
5. develop decision making skills.
6. develop problem solving skills.
7. develop creative thinking/lateral thinking skills.
8. develop interpersonal skills.
9. develop confidence and self esteem.
10. develop stress management skills.
11. develop time management skills.

Unit I – Self Development

1. Concept of Self Development
2. Process of Self Development - Planning • Monitoring and Support • Reviewing
3. Analyzing the Self–SWOT Analysis (Strengths, Weaknesses, Opportunities And Threats)

Unit II - Life Skills Development

1. Decision Making
2. Problem Solving
3. Creative thinking/Lateral thinking
4. Effective Communication

5. Interpersonal Relationships
6. Confidence
7. Time Management
8. Stress Management

Unit III: Physical Development

1. Diet and Nutrition
2. Physical Exercises
3. Yoga

The course is to be conducted on the above topics in the form of a Workshop using

Class discussions, Brainstorming, Demonstration and guided practice, Role plays f Audio and visual activities, e.g., arts, music, theatre, dance, Small groups, Educational games and simulations, Case studies, Storytelling, Debates, Decision mapping or problem trees.

Practicum -10 marks for each = 50 marks

- a. Doing a SWOT analysis of one's self and write a report.
- b. Maintaining a time log and analyzing it.
- c. Analyzing their own diet.
- d. Making a self development plan.
- e. Report writing of workshop on self development.

References

1. Boyd, B. L., Herring, D. R., & Briers, G. E. (1992). Developing life skills in youth. *Journal of Extension* [On-line], 30(4). Available at: <http://www.joe.org/joe/1992winter/a4.html>
2. Hendricks, P. (1998). Targeting life skills model. Available at: <http://www.extension.iastate.edu/4H/lifeskills/homepage.html>
3. Miller, R. A. (1976). *Leader/agents guide: Leadership life skills*. Stillwater, OK: Oklahoma State University.

SEMESTER-II**MED 201****Course Title: Sociological Perspectives of Education**

Total Marks-50 Total Credits-02
(For Classroom Teaching:1 and for Practicum:1)
Total Contact Hours-48
(For Class Room Teaching: 16 Practicum: 32)

Objectives

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

1. Understand and explain the context in perspectives of education, its organization and relevance to society.
2. Understand and explain the role of family, associations, schools, colleges and universities in context of changing society and social structures.
3. Appreciate, comment and formulate the role of above stated institutions to address the problems of a changing society.

Course Content**Unit I: Education and Society**

- 1.1. Education as a process in the social system; a social activity.
- 1.2. Education and its characteristics; interrelation amongst education and other social subsystems- economy, polity and culture.
- 1.3. Context of Social Groups in Education
- 1.4. Various Social Groups: Political, Economic, Professional, Caste, Class & Habitat- their Interaction and Education
- 1.5. Education as a process of Socialization
- 1.6. Acculturation, Enculturation
- 1.7. Informal, Formal, and Non-Formal

Unit 2: Sociological Functions of Education

- 2.1. Socio-Political Ideology and Education
- 2.2. Preservation, Transmission, Evolution of culture

Unit 3: Education and Social Change

- 3.1. Concept of social change: modernization and development
- 3.2. Factors affecting social change: Endogamous: exogenous factors
- 3.3. Different processes of social change
- 3.4. Structural functionalism and Conflict theories

Unit 4: Role of Education in a Changing Society

- 4.1. Role of Education in a Changing Indian Society
- 4.2. Education for Wholistic Social Development
- 4.3. Needed changes in the following aspects:
 - a. Cognitive
 - b. Affective

- c. Psychomotor
- d. Environmental
- e. Spiritual

4.4. Education and Changing Social Context

Unit 5: Current Issues in the Context of Education and Indian Society

- 5.1. Education and Neo-Colonialism, Neo- capitalism & Neo-liberalism
- 5.2. Divergence of the State, society & Education
- 5.3. Education & Lawlessness
- 5.4. Education: Equity & Equality
- 5.5. Education & Secularism
- 5.6. Education of the Disadvantaged
- 5.7. Identity and Autonomy of Indian Education

Transaction Mode

Lecture, Presentation, Demonstration, Discussion, Individual and Group Exercises.

Practicum

1. Students will prepare an assignment on any two of the above mentioned issues and make a presentation

Suggested Readings

1. Berge, P.L. (1966). *Invitation to Sociology*. London: Penguin Books.
2. Berger, P.L. & Luckman, T (1967). *The Social Construction of Reality*. Allen Lane: The Penguin Press (Set Books).
3. Bhattacharya & Srinivas. (1962). *Society and Education*. Calcutta: Academic Publishers
4. Brookner, W.B. & Gottlieb, D. (1964). *A Sociology of Education* (2 ED.) New York: American Book Company
5. Carl H. Gross, C.H, Wronski, S.P. & Hansol, J.W. (1962). *School and Society*. Boston: D.C. Heath & Co
6. Chitnis, S. (1974). *Sociology of Education: A trend report in a survey of research in Sociology and Social Anthropology by ICSSR*. VOL. ii, p 166-232. Bombay: Popular Prakashan (ICSSR)
7. Cosia, B. R. (1971). School And Society, prepared "The School and Society Course Team at the Open University" In School and Society. London: The Open University Press
8. Cox, W.L. & Mercer, B.E. (1961). *Education in Democracy*. New York: McGraw Hill
9. Donald, A.H. & Joel. E.G. (1967). *On Education — Sociological Perspectives*. New York: John Wiley and Sons INC
10. Dukhiem, E. (1950). *Education & Sociology*. New York: The Free Press
11. Freedman, B. (1967). *The College Experience*. San Francisco: Jossey-Bass INC
12. Harris, E. S. (1965). *Challenge and Change In American Education*. California: Mc Cutchen Publishinz Corporation
13. Jayram, N. (1990) *Sociology of Education in India*. Rawat
14. Lavitas. M. (1974). *Marxist Perspective in the Sociology of Education*. London: Routledge and Kegan Paul

15. Nambissan, Geeta&Srinvasa Rao (ed.).(2012). *Sociology of Education in India — Changing Contours & Emerging Concerns*. Oxford
16. Morris , I. (1978). *The Sociology of Education — An Introduction*. London: William Cloves Limited
17. Moser. C.A., &Calton, G. (1979). *Survey Methods in Social Investigation* (2ND ED). California: The English Language Book Survey & Heinemann Edl. Books
18. Musgrave, P.W. (1970). *Sociology, History and Education - A Reader*. London: Methuen & Co. Ltd
19. Nisbet, R.A. (1967). *The Sociological Tradition*. London: Heinemann
20. Ottaway, A.K.C. (1962). *Education in Society: An Introduction to Sociology of Education*. London: Routledge and Kegan Paul Ltd
21. Parsons, P. (1951). *The Social System*. USA: Free Press
22. Premnath. (1957). *The Bases of Education*. Delhi: S. Chand & Co.
23. Ruhela, S.P. (1969). *Social determinants of Educability in India*. New Delhi: Jain Brothers Publishers
24. Schlechty, P.C. (1976). *Teaching and Social Behaviour*. USA: Allyn and Bacon, Inc



MED 202
Course Title: Historical, Political and Economic
Perspectives of Education

Total Marks-50 Total Credits-02
 (For Classroom Teaching:1 and for Practicum:1)
 Total Contact Hours-48
 (For Class Room Teaching: 16 Practicum: 32)

Objectives

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

1. Trace development of education in India during pre independence and post independence period.
2. Analyses educational provisions influenced by political developments in Indian Society as visible in the form of constitutional amendments and Government initiatives.
3. Link economic reforms with Educational Developments.
4. Analyse Educational policies and provisions of India in Comparison to that of UK, USA, Japan, Russia and Australia

Course Content

Unit 1: Historical Perspectives of Education

- 1.1. Milestones of Educational development in India: Ancient, Medieval and Morden era.
- 1.2. Education and National development: Commissions and Committee reports on education-Pre and Post Independent India.
- 1.3. Contemporary Indian education system, structure, policies, practices and major challenges;
- 1.4. Constitutional and legal basis underlying educational policies and practices; during post Independence Period.

Unit 2: Political Perspectives of Education

- 2.1. Relationship between education and Politics
- 2.2. Role of the State and civil society in education; Role of teachers' organisations in education and development
- 2.3. Equity and inclusion in education
- 2.4. Education and national integration; Education for citizenship building
- 2.5. Rights-based approach to education: Education as a human right; Child rights and education; Educational rights of minorities and disadvantaged groups; Affirmative action for promoting equal rights in education

Unit 3: Economic Perspectives of Education

- 3.1. Education as public good
- 3.2. Education and economic development; Education as investment – Cost benefit Analysis
- 3.3. Education and economic growth, Economic reforms and education

- 3.4. Education and human development, Human Development Index (HDI), human capability approach to education

Unit 4: Comparative Status of Education

- 4.1.1. Comparison of Policies, Provisions and Status of Education in India with UK, USA, Japan, Russia and Australia in the context of School education and Teacher Education

Unit 5: Current Trends in Education

- 5.1. Liberalisation, Privatisation, Globalisation of education.
- 5.2. Millenium Development Goals and education.
- 5.3. National Education Programmes: SSA, RMSA and RUSA
- 5.4. Allocation of Budget for education in India

Transaction Mode

Lecture, Presentation, Demonstration, Discussion, Individual and Group Exercises.

Practicum : Any Two of the following

1. Evaluate how the political ideology of the party in power influences the educational planning, and practices in our country.
2. Take the national/ state budget for education and evaluate its appropriateness with reference to our policies and programmes.
3. Study of Policies, Provisions and Status of Education in any one of the following countries: UK, USA, Japan, Russia and Australia and compare with our Indian education system.
4. One Seminar

SUGGESTED READING

1. Aggarwal, J.C. (1993): Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
2. Aggarwal, J.C. (2002): Development and Planning of Modern Education. Vikas Publishing House, New Delhi
3. Baskin, Wade. (1966). *Classics in Education*. Vision: Press London.
4. Brubacher, John S. (1969). *Modern Philosophies of Education*. New Delhi: Tata McGraw Hill.
5. Broudy, H.S. (1977). *Building a Philosophy of Education*. New York: Krieger.
6. Chauble, S. P. (1955). *A History of Education*. Allahabad: Bharat Publication.
7. Dupuis, A.M. (1972). *Philosophy of Education in Historical Perspective*. New Delhi: Thomson Press.
8. Gore, M.S. (1984). *Education and Modernization In India*. Jaipur: Rawat Publishers.
9. Karbir Humayun. (1961). *Education in New India*. Asia Publishing House.
10. Kneller, George F. (1978). *Foundations of Education*. John Wiley and Sons.
11. Mukherjee, S.N. (1955). *History of Education in India*. Baroda: Acharya Book Depot. New Delhi: National Publishing House.
12. Mukerji S. N. (1960). *Education in India To-day & Tomorrow*. Baroda : Acharya Book.

