

**DEPARTMENT OF EDUCATION**

**Master of Education (M.Ed.) Two –years Programme  
w.e.f. July 2015**

**CURRICULUM  
PERSPECTIVES**

**(CORE)**

**PAPER I- PHILOSOPHICAL PERSPECTIVES OF EDUCATION**

**Paper Objectives**

The philosophical components of this core paper for M. Ed will develop following competencies amongst students.

- Understanding the nature and functions of philosophy of education.
- Logical analysis, interpretation and synthesis of various concepts, philosophical assumptions and issues about educational phenomena.
- Enable to know about various Indian schools of philosophy and their educational implications.
- Critical appraisal of contributions made to education by prominent educational thinkers Indian and western.

**Course Contents**

**Unit- I Education and Philosophy**

- Education- Meaning, Nature and Concept
- Philosophy- Meaning, Nature and Concept
- Relationship between Education and Philosophy
- Philosophy of Education
- Functions of philosophy of education (speculative, normative, analysis) logic, logical empiricism, positive relativism.

**Unit-II Fundamental Philosophical issues**

- Metaphysical, epistemological and Axiological issues
- Idealism, Realism, Naturalism, Pragmatism, Humanism, Existentialism and Marxism with special reference to knowledge, reality and values.
- Their contribution to the field of educational objectives and aims.

### **Unit-III Indian Schools of Philosophy**

- Vedic, Sankhya, Yoga, Nyaya, Vedanta (Advait and Vishitvedanta).
- Critical appreciation of the contribution of Indian philosophy-Hinduism, Buddhism, Jainism, Christianity and Islam.
- Their application in day to day teaching learning process in education.

### **Unit-IV Educational Thought of great Philosophers**

- Indian Philosophers- Swami Vivekanand, Mahatma Gandhi, Sri Aurobindo, Ravindra Nath Tagore, J. Krishnamurti, Giju Bhai.
- Western Philosophers- Plato, Herbert Spencer, John Dewey, Rousseau, Paul Freire

### **Unit-V Formation of Philosophy of Life**

- Value education-need and importance of value education.
- Methods of inculcating values
- Human Rights Education.
- Education for Peace and other values in education, aesthetic value and education.

### **Practicum**

- Presentation of paper related with philosophy of education on given topic.
- Study of any one thinker original literature and write review on it.

### **Suggested Readings**

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

## **PAPER II- SOCIO –ECONOMIC PERSPECTIVES OF EDUCATION**

### **Paper Objectives**

The Socio- Economic components of this core paper for M. Ed will develop following competencies amongst students-

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

### **COURSE CONTENT**

#### **Unit I – Sociology and Education**

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

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

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

#### **Unit III - India as an Independent Nation and its Society**

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

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

#### **Unit IV-Economic and Education perspectives**

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

#### **Unit V- International Perspectives; Indian Sub Continent**

- Education in Indian Sub- Continent
- Education in Pakistan
- Education in Nepal
- Education in Bangladesh
- Education in Sri Lanka
- Education in Bhutan
- Role of International agencies in Educational Development- UNDP, UNESCO, World Bank and UNICEF

#### **Unit VI -Social Thinkers: their Socio- economic implications**

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

#### **Practicum**

- Critical analysis of one of the policy document on Education and suggest a list of its weaknesses.
- Critical analysis of one of the activity/ work of social thinkers and prepare a detailed paper and present a power point presentation on it.

#### **Suggested Readings**

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

- Dewey, John (2013). School and Society, Delhi: Aakar Books Classics.
- Dinkar, Ramdhari Singh (2006). संस्कृति के चार अध्याय, Allahabad: Lokbharti Prakashan.
- Gandhi, M. K. (2010). Hind Swaraj, New Delhi: Prabhat Prakashan.
- Grid, Roger (1990). Problems of Sociology in Education, New Delhi: Sterling.
- Nambissan, Geetha B. and Rao Srinivasa S. (2013). Sociology of Education in India, New Delhi: Oxford University Press.
- Mathur, S.S. (2009). शिक्षा के दार्शनिक तथा सामाजिक आधार, Agra: Vinod Pustak Mandir.
- Mukherjee, R.K. (2011). Ancient Indian Education, New Delhi: Moti Lal Banarasi Das Publishers Pvt. Limited.
- Misra, S. K. and Puri, V. K. (updated available in the market). Indian Economy- Its Development Experience, Delhi: Himalaya Publishing House.
- Sen, Amartya (2004). Development as Freedom, New Delhi: Oxford University Press.
- Webpage of Aligarh Muslim University, Banaras Hindu University, World Bank, UNESCO, UNDP, UNICEF etc may be consulted for additional resources
- Suresh Shukla & Krishna Kumar , Social Change in India, Chanakya Publication
- M.S.Srinivasan, Sociological perspectives of Education

### **Paper III-PSYCHOLOGICAL PERSPECTIVES OF EDUCATION**

#### **Paper Objectives:**

The psychological components of this core paper for M. Ed will develop following competencies amongst students.

