

North Maharashtra University, Jalgaon
M.Ed. Syllabus (02 Years)
2015-16
Semester I

Courses		Paper name	Hours	Internal Exam	External	Total	Credits
Perspective courses	A1	Philosophy of Education	50	40	60	100	04
	A2	Psychology of Development and Learning	50	40	60	100	04
Tool Courses	A3	Methodology of Educational Research	50	40	60	100	04
Specialization Courses (Select any one of the Following)							
	B1	1. Advance Guidance, Counseling 2. Educational Planning and Administration	50	40	60	100	04
*	A1	Practical work	100	25		25	02
	A2	Practical Work	100	25		25	02
	A3	Practical Work	100	25		25	02
	B1	Practical Work	100	25		25	02
Total			600	260	240	500	24

*Practical work of Sem I	
A1	Readings of original texts of any one Indian and western philosopher. Prepare report and presentation in classroom (various innovative concepts in the context of teaching-learning process)
A2	Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction.
A3	Development of Research proposal on an identified research problem. Frame work of the research proposal and present in classroom.
B1	Educational Guidance and Counselling - Administration of any one psychological Test on small group of D.Ed. or B.Ed. Students. (Example- Personality, Achievement, Attitude, Motivation, Learning style, Intelligence etc.) Educational Planning and Administration - Preparation of questionnaire for micro-level educational survey like school survey/mid-day meal survey/implementation of RTE etc.

Semester II

Courses		Paper name	Hours	Internal Exam	External	Total	Credits
Perspective courses	A 4	Sociological Foundation of Education	50	40	60	100	04
	A 5	Deprived and Women Education in India	50	40	60	100	04
Teacher Education Courses	A 6	Teacher Education	50	40	60	100	04
Specialization Courses (Select any one of the Following)							
	B 2	1. Elementary and Secondary Education 2. Curriculum Development and Transaction	50	40	60	100	04
*	A 4	Practical work	100	25		25	02
	A 5	Practical Work	100	25		25	02
	A 6	Practical Work	100	25		25	02
	B 2	Practical Work	100	25		25	02
Total			600	260	240	500	24

*Practical work of Sem II	
A4	Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.
A5	Prepare critical report on Problems of girls or deprived group education and present in classroom.
A6	Planning, Guidance, Supervision and writing report on B.Ed. school practice lesson.
B3	Elementary and Secondary Education - Case study of Anganwadi/Primary school/Secondary Schools centers. Curriculum Development and Transaction - Student will identify various issues in transacting Curriculum in Teacher Education Institute.

Semester III

Courses		Paper name	Hours	Internal Exam	External	Total	Credits
Perspective courses	A7	Education in 21st Century	50	40	60	100	04
	A8	Learning ,Teaching and childhood Psychology	50	40	60	100	04
Tool Courses	A9	Statistical Method for Data Analysis	50	40	60	100	04
Specialization Courses (Select any one of the Following)							
	B3	1. Special Education 2. ICT and E-Learning	50	40	60	100	04
*	A7	Practical work	100	25		25	02
	A8	Practical Work	100	25		25	02
	A9	Practical Work	100	25		25	02
	B3	Practical Work	100	25		25	02
Total			600	260	240	500	24

*Practical work of Sem III	
A7	Write a detail report on Modern and Globalized Tools used in schools in your area.
A8	Identify the social, emotional, individual, educational problems of school going children in our area and provide remedial programme for the same.
A9	A critical assessment of statistical techniques and Computer software used in a research report
B3	Special Education- Visit to special school and observing their teaching-learning process, curriculum, cultural activities and facilities of school (Prepare report and submit to college) ICT and E-Learning- Preparing report on: searching online research websites and e-journals and its utility for research work.

Semester IV

Courses		Paper name	Hours	Internal Exam	External	Total	Credits
Tool Courses	A10	Educational Technology	50	40	60	100	04
Specialization Courses (Select any one of the Following)							
	B4	1. New Trends in Education 2. Higher Education in India	50	40	60	100	04
	A10	Practical Work	100	25		25	02
	B4	Practical Work	100	25		25	02
		Internship With B.Ed. (4 weeks)	200	100		100	08
		Dissertation Report	150	50	50	100	06
		Dissertation Vivo-voce	--	25	25	50	02
Total			650	305	195	500	28

*Practical work of Sem IV	
A10	Write a script for video lesson of 20 minutes or Construct a self learning material of your choice, based on school subject
B4	New Trends in Education - Conduct a survey and prepare a report on Environmental awareness among Students/Teachers/ parents/Society. Higher Education in India - Critical analysis of NKC/RTE/UGC/NCERT/NAAC/NCTE (prepare detail report)

External Exam - External Examination in theory courses 60 marks in each course.

Internal Exam 40 Marks Distribution (Related to Theory Paper)

Sessional Work - Each Theory Paper 25 Marks (Practical related to Theory Paper)

Internship Programme (Field Attachment) - 04 Weeks - 100 marks (B.Ed. and D.Ed. Colleges)

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

M.Ed. Syllabus at a Glance

Semester	Hours	Internal Exam	External	Total	Credits
I	600	260	240	500	24
II	600	260	240	500	24
III	600	260	240	500	24
IV	650	305	195	500	28
Total	2450	1085	915	2000	100

Title : Title of the degree shall be Master of Education (M.Ed).

Elegibility for Admission:

- a) Candidate seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:
 1. B.Ed.
 2. B.A. B.Ed., B.Sc. B.Ed.
 3. B.El.Ed.
 4. D.El. Ed. With an undergraduate degree (with 50% marks in each)
- b) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the central government/state government whichever is applicable.

Selection Procedure: Admission to the eligible candidates will be given as per the selection procedure laid down by the State Government or University from time to time.