MED 203

Course Title: Advanced Research Methods

Total Marks-50 Total Credits-02
(For Classroom Teaching:1 and for Practicum:1)
Total Contact Hours-48
(For Class Room Teaching: 16 Practicum: 32)

Objectives

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

1. Describe the characteristics of different research qualitative methods in education.
2. Understand the difference between quantitative and qualitative research procedures.
3. Select a research method appropriate for a research study.
4. Prepare a research proposal for a research study.
5. Select and apply suitable correlation technique in a research study.
6. Select and use appropriate inferential statistical technique for a research study.
7. Prepare a research report in an appropriate format for a research study.
8. Examine relationship between and among different types of variables of a research study
9. Explain or predict values of a dependent variable based on the values of one or more independent variables
10. Test specific hypotheses about populations based on their sample data
11. Use appropriate procedures to analyse qualitative data
12. Demonstrate competence in the use of statistical packages for analysis of data

Course Content

Unit 1: Methods of Qualitative Educational Research

- 1.1. Ethnography Phenomenology, Philosophical, Ethno-methodological Research
- 1.2. Historical Research and
- 1.3. Case Studies

Unit 2: Tools and data analysis for qualitative research

- 2.1. Field interviews, Focused group discussions, Reflective Journals, Observations, Anecdotal records
- 2.2. Content Analysis, Narrative analysis, Frame work analysis, Discourse analysis, and Grounded Theory

Unit 3: Research Proposal and Research Report

- 3.1. Format of Research Proposal
- 3.2. Format of Research Report
- 3.3. Style of writing the Report, References and Bibliography
- 3.4. Evaluation criteria for Research Report and Research Paper

Unit 4: Examining Relationship or Association

- 4.1. Correlation Techniques: Rank order, Product moment, Biserial and Point-biserial.
- 4.2. Regression and Prediction.

- 4.3. Chi-Square Test: Properties and Uses of Chi-Square Test; Chi-Square as a goodness of fit and test of independence (or association), Contingency coefficient and its uses.
- 4.4. Computer Data Analysis.

Unit 5: Inferential Analysis of Quantitative Data

- 5.1. Fundamental Concepts of Inferential Statistics – Concept and uses of Inferential statistics, the ‘t’ distribution, Sampling distribution, Standard error, Confidence interval and Levels of Significance, Degrees of freedom, Two-tailed and One-tailed test of significance, Errors in testing of hypothesis: Type-I and Type-II.
- 5.2. Testing the Significance of Statistical measures, viz., mean, S.D., Correlation coefficient and percentages.
- 5.3. Testing the Significance of difference between the following statistics for independent and correlated samples – Means (Including small samples), Percentages, Correlation coefficients.
- 5.4. ANOVA (One Way) and ANCOVA (One Way) – Concept, assumptions and computation.

Transaction Mode

Lecture-cum-demonstration, Presentation, Demonstration and discussion, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for dissertation.

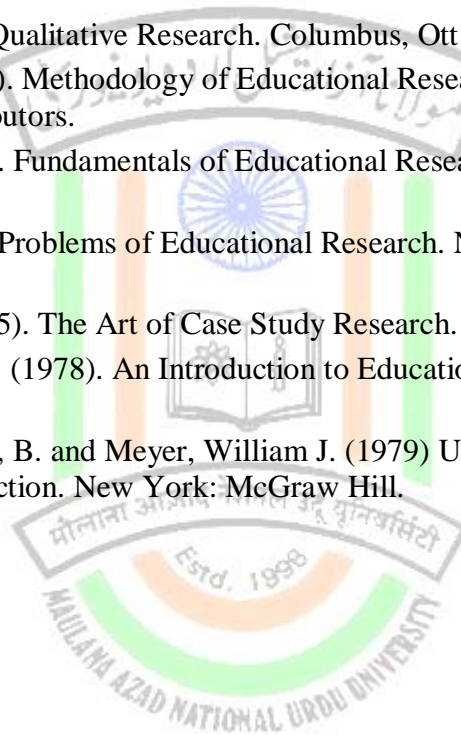
Practicum: Any Two of the following

1. A critical assessment of statistical techniques used in a research report
2. Preparation of graphic designs of data obtained in a research study
3. Analysis of data using Statistical Packages like SPSS, Excel etc
4. One Seminar
5. One Assignment

Reference Books

1. Aggarwal Y.P. (1988). Statistical Methods: New Delhi: Sterling Publishers Pvt. Ltd.
2. Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
3. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
4. Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
5. Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
6. Fisher, R.A. (1958). Statistical Methods for Research Workers. Edinburgh: Oliver and Boyd.
7. Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
8. Garret, H.E. (2006). Statistics in Psychology and Education. Delhi: Surjeet Publications.

9. Guilford, J.P., and Benjamin Fruchter (1982). Fundamental of Statistics in Psychology and Education, Fifth Edition. New York: McGraw-Hill Book Company.
10. Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
11. Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
12. Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research - A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
13. Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
14. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage. 23
15. Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Rout ledge.
16. Shank, G.D. (2002). Qualitative Research. Columbus, Ott: Merrill, Prentice Hall.
17. Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
18. Sharma, R.A. ((1992). Fundamentals of Educational Research. Meerut: Loyal Book Depot.
19. Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
20. Stake, Robert E. (1995). The Art of Case Study Research. Thousand Oaks: C.A: Sage.
21. Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: MacMillan.
22. Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill.



MED 204

Course Title: Emerging Technologies in Education

Total Marks-50 Total Credits-02
 (For Classroom Teaching:1 and for Practicum:1)
 Total Contact Hours-48
 (For Class Room Teaching: 16 Practicum: 32)

Objectives

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

1. Understand the pre requisites for Integrating Emerging Technologies in Education.
2. Describe the integration of Emerging technologies for pedagogy and assessment.
3. To enable the students to acquire the concepts of various new technologies applied in Education.
4. To enable the students to understand the various aspects of emerging technologies and their application in Education.
5. To enable the students to develop the skills of handling and operating different types of technology in real classroom situations.
6. To enable the students to interpret their research data through computers.

Unit 1: Pre-requisites for Integrating Emerging Technology in Education

- 1.1. Emergence of ICT as a discipline
- 1.2. ICT skilled Teacher
- 1.3. Characteristics of digital learners
- 1.4. Technology and pedagogy -Techno pedagogical content knowledge (TPCK)

Unit 2: Emerging Technology in Teaching Learning

(Concept, Tools, Requirements, Advantages and limitations)

- 2.1. Mobile-learning
- 2.2. Blended Learning
- 2.3. MOOCs
- 2.4. Flipped Learning
- 2.5. Gamification
- 2.6. Educational Apps
- 2.7. Simulations
- 2.8. E-Textbooks

Unit 3: Emerging Technologies and Assessments

- 3.1. Electronic assessment portfolio
- 3.2. Technology assisted continuous assessment: role of LMS, Online and offline assessment tools – rubrics, survey tools, puzzle makers, test generators, reflective
- 3.3. Learning analytics and feedback journal, question bank
- 3.4. Computerized Grading

Unit 4: Technology Integration: Policies and Trends

- 4.1. Promising Trends

- a. Increased online access and connectivity
 - b. Free and Open Source Software (FOSS)
 - c. Cloud Computing
- 4.2. Problems
 - a. Equity issues and the digital divide
 - b. Social, ethical, and security issues
 - c. Limitations of technology integration: A critical look at the impact of technology integration
 - d. Technology dependence and learner autonomy
- 4.3. Current and Future Trends
 - a. Personalised learning spaces
 - b. Digital badging and games
 - c. BYOD (Bring Your Own Device) and digital citizenship
 - d. Moodles
- 4.4. Review of Research in ICT: What research says about ICT integration?

Unit 5: ICT in Educational Research

- 5.1. Collaborative tools and its use in educational research.
- 5.2. Data Analysis using MS-Excel/SPSS.
- 5.3. Graphical and diagrammatic representation of data.
- 5.4. Descriptive and inferential statistics analysis using MS-Excel/SPSS.

Transaction Mode

Lecture-cum-demonstration, Presentation, Demonstration and discussion, individual and group exercises and Practical Work on computers.

Practicum: Any Two of the Following:

1. A Review of Research in ICT and write a report on What research says about ICT integration?
2. Developing an ICT integrated unit plan.
3. Developing e-rubrics survey tools, puzzle makers, test generators, reflective journal, question bank with the help of relevant ICT tools.
4. Downloading, installing and using free and open source educational software.
5. A study of status of technology integration in teacher education institutions.
6. Critical review of UNESCO ICT Competency Standards for Teachers - 2008
7. Survey of innovative practices in ICT integration in education.
8. Critical evaluation of ICT integration efforts in the country.
9. Developing an electronic assessment portfolio.
10. Developing an electronic teaching portfolio.
11. Seminar Presentation.

References:

1. Arulswamy S., Sivakumar P. (2012). *Application of ICT in Education*, Hyderabad: Neelkamal Publication.
2. Carl Simmons, Hawkins Claire (2009). *Teaching ICT*, Sage Publications India Pvt. Ltd.

