Course outline

For

Two year M.Ed. programme 2015-17

(As per NCTE model curriculum2014-15)

DEPARTMENT OF EDUCATION,

A.M SCHOOL OF EDUCATIONAL SCIENCES

ASSAM UNIVERSITY SILCHAR-77011

NormsandStandards formasterofeducation programmeleadingtoMasterofEducation(M.Ed.) Degree

I.   M.Ed. Programme:

The Master of Education (M.Ed.) Programme is atwo-year professional programme in the field ofTeacher Education which aims at preparing teacher educators and other education professionals including curriculum developers,educational policy analysts,planners,administrators,supervisors,school principalsandresearchers. Thecompletion of theprogramme shallleadtoM.Ed.degreewithspecializationeither inelementaryeducation (up toclassVlll) orinsecondary education (classes VI-XII).

2.InstitutionsEligible toApply

(**i**) **Institutions**offering teacher education programmes for a **minimum**period of five academic years, bemg affiliated toauniversity, and having applied foraccreditation fromNAAC orany other accrediting agency approved byNCTE.

(**ii**) **University   Departments of Education**.

3.DurationandWorkingDays

3.1Duration

TheM.Ed.programme shall beofadurationoftwoacademic yearsincludingfieldattachment foraminimum of 4weeks andresearch dissertation.Students shall bepermitted to complete the programme requirements ofthe two-yearprogramme within amaximum periodof threeyearsfromthedateof admission totheprogramme. The summer shouldbe usedforfieldattachment/practicum/other activities.

3.2 WorkingDays

Thereshall beat leasttwohundred workingdayseachyear,exclusive oftheperiodofadmission andinclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum ofthirtysix hours inaweek(fiveorsixdays)during which faculty andstudents concerned withthe conductoftheprogramme shallbeavailable forinteraction,dialogue, consultationandmentoring students. The minimum attendance of students shall be 80% for Theory Courses and Practicum, and 90% for Field Attachment.

4.   Intake,Eligibility,AdmissionProcedureandFees

4.1Intake

Thebasic unitsizefortheprogramme shallbe50.AnInstitutionshallbeallowed only oneunit.Additional unit intheprogramme shallbepermitted only basedonquality ofinfrastructure, facultyandotherresources, afterthe Institution hasoffered theprogramme forthreeyearsandhasbeenawarded minimum B+gradebyNAACorany otheraccrediting agency approved byNCTE

4.2 Eligibility

(a) Candidates seeking admission to the M.Ed. programme should have obtained at least *50%* marks or an equivalent grade in the following programmes:

   (i) B.Ed.

   (ii) B.A.B.Ed. /B.Sc.B.Ed.

   (iii) B.El.Ed.

   (iv) 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.

4.3 Admission Procedure: As per University rule.

4.4 Examination: As per university rule.

4.5 course structure:

Semester –I

No.	Course Code	Subject CORE SUBJECTS	Instructional hours/week			Credit	Exam Hours	Total		
A			L	T	P			Internal	External	Total
1	M.ED-101	Psychology of the teaching-Learning and development of learner	4	1	1	6	3	30	70	100
2	M.ED -102	History and Political Economy of education	4	1	1	6	3	30	70	100
3	M.ED -103	Introduction to Educational Studies	4	1	1	6	3	30	70	100
4	M.ED -104	Introduction to Educational Research and statistics	4	1	1	6	3	30	70	100
5	M.ED105	Communication and self development	4	1	1	6	3	30	70	100
		Total	**20**	**5**	**5**	**30**		**150**	**350**	**500**

Semester –II

	Course Code	Subject CORE COURSES	Instructional hours/ Week			Credit	Exam Hours	Total		
			L	T	P			Internal	External	Total
	M.ED-201	Philosophy of Education	4	1	1	6	3	30	70	100
	M.ED -202	Sociology of Education	4	1	1	6	3	30	70	100
	M.ED -203	Curriculum Studies	4	1	1	6	3	30	70	100
	M.ED -204	Teacher Education	4	1	1	6	3	30	70	100
	M.ED 205	Measurement and evaluation	4	1	1	6	3	30	70	100
		Grand total				**30**				**500**

Semester –III

No. A	Course Code	Subject CORE & SPECIALIZATION COURSES	Instructional hours/ Week			Credit	Exam Hours	Total		
			L	T	P			Internal	External	Total
	M.ED-301	Advance research method and statistics	4	1	1	6	3	30	70	100
	M.ED -302	Teacher education :curriculum, policy and practices	4	1	1	6	3	30	70	100
A	M. ED-303	A(i) Primary Education	4	1	1	6	3	30	70	100
	M. ED-304	A(ii) Primary Education Curriculum	4	1	1	6	3	30	70	100
		OR								
B	M. ED-303	B(i) Secondary Education	4	1	1	6	3	30	70	100
	M. ED-304	B(ii) Secondary Education Curriculum	4	1	1	6	3	30	70	100
		OR								
C	M. ED-303	C(i) Science Education	4	1	1	6	3	30	70	100
	M. ED-304	C(ii) Science Education curriculum	4	1	1	6	3	30	70	100
		OR								
D	M. ED-303	D(i)Administration and supervision of teacher Education	4	1	1	6	3	30	70	100
	M. ED-304	D(ii) Planning and management of teacher Education	4	1	1	6	3	30	70	100
	M.ED-305	Dissertation and internship	0	1	5	6		30	70	100
		Total	**16**	**4**	**10**	**30**		**150**	**350**	**500**