Norms for appearing at M.Ed. Examination: Student teachers should have kept four semesters with at least 80% attendance of theory periods and practical in college. He should have completed all the practical work to the satisfaction of the principal. He should have obtained such certificate from the principal of the college. Unless and until he obtains such a certificate he will not be allowed to appear for University examination.

Duration: The M.Ed programme shall be of duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within period of three years from the date of admission to the programme. The summer should be used for field attachment /practicum/other activities.

Course Examination:

(A) The examination of M.Ed. degree will consist of four semesters. External Examination in theory courses 60 marks in each course. (Total 240 marks) which will be conducted by the University at 1st to 3rd semester and 4th semester is 80 marks. Internal Examination for 40 marks in each course (total marks 160) which will be conducted by the college. and practical work for 125 marks which will be conducted by the college.

(B) Allotment and distribution of marks: The M.Ed. Examination will be of 2000 marks. Each semester is for 500 marks.

Medium of Instruction: The medium of instruction at the M.Ed. course will be Marathi or English. The candidate appearing for the M.Ed. examination will have the option of answering all papers either in English or in Marathi.

Standard of Passing: To pass the examination a candidate must obtain at least 50% marks in Internal and external examination of each course /head. **The candidate will have to pass minimum 5 papers in sem I and Sem II for ATKT.** The marks will be converted in grades and credits and finally CGPA will be displayed on the marks statement. There will be no more difference for internal and external marks with valid difference of 20 % in each course.

Semester - I

A1: Philosophy of Education

Objectives:

- To develop understand and appreciation of interrelationship between Philosophy and education.
- To develop the understanding of Basic tenets, principles and practices of the major schools of Indian and Western Philosophy.
- To develop the understanding of sociology of Education.
- To develop the understanding of interrelationship between culture and Education.
- To make the students aware of the controversial issues in the field politics and its impact on education.
- To cultivate the habit of independent thinking about the changing Concepts and educational ideologies.
- To create an awareness about the impact of Globalization on Education.
- To develop critical appraisal of contributions made to education by prominent educational thinkers- Indian and western.

Unit – 1 Philosophy and Education.

- 1 Meaning, Need and importance of Philosophy.
- 2 Functions of Philosophy in Education.
- 3 Relationship between Philosophy and Education.
- 4 Dimensions of Philosophic thinking.
- 5 Branches of Philosophy: Ontology Epistemology and Axiology.

Unit- 2 Indian Schools of Educational Philosophy

1. Vedic, Aims of Education, curriculum, methods of teaching and Pupil- teacher relationship
2. Buddhist- Aims of Education, curriculum, methods of teaching and Pupil- teacher relationship
3. Jain, Aims of Education, curriculum, methods of teaching and Pupil- teacher relationship

Unit-3 Western Schools of Educational Philosophy

A brief History of Western Philosophy

1. Perennialism
2. Essentialism
3. Pragmatism
4. Existentialism
5. Humanism

These Philosophies are to be studied considering following points-

1. Aims of Education
2. Curriculum
3. methods of teaching
4. teacher-pupil relationship
5. Impact on the Society.

Unit-4 - Contribution of Great thinkers.

Following thinkers are to be studied considering following points-

1. Aims of Education
2. Curriculum
3. methods of teaching
4. Impact on the Society

1. Plato
2. John Dewey
3. Rabindranath Tagore
4. Swami Vivekanand
5. Arbindo
6. Mahatma Gandhi
7. Paulo Friary

Reference Books -

1. Allen E.A. : Existentialism from within, Rond K. Poul Londn 1953 Adrian M. Dupuis-Philosophy of Education in Historical Perspective Thomas Press Indian Ltd (New Delhi , 1972)
2. Brubacher John : Modern Philosophies of Education New York, M.C.
3. Granthill Blocker H.G.Hannafor William - Introduction to Philosophy University of Colorado Bombay, Himalaya Publishing House. (1985)
4. Pedagogy of the oppressed - Paulo Freary
5. Bhanu Pratap Sing : Aims of Education in India(Vedic Buddhist, medieval, British and post independence Ajanta Publications India)
6. Shivar uderappa G : Philosophical approach to Education.
7. Smith Philip : Philosophy of Education, New York, Harper and Row. (1957) Sodhi T.S. Sondhu G.S. and Singh S. B:
8. Philosophical Dimensions of Education , Ambala Contt. The Indian publications. (1990)
9. Dr. S.S. Mathur : A sociological Approach to Indian Education. Vinod Pustak Mandir Dr. Rangeya Raghav Marg, Agra -2 (1980)
10. T.M.P. Mahavdan : Invitation to Indian Philosophy Arnold Heineman Publishers Pvt. Ltd. New Delhi
11. Wingo G : Philosophy of Education : An Introduction, New York, Harper and Row. (1975)
12. A.S. Altekar - Education in Ancient India.
13. Seetharamn - Philosophics of Education - APH, Delhi
14. S.K. Murthy - Philosophical and Sociological Foundations of Education (Tandon Publication)
15. Srinibas Bhattacharya - Foundations of Education – Atlantic Publishers.

A2: Psychology of Development and Learning

Objectives:

- To clarify the meaning of Educational Psychology.
- To study the various school of Psychology.
- To analyse and evaluate elements of learning, human development.
- To explain different theories of development, learning.
- teaching and use of research in teaching

Unit No. 01 Educational Psychology

1. Educational Psychology: Meaning, Definition and Nature.
2. Development of Educational Psychology.
3. Schools of Psychology: Behaviorism, Psychoanalysis, Gestalt and Humanistic- schools (Contribution of various schools with reference to Teaching & Learning.)
4. Indian Psychological thoughts with reference to concept and function of Pradnya, Chitta and Personality.