3. Denis, Kim, Sen and Morin (2000). *Information Technology – The Breaking Wave*, New Delhi: Tata McGraw – Hill Publishing Co. Ltd.
4. Hemlata Talsera et.al. (2005). *Web Based Learning*, New Delhi: Authors Press.
5. Mahesh Verma (2006). *Technology in Digital Education*, New Delhi: Murari Lal & Sons,
6. Manoj Dash, (2010). *ICT in Teacher Development*, Hyderabad: Neelkamal Publication.
7. Merrill, P.F. et al (1985). *Computers in Education 2nd Edition*, New York: Allyn & Bacon.
8. Peter Norton's (2000). *Introduction to Computers*, New Delhi: Tata McGraw Hill Publications.
9. R.C. Mishra (2005). *Teaching of Information Technology*, New Delhi: APH Publishing corporation.
10. Roblyer, M.D. (2006). *Integrating Educational Technology into Teaching*, New Jersey: Pearson Prentice-Hall Inc.
11. Sampath L, et al (1998). *Introduction to Educational Technology 4th Edition*, New Delhi: Sterling Publishers Pvt. Ltd.
12. Santoshi Vallikkad (2009). *Information and Communication Technology for Teacher Education*, New Delhi: Kanishka Publications.
13. Schwatz & Schlitz (2000). *Office 2000*, New Delhi: BPB Publications..
14. Shukla, Satish S. (2005). *Basics of Information Technology for Teacher Trainees*, Ahmedabad: Varishan Prakashan.
15. Sinha P.K. (1992). *Computer Fundamentals*, New Delhi: BPB Publications.
16. Underwood, Jaen D.M. & Geoffrey Underwood (1990). *Computers and Learning Helping Children Acquire Thinking Skills*, Basil Black Well, Oxford.
17. Vanaja M., Rajashekhar S., Arulswamy S.,(2013). *Information and Communication Technology (ICT) in Education*, Hyderabad: Neelkamal Publication.

Semester-III

MED 301

Course Title: Curriculum Studies

Total Marks-100, Total Credits: 4
(For Classroom Teaching: 3 and for Practicum: 1)
Total Contact Hours-80
(For Class Room Teaching: 48, Practicum: 32)

Course Objectives:

The course will enable the student to:

- 1) define Curriculum and identity component of Curriculum
- 2) describe the various principles and determinants of curriculum
- 3) describe and analyse various approaches to curriculum
- 4) explain and compare various types of curriculum
- 5) acquaint with curriculum implementation and process of curriculum evaluation

Course Content

Unit-1 Nature, Types and Determinants of curriculum

- 1.1. Meaning, Concept and Nature of curriculum
- 1.2. Components of curriculum: Objectives, Content, Learning experiences and evaluation system.
- 1.3. Types of curriculum: Subject Centered, Learner Centred, Community Centred, Activity based, Broad Field curriculum and core curriculum
- 1.4. Determinants of curriculum: Objectives, Values in Indian Constitution, Knowledge, Society, Learner, Nature of Subject matter.

Unit-2 Foundations of Curriculum

- 2.1. Philosophical, Sociological, Psychological, Linguistics and Historical Foundations of Curriculum
- 2.2. Principles of Curriculum construction – students centered, Activity Centred, Community Centred, Forward looking principle, Principles of Integration, Principles of Conservation.
- 2.3. Relevance, flexibility, quality, Conceptuality and plurality in curriculum construction.
- 2.4. Humanistic Curriculum - Characteristics, Purpose, Role of Teacher and psychological basis.
- 2.5. Social re-constructionist curriculum - Characteristics Purpose, Role of teacher

Unit-3 Models of Curriculum Designing

- 3.1 Grass root Model vs Administrative model
- 3.2 Scientific / Technical Models: Tyler Model, Hilda Taba Models, Saylor and Alexander Model, Hunkins Models

- 3.3. Non Scientific / Non technical / Humanistic Model: Glathorn Naturalistic Model, Weirstein and Fashini Model and Post – Positivistic Model.
- 3.4. Need Assessment Model, Futuristic Model and Vocational Training Model.

Unit-4 Curriculum Development in India

- 4.1. Review of NCF 2005
- 4.2. Review of NCFTE 2009
- 4.3. Role of UGC, NCERT and SCERT in Curriculum Development
- 4.4. NCTE (2004) Guidelines for different Courses (D.L.Ed/B.Ed./M.Ed.)

Unit-5 Curriculum change and Research in Curriculum

- 5.1. Concept of Curriculum Chang, Improvement and Innovations
- 5.2. Barriers to Curriculum Change
- 5.3. Participants in Curriculum Change: Curriculum specialists, administrators, teachers, students and Decision makers
- 5.4. Emerging trends and thrust areas of research in Curriculum: National and instruction and perspectives

Practicum (Any two)

1. Critical analysis of existing / elementary / secondary / higher secondary school curriculum
2. Status of science / mathematics / social studies / languages education in NCTE 2005
3. Application of situational analysis specifying at least five local needs to be reflected in curriculum
4. A meta- analysis on recent research in curriculum development
5. A comparative study of two syllabi state Govt / ICSE / CBSE
6. Seminar presentation on any one of the topic assigned

Suggested Readings:

1. Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.
2. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
3. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
4. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
5. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
6. NCTE (2009) National Curriculum Framework for Teacher Education.

7. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
8. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
9. Reddy, B. (2007): Principles of curriculum planning and development.
10. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
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12. Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.



MED 302
Specialization I- Elementary Education
Course Title: a) Institutions, Systems and Structure

Total Marks- 50, Total Credits: 02
 (For Classroom Teaching: 1 and for Practicum:1)
 Total Contact Hours-48
 (For Class Room Teaching: 16 , Practicum: 32)

Course Objectives

The course will enable the student to:

1. Understand the historical/developmental perspectives of elementary education.
2. analyze organizational structure of Elementary Education and role of various organizations, institutions and agencies in Elementary Education
3. understand the role of various government and non government organizations at Elementary Level
4. develop critical understanding about issues and challenges in elementary education
5. understand the significance of EMIS and Research in bringing positive changes in elementary education
6. provide opportunity to develop critical understanding about significance of transitions in elementary education
7. understand the organizational structure of elementary education in India

Course Content

Unit 1: Introduction to Elementary Education

- 1.1 Concept, need, importance and objectives of elementary education
- 1.2 Growth and development of elementary education in a historical perspectives
- 1.3 Dakkar Summit and Millennium Development Goals
- 1.4 Recommendation of Committees and Commissions - Kothari commission 1964-66, National Policy on Education 1986, NCF 2000 and NCF 2005

Unit 2: Organizations, Institutions and Agencies of Elementary Education

- 2.1 Organizations & Institutions in administration and management of elementary education
 - 2.1.1 National level–Ministry of Human Resource Development (CABE, NEUPA, NCERT and RIEs), Ministry of Woman and Child Development; Ministry of Minority Affairs
 - 2.1.2 State level - State Department of Education, Directorates and Secretariats, SCERTs / SIEs, State Institute of Educational Technology (SIET)
- 2.2 International Agencies – UNICEF, UNESCO, WHO, IBE
- 2.3 NGOs, Civil Society and Advocacy groups –focus areas, importance and functions

Unit 3: System and Structure of Different School Boards at Elementary level

- 3.1 Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC) State Board, Indian Certificate of Secondary Education Delhi Board (I.C.S.E) and Other Types of Schools: International Baccalaureate (IB), National Open Schools, Special-Needs Schools
- 3.2 Organizational Structure of school in India
- 3.3 Types of School Education (Aided- unaided, Private, International)

Practicum (Any one)

Note: Only one activity to be selected /assigned and the same be presented as a seminar

1. Comparison of the National and International curriculum of elementary education and discuss
2. Visit a nearby school and talk to the head teacher, teachers, students and parents collect their perspectives on any one programme or schemes of the government
3. Writing a report on community participation in school
4. Writing a report on NUEPA/NCERT
5. Any other activities as suggested by course in charge

Mode of Transaction

Lectures, Self-Study, Practicums, Group Discussions, Field Activities, Seminars Dialogues, Thematic Discussion, Guided Studies and Presentation

Suggested Readings

1. Anand, C.L. et. Al. (1989) The Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
2. Bhatia & Bhatia (1989) The Philosophical and Sociological Foundation of Education, Doaba House, Delhi.
3. Chopra, R.K.(1993). Status of teachers in India, New Delhi: NCERT.
4. Gupta, V. K. (2003). Development of education system in India, Ludhiana: Vinod Publications.
5. Hasley, A. H. et. al. (1965) Education, Economy and Society , London: Collier Macmillan Ltd.
6. Jarolimek, John, The Schools in contemporary Society – An Analysis of Social concerns, Issues and forces, Newyork: Macmillan Pub. Co. Inc.
7. Khan, R.S. &Ahammed, I. (1997). Elementary Education & the teacher, New Delhi: IASE, Jamia Millia Islamiya.
8. Manheim, K. &Stward, W.A. C. (1962) An Introduction to Sociology of Education, London: Roulledge& Kegan Paul.
9. Mohanty, J.N.(2002) Primary Elementary Education, Deep & Deep Publications: New Delhi.

10. NCERT (1991) Elementary Teachers Education Curriculum. Guidance and Syllabi, New Delhi, NCERT.
11. NCF 2005, NCERT: NEW Delhi.
12. NCTE (2009). NCF for Teacher Education: New Delhi.
13. Ottaway, A. K.C. (1955) Education and Society, London: Roulledge& Kegan Paul.
14. Rajput, J.S. (1994). Universalisation of Elementary Education, Role of the Teacher, New Delhi.
15. Rao, V.K. (2007) Universalisation of Elementary Education, Indian Publishing House: New Delhi.
16. Report of Education Commisiion (1964-66) (1966) Ministry of Education, New



MED 302
Specialization I- Secondary Education
Course Title: a) Institutions, Systems and Structure

Total Marks- 50, Total Credits: 02
 (For Classroom Teaching: 1 and for Practicum:1)
 Total Contact Hours-48
 (For Class Room Teaching: 16 , Practicum: 32)

Course Objectives

After completion of the course the prospective teacher educators will be able to:

1. develop acquaintance with different policies on secondary and higher secondary education in India
2. analyze the issues of secondary and higher secondary education in different aspects
3. interpret the outcome of different programmes at different levels.
4. examine education programmes in secondary level.
5. develop critical understanding about current status of Secondary education in India
6. understand policy perspectives in decentralization of administration and management of secondary education
7. understand organizational structure and functions of institutions in administration and management of secondary education at various levels
8. analyze various secondary education curricula in India and carry a review with focus on its criticality
9. analyse the role of various organisations, institutions and agencies in secondary education
10. understand the significance of research and advocacy in bringing positive changes in secondary education.