- To develop understanding of the psychological basis of Education.
- To understand the Cognitive, Affective and Psychomotor development of adolescents and youth.
- To develop the understanding of the theories of Personality and their use in the development of learner's Personality and its measurement..
- To understand the Changing Concept of Intelligence and it's applications.
- To understand the theories of Learning and their Utility in the Teaching Learning Process.
- To understand the Concept and Process of teaching.

#### **COURSE CONTENT**

##### **Unit-I Introduction to Psychological Basis of Education**

- Educational Psychology: Concept ;Concern and scope of Educational Psychology.
- Major schools of psychology and their contribution to education-Structuralism, Associationism, Behaviorism, Gestalt, Psycho-analytic, Humanistic and Cognitive , Constructivist

##### **Unit-II Child Development and its theories**

- Development – Concept, Principles, Sequential stages of Development- Specific Characteristics and problems of each Stages
- Factors influencing development – genetic, biological, environmental and physical and their relative role.

- Theories of development
  - Piaget's Cognitive development
  - Freud's Psycho-sexual development
  - Erikson's psycho-social development
  - Kohlberg's moral development

### **Unit- III Learning**

- Learning :Concept ,its Kinds ,Levels of learning ,factors influencing learning
- Theories of Learning
  - Operant conditioning (Skinner)
  - Hierarchy of Learning (Gagne)
  - Information processing (Donald Norman)
  - Mastery learning (Bloom)
  - Hull's reinforcement theory
  - Toleman's theory of learning
  - Levin's field theory
- Constructivism & learning.
  - Brain base learning.
- Educational implications of theories of learning
- Factors influencing learning

### **UNIT IV Group Dynamics, Intelligence & Creativity**

- Group Dynamics, Group Process, Interpersonal Relation, Sociometric grouping, Socio-emotional Climate of the classroom and its influence on teacher characteristics.
- Individual difference: its concept, Concept of intra and inter differences their implications in education.
- Intelligence and cognitive abilities, Nature and Theories of Intelligence- One Factor, Two Factor, Guilford ,(1988)
- Emotional Intelligence
  - Identification and fostering intelligence
- Measurement of Intelligence – Verbal, Non-Verbal, Paper Pencil-Performance, Individual and Group
- Interest, Attitude and Values: Concept and Implications
- Creativity – Nature , Process ,Identification ,fostering and Guiding Creative Children
  - Techniques for development of Creativity- Brain-Storming, Synectics, Attribute – listing.

### **Unit V- Personality**

- Concept , Development , Structure and Dynamics of personality
- Theories of personality – Allport, Eysenck; Psychoanalytic theory of Freud & Erickson; Behavioral Approach- Miller , Dollard and Bandura; Humanistic approach- Roger ,Maslow.
- Indian Concepts of Personalities- (Vedic ,Upnishad ,Yoga & Aurveda)
- Assessment of Personality
  - Personality inventories- rating scales
  - Projective techniques: Rorschach , TAT

### **Unit VI- Teaching**

- Adjustment and Mental Health
  - Concept and Mechanism of Adjustment
  - Principle of Mental Hygiene
  - Implications to teaching and the teacher .
- Models of teaching –concept and 4 families of models
- Educational implications of researches in the following areas in teaching :
  - Teacher’s thought processes
  - Student’s thought processes
  - Teaching of learning strategies
  - Teacher behavior and student achievement
  - Teaching functions
  - Classroom organization and Management

#### **PRACTICUM-**

- Preparation of a development profile of one student
- Case Study of a problematic child
- Testing of Personality /Intelligence /Creativity of student