Unit No. 02 Human Development

1. Human Development: Definition, Meaning and Characteristics.
2. Theories of Human development : Psychoanalytical Theory(Freud), Psychosocial Theory (Erikson), Cognitive development Theory(Bruner), Moral development Theory (Kohlberg)

3. Influence of Heredity and environment on normal and abnormal growth.
4. Role and duty of parents and teachers in proper development of children.

Unit No. 03 Learning and Learning Theories.

1. Learning: Meaning, Concept and Nature.
2. Different Learning theories
 - a. Skinner's present conditioning theory
 - b. Bruner's cognitive theory
 - c. Bandura's social Learning
 - d. Ausubel's meaningful Learning theory
3. Information processing model of learning
4. Role of Teacher to Enhance or encourage to develop learning of childhood and adolescents
5. Transfer of Learning and its Theories

Unit No. 04 Concept of teaching and use of research in teaching

1. Educational Psychology-
 - a. Concept of good teaching
 - b. Ultimate goal of teaching
 - c. Role of educational Psychology as a content and process.
2. Using Research to understand and improve teaching.
 - a. Descriptive studies
 - b. Co relational studies
 - c. Experimental studies
 - d. Use of theories of teaching learning process.

Reference

1. Daniel Goleman : Working with Emotional Intelligence : Bloomsbury
2. Clifford T. Morgan : A brief introduction to Psychology : TMH Edition.
3. S.K. Mangal : Essential of Educational Psychology :Prentice Hall of India.
4. M.Dash Neen aDash : Fundamentals of Educational Psychology :Atlantic
5. Anita Woolfolk : Educational Psychology: Ninth Edition : Pearson Education.
6. Anita Woolfolk- "Educational Psychology" Allyn and Bacon- London Singapur
7. S.K. Mangal : Educational Psychology.
8. Chahan S.S.- "Advanced Educational Psychology" – Vikas Publishing House
9. Bigge M. L.- " Learning theories for Teachers'Harper & Row Publishers
10. Harold W. Bernard- "Psychology of Learning and Teaching"- McGraw Hills.
11. W.A. Hillix and M. H. Marx "System and Theories in Psychology"- McGraw Hills
12. John P. Deccaco- "Psychology of Learning and Instruction" – Prentice Hall Publisher.
13. G.W. Allport- "Personality- a Psychological Interpretation" – Prentice Hall Publisher.

A3 - Methodology of Educational Research

Objectives

- On completion of this course, the students will be able to:
- Describe the nature, purpose, scope, areas, and types of research in education.
- Explain the characteristics of quantitative, qualitative and mixed research.
- Select and explain the method appropriate for a research study
- Conduct a literature search and develop a research proposal
- Explain a sampling design appropriate for a research study
- Examine relationship between and among different types of variables of a research
- study explain or predict values of a dependent variable based on the values of one or
- more independent variables
- To understand the concept of scientific method.

Unit I- Research in Education: Conceptual Issues

1. Meaning, purpose and areas and kinds of educational research.
2. Scientific method – meaning nature and characteristic.
3. Preparation of a research proposal planning: the research study, sources of research
4. Problems, review of the literature-purpose and resources; identification and conceptualization of research problem: statement of problem Objectives and research questions in research formulation of Hypotheses and variables
5. Framework of the research proposal and strategies for writing the research proposals
6. Concept of population and sample, characteristics good sample size, Random sampling techniques: Non- Random Sampling

Unit II- Methods of Educational Research

1. Types of Research: Survey studies, descriptive studies, co relational studies, comparative studies, casual-comparative.
2. Experimental Research: Nature and characteristics of experimental research, Internal and external validity of results in experimental research.
3. Experimental research designs: single-group pre-test post-test design, pre-test-post-test control-group design, Post-test only control-group design, and Factorial design.
4. Quasi-experimental designs: nonequivalent comparison group design, and time series Design.

Unit III Qualitative Methods of Research

1. Qualitative research: meaning, steps and characteristics
2. Qualitative research approaches-phenomenology, naturalistic, enquiry: case studies and grounded theory. Document analysis.
3. Historical research-meaning, significance, steps, primary and secondary sources of Information, external and internal criticism of the source
4. Mixed Research-meaning, fundamentals principles, strengths and weaknesses, types and, limitations

Unit IV- Descriptive Analysis of Quantitative Data

1. Data types: Nominal, Ordinal, Interval and Ratio scale, Graphical representation of data.
2. Normal distribution: characteristics of normal probability curve and its applications.
3. Examining relationships: biserial, point-biserial, partial and multiple correlations and Problem or example of product moment method.
4. Linear regression analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction.

Reference

1. Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
3. Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
4. Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
5. Cohen, Lewis and Manion Lawrence (1994) *Research Methods in Education* New York : Holt Rinchart and Winston Inc.
6. Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
7. Flick, Uwe (1996): *An Introduction to Qualitative Research*. London sage publication
8. Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
9. Keeves, John. P (ed)(1990) *Educational Research Methodology and Measurement : An International Handbook*. New York : Pergamo Press
10. Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
11. Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.

12. Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
13. Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
14. Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage. Reason.
16. P. & Bradbury, H. (Eds) (2006). *Handbook of action research: Concise paperback edition*: Thousand Oaks, CA: Sage.
17. Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Routledge.
18. Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merill, Prentice Hall.
19. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
21. Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
22. Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
23. Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.
24. Van Dalen, Debonald, B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*. New York: McGraw Hill.

Optional Paper B1 (1) Sem -I

1. Advance Guidance and Counseling

Objectives

- Understanding the meaning, nature, objectives, types and scope of guidance and group guidance.
- Understanding the Concept, types and advantages of Educational Guidance and its need at various level of Education.
- Understanding the uses of Testing and non-testing devices in Education Guidance.
- Understanding the Meaning, Nature, scope, need, types, principles areas and objectives of Counselling.
- Understanding Peer counseling: Its concept and the relevance to the Indian situation.
- Understanding the Meaning and objectives of job analysis and importance of job satisfaction and job profile.
- Understanding the Recent Trends and Difference between Guidance and Counselling

Unit- 1: Understanding Educational and Career Guidance.