Course Content

Unit-1: Introduction to Secondary Education

- 1.1 Objectives, Growth and Development of Secondary Education
- 1.2 Secondary Education in 5 year Plans
- 1.3 Policy perspectives in decentralization of administration and management of secondary education- Local Bodies, SDMC, PTA
- 1.4 Universalisation of Secondary Education, CAGE Committee on Universalization of Secondary Education – Recommendations.

Unit-2: Organisations, Institutions and Agencies in Secondary Education

- 2.1 National level Organisations and Institutions in administration and management of secondary education
 - Ministry of Human Resource Development (CAGE, CBSE, NEUPA, NCERT)
 - Ministry of Minority Affairs

- 2.2 State level Organisations and Institutions in administration and management of secondary education
 - State departments of education, Directorates and Secretariats, State Boards of School Education,
 - SCERT / SIE, State Institute of Educational Technology (SIET)
- 2.3 International Agencies – UNICEF, UNESCO, WHO
- 2.4 NGOs, Civil Society and Advocacy groups –focus areas, importance and functions

Unit 3: System and Structure of Different School Boards at Secondary Level

- 3.1 Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC) State Board, Indian Certificate of Secondary Education Delhi Board (I.C.S.E) and Other Types of Schools: International Baccalaureate (IB), National Open Schools , Special-Needs Schools
- 3.2 Organizational Structure of school in India,
- 3.3 Types of School Education (Aided- unaided, Private, International)

Practicum (Any one)

Note: Only one activity to be selected /assigned and the same be presented as a seminar

1. Writing a report on RMSA
2. A report on Universalization of Secondary Education
3. Critical evaluation of role of SIEMAT
4. A study on causes of drop out in secondary school students
5. Writing a report on community participation in secondary school
6. Preparation of a brief report on plan and policies of government of India for secondary education
7. Critically examination of any schemes implemented for secondary education in a selected state
8. Any other relevant topic/activity considered appropriate by the teacher

Mode of Transaction

Lectures, Self-Study, Practicums, Group Discussions, Field Activities, Seminars, Dialogues, Thematic Discussion, Guided Studies and Presentation

Suggested Readings

1. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
2. Report of the Education Commission (1964-66).
3. Report of the National Commission on Teachers (1983-85).
4. National Curriculum Frameworks for Teacher education, 2009

5. Report of the Delors Commission, UNESCO, 1996
6. National Policy of Education 1986/1992.
7. National Curriculum Framework on school education, 2005.
8. Govt. of India, MHRD (2005). Universilisation of Secondary Education : Report of the CAFE Committee, New Delhi
9. Chopra, R.K. (1993). Status of Teachers in India, New Delhi : NCERT
10. Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod Publications
11. NCF 2005, NCERT : New Delhi,
12. NCTE (2009) NCF for Teacher Education: New Delhi
13. Siddiqui. M.A. (1993). In-service Education of Teachers, New Delhi, NCERT
14. Singh, .L.C. and Sharma. P.C(1995). Teacher Education and Teachers, New
15. Delhi: Vikas Publishing House.
16. Shukla, S. (1999) A brief note of efforts to Address Multi grade teaching in India, June, New Delhi.
17. UNESCO (2004), Education for All Quality imperative , EFA Global Monitoring Report , Paris.
18. SudeshMudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
19. Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi
20. Govt. of India (1953) Report of Secondary Education Commission, New Delhi
21. Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
22. Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
23. Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi.

MED 302
Specialization I- Elementary Education
Course Title: b) Stage Specific Status, Issues and Concerns

Total Marks- 50, Total Credits: 02
 (For Classroom Teaching: 1 and for Practicum:1)
 Total Contact Hours-48
 (For Class Room Teaching: 16 , Practicum: 32)

Course Objectives:

The students will be able to:

1. understand the status of elementary education in India
2. understand the context of elementary education
3. understand the concept of Universal Elementary Education (UEE)
4. understand the historical perspectives of elementary education
5. Reflect on implementation of UEE.

Course Content:

Unit 1: Status of Elementary Education

- 1.1 Status of Elementary Education- National Scenario in terms of enrolment, retention, dropout, Out of school children
- 1.2 Status of Infrastructural facilities- classrooms, library, separate toilets for boys and girls, boundary walls, Kitchen sheds
- 1.3 Status of qualified and professionally trained teachers
- 1.4 Achieving UEE - Universal access, retention and success

Unit – 2: Issues of Elementary Education

- 2.1 Challenges in Implementation and achievement of UEE with reference to Access, Enrolment, Retention and Quality-Learning Crisis
- 2.2 Children, work and Education – Understanding the problems of children at work & their education status
- 2.3 Insights into the education of Girl child, Disadvantaged, Inclusive & Migrant children

Unit-3: Concerns in elementary Education

- 3.1 Quality concerns in elementary education – classroom processes, learning achievement, teacher and teacher preparation
- 3.2 Language formula and its implementation - medium of instruction, multilingual approach at primary level
- 3.3 Matching local conditions with reference to cultural practice and language - utilizing family and community resources
- 3.4 Implementation of Right of Children to Free and Compulsory Education Act 2009
- 3.5 Instructional Strategies for quality enhancement of Elementary education

Practicum (Any one)

1. Visits to various elementary schools working under different managements
2. Tabulating / synopsis of historical development of Elementary Education in India. Pre, post and contemporary period.
3. Situational analysis of UEE in local area of the student
4. Study on Enrolment Collection of student data on U.E.E Girl Child enrolment
5. Issues and challenges of elementary school
6. Reading texts of NCF, SCF and writing a review report
7. Conduct of PTA meetings related to Health and nutrition and academic achievement.
8. Time tables / School calendar of various schools to suggest measures to prepare a child friendly classroom
9. Study on Implementing Swach Bharath for Enrolment protection

References:

1. Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
2. Government of India (1986) National Policy on Education, New Delhi, MHRD.
3. Government of India (1987) Programme of Action, New Delhi: MHRD.
4. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
5. Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
6. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
7. Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
8. Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
9. MHRD (2001): Convention on the Right of the child. New Delhi.
10. Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi.
11. National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
12. Rao, V.K. (2007): Universalization of Elementary Education. Indian Publishers, New Delhi.
13. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
14. Sharma, Ram Nath (2002): Indian Education at the cross road. Shubha Publications.
15. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
16. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
17. UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
18. UNESCO (2015) :EFA Global Monitoring Report 2015

MED 302
Specialization I- Secondary Education
Course Title: b) Stage Specific Status, Issues and Concerns

Total Marks- 50, Total Credits: 02
 (For Classroom Teaching: 1 and for Practicum:1)
 Total Contact Hours-48
 (For Class Room Teaching: 16 , Practicum: 32)

Objectives:

The student teachers will be able to:

1. understand the status of secondary education in India
2. understand the concept, objectives, rationale and context of secondary education
3. understand the context of secondary education
4. understands the issues and challenges of secondary education
5. learn about the challenges and extent of success of Universal Elementary education (UEE) and their influence on secondary education
6. understand different policies and programmes concerning secondary education
7. develop critical understanding regarding quality aspects of secondary education

Course Content:

Unit 1: Status of Secondary Education

- 1.1 Status of Secondary Education- National Scenario in terms of access, enrolment, retention, dropout, and out of school children
- 1.2 Status of Infrastructural facilities- classrooms, library, separate toilets for boys and girls.
- 1.3 Status of secondary school teachers in terms of qualification and professional training
- 1.4 Status of Access, Enrolment and Retention at Secondary and Higher Secondary Level- Gender differences, Social Status, Poverty, Quality Improvement in Schools.

Unit 2: Issues of Secondary Education

- 2.1 Issues relating to Access, Enrolment, Retention and Quality-Learning Crisis of students at Secondary Level
- 2.2 Equity, Equality and Social Justice in Secondary Education
- 2.3 Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education
- 2.4 Issues of Pre-Service and In-Service Teacher Education at Secondary Education

Unit-3: Concerns of Secondary Education

- 3.1 Quality concerns of Secondary education
- 3.2 Vocationalization of Secondary education
- 3.3 Challenges in Enrolment and retention with special reference to girls education at secondary level
- 3.4 Understanding diversity, hospitality and better communication skills
- 3.5 Exploring E-resource for teaching and learning at Secondary level - RTE, Open School System

Practicum (Any one)

1. Preparation of data tables related to secondary education
2. Visits to various secondary schools – Private, Corporate, Aided Government and write a report.
3. Preparation of caste studies, profiles of secondary children with reference to cognitive, affective and psychomotor abilities.
4. Review of RTE and SCF with reference to knowledge and curriculum
5. Visit to technical / Setwin / Institutions.
6. Observation review on CCE at secondary level.
7. Visits to worksites and documentation of the process

References

1. Agarwal J. C. (1983): Landmarks in the History of Modern Indian Education, Vikas Publishing House Pvt. Ltd. New Delhi.
2. Altikur.A.S (1944): Education in ancient India,Nand kishore Bros,Banaras.
3. Education Commission Report (1964-66). Government of India, New Delhi.
4. Harvilas,S and Naik .J.P (1951): A history of education in India,Macmillan and co.Bombay.
5. Naik J.P.(1965): Educational Planning in India, Allied Publishers
6. NCERT 1968: The Third Indian year book on education NCERT,New Delhi.
7. Ravi S. S. (2015): A Comprehensive study of Education, Prentice Hall India Pvt. Ltd. Delhi.
8. Rita C (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.
9. Sharma, Ram Nath (2002): Indian Education at the cross road. Shubha Publications.
10. Shrimali .K.L Better teacher Education,Ministry of education Govt.of India, New Delhi.
11. UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
12. UNESCO- Economic and Social aspects of Educational Planning,1963
13. Position papers of NCF- 2005, NCERT, New Delhi

MED 303
Specialization II- Elementary Education
Course Title: Policy and Practice Relating to Curriculum,
Pedagogy and Assessment

Total Marks-100, Total Credits: 4
 (For Classroom Teaching: 3 and for Practicum: 1)
 Total Contact Hours-80
 (For Class Room Teaching: 48, Practicum: 32)

Course Objectives

After the completion of the course the prospective teacher educators will be able to:

1. Understand aim, and objectives of elementary education curriculum
2. Understand and reflect on policy issues on elementary education
3. Examine the Programmes and Implementation Strategies at Elementary Education
4. Analyze the budgetary allocation to elementary education in Five Year Plans.
5. Critically examine the curricular and pedagogical issues in elementary education.
6. Need and importance of inclusive education
7. Understand the various initiatives taken by the central and state govt. for UEE.
8. Reflect the role of govt. and non govt. agencies in the development, supervision and management of elementary education.