Semester –IV

No.	Course Code	Subject CORE & SPECIALIZATION COURSES	Instructional hours/ Week			Credit	Exam Hours	Total		
A			**L**	**T**	**P**			**Internal**	**External**	**Total**
A	M.ED-401	A(i) Pedagogy of teaching & learning	4	1	1	6	3	30	70	100
	M.ED-402	A(ii) Assessment & Evaluation	4	1	1	6	3	30	70	100
OR										
B	M.ED-401	B(i) Educational Management	4	1	1	6	3	30	70	100
	M.ED-402	B(ii) Educational Leadership	4	1	1	6	3	30	70	100
OR										
C	M.ED-401	C(i) History of curriculum development in teacher education	4	1	1	6	3	30	70	100
	M.ED-402	C(ii) curriculum management and evaluation	4	1	1	6	3	30	70	100
OR										
D	M.ED-401	D(i) Inclusive Education	4	1	1	6	3	30	70	100
	M.ED-402	D(ii) curriculum of inclusive Education	4	1	1	6	3	30	70	100
	M.ED -403	Dissertation (Submission, evaluation &viva-voce)	0	0	6	6		30	70	100
	M.ED -404	Academic and expository writing	4	1	1	6		30	70	100
	M.ED -405	Internship	0	0	6	6		100	0	100
		Total	**12**	**3**	**15**	**30**		**220**	**280**	**500**

Detail syllabus

Semester –I

COURSE: Psychology of the teaching-Learning and development of learner
Course Code:M.ED-101   Credit: 6   Maximum mark: 100
(External: 70 and Internal: 30)

Objectives:
On completion ofthis course, the students willbeable to:

- To enable the students to understand the psychological orientation to education.
- To develop an understanding about theories of learning
- To develop an understanding about learners' cognitive, thinking and learning styles.
- To develop an understanding about learners' development and the characteristics associated with it.

CourseContent
Unit I-Introduction to Educational psychology and Human Development
- o Educational Psychology - Concept, concerns and scope of educational Psychology
- o Concerns of Education Psychology.
- o Contribution of various schools with reference to Teaching & Learning (Behaviourism, Psychoanalysis, Cognitive and Humanistic- schools)
- o The methods used in educational psychology
- o Contribution of psychology to education.
- o Human Development: concept, Principles, sequential stages of development, factors influencing development and their relative role, general characteristics and problems of each stage.
- o Cognitive theories of Piaget and Bruner, major and implications for education.

UNIT II Theoretical approaches to Learning
- o Learning: Concept, kinds, levels of learning various view points on learning.
- o Theories of Learning-
- o Bond theories-Thorne dike, Pavlov's Classical Conditioning, Skinner's Operant Conditioning
- o Cognitive and Social cognitiveTheories,
- o Gagne's hierarchy of learning.
- o Constructivist Theories (Bruner and Vygotsky) -Experiential learning (Kolb D.A.),
- o Other Theories -Information processing (Donald Norman), Hull's reinforcement theory, Toleman's theory of learning, Levin's field theory.
- o Educational implications

UNIT III: Personality and Assesment
- o Concept, nature and dynamics of personality.
- o Personality and characteristics.
- o Indian Psychological thoughts with reference to Personality.

- o Theories of personality- Psychoanalytical (Classical and Neo-Freudian), Humanistic (Roger and Maslow), Biological and Genetic (Eysenck), Trait Theory (Allport) Big Five Factor Theory. Personality Traits by Carl Jung.
- o Assessment of personality- Different methods of assessment, Trait approach, Holistic approach and projective techniques-. Rorschach Inkblot Test, Thematic Apperception Test (TAT), Completion Tests, Picture Tests. Different standardized tests and inventories

Unit IV-Individual Differences and Group Dynamics in Instructional Setting
Individual Differences
- o Concept of Individual differences
- o Role of Heredity and Environment in individual differences
- o Extent of individual differences and its measurement
- o Importance considering individual differences.
- o Implication of individual differences for organising educational programmes.
- o Classroom instructionResearch (Laboratory and field Experiments).
- o Meaning of Group Dynamics, Group Properties and Group Characteristics

- o Group Processes: Interaction, structure, cohesiveness, common motives and goals, standardization of behaviour or norms, Class room as a group.

- o Different Techniques to study groups: Observation, Sociometric techniques, Questionnaires and Cumulative Records, Group conflicts

Unit V-Adjustment and Mental Health
- o Adjustment : Psychological Process
- o Maladjustment, factors, responsible for maladjustment, Adjustment processes and different defense mechanisms.
- o Juvenile Delinquency – Remedial programme at school and community
- o Role of Guidance and Counselling
- o Adjustment as Art of Living
- o Concept of Mental Health, Characteristics of Mentally Healthy Person.
- o Mechanism of Adjustment, School and Classroom Practices for enhancing Adjustment and Mental Health among students.

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• Dash Muralidhar (2009) : *Educational Psychology*, Reprinted Deep & Deep Publications Pvt Ltd

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• Douglas J. Hacker,John Dunlosky, Arthur C. Graesser .(editors) (1998) *Metacognition in Educational Theory and Practice,* Lawrence Erlbaum Associates. Mahwah, New Jersey.

• Douglas J. Hacker,John Dunlosky, Arthur C. Graesser .(editors) (2009) *Handbook of Metacognition in Education (Educational Psychology).* Routledge, Taylor and Francis, New York. .

• Bobbi DePorter (2000): *Learning Styles: A guide for Teachers and Parents*, Learning Forum Publications.

• R. Riding (1998): *Cognitive Styles and Learning Strategies: Understanding Style Differences in Learning and Behavior*. London, David Fulton Publishers

• Robert J. Sternberg (2001): Perspectives on thinking, learning, and cognitive styles,*The educational psychology series* Routledge publication.

• Schmeck Ronald.R (1988): *Learning Strategies and Learning Styles (Perspectives on Individual Differences),* Springer Publication

Course: History and Political Economy of education

Course Code:M.ED-102   **Credit: 6**   **Maximum mark: 100**

(External: 70 and Internal: 30)

Objectives:

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

1. Provide an overview of evolution of education system in India in the pre and post independence period of India.
2. Analyze various policies adopted to universalize education in order to raise the literacy rates among all in general and children in particular.
3. Look into the implications on social and economic aspects of the stakeholders.
4. Access the contributions of education to the economic growth in pre and post globalization era.

Unit I: History and development of Education in India

Indian education system during the British rule in India: Macaulay's Minute upon Indian Education (1835), Hunter Commission Report (1882), Vernacular vs. English Medium of Education, Political and Economic implications of English education on the Indian society during British rule. 1909, 1919, 1935 Acts and Education.