#### **Suggested Readings**

- Anastasi Anne: Psychological Testing, McMillan Co. New York.
- Ausubel D.P. and Robison F.G. : School learning An introduction to Educational Psychology ,New York Holt, Rinehart & Winston Inc 1969.
- Bernard H.W. : Psychology of learning & Teaching, New York Mac Graw Hill B
- Bichler R.F. and Jack Snowman : Psychology Applied to Teaching Houghton Mifflin Company, Boston 1986
- Bigge M.L. : Learning Theories for Teachers, Harper and Tow publishers, 1971.
- Bower G.H. and Hilgard E.R. : theories of Learning New Delhi Prentice Hall india Pvt. Ltd.
- C.L. Kundu : Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989
- Charles N. Newmark : Major Psychological assessment Instruments : Allyn And Becan Inc.
- Daniel Goleman ‘Working with Emotional Intelligence 1998’
- Gage and Berlinger : Educational Psychology, Boston Houghton Mifflin Company 1984.
- Hays J.R. : Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey press 1978
- Hilgard and Atkinson : Introduction to Psychology, Oxford and IBH Publisher, Bombay.
- Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay. Jersey, 1989
- Joyce B. & Weil M. Models of Teaching prentice Hall of India Ltd. 1985. Longman incorporated, 1989.
- Mangal S.K. : Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt, Ltd
- N.K.Dutt, Advanced Educational Psychology, Doaba
- Anita Galfok : Stucture Of Intllegnee

## **PAPER IV- RESEARCH METHODS IN EDUCATION**

### **PAPER OBJECTIVES**

To enable the students to understand

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

### **COURSE CONTENT-**

#### **UNIT I**

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

#### **UNIT II**

- Review of related literature
- References (APA style),Selected Bibliography, Annotated Bibliography

#### **UNIT III      **Methods of educational research****

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

#### **UNIT IV**

- Developing a research proposal
  - Problem and its sources; Selection and definition of the problem
  - Variables and its types
  - Objectives – Primary, Secondary and Concomitant
  - Hypothesis- Nature, Characteristics, Sources, Definition and Types.
  - Research Design



## UNIT V

- Sampling
  - Population and sample and their characteristics.
  - Sampling Techniques- Probability & Non Probability
  - Sampling Errors and ways to reduce them

## UNIT VI

- Tools and techniques of Data Collection
  - Observation, Interview and Sociometry.
  - Questionnaire, Opinionnaire, Scales ,Schedules , Inventories ,Tests ,Content Analysis ,Semantic Differential, Q Methodology And projective techniques
  - Basic characteristics of good measuring instrument: Reliability, Validity , Objectivity ,Usability and Norms.
- Criteria for Evaluation of a research study.

### Practicum – Any two

- Writing a Critical Review of a national or international research paper.
- Critically evaluate any dissertation thesis (M.Ed /M.Phil.) and write a report.
- Writing an essay on any upcoming field of research in Social Science Research .
- Analysis of any educational research book .

### SELECTED READINGS

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

- Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall, New York.
- ए बी भटनागर एवं अनुराग भटनागर, शैक्षिक अनुसन्धान की कार्यप्रणाली ; मेरठ,आर लाल बुक डेपो,२०११

## **SPECIALIZATION**

**(OPTIONAL- ANY ONE from V (I) & (II))**

### **PAPER V (I)-CURRICULUM DEVELOPMENT , PEDAGOGY AND ASSESSMENT**

#### **Paper Objectives**

The learners will be able

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

#### **COURSE CONTENTS**

##### **Unit I Nature of Curriculum**

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

##### **Unit II Process of Curriculum Development**

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

##### **Unit III Models of Curricular Development**

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

#### **Unit IV Issues and Trends in Curricular Development**

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

#### **Unit V Pedagogy**

- Child Centered Pedagogy.
- Process of knowledge construction for development of concepts, understanding, logical, reasoning, critical thinking and problem solving.
- Forms of learner's engagement.
- Pedagogical Analysis of the subject content.
- Critical Pedagogy, critical analysis of the Pedagogy prescribed.
- In the Educational thoughts of Paul Freire.

#### **Unit VI Evaluation of Curriculum**

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

#### **Practicum - Any two**

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

#### **Suggested Readings**

- Aggarwal J.C. (1990) Curriculum reform in India World overviews Doaba House Book Seller and Publisher, New Delhi.
- Arora G. L. (1984) Reflections on Curriculum and Imagination process, Theory, Pedagogy and action Research, Rout ledge U.K.
- Bhatnagar R.P. and Agarwal Vidya (2003) Educational administration, Planning and Supervision.
- Bhatt B.D. and Sharma S.R. (1992) Principles of Curriculum Construction Kanishka Publishing House Delhi.