Course Content

Unit 1: Curriculum at elementary level

- 1.1 Aims, objectives and academic standards in designing elementary curriculum
- 1.2. Critical understanding of principles of elementary curriculum
- 1.3. Organisation of elementary school curriculum
- 1.4. Existing elementary school curriculum and socio-political context

Unit-2: Planning, Policies and Administration of Elementary Education

- 2.1 Constitutional provision; recommendations of Education Commission, National Policies of Education
- 2.2 Five year National Development Plans– shift in focus on elementary education, budget consumption of elementary education
- 2.3 Decentralization of authority and financing: role of Panchayati Raj Institutions (PRIs), Urban Local Bodies, SMC, PTA/MTA
- 2.4 Role of Central Government - initiatives and Policies for elementary education.

Unit-3: Curriculum, Pedagogy and Assessment in Elementary Education

- 3.1 National Curriculum Frameworks of Elementary Education, Common Core Curriculum

- 3.2 Relevance. Integration, flexibility, contextuality and plurality determinants of curriculum at elementary level
- 3.3 Pedagogical practices at the elementary level
- 3.4 CCE at elementary stage

Unit-4: Perspectives and Challenges of Inclusive Education at the Elementary level

- 4.1 Perspectives on Inclusive education: human rights, diversity, social justice, equity and equality
- 4.2 Shift from segregated education and integrated education to inclusive education
- 4.3 Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations
- 4.4 Challenges of inclusion at elementary level (with special reference to children with disabilities, children from weaker social, cultural and economical backgrounds)

Unit-5: Programmes and Implementation Strategies at Elementary Education

- 5.1 Centrally sponsored schemes – assumptions, implementation strategies and impact (IEDC, OBB, MLL, DPEP and KGBV)
- 5.2 State projects –assumptions, implementation strategies and impact (BEP, APEP, Mahila Samakhya, Shiksha Karmi, AIEP)
- 5.3 Sarva Shiksha Abhiyan (SSA) –objectives, focus areas, implementation strategies and impact on quality enhancement
- 5.4 Mid Day Meal scheme (MDM) – objectives, implementation and impact on quality enhancement

Modes of Transaction

1. Lecture-cum-discussion, Panel discussion, Group Work, Library work, Activities, Projects, Collaborative Presentations
2. FGDs- focused group discussion
3. School visits and sharing of experiences
4. Seminar presentation by students on selected themes individually and collectively leading to discussion;
5. Library readings on selected theme followed by group discussion;
6. Study of documents and references, Reflective interaction with the peer group
7. Workshops, assignments and group discussion around issues and concept studies in theory
8. Projects and assignments focusing on observation and interaction with children on specific theme

Practicum (Any two)

1. Preparation of status report on elementary education in a district with reference to access, enrolment, participation and learning achievement

2. Observation Report on the implementation of any one of the programmes in two elementary schools to improve quality.
3. Survey on the opinion of elementary school teachers on the policy of inclusive education
4. Study of Inclusive practices and prepare a report and offer suggestions
5. Writing a report on midday meal scheme
6. Visit to a nearby school and discussion with the head teacher, teachers, students and parents to obtain and ascertain their perspectives on any one programme or schemes of the government
7. Any other relevant activity identified by the course in-charge.

Suggested Readings

1. Aggarwal, J.C. (2005), *Recent Developments and Trends in Education*. New Delhi: Shipra Publication.
2. Child rights Convention – UNICEF – 2000
3. Education for All (1993) *The Indian Scene*, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India.
4. Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
5. Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
6. Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi.
7. Government of India, MHRD, Department of School Education and Literacy (2001, 2007, 2011). SarvaShikshaAbhiyan: frame work for implementation
8. Kochhari S.K. (1981) Pivotal issues in Indian education
9. Kumar, I. & Kumar R. (2006): Development of Educational System in India. 21st century Publication, Patiala
10. MHRD (2001): Convention on the Right of the child. New Delhi.
11. Malhotra, P.L. (1986) *School Education in India : Present status and Future Needs*, NCERT, New Delhi.
12. Mohanty, J. (2002). Primary and Elementary Education. New Delhi: Deep & deep publications, Pvt. Ltd.
13. National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education
14. NEUPA (2014) India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi
15. Naik, J.P. (1965) Elementary Education in India (The Unfinished Business) Bombay: Asia Publishing House.
16. National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.
17. National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.

18. National Policy of on Education, 1986 (With modifications of Action 1992)New Delhi:MhRD, 1992
19. NCERT: National curriculum Frame work (2005).
20. Rajput, J.S. (1994). Universalisation of Elementary Education, Role of the Teacher, New Delhi: Vikas Publishing House
21. Rao. V.K (2007) Universatisation of Elementary Education, Indian Publishing House: New Delhi



MED 303
Specialization II- Secondary Education
Course Title: Policy and Practice Relating to Curriculum,
Pedagogy and Assessment

Total Marks-100 Total Credits: 4
(For Classroom Teaching: 3 and for Practicum: 1)
Total Contact Hours-80
(For Class Room Teaching: 48, Practicum: 32)

Course Objectives

After the completion of the course the prospective teacher educators will be able to:

1. Understand aims and objectives of secondary education curriculum
2. Understand and reflect on policy issues on elementary education.
3. Understand need and importance of sex education.
4. Understand the role of different schemes to strengthen the quality of secondary education
5. Critically examine the curricular and pedagogical issues in secondary education.
6. Need and importance of inclusive education
7. Understand the various initiatives taken by the central and state govt for the growth and development; as well as in the supervision and management of secondary education.
8. Reflect on the role of non-govt. agencies in the development secondary education.
9. Understand the need and importance of CCE as well as the strategies for its implementation.

Course Content

Unit 1: Curriculum at Secondary level

- 1.1 Aims, objectives and academic standards in designing Secondary curriculum
- 1.2. Critical understanding of principles of curriculum
- 1.3. Organization of secondary school curriculum
- 1.4. Existing Secondary school curriculum and socio-political context

Unit 2: Recommendation of Commissions, Policies and Programmes

- 2.1 Commissions and Policies on Secondary Education: Secondary Education Commission (1952-53), Kothari Commission (1964-66), National Policy on Education (1986, 1992), National Curricular Frame Work (2005), National Knowledge Commission (Focused discussion on major recommendation with special reference to Secondary Education)
- 2.2 Schemes for Secondary and Higher Secondary Education
 - 2.2.1 Rashtriya Madhyamik Shiksha Abhiyan (RMSA) - 2009
 - 2.2.2 ICT School Scheme
- 2.3 Girl Child Development Programme at Secondary and Higher Secondary Stage
 - 2.3.1 Kishori Shakti Yojana (KSY)

2.3.2 Nutrition Programme for Adolescent Girls (NPAG)

2.3.3 Dhana lakshmi Scheme

Unit-3: Curriculum, Determinants of curriculum and Pedagogy

- 3.1 Essential Features and Components of Curriculum: Language Curriculum, Science Curriculum, Mathematics Curriculum, Social Science Curriculum and Commerce Curriculum
- 3.2 Principles of Curriculum Construction at Secondary Level
- 3.3 National Curriculum Frameworks of Secondary Education, Common Core Curriculum incorporating work centred pedagogy.
- 3.4 Relevance, integration, flexibility, conceptuality and plurality of determinants of curriculum at secondary level.

Unit 4: Pedagogical Practices at Secondary Level

- 4.1 Validity and Significance of course content, Consistency with social reality, Situational Analysis of the Curriculum contexts at secondary and higher secondary level
- 4.2 Methods of Teaching: Discussion, Assignment, Project, Laboratory Work, Demonstrations, Seminar, Field Work.
- 4.3 Approaches of Teaching :Multidisciplinary and Interdisciplinary Approaches
- 4.4 Information and Communication Technology in Schools (ICT @ Schools)
SMART schools in Kendriya Vidyalayas and Navodaya Vidyalayas acting as Technology Demonstrators, ECTLT(Electronic Comprehensive Teaching Learning Tool)

Unit-5. Assessment and Evaluation at Secondary Education Level:

- 5.1 Continuous and Comprehensive Evaluation (CCE) and school based evaluation at Secondary stage;
- 5.2 Concept, nature and purposes of evaluation: Formative and Summative, Norm referenced and criterion referenced
- 5.3 Grading and Marking System
- 5.4 Examination reforms at secondary education level

Mode of Transaction

1. Lecture-cum-discussion, Panel discussion, Group Work, Library work, Activities, Projects, Collaborative Presentations
2. School visits and sharing of experiences
3. Seminar presentation by students on selected themes individually and collectively leading to discussion;
4. Library readings on selected theme followed by group discussion;
5. Study of documents and references, Reflective interaction with the peer group

6. Workshops, assignments and group discussion around issues and concepts
7. Projects and assignments focusing on observation and interaction with children on specific theme

Practicum (Any two)

1. Visit to a secondary school and investigating the quality of the school based on the recommended norms
2. Survey on enrolment, drop out and retention rate of the secondary/higher secondary school at the local area.
3. Collection, evidence based practices, Case study on the sustainability of the any one of the programmes of improving Secondary Education
4. Analysis of RMSA in the backdrop of CABE committee on USE
5. Analysis of secondary education curriculum of different Boards (NCERT, State, ICSE)
6. Preparation of school profiles of different types of secondary schools.
7. Viewing films / videos on issues related to secondary education (Stand and deliver, India untouched, darker side of India, videos on talks of Abdul Kalam, and many other who speak for education)
8. Conducting of a survey to assess the status of Implementation of ICT at School Scheme in Secondary schools.
9. Any other relevant activity identified by the course in-charge.