Unit II: Education in the Post-Independent India

Post Independent India educational policies on primary, secondary and higher education, National Policy on Education (NPE) 1968, 1986, 1992, National Programme for Education of Girls at Elementary Level (NPEGEL), Saakshar Bharat (Saakshar Bharat)/Adult Education, SSA, RMSA and RTE act. Current issues and challenges.

Post liberalization policies on Education- Primary, Secondary and Higher Education, Public and private participation.

Unit III: Political Economy of Education in India

Political economy as an approach; Classical, Neo-classical and Marxist schools of thought.

Ancient and medieval education system in India,

Education as a tool of dividing Social and Economic Structure.

Unit IV: Educational Financing, Policies and Practices

Policies of educational finance, grant in aids, teacher appointments, training programmes, service benefits, salaries and pay commissions in Assam and Govt. of India.

The formulation of policies to promote improvements in access and quality of basic education at state and national level.

Educational reforms: Curriculum restructuring and teacher training programmes. Administrative, technical, financial and human resources training, skill development programmes transformation from emphasis on traditional to modern education.

Unit V: Education in the Era of Globalization

Education as human capital, its contribution to GDP, migration, remittances, brain drain to brain gain, impact of educated skilled workforce.

Minority institutions, reservations, constitutional provisions, economic and financial policies and government aid.

Education as a tool to achieve social equity and equality.

Technical education and skill development

Globalization of education.

Assignment and Tests: (30 marks)

Assignment on any two of the following topics (one each from every section) to be done:

(Section A)

1. Compare financial resources and expenditure of public and private universities in Assam.
2. Conduct a survey on the family income and educational qualification and nature of employment in Assam.
3. Evaluate the industrial policy of Assam with regard to employment opportunities, manpower training through skill development programmes in Assam.

(Section B)

1. Conduct a survey in any one of the pharmaceutical company and submit a report on local employment, the position they occupy and their educational level.
2. Write a report on the implementation of SSA/RMSA/Implementation of RTE act 2009 in Assam.
3. Conduct a survey on the teacher availability, their qualification and training facilities in Assam.

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2. Dubey, A. (2007). *Commercialisation of Education in India: Policy, Law and Justice*. New Delhi: APH Publishing Corporation.
3. Frei, M.(2013).*How Important Are Education, Human Capital and Knowledge for Economic Growth and Development?* Grin Verlag.
4. Geeta, G. K. & Mohd M. (2013). *The Political Economy of Education in India: Teacher Politics in Uttar Pradesh*. London: OUP Press.
5. Ghosh, S. C. (2013).*The History of Education in Modern India: 1757-2012*. Orient Blackswan.
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Course: Introduction to Educational Studies

Course Code:M.ED-103   **Credit: 6**   **Maximum mark: 100**
(External: 70 and Internal: 30)

Objectives:

On completion of the course the students will be able to:
1. Explain the nature of education as a discipline.
2. Describe the basic concepts/issues of education with reference to concerns raised in NCF-2005.
3. Examine critically the theories of education drawn from various disciplines arising from vision of school education and teacher education and also the vision of great educators.
4. Discuss the emerging dimensions of school and teacher education.

Unit –I: Theoretical Perspective of Education

Education as a discipline with interdisciplinary perspectives.

Relationship with disciplines as Philosophy, Psychology, Sociology, Economics and Anthropology.

Aims of Indian Education in the context of Democratic, Secular, Egalitarian and Socialistic society.

Equality in Educational Opportunities: Provisions and critical analysis of the ways for schooling, teaching, learning and preparing curriculum.

Unit –II: Socio-Cultural Perspective of Education

School and Classroom as social system, Education for Socialization process and a process of social change and control.

Social organizations, Social Groups, Social Stratifications and Social Mobility – Role of Education.

Culture and Education- Common cultural heritage of India, Role of Education in Culture.

Education for Unity in Diversity, Richness and Continuity

Unit –III: Education Policy Perspectives

Constitutional provisions, Rights to Education (RTE) and Curricular policies

Governance and Management of Education

Analysis of National Curriculum Framework (NCF) 2005 and National Curricular Framework for Teacher Education (NCFTE) 2009 and NCTE-2014 regulation.

SSA, RMSA, RUSA.

Unit IV- Education as Interdisciplinary Knowledge

Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.

Contribution of science and technology to education and challenges ahead. Axiological issues in education: role of peace and other values, aesthetics in education.

Unit –V: Institutions, Systems and Structure of Education

Regulatory and advisory bodies in education: NCERT, NUEPA, UGC, NAAC, NCTE, ICSSR

Three Language Formulas.

Diversification of courses and its utilitarian values

Institutions of higher education (universities, deemed universities and autonomous colleges).

Assignment and Tests: (30 marks)

Assignment on any two of the following topics (one each from every section) to be done:

(Section A)

Critically evaluate the measures undertaken in your state for bringing equality in educational opportunities.

Prepare a report on implementation of RUSA/RMSA/SSA in your state.

Prepare a profile of your institution as per the component of teaching process as required for NAAC accreditation and suggest some best practices to be adopted therein.

(Section B)

Critically evaluate the present NCTE curriculum for teacher education at B.Ed./M.Ed. level.

Investigate and prepare a report on 'Right to Information on education' sought by the public from the school authority.

Collect data from schools regarding the steps taken by each of them to contribute to the process of socialization.