- i. Concept of guidance: Meaning, Objectives, Need and Scope.
- ii. Types of guidance: Major guidance areas- Personal, Educational, Career, Social, Health, Marital, Moral.
- iii. Educational Guidance: Concept, Advantages.
- iv. Needs of Guidance at various levels of education. (Primary, Secondary and Higher Secondary)
- v. Career development: Career Development needs of Student, Career development process and factors affecting career development.

Unit- 2: Essential Services in Educational Guidance Programme.

- i. Types of guidance services: orientation, information, counseling, placement, Follow-up, and research & evaluation.
- ii. Resources required for organizing guidance services.
- iii. Uses of Testing and Non-testing devices in Educational Guidance.
- iv. Group guidance- Ways, Advantages and Techniques (class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.)

Unit- 3: Understanding Counseling.

- i. Counselling: Meaning, Nature, scope, need, principles and areas.
- ii. Objectives of counseling: resolution of problems, modification of behavior, promotion of mental health. (Secondary and Higher Secondary level)
- iii. Stages of the counseling process and Skills of an Effective Counselor.
- iv. Types of Counselling: Directive Counselling, Non-Directive Counselling and Eclectic Counselling (steps, Advantages and limitation)
- v. Group Counselling: Meaning, Steps and Importance.
- vi. Peer counseling: Its concept and the relevance to the Indian situation

Unit – 4: Job Analysis

- i. Meaning and objectives of job analysis
- ii. Outline for job study
- iii. Job profiles
- iv. Job satisfaction
- v. Recent Trends in Guidance and Counselling.
- vi. Difference between Guidance and Counselling.

Reference

1. J. Agrawal J.C.: Educational Vocational Guidance and Counselling, Daoba House, Nai Salak, Delhi.
2. Anatsi Anne: Psychological testing, New York, Mac Millan 1982.
3. Rao, S.N: Counselling and Guidance, Tata McGra Hill, Delhi.
4. Aggarwal J.C.(1991), Educational & Vocational Guidance & Counselling', New Delhi: Doaba House.
5. कौशिक, उ. (2009) 'व्यक्तिगत और सामाजिक विकास' में 'व्यक्तिगत और सामाजिक विकास' का योगदान, दिल्ली: एन.एन.टी. प्रकाशक.
6. कौशिक, उ. (2009) 'व्यक्तिगत और सामाजिक विकास' में 'व्यक्तिगत और सामाजिक विकास' का योगदान, दिल्ली: एन.एन.टी. प्रकाशक.
7. कौशिक, उ. (2010) 'व्यक्तिगत और सामाजिक विकास' में 'व्यक्तिगत और सामाजिक विकास' का योगदान, दिल्ली: एन.एन.टी. प्रकाशक.

8. $\alpha\tilde{u}-\ddot{O}\ddot{O}\ddot{e}$, $\ddagger, \ddot{u}\theta^{3/4}\ddot{O}\ddot{u}$ (2009) $\zeta\ddot{O}\ddot{i}\ddot{x}\ddot{O}\ddot{u}$ $\ddot{O}\ddot{O}\ddot{O}\ddot{u}\zeta\ddot{O}\ddot{O}-\ddot{O}$ $\ddagger\ddot{O}\times\ddot{O}$ $\ddot{A}\ddot{O}'\ddot{O}\ddot{a}\ddot{O}\ddot{e}\ddot{u}\zeta\ddot{O}-\ddot{O}$,
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Optional Paper B1 (1) Sem -I

Educational Planning and Administration

Objectives:

- Identify the need, scope and purpose of educational planning,
- Understand principles and approaches of educational planning.
- Develop the skills in planning and using a variety of administrative strategies,
- Explain the role and contribution of different agencies educational planning,
- To study educational planning system in India with reference to national, state, district and sub-district level structures.

Unit I- Principles, Techniques and approaches of Educational Planning

1. Guiding principles of educational planning
2. Methods and techniques of educational planning.
3. Approaches to educational planning.
 - Social demand approach
 - Man-power approach
 - Return of Investment approach
4. Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.

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

- i. Perspective planning at central, state and local levels: concepts of macro, meso and micro level planning.
- ii. Priorities to be given at central and state levels.
- iii. Perspective plan for education in the 12th Five Year plan.
- iv. District level planning: recent initiatives.
- v. Institutional Planning.

Unit III Educational Administration

- i. Concept, Function, management and Organizational control.
- ii. Character of educational administration and its contrast with that in other fields
- iii. Trends in Modernization of administration

- iv. Trends in Educational administration: Authorization, democratic, delegator.

Unit IV: Performance and Resource Management in administration institutions

- i. Monitoring of school performance.
- ii. Performance appraisal of teachers.
- iii. Scientific principles of management-PERT, CPM, PPBS system approach.
- iv. Financial and administrative management of educational institutions.
- v. Nature and characteristics of resource in education.
- vi. Need for resource management in education.
- vii. Material resources, Human resource and Financial resource
- viii. Procurement, utilization and maintenance of resources
- ix. Roles of state, central and local governments in resource mobilization
- x. Quality assurance in material and human resources.

Reference

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SEM II

A4 - Sociological Foundation of Education

Objectives

- To develop the understanding of sociology of Education.
- To develop the understanding of interrelationship between culture and Education.
- To make the students aware of the controversial issues in the field politics and its impact on education.
- To cultivate the habit of independent thinking about the changing concepts and educational ideologies.
- To create an awareness about the impact of Globalization on Education.
- To understand social networking in Education systems

Unit 01: Sociological foundation and Education

1. Meaning and scope of Educational Sociology
2. Relationship between sociology and education with special reference to aims of education, methods curriculum.
3. Educational Sociology and Sociology of Education.
4. Meaning and functions of Education from Sociological point of view. Social change and Education.
5. Social control and Education.