- Bloom, B.S. (1977) Hand Book of curriculum Evaluation UNESCO, Paris.
- Bruner, J.C. (2006) in search of Pedagogy Vol . J & N Rout ledge, London.
- Dewey J. (1966) The child and the Curriculum, The University of Chicago Press.
- Doll. R.C. (1986) Curriculum Improvement, Allyn and Bacon, Boston
- Friere Paulo (1993) Education for critical consciousness, New York, Continent.
- NCERT (2000) National Curriculum framework for school education NCERT, New Delhi.
- NCERT (2005) National Curriculum framework, NCERT, New Delhi.
- Shrivastava, H.S. (1989) Comprehensive evaluation in School NCERT, New Delhi.

## **PAPER V(II) INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION**

### **PAPER OBJECTIVES:**

The learners will be able to

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

### **COURSE CONTENT**

#### **Unit I Information and Communication Technology**

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

#### **Unit II Communication and Instruction**

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

tutorials.

### **Unit III Integrating Multimedia in education**

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

### **Unit IV Educational software applications**

- Computer assisted instruction
- Drill & practice software
- Educational simulations
- Integrated learning system
- Curriculum specific Educational software

### **Unit V E-learning**

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

### **UNIT VI**

- Educational Technology in formal ,non formal and informal education , distance education , open learning System and Educational Technology
- Emerging trends in Educational Technology, Video tape, Radio ,Teleconferencing , CCTV, ,INSAT, Problems of new technologies.
- Resource Centers for Educational Technology, CIET, UGC ,IGNOU ,NOS ,State ET cell ,AVRC,EMRC,NIST their activity for improvement of teaching –learning.

### **Practicum- Any Two**

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

### **Suggested Reading**

- D. N. Dasgupta, Communication and Education , Pointer Publishers

- Madan Lal, Essentials of Educational Technology , Anmol Publications
- Mahesh Varma, Online Teaching Tools and Methods , Murari Lal & Sons
- N. Sareen, Information and Communication Technology , Anmol Publication
- O. P. Dahama & O. P. Bhatnagar, Education and Communication for development, , Oxford & Page 68 of 71 IBH Publishing company, New Delhi
- Sharma,R.A.: Shiksha Takniki
- Son Naidu, e-learning a Guidebook of principals, Procedures and practices, Commonwealth, Commonwealth Educational Media Centre

## **PAPER VII -SELF DEVELOPMENT AND COMMUNICATION SKILLS**

### **Paper Objectives**

The practitioners will be able

- To let the learner explore his/her potential and act accordingly.
- To let the learner be able to present himself to his/her surrounding world.
- To let the learner be mentally balanced by accepting himself/herself as they are.
- To let the learner develop the adjustment mechanism in themselves.

### **SELF DEVELOPMENT**

- Explore , Understand and Identify yourself
- Presenting yourself
- Self analysis & Becoming yourself
- Accepting yourself as you are.
- Reading , writing and explanation improvement
- How to develop self confidence?
- Tools for empowering oneself.
- Strategies of Value inculcation
- Adjustment solutions to oneself
- Life skills and their development in myself and others.
- Yoga & Meditation

### **COMMUNICATION SKILLS**

- Oral presentation , Group discussion
- Creative writing , translation , précis writing , reporting
- Wall magazine , collage ,poster and displays
- Interview preparation
- Communication training
- Language proficiency -Extempore ,Declamation, Turn the coat, debate , speech
- Catharsis

## **PAPER VIII- PREPARATION OF SYNOPSIS**

The learners of this course will develop an educational research synopsis in his/her area of interest under the supervision of the allotted guide in the first year on the basis of which the learner will develop and complete the dissertation thesis in the second year

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### **YEAR II**

#### **PERSPECTIVES**

#### **(CORE)**

#### **PAPER I- HISTORICAL PERSPECTIVES OF EDUCATION**

#### **PAPER OBJECTIVES**

To enable the students to understand

- the development of education in historical perspectives.
- The approaches to the history of education
- Development of education during different periods of Indian history and factors affecting it.
- Development of Indian National Consciousness and role of education.
- The visualization of education in independent India and its future.

#### **UNIT I Perspective and Prospect**

- Approach to the study of history of education
- Focus on exposition and interpretation than mere description of educational thoughts and developments
- Contribution of history of Education as a discipline
- Education as a system reflects the interplay of the constituent forces of society.
- Institutionalization of Education
- Factors influencing education system/ Geographical environment, social conditions, religion, philosophy.

#### **UNIT II Education in Ancient India**

- Concept and aims of education in Ancient India.
- Salient features of Vedic, Brahmanic and Buddhist education
- Educational institutions in ancient India/ Centers of higher learning.
- Role of society and state in education
- Impact of the past upon the present.