Suggested Readings:

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2. Brubacher, J.S. (2007). *Modern Philosophies of Education (3rd Edition).* Delhi: Surjeet Publication.
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Course: Introduction to Educational Research and statistics
Course Code:M.ED-104   Credit: 6   Maximum mark: 100
(External: 70 and Internal: 30)

Objectives:
On completion ofthis course, the students willbeable to:
- Describethe 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 aresearch study
- Conduct a literaturesearch and develop aresearchproposal
- Explain asamplingdesign appropriateforaresearch study explain tool, design and
- procedure forcollectionofdata
- Explain theimportanceofdocumentation and dissemination of researches in education

CourseContent
Unit I-ResearchinEducation: Conceptual Issues
- o Meaning and nature of research, its need and purpose.
- o Meaning,purposeand areas of educational research
- o Nature and sources of knowledge. Scientific method of inquiry and its role in knowledge generation.
- o Kindsofeducationalresearch:basic,appliedresearch action research,and theircharacteristics
- o Nature and scope of educational research

UNIT II Formulation of Research Problem
- o Identificationandconceptualizationofresearchproblem:statementofproblem, purpose, and research questions
- o Criteria and sources for identifying the research problem.
- o Characteristics of a good research problem.
- o Review o f t h e literature-purposeandresources;conducting theliteraturesearch:usingdatabases and internet, internet search tools andqualityof internet resources, Reviewing Literature and Writing the rationale for any research problem based on review.
- o Delimiting and operationalizing variables.
- o Setting objectives of the study: primary, secondary and concomitant.

UNIT III: Developing hypotheses and Sampling techniques

Hypotheses
- o Meaning and difference between assumptions, postulates and hypotheses.
- o Nature and types of hypotheses: their sources.
- o Characteristics of good hypotheses

o Role of hypotheses in theory building.
o Testing of Hypothesis (Introduction), Concept of level of Significance and degree of freedom, One Tailed Test and Two Tailed test, Types of Error-Type I and Type II.

Sampling techniques

o Concept of population and sample.
o Sample frame, units of sampling.
o Determiners of sample size.
o Various methods of probability and non-probability sampling.
o Characteristics of a good sample.
o Sampling errors and how to reduce them

Unit IV-Types of Research and Writing Research Proposals

Quantitative Research

    o Descriptive research.
    o Survey Research.
    o Ex-post facto research.
    o Experimental Research (Laboratory and field Experiments).

Qualitative Research

    o Historical research.
    o Case studies (Developmental and longitudinal).
    o Ethnographic studies.
    o Phenomenological research and naturalistic inquiry.
    o Meta cognition and Policy research

Research Proposals

o Formats, style and essential elements of research proposals for doctoral degrees and a Research Report.
o Writing References in research reports
o Steps in writing a research paper

Unit V- Introduction to statistics and data analysis

o Understanding basic educational statistics :
o Data and types of data, Scales: Nominal, Ordinal, Interval and Ratio
o Data tabulation, Frequency distribution, and Graphical Representation
o Elementary idea of Probability, Normal Probability Curve and its properties, Deviation from normality and underlying causes.
o Measures of Central Tendency and Variability
o Percentile, Percentile Rank, Ogive and Standard Score
o Linear correlation, Product-Moment Correlation, Rank Order Coefficient of
o Correlation, Meaning and interpretation of these coefficients.

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

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

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

Course: Communication and self development

Course Code:M.ED-105   **Credit: 6**   **Maximum mark: 100**

(External: 70 and internal: 30)

Objectives

The student would be able:

- To have a deeper understanding of communication and its related aspects
- To develop effective oral and written communication skills
- To develop the ability for academic writing and its proofing
- To search. recognize and acknowledge the sources of academic information
- To understand the self-development strategies and its importance
- To practice the self-development strategies

UNIT 1   Communication: elements, purpose and types

Effective communication and its significance for a teacher and a researcher

Developing communication skills: verbal, non verbal, written

conversational and group communication skills

Communication technology and Barriers in Communication

Activity:

Identify any significant topic and conduct a group discussion

Critical analysis of verbal communication/ written communication of

importance

UNIT II   Significance of Information and communication technology for a teacher

and a researcher

Audio visual aids for effective communication

Writing letters: major types, lay out and the process of writing letters

Resume writing and Email communication\

Activity:

Develop AV aids and use it for presentations

Write different types of letters and develop a resume of yours

UNIT III   Academic writing: Fundamentals (spelling, transition words, hyphenation

etc)

Expository writing: types and its importance

Writing a research paper: steps and its significance

Writing research summaries and abstracts

Activity:

Select any academic writing preferably from journals of education and analyse the presentation style

Develop an abstract of any educational research article and compare it with the abstract provided by the author

UNIT IV   Documenting the sources of information: citation and reference

Referencing styles: Detailed analysis of APA style of referencing

Online data bases for educational research: ERIC, INFONET etc

Editing and proofing the academic work

Activity:

Critically analyse any educational research article on the availability of citations and references

Develop a small academic paper by incorporating the aspects studied in the previous and current chapters

UNIT V   Theories of personal development: Theory of emotional intelligence, Social learning theory

Self-development strategies: yoga, meditation, focusing etc.

Inclusive education: Concept, need and significance

Issues of Exclusion and corrective measures: Gender issues, psycho-social exclusion

Activity:

Identify the various types of exclusions that you have faced in your life

Practice yoga and meditation and introspect to see whether it brought any changes

Reference:

1. *Anderson, N. (2009). Equity and ICT in Education. New York: Peter Lang Publishing Inc.*

2. *Barker, A. (2010). Improve your communication skills. New Delhi: Replika Press Pvt. Ltd. (Original: London: Kogen Page)*

3. Mohan, K. & Banerji, M. (2009). *Developing Communication Skills. (2ⁿᵈ Edition).* New Delhi: MacMillan Publishers India Ltd.

4. Soles, D. (2010). *The Essentials of Academic Writing. (2ⁿᵈ Edition).* Boston: Wadsworth, Cengage Learning

5. Leki, I. (2008). *Academic Writing: Exploring Processes and Strategies (2ⁿᵈ Edition).* New York: Cambridge University Press

6. Schwartz, B.M., Landrum, R.E., & Gurung, R.A.R. (2012). *An easy guide to APA style.* Washington DC: Sage Publications Inc.

7. American Psychological Association. (2010). *Publication Manual of the APA (6ᵗʰ edition).* Washington DC: APA

8. Hart, C. (2005). *Doing a Literature Review.* London: Sage Publications Inc.

9. Talbot, C. (2010). *Studying at a Distance (3ʳᵈ Edition).* Berkshire: Open University Press, Mc Graw-Hill Education

10. Masters, L.A. & Wallace, H.R. (2011). *Personal development for life and work.* Mason, OH: South Western, Cengage Learning

11. Slee, R. (2011). *The Irregular School: Exclusion, Schooling and Inclusive Education.* Oxon: Routledge, Tylor and Francis.