Unit 02 Culture and Education

1. Concept of Culture
2. The need of cultural understanding
3. Re-conciliation of Traditional and Technological culture.
4. Education and the home
5. Socialization of the child.

Unit 03 Political ideologies and Education.

1. Meaning and main features of major political ideologies : Totalitarian and Democratic.
2. Aims, curriculum, methods of teaching and Administration of Education under Totalitarian state.
3. Aims, curriculum, methods of teaching and Administration of Education under Democratic state.

Unit 04 Advanced Technologies and Education.

1. The impact of Globalization on Education.
2. The importance of technology and ICT in Education.
3. Social development through Advance Technologies.
4. Social Networking and Education.

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A5 - Deprived and Women Education in India

Objectives

- To understand the present status and problems of deprived in india
- To understand Status, Problems and Issues of Girls' Education in India
- To understand Constitutional provision and scheme for women development
- To understand Role and function of NGO's for woman development
- To understand the Co-education-its educational implications.

Unit 01: Deprived Education

1. Deprived: Meaning, Nature, Concept and characteristics.
2. Present status and problems of deprived education in India.
3. Constitutional provision for Deprived.
4. Education of socio-economically deprived groups based on gender reflected in society.
5. Development of deprived education after independence.

Unit 02: Status, Problems and Issues of Girls' Education in India

1. Social construction of gender: socialization, family, and gender identity, media, gender roles; caste. class, community and gender relations.
2. Co-education-its educational implications.
3. Community participation for education of the girl child.
4. Identification of priority areas of research on girls' education.

Unit 03: Women Education in India

1. Women education: meaning, concept and characteristics
2. Present statues and problems of women education in India.
3. Aspects of women empowerment.
4. Constitutional provision and schemes for women development
5. Changing role of woman in Indian context.

Unit 04: Women and Various Agencies

1. National and state women commission
2. Human rights and woman development
3. Role and function of NGO's for woman
4. Evaluation of centrally and state sponsored schemes on girls' education.

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A6 - Teacher Education

Objectives

1. To study the concept of pre-service teacher education
2. To study the Recommendation of various commission and committees
3. To study the various Methods and Techniques.
4. To study the Concept Planning and organization of school experience programme
5. Understand the role and responsibilities of teachers and teacher's education.
6. Develop understanding of various strategies of teacher professional development
7. To study the Accreditation an affiliation of Teacher education instauration.

Unit 01: concept of pre-service teacher education

1. Meaning and nature of pre-service teacher education.
2. Need, scope and objectives of pre-service teacher education.
3. Changing concept of teacher education and its demands on teacher education.
4. Recommendation of various commission and committees: Kothari commission, National educational policy (1986), Rammurthi commission (1990)
5. Role and function of national and state level agencies: UGC, NCERT, NCTE, DIET, CTE.

Unit 02: Curriculum Transaction in Pre-service teacher education.

1. Methods and Techniques (Nature, merits and demerits) Lecture method, Group discussion, Brainstorming, Seminar, Workshop, Team Teaching, Use of ICT.
2. Planning for teaching and learning :
Taxonomy formulating of instructional objectives.
Nature and use of Unit Planning, Lesson Planning, Teachers Diary.
3. Concept Planning and organization of school experience programme
4. Autonomy in Teacher education.

Unit 03: Teacher Education as a profession

1. Concept of profession and developing professionalism in terms of
1. Accountability 2. Commitment 3. Integrity
2. Need for the professional preparation at the different levels recommended by NCTE.
3. Profession development of In-service teacher education: concept, need and important.
4. Role and competencies required of teachers for inclusive education.
5. Professional ethics and code of conduct for teacher education.

Unit 04: Assessment and evaluation in Pre-service and In-service teacher education.

1. CCE in teacher education.
2. Evaluation of INSET and school experience programme.
3. Accreditation and affiliation of Teacher education institutions.
4. Meaning and components of teaching effectiveness and evaluating teaching effectiveness.

Reference

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3. Gupta A. K. : Teacher Education : Current and Prospects New Delhi, Sterling, 1984
4. V.K. Rao. : Teacher Education, APH Publication Corporation.
5. K.K. Sharma : Teacher Education for 21st Century, Alok Press, Bhopal 2006
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7. NCTE : Curriculum Framework for Teacher Education New Delhi , NCTE 1996
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Optional Paper B2 (1) Sem –II

Optional Paper B2: Elementary and Secondary Education

Objectives

1. To study the status and present situation of elementary education.
2. To evaluate universalization of elementary education.
3. To study the Recommendations of various commissions on secondary education
4. To critical analysis Right to Education Act. 2009.
5. To study the status and present situation of secondary education.
6. To evaluate and assess Secondary Education Curriculum and Evaluation.
7. To study the Vocationalisation of secondary education in India

Unit no 01 Elementary education in India.

1. Meaning and characteristics of elementary education in India.
2. Development of Elementary education in India.
3. Need and Importance of Elementary education.
4. Elements of Quality Primary Education.
5. Role of family, teacher and school for enhancement elementary education

Unit no. 02 Universalization of Elementary Education

1. Attendance scholarship for girls and SC/ST children.
2. Provision of Mid Day Meal Scheme
3. Early childhood Care and Education (ECCE)
4. District Primary Education Programme (DPEP)
5. Sarva Siksha Abhyan (SSA)
With special reference to objective, impact and present status.