### **UNIT III Education in Medieval India**

- Advent of a new culture and its salient features.
- Parallel systems of Hindu and Muslim education.
- The state and education/contribution of the medieval rulers towards education.
- Educational institutions at different levels: a cultural synthesis.
- Set back in education due to political anarchy and socio cultural education.

### **UNIT IV Education in the British period**

- Indigenous education/reports of Adam and others: potentialities of indigenous system.
- Significance of early missionary work
- A prelude to western education through the charter of 1813.
- Oriental- Anglist controversy.
- Macaulay's Minutes 1835.
- Wood's Education Despatch, Hunter Commission, Sadlar Commission, Hartog, Abbott Report.
- Sargent Plan

### **UNIT V Education for the Indian National Consciousness**

- National consciousness in Education.
- Wardha Plan
- Discontent against western Education.
- Establishment of Educational Institutes.

### **Unit VI Education in Independent India:**

- University Education Commission Recommendations.
- Secondary Education Commission Recommendations.
- Education Commission of 1964-66
- Challenge to Education Policy perspectives- NPE -1986
- POA-1992
- Changing perspectives of Education Policy with reference to the forces of LPG.

#### **Practicum:**

- Prepare a list of sources for writing history in ancient, medieval and modern India.
- On the basis of your experiences, what should be the characteristics of a historian?
- Analysis of any document one Wood's Education Despatch, Hunter Commission, Sadlar Commission, Hartog, Abbott Report.

#### **Suggested Readings**

- Agarwal, J.C. (1998). Landmarks in the History of Modern Indian Education, New Delhi: Vikas Publishing House.
- Altekar, A.S. (2010). Education in Ancient India, Delhi: Isha Books.
- Das, Santosh Kumar (1933). The Educational System of Ancient Hindus, Calcutta
- Das-Gupta, Devendra Chandra(1942). Jaina System of Education, Calcutta.



- Dharmapal(1981). *The Beautiful Tree, Indian Education in the Eighteenth Century*, Delhi.
- Dinkar, Ramdhari Singh (2006). *संस्कृति के चार अध्याय*, Allahabad: Lokbharti Prakashan.
- Gurusurthy, S.(1979). *Education in South India,(Ancient and Modern Periods)*, Madras.
- Halappa, G.S. (Ed.) (1960). *Studies in Education and Culture (Dr. D. C. Pavate Felicitation Volume)*, Dharwad.
- Key, F. F.(1918). *Ancient Indian Education: An Inquiry into the Origin, Development and Ideals*, Oxford.
- Key, F. F.(1959). *A History of Education in India and Pakistan*, 3<sup>rd</sup> Ed. Oxford.
- Law, Narendranath, *Promotion of Learning in India during Muhammedan Rule by Muhammedans*, London, 1916.
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- Nurulla, Syed and Naik J. P.(1945). *A Student's History of Education in India (1800-1964.)* Bombay.
- Tilak, J.B.G. (2013). *Higher Education in India: In Search of Equality, Quality and Quantity*, New Delhi: Orient Blackswan.
- Zuhuruddin, Ahmed(1935). *Present Day Problems of Indian Education*. Bombay.
- Jaffer .S.N.
- Krishna Kumar Political Agenda
- हबीब, इरफ़ान (सं). (1999). *भारतीय इतिहास की प्रमुख व्याख्याएं, नई दिल्ली: ग्रंथशिल्पी*.

## **PAPER II- MEASUREMENT, EVALUATION AND STATISTICS IN EDUCATION**

### **Paper Objectives**

The learners will be able to

- acquaint with the basic concepts and practice adopted in educational measurement and educational evaluation
- understand relationship between measurement and evaluation in education and the existing models of evaluation
- orient with the tools and techniques of measurement and evaluation
- develop skills and competencies in constructing and standardizing the test.
- understand how various requirements of education are measured evaluated, interpreted and their results are recorded to help learners.
- implement the appropriate statistic measures on an educational data for its analysis.
- evaluate an educational problem through inferential statistics.

### **UNIT I**

- The Measurement and Evaluation
  - Concept ,Scope ,Need, Functions
  - Taxonomy of Educational Objectives
  - Difference between Measurement, Evaluation and assessment.