12. Watson, N., Roulstone, A., &Thomas, C. (Eds.). (2012). *Routledge Handbook of Disability Studies.* Oxon: Routledge, Tylor and Francis.

13. Dweck, C.S. (1999). *Self-theories: Their Role in Motivation, Personality, and Development.* Lillington: Tylor and Francis.

14. Ryckman,R.M. (2012). *Theories of Personality (10ᵗʰ Edition).* Boston: Cengage Learning

15. Parragon. (2012). *Complete Guide to Yoga, Pilates, Meditation & Stress Relief. Bath BAI IHE, UK: Parragon Books*

Learning Outcome

After the end of the 1ˢᵗ Semester Students will be able to

1. Understand the psychological orientation to education.
2. Develop an understanding about theories of learning.
3. Develop an understanding about learners' cognitive, thinking and learning styles.
4. Develop an understanding about learners' development and the characteristics associated with it.
5. Analyze various policies adopted to universalize education in order to raise the literacy rates among all in general and children in particular.
6. Access the contributions of education to the economic growth in pre and post globalization era.
7. Explain the nature of education as a discipline.
8. Describe the basic concepts/issues of education with reference to concerns raised in ncf-2005.
9. Examine critically the theories of education drawn from various disciplines arising from vision of school education and teacher education and also the vision of great educators.
10. Describe the nature, purpose, scope, areas, and types of research in education.
11. Explain the characteristics of quantitative, qualitative and mixed research.
12. Conduct a literature search and develop a research proposal.
13. Understand different aspect of communication.
14. Develop the ability for academic writing and its proofing.

Semester II

Course: Philosophy of Education

Course Code:M.ED-201   **Credit: 6**   **Maximum mark: 100**
                                                    (External: 70 and internal: 30)

Objectives: The course is designed to
1. enable the students to understand the significance of the ultimate human concerns and the contributions of philosophy in this regard.
2. expose the students to philosophical enquiry as a basis of all educational endeavours.
3. enable the students understand the influence of Indian as well as Western philosophical thoughts on education.

Course Outline:

Unit I Introduction to Philosophy of Education

Meaning, Definitions, scope and Significance of Philosophy and Education
Functions of philosophy of education: speculative, normative and critical
Relationship between Philosophy and Education
Scope of philosophy of education: Metaphysics, Epistemology and Axiology with special reference to knowledge, reality and value their educational implications for aims, contents, and methods of education

Unit II Indian school of Philosophy and Education

Sankhya
Vedanta
Jainism
Buddhism
Islamic traditions
With special reference to knowledge, reality and value their educational implications for aims, contents, and methods of education

Unit III Educational Thought of Modern Indian and Western Thinkers
Contributions of Gandhi, Vivekananda, Tagore, Aurobindo, and J. Krishnamurthy to educational thinking

Contributions of Paulo Freire (Conscientisation), Evan Illich (De-schooling society), John Dewey (problem solving and reflective thinking) to educational thinking

Unit IV Western Philosophies and their Implications to Education

Idealism, Naturalism, Realism & Pragmatism With special reference to knowledge, reality and value their educational implications for aims, contents, and methods of education

Existentialism, Essentialism, Marxism, and Humanism With special reference to knowledge, reality and value their educational implications for aims, contents, and methods of education

Unit V Modern Philosophical Thought and Education
Analytic philosophy: logical positivism, logical empiricism, relative-positivism (Morris L. Prigge)
Philosophy of mind and cognitive sciences-
National values as enshrined in the Indian Constitution, and their educational implications

Major Assignment : Students will be preparing a term paper on any given topic in the syllabus (directly or indirectly related to the syllabus) by specifically referring to latest journal articles as well as well known references.

References :

Amaldass, A. (2001) Introduction to Philosophy. Chennai: Satya Nilayam Publications.
Brubacher, J. (1962) Modern Philosophies of Education: McGraw-Hill Co.
Butler, J.D. (1968) Four Philosophies and their Practice in Education and Religion (3rd Ed.) New York : Harper and Row Publishers.
Chakravarthy, D.K. (2000) Fundamental Questions of Epistemology and Metaphysics.New Delhi : Omsons Publications.
Chaube, S.P. and Chaube, A. (2007) Philosophical and Sociological Foundations of Education.
Agra : Vinod Pustak Mandir.
Dewey, J. (1963)Democracy and Education. New York : Mac Millan and Co.
Kabir, H. (1961) Indian Philosophy of Education. Bombay : Asia Publishing House.
Park, J. (Ed.) (1968) Selected Readings in the Philosophy of Education (3rd Ed.). London : The Macmillan Company.
Radhakrishnan, S. (1953) History of Philosophy : Eastern and Western Vol. I and II. London George Allen and Unwin Limited.
Sharma, R.N. (2000) Textbook of Educational Philosophy. New Delhi : Kanishka Publishers, Distributors.
Smith, P.G. (Ed.) (1970) Theories of Value and Problems of Education. London : University of Illinois Press.
Thakur, A.S. (1977) The Philosophical Foundations of Education. New Delhi : National Publishing House.

Course: Sociology of Education

Course Code:M.ED-202   Credit: 6   Maximum mark: 100

(External: 70 and internal: 30)

OBJECTIVES

1. To understand the importance and role of education in the Indian society.
2. To acquire the knowledge of social organizations, formal and informal organizations and the role of individuals in organizations.
3. To understand the process of social change, social progress and the difference between social change and cultural change.
4. To apply the knowledge towards the promotion of National Integration and International understanding.

UNIT I Sociology of Education

1. Concept and nature of sociology of education, Difference between sociology of education and educational sociology, social organization, social groups, social stratification, factors inflaming social organization.