Suggested Readings

1. Aggarwal, J.C. (2004) *Development of Education System in India*. New Delhi: Shipra.
2. Committee on the Impact of the Changing Economy on the Education System, National Research Council. (). *The Knowledge Economy and Postsecondary Education*.
3. Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
4. Govt. of India, MHRD (2005). *Universalisation of Secondary Education : Report of the CABE Committee*, New Delhi
5. Govt. of India (2005). *National Plan of Action for Children, 2005*: Department of Women and Child Development, New Delhi
6. Kundu, C.L. (Ed) (1984) *Indian year Book on Teacher Education*, Sterling Publishers Pvt. Ltd., New Delhi.
7. Khan, A. (2006) *Education in the Modern Indian Context*. New Delhi : Arisep.
8. Kumar, I. and Kumar R. (2006): *Development of Educational System in India*. 21st century Publication, Patiala.
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15. National Policy of Education 1986/1992.
16. National Curriculum Framework on school education, 2000 and 2005
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19. Ramaniyam, P.R. (2006) Globalisation, Education and Open distance learning. New Delhi :Shipra Publication.
20. Report of Indian secondary education commission 1952-53
21. Report of Ramamurti commission 1992



ISB 3

Course Title: Academic Writing

Total Marks: 50 Total Credits: 2

Practicum: 2

Total Contact Hours - 64

Objectives: The student teachers will be able to:

1. Understand the concept and essential features of academic writing
2. Get the clarity while writing with respect to the parts of speech
3. Get insights into the common errors committed in punctuation and grammar.
4. Understand tips in writing
5. Understand the concept of Plagiarism in writing.

Unit: 1 Understanding the process of academic writing

- 1.1 Concept of academic writing
- 1.2. Features of academic writing- complexity, formality - Precision, objectivity, explicitness, accuracy, hedging, responsibility
- 1.3. Essay: Introduction, Title, Main Body, Conclusion, References, and Layout

Unit 2: Academic writing: Parts of Speech

- 2.1 Verb
- 2.2 Adverb
- 2.3 Noun
- 2.4 Preposition
- 2.5 Pronoun
- 2.6 Adjective

Unit 3: Academic writing: Punctuation and Grammar & Plagiarism

- 3.1 Appropriate usage of: Syntax, Tense, Prepositions, Colons and semicolons, Apostrophes, Speech marks, Singular and plurals, appropriate vocabulary, Informal phrases, Commas, Pronouns, Definite article, Capital letters. Reasoning, Structure, Referencing techniques, Generalizations, Speculations and assertions, Metaphor
- 3.2 Proof-reading
- 3.3 Teacher Evaluation: Plagiarism and how to avoid it

Practicum

1. Write an essay on a topic of your choice
2. Find the appropriate use of language items in a sentence
3. Correct the language with the help of guidance
4. Finalize draft of writing using tips

5. Check the draft with the features of academic writing
6. Finalize the script / document.

References:

1. Jonathan Culler and Kevin Lamb. Just being difficult? : Academic writing in the public arena Stanford, Calif.: Stanford University Press, 2003. ISBN 0-8047-4709-1. 68
2. William Germano. Getting It Published, 2nd Edition: A Guide for Scholars and Anyone Else Serious About Serious Books. ISBN 978-0-226-28853-6.
3. Wellington, J. J. Getting published: a guide for lecturers and researcher London; New York: Routledge Falmer, 2003. ISBN 0-415-29847-4.
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9. Murray, Rowena (November 2009). Writing for Academic Journals. Open University Press. p. 288. ISBN 978-0-335-23458-5.
10. Lyons L H & Heasley B (2010): Study Writing – A course in writing skills for academic purposes. Cambridge University Press.UK.



Semester-IV

M.Ed. 401

Course Title: Perspectives and Issues and Research in Teacher Education

**Total Marks-100, Total Credits: 4
(For Classroom Teaching: 3 and for Practicum: 1)
Total Contact Hours-80
(For Class Room Teaching: 48, Practicum: 32)**

Objectives:

The student teachers will be able to

1. Develop insights into the perspectives and policies of teacher education
2. Understands Organization, Transaction and evaluation of Different components of Teacher education programme
3. Understands the importance of professional development of teacher educators
4. Develop skill to manage teacher education programmes
5. Develop comprehensive understanding of issues and problems of teacher educational programme in Indian context.

Unit-1 Perspectives and Policies on Teacher Education

- 1.1 Review of National level Policies on Teacher Education
- 1.2. Review of State level and District level policies
- 1.3 Structure of Teacher Education curriculum-NCF 2005, NCFTE2009
- 1.4 Organization, Transaction and evaluation of Different components of Teacher education programme
- 1.5 Get aware of recent trends of research in Teacher education

Unit-2 Professional Development of Teachers

- 2.1 Professional development of Teachers and Teacher Educators-present practices and avenues
- 2.2 Vertical mobility of the school Teacher-avenues
- 2.3 Factors influencing the quality of Pre and In service Education of Secondary school teachers
- 2.4 Preparing Teachers for different contexts: Arts, Crafts, Music, Physical Education and Special Education

Unit-3 Structure and Management of Teacher Education

- 3.1 Structure of Teacher Education System in India
- 3.2 Universalization of Secondary Education and its implications for teacher Education at the Secondary level
- 3.3 Need of Existing programmers and practices
- 3.4 structure and substantive arrangement in the Teacher education programme

Unit-4 Research in Teacher Education

- 4.1 Trends of Research in Teacher Education:-Review of a few recent research studies in Teacher education with reference to design, findings and policy implications
- 4.2 Methodological issues of Research in Teacher Education: Direct verses indirect inference, Generalization of findings, laboratory verses field research, scope and limitations of classroom observations
- 4.3 Research on effectiveness of teacher education programmes-characteristics of an effective teacher education programme
- 4.4 Paradigms for research on teaching-Gage, Doyle and Shulman

Unit-5 Problems and Issues in Teacher Education

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

Practicum (Any two)

1. Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
2. Select any one current practice in teacher education and trace the background of its formulation as a policy.
3. A review of researches in any one area of research in teacher education and write the policy implications.
4. A review of a research article in teacher education and write implications for practitioner.
5. Collect the perceptions of teacher educators on 2-year B.Ed. and M.Ed. programme.
6. Conduct a survey on feasibility & clarity of National Curriculum Framework on Teacher Education.
7. Conduct an opinion survey with private managements on feasibility of quality teacher education.
8. Review some Journals of Education & collect some articles related to teacher education quality issues.

References:

1. Education Commission Report (1964-66). Government of India, New Delhi.
2. Agarwal J. C. (1983): Landmarks in the History of Modern Indian Education, Vikas publishing House Pvt. Ltd. New Delhi.

3. Ravi S. S. (2015): A Comprehensive study of Education, Prentice Hall India Pvt. Ltd. Delhi.
4. Chadha S. S. (2005): Teacher in Emerging Indian Society. International Publishing House, Meerut.
5. Aggarwal J.C (1998): Teacher education,theory and practices,Doaba Home ,New Delhi.
6. Anderson.L.W.et al (1997): International Encyclopedia of Teaching and Training education, Pergmon press.
7. Altikur.A.S (1944): Education in ancient India,Nand kishore Bros,Banaras.
8. Biddle, Bruce.J, and Ellena-contemporary research on teacher-effectiveness
9. Buch.M.B (1979): Second survey of research on Education,SERD,Baroda.
10. Buch.M.B(1971): First survey of research in Education,SERD ,Baroda. 61
11. Dunkin Michael J. (1987): The international encyclopedia of teaching and teacher education, Pergmon education forum, vol 4 no 12, New York.
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14. Programteacher education Forum, vol 4 no 12, New York.
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17. NCTE,Teacher education curriculum (1978), A Framework,NCERT, NewDelhi.
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19. Shrimali .K.L Better teacher Education,Ministry of education Govt.of India, New Delhi.
20. National Focused Group (2005), Position paper on Teacher Education for curriculum renewal NCERT, New Delhi
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MED 402 Specialization-III
Course Title: Curriculum, Pedagogy and Assessment in
Elementary Education

Total Marks-100, Total Credits: 4
 (For Classroom Teaching: 3 and for Practicum: 1)
 Total Contact Hours-80
 (For Class Room Teaching: 48, Practicum: 32)

Courses Objectives

The students will be able to

1. Understand the Principles and perspectives of Elementary School Curriculum
2. The relevance of NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges
3. Comprehend the Concept of Pedagogy and critically analyze the pedagogy prescribed in the educational thoughts of Great educators.
4. Understand the basic considerations in educational assessment and evaluation
5. Understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
6. Understand the basic Techniques and Tools of Evaluation of Cognitive and Non-Cognitive Outcomes.
7. To construct & develop different types of tests; Achievement Test, Criterion-referenced Mastery Test, Diagnostic Test etc

Course Content

Unit 1- Principles and organization of Curriculum construction

- 1.1 Concept, components and Principles of curriculum construction,
- 1.2 Criteria for selection and organization of content and learning activities;
- 1.3 Different perspectives to curriculum and their synthesis - behaviouristic, cognitive and constructivist;
- 1.4 Basic considerations of Curriculum Development; Content driven curriculum, Objective driven curriculum, Process driven curriculum, Condensed, integrated and partly integrated curriculum, Hidden curriculum.
- 1.5 The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit 2- Pedagogy

- 2.1 Meaning and concept of pedagogy.
- 2.2 Principles of Advanced pedagogy.
- 2.3 Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.
- 2.4 Forms of learner's engagement- observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.

Unit 3 Pedagogical Analysis

- 3.1 Analysis of teaching phases- pre active, interactive and post active
- 3.2 Teachers role in different teaching phases
- 3.3 Pedagogical analysis of the subject content.

- 3.4 Critical pedagogy: Critical analysis of pedagogy and their applicability in elementary school context

Unit - 4 Educational Assessment

- 4.1 Role of Evaluation in the Teaching Learning Process
- 4.2 Evaluation based on test, student's reaction to instructional process, teacher's views concerning effectiveness of instruction, parent's reaction about courses, situation analysis using survey and interview,
- 4.3 Stages of programme evaluation- identifying decision makers, purpose and objectives of the programme, deciding indicators of success, developing data gathering material, collecting and analyzing data, soliciting feedback, making revisions.
- 4.4 Realizing goals and objectives of education, appropriateness of content to learner's needs and interest, relating content to life experiences of learner.
- 4.5 Issues in curriculum evaluation.

Unit-5 Techniques and Tools of Evaluation

- 5.1 Basic Techniques and Tools of Evaluation of Cognitive Outcomes; Subjective and Objective Tools;
- 5.2 Nature, Characteristics, Advantages and Limitations of Essay Test, Objectives Test, Performance Test and Oral Test.
- 5.3 Basic Techniques and Tools of Evaluation of Non-Cognitive Outcomes; Observation Schedules, Rating scales, Interest Inventories.
- 5.4 Measurement of Aptitude; Different Types of Aptitude Tests and their Salient Features
- 5.5 Steps Involved in the Construction and Standardization of an Achievement Test and Diagnostic Test.