Unit 03 Secondary Education in India

1. Meaning and characteristics of secondary education in India.
2. Development of secondary education in India.
3. Need and Importance of secondary education.
4. Recommendations of Mudaliar commission and Kothari commission on secondary education (in detail, aims, Problems and Recommendations)
5. Right to Education Act. 2009 (Critical appraisal)

Unit 04 Secondary Education Curriculum and Evaluation

1. Secondary School curriculum (features, principles, relevance)
2. Critical appraisal of present Secondary School curriculum in the state- Assessment and evaluation in secondary level (new trends in evaluation grading – internal assessment – semester system (need and importance)
3. Critical appraisal of the present evaluation system in elementary level.
4. Problems and issues of secondary education in India.
5. Vocationalisation of secondary education in India

Reference

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10. Singh, .L.C. (1990). Teacher Education in India, A Resource Book, New Delhi, NCERT
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Optional Paper B2 (2) Sem –II

Curriculum development and Transaction

Objectives

- On completion of this course the students will be able to:
- Define meaning of curriculum Transaction.
- Describe various methods/media for transaction.
- Discuss approaches of curriculum transaction.
- Explain role of ICT in curriculum Transaction. .
- Define process of curriculum evaluation
- Differentiate between formative and summative evaluation
- Explain various tools used in curriculum evaluation
- Describe issues in curriculum evaluation

Unit I- Approaches and Methods of Curriculum Transaction

1. Meaning of Curriculum transaction.
2. Minimum requirement for transaction of curriculum : (Duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities institutional facilities, (classroom climate)
3. Curricular materials: Textbooks - presentation of content, language, illustrations, episode, stories and practice exercise etc.
4. Teacher's guide: its role in transaction.
5. Issues related to transaction-gender and values education.

Unit II -Integration of ICT in Curriculum Transaction

1. ICT in transaction of curriculum, its importance and role
2. Various modes of ICT (PLM, CAL, CAI) for transaction with their strengths and limitation.
3. ICT use of in teaching-learning of social science
4. Role of Communication in Transaction

Unit III- Formative and Summative evaluation

1. Concept of formative evaluation, scope and importance.
2. Validity and Significance of course content

3. Consistency with social reality
4. Summative evaluation Evaluation based on Test
5. teachers views concerning effectiveness of instruction parents reaction about courses
6. Situation analysis using survey and interview
7. Issues in Curriculum evaluation

Unit IV -Tools and Techniques of Curriculum evaluation

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

References

1. Doll Ronald C. (1986) Curriculum Improvement: Decision Making Process, London,
2. Allyon and Bacon Inc.
3. UNESCO (1981) Curriculum and Life Long Education, UNESCO, Paris.
4. Verduin J.R. (1967) Cooperative Curriculum Improvement, Prentice Hall.
5. Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts, Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.
6. Whecker D.K. (1967) Curriculum Process, University of London Press.

SEM III

A7: Education in 21st Century

Objectives:

- To study the Theoretical Perspectives of Education as a Discipline in 21st century
- To study the contemporary challenges of education in India.
- To analyze and differentiate Education as Interdisciplinary Knowledge
- To study the Changing Socio-cultural Context of Education
- To study and evaluate Changing Political context of education (School Context) and Support Systems of Education.
- To study the Indian Constitutional provisions of education & Equality in educational opportunity.
- To study the Process of socialization of children.

Unit I- Theoretical Perspectives of Education as a Discipline

1. Critical analysis of education as a discipline/area of study.
2. Critical analysis of concepts, principles and assumptions related to issues that are unique to education discipline, such as, curriculum, text books, teaching-learning process etc and their linkage to pedagogy and practices.
3. Concepts of quality and excellence in education- it's relation to quality of life.
4. Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.
5. School education: Contemporary challenges

Unit II- Education as Interdisciplinary Knowledge

1. Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc.
2. Need of education as a interdisciplinary knowledge for society and nation.
3. Contribution of science and technology to education and challenges ahead.

4. Axiological issues in education: role of peace and other values, aesthetics in Education.
5. Dynamic relationship of education with the political process.

Unit III- Changing Socio-cultural Context of Education

1. Social purposefulness of education and Relationship between sociology and education.
2. Understanding contemporary Indian society- with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child, appropriate approaches for teaching young children in the context of diversities.
3. Constitutional provisions of education & Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality.
4. Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community.
5. Impact of changing socio-cultural context of education.

Unit IV- Changing Political context of education (School Context) and Support Systems of Education.

1. Multiple schools contexts-rural/urban, tribal, schools affiliated to different boards.
2. Changing role of personnel’s in school management: teachers, headmasters, and administrators.
3. School as sites for struggle and social change.
4. Department of Public instruction, Ministry and other government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy.
5. Complementarity in participation of different stakeholders in school education-role of media, use of technology, NGOs, civil society groups, teacher organizations, family and local community.
6. Development of learning resources– textbooks, supplementary books, workbooks, multimedia and ICT, School library etc.

Reference

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A8 - Learning, Teaching and childhood Psychology

Objectives

- To study the concept of Teaching and childhood psychology.
- To analysis the difference of teaching & teaching model.
- To study the different learning style of learning.
- To Study the intelligence and cognitaiton

Unit No. 01 Concept of Teaching

1. Teaching : Meaning, Definition, Nature
2. Models of Teaching : Concept attainment Model, Inquiry training model.
3. Difference between traditional teaching and Models of Teaching
4. Use of teaching models at various levels of education.

Unit No. 2 Learning Style and personality

1. Learning Styles: Visual, Aural, Verbal, Physical, Logical, Social, Solitary
2. Learning Styles and Multiple intelligence: Gardner view
3. Group of learner based on learning style.
4. Personality: Meaning and concept, types.
5. Personality Theories: Humanist, Psychoanalytical and alport trait theory

Unit No 3 Childhood Psychology

1. Childhood Psychology: meaning, concept and nature.
2. Need and Important of childhood psychology at pre-primary and primary school levels.
3. Different types of pre-school curriculum/Montessori, Kindergarten, Balawadi and Anganwadi Centres.
4. Role and important of Family, School and government for child development.