2. Characteristics of social organization; institutions, attitudes and values.

UNIT II Culture,Education, society and media

1. **Culture** - Meaning and nature of culture, Role of education in cultural context, Education and cultural change.

2. **Education and society** - Education as a social system, as a socialization process and a process of social progress and change.

3. **Mass Communication media-**The role of modern mass communication media in Education - Satellite, Literature, Press, Movies, Television, Radio, Internet., Awareness of Proper use of mass communication media through Education

UNIT III Education and democracy

1. Equality of educational opportunity and excellence in education, Equality - Vs equity in education, inequalities in Indian social system with special reference to social disadvantages, gender and habitation; measures to address them

2. Education and democracy: constitutional provision of education, Nationalism and education, Education for national integration and International understanding

UNIT IV Modern Indian society

1. **Modern Indian society:** Characteristics of modern Indian society - Globalization, Liberalization, Privatization, Urbanization, Modernization, Westernization. Forces working in modern Indian society, Education as an instrument of social change

2. **Agencies of Education**: Family, Community, State Group: - Reference group, Peer group NGO - Non Government organizations- Different ways of Access to Education

UNIT V Social Aspects of Educationand Role of school in modern society

1. **Social Aspects of Education:** Women Education, Education for deprived people, Education for Minority, Education for Sustainable Development,

2. **Role of school in modern society:** Role of school in modern society, Functions of school, Interactions in school, School as community development center. Futurology of Education and reflective Education

Practical: (Any one)

1. A study of any one N.G.O (Non Government Organization) promoting education. (Study includes the objectives, functions, problems & contribution to education.)

2. A Study contribution of any one mass communication media influencing Education. (Nature, importance & Educational implication)

References:

Berger, P.L. (1966) Invitation to Sociology. Penguin Books.

Berger, P.L. and Luckmann, T. (1967). The Social Construction of Reality. Allene Lane: The Penguin Press (Set Book).

Bhattacharya and Srinivas. (1962). Society and Education. Calcutta: Academic Publishers.

Brookoner, W.B. and Gottlieb, D. (1964) A Sociology of Education (2 Ed.). New York: American Book Company.

Chitnis, S. (1974) Sociology of Education (pp. 166-232) in A survey of Research in Sociology and Society. Anthropology Vol. II. Bombay: Popular Prakashan (ICSSR).

Cosia, B.R. and et. al. (1971) School and Society, Prepared "The School and Society Course Team at the Open University" in School and Society. London. :The Open University Press.

Cox, W.L. and et.al. (1961)Education in Democracy. New York: London Mc Graw Hill Book Company Inc.

Dukhiem, E. (1956) Education & Sociology. New York: The Free Press.

Freedman, B.(1967) The College Experience. San Fransisco: Jossey-Bass Inc.

Gross, H. and et.al. (1962). School & Society. Boston: D.C. Health and Co.

Harris, E. S. (1965) Challenge and Change in American Education. California: Mc Cutchan Publishing Corporation.

Donald, A. and et. al. (1967). On Education – Sociological Perspectives. John Wiley and Sons Inc.

Levitas ,M.(1974). Marxist perpectives in the sociology of education.London:Routledge and Kangan Paul

Morris, I. (1972). The Sociology of Education – An introduction UK.

Moser, C.A. and Calton, G.(1979). Survey Methods in Social Investigation (2nd Ed.) California : The English Language Book Survey and Heinemann Edl. Bks.

Musgrave, P.W. (1970). Sociology, History and Education-a reader. London: Methuen and Co. Ltd.

Nisbet, R.A. (1967). The Sociological Tradition. Heinemann.

Ottaway, A. (1962) Education in Society. Routeledge and Kegan Paul Ltd.

Parsons, P. (1951) The Social System. U.S.A: Free Press.

Premnath, (1957). The Bases of Education. Delhi: S. Chand and Co.

Ruhela, S.P. (1969). Social determinants of Educability in India. New Delhi : Jain Brothers Publishers.

Schlechty, P.C.(1976). Teaching and Social Behaviour. USA : Allyn and Bacon, Inc.

Shah, B.V.(1965). Sociology of Education – An attempt at definition and scope. Sociological Bulletin 1965.

Shukla, S. (1963). The Context of Education in Developing Societies. Delhi: C.I.E.

Sieber, S. D. and et al (1973). The School of Society. New York:The Free Press.

Sprott, U. (1958). Human Groups. UK : Pelican Books.

Swift, D.F. (1970). Basic readings in sociology of education.London:Routledge and Kegan Paul

Thirtha, T. (1974). Education and Society. Banglore :Centre for Educational Sociology.

Tyler,W. (1977). The Sociology of Educational Inequality. Methuen and Co. Ltd.

West, E.G.(1965). Education and The State. London: The Institute of Economic Affairs Ltd

Course: Curriculum Studies

Course Code:M.ED-203   **Credit: 6**   **Maximum mark: 100**

(External: 70 and internal: 30)

Objectives:

1. To acquaint the students with the concept and development of curriculum as a field of study.
2. To familiar the students with the process design and Evaluation curriculum.

Unit.	Course Content
I **Introduction to** **Curriculum Development**	Concept and meaning of Curriculum. Concept of Curriculum Development. History of Curriculum Development in India and Abroad. Nature and Scope of Curriculum Development. Foundation of Curriculum Development: Philosophical Foundation, Psychological Foundation, Socio-Cultural Foundations.
II **Curriculum Design**	Components and sources of Design. Curriculum Theory. Design Dimension/Criteria, Scope, Integration, Sequence, Continuity, Articulation and Balance Principles of Curriculum Development. Approaches/ Types of Curriculum Design.
III **Process and Construction** **of Curriculum** **Development**	Curriculum as a Discipline. Different models and principles of Curriculum Development. Analysis of Aims and Objectives. Identification of learning activities and experiences. Content and its organization.
IV Curriculum Materials **and Implementation /** **Transaction**	Importance and function of curricular materials and aid. Types of materials and aids. Models of Implementation. Process of Curriculum Implementation. Diffusion and Dissemination of Innovations and new experiments in the realm of Curriculum.
V **Curriculum Evaluation**	Concept and Need for Curriculum Evaluation. Aspects for Curriculum evaluation- Formative and Summative Evaluation. Criteria for Curriculum Evaluation. Models of Curriculum Evaluation. Factors influencing change in Curriculum Evaluation Recent trends in curriculum research.