### **UNIT II**

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

### UNIT III

The Normal Probability Curve

- Its meaning , characteristics and its application

### UNIT IV

- Testing of Statistical hypothesis

Significance of various statistical measures

- Significance of Mean , SD , Percentile and correlation
- Significance of difference between two mean's, Percentage and correlation
- One Way Analysis of Variance (ANOVA)
- Non parametric methods ,Chi Square test, Median Test ,Mann Whitney U test

### UNIT V

Measures of correlation – its various types

- Correlation , its meaning ,types how to estimate product moment correlation coefficient
- Partial & multiple correlation
- Biserial & Point Biserial Correlation
- Phi – coefficient

### UNIT VI

- New Trends in evaluation viz:
  - Grading
  - Semester system
  - Continuous and Comprehensive Evaluation(CCE)
  - Question banks
  - Use of computers in evaluation.
- The Scaling of Scores
  - Meaning , Nature, Need and types

### Practicum-

- Construction of a test for the measurement of Achievement / Aptitude /Attitude /Interest /Skills;
- Administration and its interpretation and implications to students, teachers and stakeholders.

### Suggested readings

- Agarwal, Y.P. (1998), *Statistical Methods*, Sterling, New Delhi.
- Anastasi, A: *Psychological Testing (Fifth-21)* Macmillan Pub. Co. Inc. New York.
- Arun Kumar Singh *Tests, Measurement and Research Methods in Behavioral Sciences* ,New Delhi , Tata McGraw Hill Publishing Company limited,1986
- E.F.Lindquist ;*Statistical Analysis in Educational Research* ;Calcutta, Oxford & IBH Publishing Co.1970

- Ebel, R.L: Essential of Educational Measurement, (Third Will Prentice Hall Inc. New Jersey. 1970)
- Ferguson, G A: Statistical Analysis in Psychology And Education, McGraw Hill International Book Co. (1981).
- Garrett, H.E.: Statistics In Psychology And Education: Vikas Peffer & Smara Co., Ins, New York.
- Cranbach, L.J: Essential of Psychology Trends Harper Row, New York.
- Guilford, J.P: Fundamental Statistics In Psychology And Education, McGraw Hill (1965).
- K V S Sharma, Statistics made Simple Do it Yourself on PC; New Delhi , Prentice Hall of India Private India Limited,2001
- M Rajamanikram; Statistical Methods in Psychological and Educational Research New Delhi, Concept Publishing Company,2001

### **PAPER III -TEACHER EDUCATION IN INDIAN AND GLOBAL PERSPECTIVE**

#### **Paper Objectives**

The learners will be able to

- acquaint them with the evolution and development of Teacher Education in India.
- familiarize with the concept, objectives and nature of Teacher Education.
- acquaint with competencies essential for the teaching profession.
- acquaint with sense of accountability for the teaching profession.
- aware them with different stages and phases of teaching.
- acquaint them with competencies greatness and essentials of teaching profession.
- make themselves aware with agencies working in the area of teacher education and their role.
- acquaint with competencies essential for the teaching profession.
- acquaint with the Teacher Education in Global Perspective.
- make aware with emerging trends in teacher education.

#### **Unit I Teacher Education in India: Historical Context**

- Evolution and Development of Teacher Education in India
  - Before Independence Period
  - After Independence Period
- Recommendations made by various Commissions and Committee's on Teacher Education in Post Independent India.

#### **Unit II Teaching as a Profession**

- Profession- Concept and Characteristics
- Teaching Profession- Concept and Characteristics
- Professional Development- Aims and Activities
- Competency Based Teacher Education, Accountability in Teacher Education
- Preparation of Professional and Humane Teacher

### **Unit III Teacher Education in India at Various levels**

- Concept and Objectives
- Pre- Service Teacher Education
- In-service Teacher Education
- Induction

### **Unit IV Agencies of Teacher Education and their Role**

- NCTE, UGC, NUEPA, ICSSR, NCERT, NAAC
- SCERT, DIET, SIEMAT, UGC-ASC, IQAC
- Performance Based appraisal System-Academic Performance Indicator (PBAS-API)
- Code of Professional Ethics

### **Unit V Teacher Education in Global Perspective**

- Comparative study of Teacher Education in Russia, UK, USA and in India
- Levels of Training and structure of Teacher Training and their courses of Study
- Administration and Finance
- Contemporary problems and Emerging Trends

### **Unit V Emerging Trends in Teacher Education**

- Total Quality Management in Teacher Education
- E-learning and m- learning in Teacher Education
- Teacher Education through Distance Mode
- Integration of ICT in Teacher Education- in classroom as well as in administration.
- Two- years B.Ed and M.Ed. programme- concept and rationale
- School internship- concept and objective
- Research Trends in Teacher Education

### **Practicum:**

- Extensive survey of school internship and a detailed report submission
- Survey of any institution regarding use of ICT in
  - administration
  - In classroom teaching.