Unit 4 : Intelligence and Cognition

1. Intelligence: Meaning and Concept, Different prospective of Intelligence: Biological, Psychological and Operational.

2. Theories of Intelligence: Multiple Intelligence: Gardner, Stunberg, Ned hurman, Indian view of Intelligence as Prdnya.
3. Emotional Intelligence, Social Intelligence, Spiritual Intelligence, Artificial Intelligence
4. Role and implication: Educational, Social and Individual.

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3. Barry and Johnson (1964). Classroom Group Behaviour. New York: Macmillan.
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7. Bourne, L.E. (1985). Psychology: Its Principles and Meaning. Holt, Rinehart and Winston, New York.
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A9 -Statistical Method for Data Analysis

Objectives

- Explain tools design and procedure for collection of data
- Examine relationship between and among different types of a research study
- Estimate the characteristics of populations based on their sample data
- Test specific hypotheses about populations based on their sample data
- use appropriate procederes to analyse qualitative data
- demonstrate competence in the use of statistical packages for analysis of data
- To understand the role and use of statistic in education.
- To present research report.

Unit I- Methods of Data Collection

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

Unit II– Inferential Analysis of Quantitative Data-1

1. Estimation of a parameter-Concept of parameter and statistics,
2. sampling error, sampling distribution, standard error of mean
3. Testing of hypotheses-one tail & two-tail tests,
4. levels of significance, Degrees of freedom
5. Testing the significance of difference between the following statistics for independent and correlated samples.

Unit III– Inferential Analysis of Quantitative Data-2

1. Analysis of variance and Co- variance (ANOVA and ANCOVA) concept and use.
2. Concept, assumptions and uses Non-parametric statistics:
3. Assumptions and uses of sign test,
4. Rank test and median test
5. Analysis of Frequencies using Chi-square- Chi-square as test of goodness of fit and test of independence
6. Use of excel for data analysis.

Unit IV- Data Analysis in Qualitative and Mixed Research

1. Data reduction, data display, conclusion drawing and verification.
2. Removing, categorization and clarification.
3. Analysis of visual data.
4. Context analysis, corroborating, establishing credibility.
5. Report writing: need & format.

Reference

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2. Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York: McGraw Hill. Gibbons.
3. J.D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.
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7. D.C. (1997). Statistical Methods for Psychology. Belmont, CA: Duxbury Press.
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11. M.B., & Huberman, A.M. (1994). Qualitative Data Analysis: An expanded Sourcebook. Thousand Oaks, CA: Sage.

Optional paper B3 (1)

Special Education

Objectives

- To know about the meaning and scope of special education in India.
- To understand the various suggestions given by different recent commissions of education of children with special needs for realizing the concept of “Universalisation of education ”.

- To grasp about the meaning, specific characteristics and modalities of identification of Various types of (students who are different then majority or are)exceptional learners.
- To understand various educational intervention programmes for meeting the needs of exceptional learners.
- To give the types and the special characteristics of each type of exceptional children.
- To give the causes of exceptions in children.
- To describe the qualities and qualifications of the teacher for exception children.

Unit 01 Special Education and Different Commission -

1. Concept and Nature of special education.
2. Meaning of universalisation of education as per constitutional provision as well as state-wise allotment;-recommendations given in NPE 1986,POA 1992,and PWD (Persons with disability Act)1995;
3. National Institutes of Handicapped and the role of Rehabilitation council of India.
4. Government policies and legislations.

Unit 02 Education of the physically handicapped children.

- (Orthopedically, handicapped. Visually impaired
Hearing impaired)
- Characteristics
 - degree of impairment
 - Etiology and prevention
 - Educational programmes

Unit 03 Educations for Gifted, Creative, Learning Disability and Mentally Retarded Child

- Meaning
- Characteristics
- Identification
- Educational programmes

Unit 04 Educations for and Juvenile delinquency child.

- Meaning
- Characteristics
- Causes
- Educational programmes

Reference

1. James R. L: New Directions in special education: Allyn and Baker, 1971
2. Wilson : Diagnosis of learning difficulties : McGraw Hill, 1971.
3. Dutch M: Social Class Rae and Psychological Development : Holt, Rinehart, and Winston, 1968.
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6. Dunn L, M. : Exceptional children in the schools : Holt, Reinehart, Winston, 1963.
7. Dr. Premala Kala : Apawadatmk Balkanche Shikshan, Majestic Prakashan .

Optional paper B3 (2)

ICT and E-Learning

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

1. Understand the means and scope of ICT and its applications in teaching learning.
2. Understand the computer components and software and hardware approach in education.
3. Know the instructional applications of Internet and web resources.
4. Understand the process of using the application software for creating documents, database, presentation and other media applications.
5. understand the process of locating the research studies available in the Internet and use of on-line journals and books, -
6. understand the utility of professional forums and professional associations in use of computer technology.
7. understand the process of preparation of courseware, understanding the technical aspects of courseware,
8. understanding the courseware management system in Intranet and Internet environments,
9. understand the evaluation procedure of on-line courseware and off-line courseware.
10. Understand the concept of e-learning, elements of e-learning and e-learning standards.
11. Understand the patterns of e-content design and its validation
12. Understand the technical aspects of e-content
13. Understand the content management system in intranet and internet environments
14. Understand the evaluation of on-line learning materials and process of on-line testing

Unit I-Information and Communication Technologies

1. Information and Communication Basics: Nature and scope of a communication system – sender, receiver, message and the medium.
2. One-to-one, one-to-many, and many-to-many communication.
3. Information and Communication Technologies in Teaching Learning
4. Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.