Suggested Readings:

- Taba, H. Curriculum Development P: theory and Practice, Brace and World, New York, 1962.
- Taylor, R: Basic Principles of Curriculum, Chicago University Press, Chicago.
- Nishet, Stanley: Purpose in the Curriculum, University of London, 1977.
- Kelley, A. V: Curriculum Theory and Practice, Harper and Row London, 1977.
- Kurg, E. A: Curriculum Theory and Practice, Harper and Row, London.
- Breut, A: Philosophical Foundations for the Curriculum, Allen and Union, Boston, 1978.
- Oerr, J.F. Ed,: Changing the Curriculum, University of London Press, London, 1968.
- Ragan, W.B: Modern Elementary Curriculum, Holt Rinchard and Winston INC., U.S.A.
- Sais, R.S: Curriculum Principles and Foundation, Thomas Y. Crowdl Company, New York, 1976.
- NCERT: School Curriculum Some Problems and Issues, NCERT, New Delhi, 1980.
- Biswas, N.B: Curriculum Studies: A model for SAARC Countries, Indian Publishers Distributors, Delhi, 1999.

Course: Teacher Education

Course Code:M.ED-204   **Credit: 6**   **Maximum mark: 100**

(External: 70 and internal: 30)

OBJECTIVES

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

1. gain insight and reflect on the concept of teaching and the status of teaching as a profession

2. understand the roles and responsibilities of teachers and teacher educators, use various methods of teaching for transacting the curriculum in schools, prepare teachers for reflective teaching,

3. critically examine the role and contribution of various regulating bodies and

4. support institutions for improving quality of teacher's education,

5. reflect on the issues and problems related to teacher education in the country. examine the nature an objectives of teacher education

6. critically examine the growth and development of teacher education in the country

COURSE CONTENTS

UNIT I

1. Teacher education – concept, aims and scope
2. Teacher education in a changing society: a brief review of historical perspective of the development of teacher education in India: ancient, medieval and British and during Post-independence period.
3. Teacher education curriculum at different stages: approaches to teacher education – consecutive and integrated.

UNIT II

1. A critical appraisal of the present system of teacher education in India – a study of the various recommendations of the commissions and committees in the post independence era.
2. Pre-Service and In-service Teacher Education: concept, nature, objectives and scope.
3. Recommendations of various commissions and committees concerning teacher education system.
4. Qualities of a good teacher – cognitive, affective and psychomotor skills.
5. Competency based teacher education: quality assurance in teacher education.

UNIT III

1. Principles of teaching methods of teaching school subjects
2. The teaching models – basic teaching model, interaction model, attainment model, inquiry training model, problem solving model and inductive thinking model.
3. Organization of practice teaching for developing an effective teacher – block and intermittent practice teaching internship – its organization and problems.
4. Supervision of practice lessons: observation and assessment: feedback to student-teacher- concept and types.

UNIT IV

1. Teacher education in India at secondary and senior secondary level
2. Impact of NPE, 1986 and its POA on teacher education system.
3. The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education Institutions at secondary level: roles and functions of IASEs, CTE.

UNIT V

1. Roles, functions and networking of institutions like UGC, NCERT. NCTE. NUEPA, SCERTs etc.
2. Issues, concerns and problems of pre-service and in-service teacher education at secondary and senior secondary level.

ASSIGNMENT

Student will be required to submit a term paper on any one of the following:

1. Preparation of resource material on any teaching unit of Teacher Education paper
2. A critical study of any one aspect of Teacher Education
3. Study of teaching methods used at any stage of schooling
4. A survey of research of any aspect of teacher education: attitude and job satisfaction of school teachers.
5. Work study project related to teacher education.

References

1. Popkewitz, Thomas S, Critical Studies in Teacher Education: Its Folklore Theory and Practice, John Wiley, New York, 1988
2. Scott Alan G, Freeman-Moir John G, Tomorrow's Teachers: International and critical Perspectives on Teacher Education.
3. Leavitt, Howard B, Foshay, Arthur W, Issues and Problems in Teacher Education: An International Handbook,
4. Case, Charles W, Norlander-Case, Kay A, Reagan, Timothy G, The Professional Teacher: The Preparation and Nurturance of the Reflective Practitioner.
5. Buch, M. B., (1978). *Second Survey of Research in Education*, Baroda; Centre of Advanced Study in Education
6. Chaurasia G., (1977). Innovations and Challenges in Teacher Education, New Delhi; Vikas Publications.
7. Devgowda, A. C. (1973). Teacher Education in India, Banglore; Bangalore Book Bureau
8. Dutt, S. (1972). The Teachers and His World, Agra; Sukumar Dutt, Soamibagh
9. Goodigs R. (1982). Changing Priorities in Teacher Education, New York; Nichols Publication Co.
10. Government of India Education and Development Report of Education (1966).
11. Commission (1964-66), New Delhi; Govt. of India.
12. Hilgased, F H (Ed.), (1971). Teaching the Teachers: Trandsin Teacher Education, London; George Allen and Union Ltd.
13. I.A.A.T.C. (1964). Symposium on Teacher Education in India, Ambala Cantt; The Indian Publications

Course: Measurement and evaluation

Course Code:M.ED-205   **Credit: 6**   **Maximum mark: 100**

(External: 70 and internal: 30)

Objectives:

- To acquaint the students with the concept of measurement and evaluation in Education
- To familiarize students with the application of different tools and techniques of Measurement and Evaluation.
- To acquaint with the principles of test construction – both educational and psychological.
- To develop understanding of the concepts of validity and reliability and their importance in education measurements
- To acquire the skills of developing tests