### **Suggested Readings**

- In addition to text resources, a prospective teacher education may consult e- resources by visiting the webpage of the different agencies working for teacher education directly or indirectly.
- NCERT (2005). National Curriculum Framework, New Delhi
- NCERT (2005). National Focus Group on Teacher Education, New Delhi
- NCTE (1996). Curriculum Framework for Teacher Education, New Delhi

- NCTE (1998). Policy Perspectives in Teacher Education, New Delhi
- NCTE (2009). National Curriculum Framework for Teacher Education, New Delhi
- Radha Mohan (2011). Teacher Education, New Delhi: Prentice Hall of India Limited
- Ravi Kant Chopra (1993). Status of Teachers in India, NCERT, New Delhi
- Report of the Batra Committee
- Report of the Justice Verma Commission
- Report of the Kothari Commission
- Report of the National Policy on Education (1986)
- Report of the Programme of Action (1990)
- Stinnett, T. M. (1965)The Profession of Teaching, New Delhi: Prentice Hall of India (Private) Limited
- Walia, K (2003). Teacher Commitment, New Delhi: NCERT

**SPECIALIZATION  
(OPTIONAL-ANY ONE)**

**PAPER IV (I)- INCLUSIVE EDUCATION**

**Paper Objectives**

The Learners will be able to:

- demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- reformulate attitudes towards children with special needs;
- identify needs of children with diversities;
- plan need-based programmes for all children with varied abilities in the classroom;
- use human and material resources in the classroom;
- use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- modify appropriate learner-friendly evaluation procedures;
- incorporate innovative practices to respond to education of children with special needs;
- contribute to the formulation of policy; and
- implement laws pertaining to education of children with special needs.

**Course content**

**UNIT I Introduction**

- Concept, Meaning and importance of Inclusive Education.
- Historical perspectives of Education of children with Diverse Needs.
- Difference between Special Education, Integrated and Inclusive Education.
- Social Exclusion based on gender and caste.
- Approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights model

## **UNIT II Historical perspectives of Inclusive Education**

- Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012), Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006.
- Policies of gender and social inclusion, The Rehabilitation Council of India Act, 1992 (RCI Act The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act)); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.
- Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).

## **UNIT III Children with Diverse Needs**

- Discrimination based on disability, categories of disabilities.
- Method and Approaches in identifying children with disabilities.
- Children belonging to other marginalized groups: problems, forms of discrimination.
- Basic principles of Human Rights Approach to Education.

## **UNIT IV Inclusive Practices in Classrooms for All**

- School's readiness for addressing learning difficulties.
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.
- Making learning more meaningful—Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM.
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom — special teacher, speech therapist, physiotherapist, occupational therapist, and counselor.

## **UNIT V Developing Support Networks**

- Addressing social climate of the classroom
- Child-to-child programme
- Developing partnerships in teaching: Teacher and special teacher;
- Teacher and co-teaching personnel; Parents as partners – developing positive relationships between school and home
- Involving community resources as source of support to teachers
- Involving external agencies for networking – setting up appropriate forms of communication with professionals and para professionals
- Liaising for reciprocal support of pre-school programmes, pre-vocational training programmes, social security, different provisions, concessions, etc.

### **Practicum-**

- Conducting a survey in the local area to ascertain the prevailing attitudes/practices towards

social, emotional and academic inclusion of children with diverse needs.

- Evaluation of Textbooks from the perspective of differently abled children
- Field visit to a school /institution promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Analysis of policy document (national /international) related to diversity.
- Visit to special, integrated and inclusive classrooms.

#### **Suggested Readings:**

- Burt Cyril(1950) The Backward Child, University of London Press.
- Cruickshank, William M: Education of Exceptional Children and Youth by Prentice Hall, Inc.
- Frampton, M. & E. Gall: Special Education for the Exceptional (Boston: Proter Sergeant)
- Kuppaswamy, B: A Text Book of Child Behavior & Development, New Delhi, Vikas Publishing House, 1976.
- Lloyd, M. Dunn: Exceptional Children in the Schools (New York, Holt, Rinehart & Winston, Inc.)
- NCTE (2003). Discrimination Based on Sex, Caste, Religion and Disability, New Delhi.
- Wadin, A.R. (ed.): The Handicapped Child, Bombay, Tata institute of Social Sciences.
- KUNDU, RCI survey 2003-2005

### **Paper IV (II) Educational Administration and Planning**

#### **Paper Objectives:**

To enable the student to

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

#### **Course Content**

##### **Unit-I Educational Administration**

- Educational Administration: Meaning, nature, definition, scope and functions.
- Educational administration in India, need for change and training of educational managers in India.