Practicum (Any two)

1. Analyse curriculum of state level syllabus of elementary education (Central Board of Secondary Education)
2. Critical analysis of existing syllabi on specific school level subject areas.
3. Students will prepare an observation schedule for curriculum transaction in any one-school subject at elementary stage.
4. Students will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject/or course by teacher trainees in elementary schools.

Suggested Reading

1. Anastasi, Anne & Urbina, Susane (2004): Psychological Testing. Singapore: Pearson Education
2. Beauchamp, G.A (1981): Curriculum theory (4th edition.). Itasca, 11: Peacock Publishers

3. Bruner. J.S. (1966) Towards a theory of Instruction. Cambridge. Harvard University Press.
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5. Davis, Barbara Gross (1993). Tools for Teaching, San Francisco: Jossey-Bass Inc., Publishers.
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17. Payne, D.A. (2003). Applied Educational Assessment. Wadsworth: Thomson Learning, USA
18. Saylor, J.G & Alexander, W.M. (1966). Curriculum planning for modern schools, New York: Holt, Rinehart & Winston.
19. Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York
20. Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press.
- 21.** Zias, R S. (1976). Curriculum principles and foundations. New York: Harper & Row.

22.

MED 402 Specialization-III
Course Title: Curriculum, Pedagogy and Assessment in
Secondary Education

Total Marks-100, Total Credits: 4
(For Classroom Teaching: 3 and for Practicum: 1)
Total Contact Hours-80
(For Class Room Teaching: 48, Practicum: 32)

Course Objectives

1. Comprehend the meaning, process, and requirements of curriculum transaction and its related issues.
2. Understand the basic concepts and types of educational assessment
3. Understand the basic considerations in educational assessment and evaluation
4. Understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
5. Understand the basic Techniques and Tools of Evaluation of Cognitive and Non-Cognitive Outcomes.
6. Develop skills and competencies in constructing and standardizing different kinds of tests.
7. Develop basic statistical techniques used in assessment process.
8. Understand the need for curriculum evaluation and the strategies involved in curriculum evaluation
9. Analyze various models of curriculum evaluation and their relevance to Indian Education context
10. Comprehend the recent trends of educational evaluation like Grading System, Question Banking, Use of Computer in Evaluation

Course Content

Unit 1- Principles and organization of Curriculum construction

- 1.1 Concept, components and Principles of curriculum construction,
- 1.2 Criteria for selection and organization of content and learning activities;
- 1.3 Different perspectives to curriculum and their synthesis - behaviouristic, cognitive and constructivist;
- 1.4 Basic considerations of Curriculum Development; Content driven curriculum, Objective driven curriculum, Process driven curriculum, Condensed, integrated and partly integrated curriculum, Hidden curriculum.
- 1.5 The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit 2- Pedagogy

- 2.1 Meaning and concept of pedagogy.
- 2.2 Principles of Advanced pedagogy.
- 2.3 Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.
- 2.4 Forms of learner's engagement- observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.

Unit 3 Pedagogical Analysis

- 3.1 Analysis of teaching phases- pre active, interactive and post active
- 3.2 Teachers role in different teaching phases
- 3.3 Pedagogical analysis of the subject content.
- 3.4 Critical pedagogy: Critical analysis of pedagogy and their applicability in elementary school context

Unit -4 Techniques and Tools of Evaluation

- 4.1 Basic Techniques and Tools of Evaluation of Cognitive Outcomes; Subjective and Objective Tools,
- 4.2 Nature, Characteristics, Advantages and Limitations of Essay Test, Objectives Test, Performance Test and Oral Test
- 4.3 Basic Techniques and Tools of Evaluation of Non-Cognitive Outcomes; Observation Schedules, Rating scales, Attitude Scales, Interest Inventories
- 4.4 Steps Involved in the Construction and Standardization of an Achievement Test and Diagnostic Test.

Unit-5 Recent Trends of Educational Evaluation

- 5.1 Concept and need of curriculum evaluation
- 5.2 Curriculum evaluation models: Ralph Tyler's evaluation model, CIPP model (Stufflebeam), Robert Stake's countenance model, & Michael Scriven's model
- 5.3 Grading System
- 5.4 Question Bank
- 5.5 Use of ICT in Evaluation

Practicum (Any two)

1. Analyse curriculum of state level syllabus of elementary education (Central Board of Secondary Education)
2. Critical analysis of existing syllabi on specific school level subject areas.
3. Students will prepare an observation schedule for curriculum transaction in any one-school subject at elementary stage.
4. Students will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject/or course by teacher trainees in elementary schools.

Suggested Reading

1. Anastasi, Anne & Urbina, Susane (2004): Psychological Testing. Singapore: Pearson Education
2. Arichlency (1977), Handbook of curriculum evaluation, UNESCO, International Institute for Educational planning, Paris
3. Beauchamp, G.A (1981): Curriculum theory (4th edition.). Itasca, 11: Peacock Publishers
4. Chauhan, C. P. S. (\ 993). Emerging Trends in Educational Evaluation. New Delhi:

Commonwealth Publishers

6. Gronlund, N. E. & Linn, R. L. (2000). Measurement and Assessment in Teaching (8th edn.). New Jersey: Prentice Hall
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15. NCERT (2006), Systematic reforms for Curriculum change, NCERT, New Delhi
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MED 403 Specialization-IV
Course Title: Educational Policy, Economics of Education and
Educational Planning in Elementary Education

Total Marks-100, Total Credits: 4
(For Classroom Teaching: 3 and for Practicum: 1)
Total Contact Hours-80
(For Class Room Teaching: 48, Practicum: 32)

Course Objectives

On completion of the course, the student teacher will be able to:

1. understand the theoretical aspect of educational policy and planning like meaning, needs, goals and factors.
2. comprehend the process of policy making and its implementation
3. appreciate the role of national level of agencies of educational policy and their collaboration with the state
4. develop an overview of educational planning, relationship in policy making and problems in educational planning
5. understand the different approaches and concepts of educational planning
6. know the history of educational planning for elementary education
7. understand the meaning ,nature and scope of economics of education and finance
8. develop an idea about costs and benefits of education, human capital and various aspects of educational finance
9. recognize the sources of educational funding, its changing trends and the process of grant in aid system.

Course Content

Unit 1-Theoretical Bases of Educational Policy

- 1.1 Concept, features, need & importance, and goals of educational policy
- 1.2 Education Policy at different levels - national, state level, institutional, short-term, long- term
- 1.3 Factors of Educational Policy
- 1.4 State Level Agencies of Educational Policy & their Role and functions: State Institutes of Education, DIET, SCERT, and State Planning Board
- 1.5 National Level Agencies of Educational Policy: NCERT, ICSSR, CASE, UGC,

Unit 2- Introduction of Educational Planning

- 2.1 Concept, scope, Significance and principles of educational planning
- 2.2 Types of educational planning--Perspective Planning and Institutional Planning, micro and macro planning
- 2.3 Relationship between educational policy and planning
- 2.4 Approaches to Educational Planning-Social demand approach, Man-power approach, Rate of Return approach
- 2.5 Decentralized planning- Process, advantages and disadvantages

Unit 3 -Educational Planning In the Context of Elementary Education

- 3.1 Educational Planning in Pre and Post Independence Era
- 3.2 Main features of five year plans with special reference to elementary education
- 3.3 Educational planning for special education

- 3.4 Educational planning for inclusive education
- 3.5 Effect of policy of Liberalization, globalization and privatization on education Planning

Unit 4 -Economics of Education and Educational Finance

- 4.1 Concept, Scope and importance of economics of education
- 4.2 Nature of Micro and Macro Economics
- 4.3 Education in Human Resource Development
- 4.4 Concept and criteria of Educational Finance
- 4.5 Educational Financing in India: Historical Perspective with special reference to Elementary education

Unit 5- Concepts and Types of Economic Cost of Education

- 5.1 Cost-Benefit Analysis in education
- 5.2 Unit cost analysis of educational projects
- 5.3 Financing of education by central government, state government and local bodies
- 5.4 Grant-in-aid System: Grant-in-aid policy in India and state, Critical review of present grant-in-aid policy of the state government with special reference to elementary education.

Practicum (Any two)

- 1. Review and analysis of budget and plan documents to make sense of allocations to education at national and state levels.
- 2. Debates and discussions on financing patterns in education
- 3. Presentation on roles and problems of various agencies in the domain
- 4. Analyses of selected policy documents
- 5. Interview with a stakeholder on a major policy matter of contemporary concern.
- 6. Debates on recent major policy matters

Suggested Reading

- 1. Adams, Don (1964): Educational Planning, New York, Syracuse University Press
- 2. Agarwal, J.C. (2007): Development of Educational system in India, (Revised Edition) Shipra publications 115-A, Vikasmarg, Shakarpur, Delhi
- 3. Azad, Jagdishlal Financial of Higher Education in India, New Delhi, Sterling Publishers, 1975.
- 4. Blaug Mark (1970): Economics of Education, Penguin London.
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- 7. Fletcher, B. A. 'Planning of Education', Leeds, Institute of Education, 1963
- 8. Govt. of India, MHRD (1982) NPE and its POA (1986/1992)

9. Laxmi Devi (1998): Educational Planning, (Encyclopedia of Educational Development and Planning Services), Institute for sustainable development, Lucknow and Anmol Publications private Limited, New Delhi
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MED 403 Specialization-IV
Course Title: Educational Policy, Economics of Education and
Educational Planning in Secondary Education

Total Marks-100, Total Credits: 4
 (For Classroom Teaching: 3 and for Practicum: 1)
 Total Contact Hours-80
 (For Class Room Teaching: 48, Practicum: 32)

Course Objectives

On completion of the course, the student teacher will be able to:

1. understand the theoretical aspect of educational policy and planning
2. comprehend the process of policy making and its implementation
3. appreciate the role of national level of agencies of educational policy and their collaboration with the state
4. develop an overview of educational planning, relationship in policy making and problems in educational planning
5. understand the different approaches and concepts of educational planning
6. apply knowledge and skills in making effective planning with special reference to secondary education
7. understand the meaning ,nature and scope of economics of education and finance
8. develop an idea about costs and benefits of education, human capital and various aspects of educational finance
9. recognize the sources of educational funding, its changing trends and the process of grant in aid system