Unit II Computer Fundamentals, Internet and the World Wide Web

1. Functional overview of a computer (Personal Computer/Laptop/Palmtop)
2. The Internet and the World Wide Web: Information, services and functions of the Internet and the Web; Connecting to and using the web.
3. Using search engines and Web Utilities: Keywords and search strategies;
4. Securing the computer from viruses, worms and other internet attacks; Safe internet content.

Unit III Introduction to e-Learning

1. Elements of e-Learning, e-Content and e-Books.
2. Virtual Classroom and Virtual University – merits and limitations.
3. Characteristics of the e-Learner
4. Academic and Research content on the web: Online journals and abstraction services;
5. Use of Wikipedia, Wiki educator and other web-based technologies for online learning and training.

Unit IV Use of ICT In the conduct of Research and Research Communication

1. Use of ICT in Research.
2. Use of ICT for reporting in the form of theses, on-line research journal articles and presentations in seminars and conferences.
3. Data analysis and interpretation by using database software: Spread sheet Access ,SPSS and other equivalent in Open Office
4. Creating graphs and charts, creating a table by using wizard, data filtering in access by using queries.
5. Web Resources for research Blog and Professional Forum

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SEM –IV

A10- Educational Technology

Objectives

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

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

Unit I- Nature and Scope

1. Educational technology-concept, Forms of educational technology: teaching technology, instructional technology and behavior technology;
2. Approaches of educational technology: Hardware and Software;
3. Historical development –media application stage and computer application stage;
4. Major institutions of educational technology in India – CIET, EMMRC IGNOU, SIET, UGC, their role in education.

Unit II- Systems Approach to Education and Communication

1. Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies; Instructional Strategies and Media for Instruction.
2. Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication.
3. Education and Training: Face-to-face, Distance and other alternative modes
4. Programmed learning stage; Programmed instruction (linear/branching model)-Origin and types – linear and branching.

Unit III- Instructional Design

1. Instructional Design: Concept, Views.

2. Process and stages of Development of Instructional Design
3. Levels of Instructional Design
4. Overview of Models of Instructional Design- ADDIE Model;
5. Review of Researches on Instructional Design.

Unit IV - New Horizons of Educational Technology

1. Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology – computer conferencing, etc.
2. Procedure and organization of Teleconferencing/ Interactive video-experiences of institutions.
3. Open schools and open universities.
4. Recent trends of Research in Educational Technology and its future with reference to education.

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Optional paper B4 (1)

B5- New Trends in Education

Objectives

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

1. To understand the context of new trends in education
2. To understand the concept, objectives, need, challenges of Peace Education
3. To understand the concept, objectives, need, strategies , multicultural schools and challenges of Multicultural Education
4. To understand the concept, objectives, need, challenges, approaches of Environmental Education
5. To understand the concept, objectives, need, challenges of human rights education.
6. To understand human rights education on national and international level.

Unit 1- Peace Education

1. Concept, meaning and nature of peace education

2. Objectives and need
3. World peace movement- Historical perspectives
4. Challenges of peace education at national & international level
5. Role of family, Teacher and schools in promoting peace

Unit 2- Multicultural Education

1. Concept, meaning and nature of multicultural education
2. Objectives and need
3. Dimension of multicultural education
4. Challenges of multicultural education
5. Strategies of multicultural education & Multicultural schools

Unit 3- Environmental Education

1. Concept, meaning and nature of environmental education
2. Objectives , need and scope of environmental education
3. Challenges in environmental Education
4. Movements in environmental education & legal awareness
5. Approaches of environmental education

Unit 4- Human Rights Education

1. Concept, meaning and nature of Human Rights education
2. Objectives , need and scope of Human Rights education
3. Challenges in Human Rights Education
4. Human Rights education & legal awareness
5. Human Rights education at various levels- primary, secondary, Higher Secondary, University levels in 21st century

References

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- D.. Kumar, Childhood Right : Promoting Education

Optional paper B4 (2)

Higher Education in India

Objectives

1. To study the present status of higher education in India.
2. To know the various recommendation on higher education of India
3. To study the research agencies in higher education of India.
4. To study the Higher Education and development of society

Unit 01- Higher Education in India

1. Higher Education: Meaning, Nature and characteristics.
2. Need and Importance of higher education.
3. Barriers in higher education in India
4. Present statues of higher education in India
5. Growth and development of higher education in India.

Unit 02- Commissions of Higher Education

1. University commission (1948)
2. Kothari commission (1966)
3. National policy of education (1986)
4. National knowledge commission (2005)
5. Justice Verma Commission (2012)

With reference to Aims, recommendation and its evaluation.

Unit 03- Agencies in higher education

1. UGC

2. CSIR
3. ICSSR
4. NCERT
5. NCTE
6. NAAC

With reference to Aims, roles and functions.

Unit 04 Higher Education and development of society

1. Higher education and skill development
2. Role of Higher Education for national development
3. Quality development in higher education.
4. Higher education and Human resource development (HRD)
5. NCFTE 2009 and 2010

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4. NCTE : Quality Concerns in Elementary Teacher Education New Delhi , NCTE 1999.
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6. Adrian M. Dupuis- Philosophy of Education in Historical Perspective
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8. Rawal R. L. History of Indian Education.
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Job Opportunities for M.Ed. course:

1. Asst. Professor in various B.Ed. colleges
2. Lecturer in D.Ed. colleges.
3. Education officer in Government Education department
4. Lecturer in Various Jr. College.
5. Assist. Teacher in Various Secondary and Sr. Secondary schools
6. Educational Counselor in school or personal farm
7. Extension officer in Zhila Parishad education department
8. School inspector in Government department
9. Stress manager in corporate sector.
10. Private coaching classes.