- Theories of educational administration. Theories of Barnard, Mort and Argyris- Bakke (general characteristics)
- Educational institutions as organizations: concepts of organizational climate, organizational culture and organizational health- Their measurement and tools.
- Concept of Educational Management and Management of Educational institution

## **Unit-II Educational Planning**

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

## **Unit-III Personnel Administration**

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

## **Unit-IV Educational Financing in India**

- Factors influencing Educational Financing.
- Principle of Education Finance.
- Financing of Higher Education in India: Role of UGC, RUSA
- Private participation in Higher Education: Advantages and Disadvantages.
- Internationalization of Higher Education: GATS in Education Services.
- Modes of Internationalization of Higher Education in India.

## **Unit-V Educational Leadership**

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



## **Practicum:**

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

## **Suggested Readings**

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

## **PRACTICUM**

### **PAPER V-INTERNSHIP**

Will comprise of two sections of SECTION A of 35 marks and Section B of 15 marks respectively

#### **Section A – Duration 3 week (35 marks)**

Internship in Teacher Education Institutions (under supervision of M.Ed. teacher in charge and School mentor teachers)

#### **A Observation /conduction of school activities-**

- Classroom Supervision
- Lesson Planning Correction
- Observation of the Practice in Teaching
- Classroom Teaching
- Supervisory activities-Laboratory work ,Library activities,ICT laboratory
- Guidance and counseling activities

**B Participation and organization in/of the various curricular and co-curricular activities in the school respectively.**

## C Interviews of the Stake Holders

Students/ teachers/ parents/ school management personnel / government authorities/ community members

### **Assessment guide-**

- Student will record all observation in their observation diary.
- Cumulative assessment records by the mentor teacher.
- Outcome /product/ results of the activities
- Record submitted on reflections during internship
- Study of secondary education institution on instructional and evaluation practices  
(Submission of the above reports duly signed by the mentor of the school and the learner with date ,to the concerned supervisor)

The whole internship will be structured on the focused task or project and each intern will have to submit his field report for assessment.

### **Section B – Duration 01 week (15 marks)**

There will be a compulsory educational tour of not less than a week for all the students of M.Ed. II year .In the tour M.Ed. students shall have to visit one or more educational sites/fields/organizations/institutions engaged in pre-service teacher programme, in service teacher programme, curriculum design, textbook development, educational administration and management etc

Students will submit a detailed report of the above visit to the respective supervisors.

## **RESEARCH**

### **PAPER VI (I) CURRICULUM STUDIES**

- Critical study/ analysis of any book of a particular class at secondary level of UP board and prepare and submission of detailed report based on the study.
- Critical study/ analysis of any book of a particular class at secondary level of CBSE board and prepare and submission of detailed report based on the study.
- Critical study/ analysis of any book of a particular class at secondary level of ICSE board and prepare and submission of detailed report based on the study.
- Prepare a detailed comparative report based on the above studies and develop a SWOT analysis.

### **PAPER VI (II) EDUCATIONAL STUDIES**

- Survey of government school located in rural/ urban/ slum area and prepare a detailed report based on the survey.
- Survey of private school located in rural/ urban/ slum area and prepare a detailed report based on the survey.

- Study of the educational problems of the students of the first generation learners and prepare a detailed report based on the study.
- Study of the educational problems of students of disadvantaged groups (girl students, SC/ST students, economically weaker sections) and prepare a detailed report based on the study.

### **PAPER VI (III) DISSERTATION**

Dissertation activities will be carried out under the supervision of the guide. Each student will finalize the research proposal, write reviews of researches and finalize research designs of the study. The candidate will collect the data on the synopsis developed after the involvement of the suggestions given in the viva voce in the first year.

### **PAPER VI (IV) COMPREHENSIVE VIVA VOCE**

There will be a viva voce that will be based on the all the theory papers, Specializations, Practicum (School based activities /Internship), Dissertation and the reports on Curriculum and Education studies i.e. paper VI (I&II).

***NOTE- In case of any discrepancy or anomaly the vice chancellor will take appropriate decisions in consultation with Convenor of Board of studies.***