Course Content

Unit 1-Theoretical Bases of Educational Policy

- 1.1 Concept, features, need & importance, and goals of educational policy
- 1.2 Types of Education Policy - national, state level, institutional, short-term, long-term
- 1.3 Process of Policy Formulation - Preparation of discussion document, state-level and national consultations, consultations with all stakeholders,
- 1.4 State Level Agencies of Educational Policy & their Role and functions: State Institutes of Education, DIET, SCERT, and State Planning Board
- 1.5 National Level Agencies of Educational Policy: NCERT, ICSSR, CASE, UGC,

Unit 2- Introduction of Educational Planning

- 2.1 Meaning, nature, significance and guiding principles of educational planning ‘
- 2.2 Types of educational planning--Perspective Planning and Institutional Planning, micro and macro planning
- 2.3 Relationship between educational policy and planning
- 2.4 Approaches to Educational Planning-Social demand approach, Man-power approach, Rate of Return approach
- 2.5 Decentralized planning- Process, advantages and disadvantages

Unit 3 -Educational Planning In the Context of Secondary Education

- 3.1 Educational Planning in Pre and Post Independence Era.
- 3.2 Main features of five year plans with special reference to Secondary education
- 3.3 Educational planning for special education
- 3.4 Educational planning for inclusive education
- 3.5 Effect of policy of Liberalization, globalization and privatization on education Planning

Unit 4 -Economics of Education and Educational Finance

- 4.1 Concept, Scope and importance of Economics of Education
- 4.2 Nature of Micro and Macro Economics- Earnings and education
- 4.3 Role of Secondary level education in the professional development of human resources
- 4.4 Concept, significance and criteria of Educational Finance
- 4.5 Educational Financing in India: Historical Perspective with special reference to Secondary education

Unit 5- Concepts and Types of Economic Cost of Education

- 5.1 Taxonomy of Cost of Education-Social and individual cost, unit & capital costs
- 5.2 Unit cost analysis of educational projects; Rising Unit costs and resources constraints
- 5.3 Financing of education by central government, state government and local bodies
- 5.4 Grant-in-aid System: Grant-in-aid policy in India and state, Critical review of present grant-in-aid policy of the state government with special reference to secondary education.

Practicum (Any two)

1. Review and analysis of budget and plan documents to make sense of allocations to education at national and state levels.
2. Debates and discussions on financing patterns in education
3. Presentation on roles and problems of various agencies in the domain
4. Analyses of selected policy documents
5. Interview with a stakeholder on a major policy matter of contemporary concern.
6. Debates on recent major policy matters

Suggested Reading

1. Adams, Don (1964): Educational Planning, New York, Syracuse University Press
2. Agarwal, J.C. (2007): Development of Educational system in India, (Revised Edition) Shipra publications 115-A, Vikasmarg, Shakarpur, Delhi
3. Amrishi Ahuja Kumar (2007): Economics of Education, Authors Press, New Delhi.
4. Azad, Jagdishlal Financial of Higher Education in India, New Delhi, Sterling Publishers, 1975.
5. Blaug Mark (1970): Economics of Education, Penguin London.

6. Central Advisory Board of Education (CABE), (2005), Financing Higher and Technical Education, National Institute of Educational Planning and Administration, New Delhi.
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MED 404 Specialization-V
Course Title: Educational Administration, Management and Leadership in Elementary Education

Total Marks-100, Total Credits: 4
 (For Classroom Teaching: 3 and for Practicum: 1)
 Total Contact Hours-80
 (For Class Room Teaching: 48, Practicum: 32)

Course Objectives

On completion of the course, the student teacher will be able to:

1. understand the concept, need, scope and importance of educational management and administration
2. comprehend the goals, objectives, basic elements, dimensions & principles of educational management.
3. develop effective skill for decision making & effective communication in educational administration
4. Appreciate role of central and state government, educational boards & local bodies in
5. Administration & Management of Elementary Education
6. understand the meaning, process, and trends of School Inspections and Supervision
7. Manage Curricular, Co-Curricular Activities and Time
8. manage various resources (human resources, physical and financial) of the organization from both the administrative and managerial dimensions for its development
9. examine critically the core and contemporary leadership theories relevant to educational practice and settings.
10. comprehend the concept and process of appraisal of educational institutes and to prepare appraisal report

Course Content

Unit 1-Educational Administration and Management: Concept and Scope

- 1.1 Concept, scope, need and objectives of Management of Education
- 1.2 Basic elements of management process: decision-making, problem solving, human relations, and communication,
- 1.3 Dimensions of Management Process: Planning, Staffing," Organizing, Budgeting, Directing, Motivating, Coordinating, Directing, Monitoring, Evaluating, Reporting.
- 1.4 Principles & Factors Influencing School Management
- 1.5 Factors influencing Organizational Culture in elementary schools, Role of school Principal in creating school culture

Unit 2 - Administration & Management of Elementary Education; .

- 2.1 Agencies involved in the administration of elementary education.
- 2.2 Role of Centre and State Government in the administration of elementary education.
- 2.3 Some administrative problems of elementary education.

- 1.1 Universalization (2) Lack of physical facilities (3) Mid-day meal
- 2.4 School Inspections and Supervision: Meaning, Need, Nature & Types of Educational Inspections and Supervision, Dimensions of Evaluation of Institutional Performance,
- 2.5 Appraisal of Teachers and their Performance, Process of making Report of appraisal,
- 2.6 Evaluation of Supervisory Effectiveness.

Unit 3- Management of Curriculum

- 3.1 Administrative dimensions of Curriculum Management: Organization of basic curricular inputs i.e. textbooks, library, laboratory, instructional materials etc.
- 3.2 Managerial dimensions of Curriculum Management: Visualization of integrated curricular inputs, The integrative, innovative and socially productive aspects
- 3.3 Curriculum Organization: Curriculum Mapping & Alignment and Curriculum Implementation & Evaluation
- 3.4 Co-Curricular Activities: Concept, Importance & Types of Co-Curricular Activities,
- 3.5 Managing Co-Curricular Activities in elementary schools

Unit 4- Human Resource Management

- 4.1 Human Resource Management: Concept, Need, Principles, Job analysis.
- 4.2 Characteristics of an Effective and Successful Manager for managing Human and Material Resources
- 4.3 Models of Human Resources Management: Democratic & Autocratic
- 4.4 Office management: overview of office functions, record management and material management, work simplification.
- 4.5 Grievance Management: Causes, Steps And Types of Grievances, Mechanisms of Handling Grievances

Unit-5 : Leadership in educational Management

- 5.1 Meaning, Nature and Functions of Leadership
- 5.2 Theories and Styles of Leadership
- 5.3 Transformational Leadership in Educational Management
- 5.4 Decision making-Nature of decision making, models of Decision making, factors influencing decision making, group Decision making techniques
- 5.5 Approaches to Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based, Social

Practicum (Any two)

1. Study the educational administration in any three educationally advanced countries and trace the success stories that can have implications for educational administration in India at any stage.

2. Critically review the historical development of educational administration in India and identify the major landmarks that have led to the present form of educational administration in India.
3. Visit the Directorate or Headquarters of schools at elementary/secondary stage and find out the supervisory roles performed by the education officers and the problems faced by them.
4. Make a visit to the school and study the type of supervision carried out in those schools on the basis of interaction with the teachers.

Suggested Reading

1. Ananda W. P. Gurung (1984). General Principles of Management for Educational Planners and Administrators. Paris, UNESCO
2. Bush, Tony (1986). Theories of Educational Management, London: Harper & Row.
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MED 404 Specialization-V
Course Title: Educational Administration, Management
and Leadership in Secondary Education

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2. comprehend the goals, objectives, basic elements, dimensions & principles of educational management.
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5. understand the meaning, process, and trends of school inspections and supervision
6. manage curricular, co-curricular activities and time
7. manage various resources (human resources, physical and financial) of the organization from both the administrative and managerial dimensions for its development
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Course Content

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- 1.1 Concept, scope and need of Management of Education
- 1.2 Basic elements of management process: decision-making, problem solving, human relations, and communication,
- 1.3 Dimensions of Management Process: Planning, Staffing; Organizing, Budgeting, Directing, Motivating, Coordinating, Directing, Monitoring, Evaluating, Reporting.
- 1.4 Principles & Factors Influencing School Management
- 1.5 Factors influencing Organizational Culture in secondary schools, Role of school Principal in creating school culture

Unit 2 – Administration & Management of Secondary Education

- 2.1 Agencies involved in the administration of secondary education
- 2.2 Role of Centre and State Government in the administration of secondary education
- 2.3 Some administrative problems of secondary education. Including the pattern:
 (a) Recruitment (b) Vocationalization (c) Nationalist vs. private enterprise
- 2.4 School Inspections and Supervision: Meaning, Need, Nature & Types of

Educational Inspections and Supervision, Dimensions of Evaluation of Institutional Performance

- 2.5 Appraisal of Teachers and their Performance, Process of making Report of appraisal
- 2.6 Evaluation of Supervisory Effectiveness.

Unit 3– Management of Curriculum, Co-Curricular Activities and Time

- 3.1 Administrative dimensions of Curriculum Management: Organization of basic curricular inputs i.e. textbooks, library, laboratory, instructional materials etc.
- 3.2 Managerial dimensions of Curriculum Management: Visualization of integrated curricular inputs, the integrative, innovative and socially productive aspects
- 3.3 Curriculum Organization: Curriculum Mapping & Alignment and Curriculum Implementation & Evaluation
- 3.4 Co-Curricular Activities: Concept, Importance & Types of Co-Curricular Activities, Managing Co-Curricular Activities in secondary schools
- 3.5 Managing guidance and counselling services

Unit 4- Human Resource Management

- 4.1 Human Resource Management: Concept, Need, Principles, Job analysis
- 4.2 Characteristics of an Effective and Successful Manager for managing Human and Material Resources
- 4.3 Models of Human Resources Management: Democratic & Autocratic
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- 5.1 Meaning, Nature and Functions of Leadership
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11. Shekhran, P. Chandra (1994). Educational Planning and Management. New Delhi; Sterling Publisher
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