Unit	Course Content
I **Introduction**	Meaning, concepts and need of Measurement and Evaluation, Levels of Measurement. Types of measurement: Quantitative Vs. Qualitative. Relationship between Evaluation and Taxonomy of educational objectives. Objectives of evaluation in behavioral terms. Need of classification of educational objectives. Formative and Summative evaluation, Concepts of Norm referenced and criterion referenced evaluation.
II **Tools of Evaluation and Measurement**	Different types of Tests: Objective test, Short answer type tests and Essay type tests Teacher made test and their characteristics, advantages and disadvantages Intelligence Test (Binet, Wechsler) Personality test (RIBT , TAT) Internal assessment: Concept, need limitation & advantages
III **Construction and Standardization of Tests**	Standardized tests and their characteristics Construction procedure of a standardized test Procedure of item analysis. Concept of difficulty level and discriminative value. Final Tryout and Manual Construction of test Advantages and disadvantages of standardized test.
IV **Reliability and validity**	Meaning and Importance of Reliability Methods of establishing Reliability Meaning and Importance of Validity Methods of establishing Validity Relationship and factors affecting Reliability and Validity
V	Concept of Norms. Types -Age, Grade, Sex and Percentile

Recent trends in educational evaluation	Grading: Concept, pattern and relevance. Semester system: Concept, characteristics, CBCS Continuous internal assessment Use of Computer in Evaluation

Suggested Readings:

1) Kerlinger, F.N. 'Foundation of Behavioral Research' Hold, Rinerhert and Winston, Inc., New York, 1965.
2) Anestasi, A. 'Psychological Testing' Macmillan Publishing Co. Inc., New York, 1976.
3) Freeman, F.S. 'Theory and Practice of 'Psychological Testing' Oxford IBH, Publishing Co., New Delhi, 1975.
4) Bloom, D.F. & Budd, W.C. 'Educational measurement and evaluation' Harper & Row, New York, 1972.
5) Cronbach, L,J, 'Essentials of 'Psychological Testing' evaluation' Harper & Row, New York, 1970.
6) Bloom, B. 'Taxonomy of Educational Objectives', Longmans, New York, 1956.
7) Agarwal, S. N. (1976). Educational and Psychological Measurement, Agra: Vinod Pustak Bhandar.
8) Aggrawal, Y. P. (1990). *Statistical Methods*-Concepts, Applications and Composition, New Delhi: Sterling Publishers.
9) Balls, S. & Aderson, S. (1976). Encyclopedia of Educational Evaluation in Teaching New York: McMillan.
10) Kubiszyn, T. & Borich, G. (1977) *Educational Testing and Measurement*: Classroom

   application and practice, New York: Harper Collins College Publisher.

11) Popham, W. I. (1977). Educational Evaluation, Englewood: Prentice Hall

12) Sinha, H. S. (1974). Modern Educational Testing, New Delhi: Sterling
13) Thorndike, R. L. & Hagen, E. (1969). Measurement and Evaluation in Psychology and Education, New Delhi: John Wiley.
14) Wittrock, M. C. & Wiley, D. E. (ed.) (1970). The Evaluation of Instruction, New York: Holt Rinehart.

Learning Outcome

After the end of the 2nd Semester Students will be able to

1. Understand the significance of the ultimate human concerns and the Contributions of philosophy in this regard.
2. Understand the influence of Indian as well as Western philosophical Thoughts on education.
3. Understand the importance and role of education in the Indian society.
4. Understand the process of social change, social progress and the difference between social change and cultural change.
5. Apply the knowledge towards the promotion of National Integration and International understanding.
6. Acquaint with the concept and development of curriculum as a field of study.
7. Familiar with the process design and Evaluation curriculum.
8. Understand the roles and responsibilities of teachers and teacher educators, use various methods of teaching for transacting the curriculum in schools, prepare   teachers for reflective teaching.
9. Critically examinethe growth and development of teacher education in the country.
10. Understand the concept of measurement and evaluation in Education.
11. Apply different tools and techniques of Measurement and Evaluation.

  Understand the principles of test construction – both educational and

  Psychological.

Semester III

Course: Advance research method and statistics

Course Code:M.ED-301Credit: 6　　　　　　　　　　　　　　**Maximum mark: 100**
(External: 70 and internal: 30)
Pass mark: 28

Objectives:
On completion ofthis course, the students willbeable to:

- Students will be able to discriminate between different Methods ofResearch.
- Students will be able to select the most appropriate ExperimentalDesign.
- Students will be able to distinguish between internal validity andExternal validity.
- Students will be able to discriminate between Parametric and Non-Parametric statistical Techniques.
- Students will be able to select appropriate method of computingCorrelation and interpret the Coefficient of Correlation.
- Students will be able to write the Thesis / Dissertation in a systematicway.

UNIT I: Research Design

- o Research Design – Historical, Survey, Experimental and Case Study.
- o Experimental Design: Definition, Characteristics, Methods of Control of variables;
- o Types of experimental Design-Pre-Experimental Design, Quasi Experimental design and True Experimental Design,
- o Internal Validity and External validity of Experimental Design.

Unit II-Tools and techniques ofData Collection

- o Tools and Techniques of data collection
- o Types of research tools
- o Development,standardization and uses of these tools.
- o Questionnaires, Interview schedule and observation as tools of research.
- o Characteristics of a good research tool.
- o Reliability and validity of various tools

Unit III-Inferential statistics:

- o Parametric and non parametric statistics
- o Hypothesis testing- type I and type II errors.
- o Test of significance-two tailed and one tailed tests.
- o t-test, F-test [ANOVA (one–way and two-way) and ANCOVA]
- o Regression and prediction.
- o Chi Square

Unit IV- Educational Data

- o **Nature of educational data:** Quantitative and Qualitative.
- o Organization and analysis of qualitative data.
- o Organization, presentation and analysis of quantitative data.

o Approaches to Qualitative data Analysis

UNIT V Modern Techniques of Data tabulation and analysis
o Overview of computer software for data analysis

o Coding of data and Data entry in various computer software (Microsoft Excel & SPSS)

o Analysis of scores using computers
o Underlying concepts and interpretation.

Selected Readings:

• Ary, D., Jacobs, L.C. and Razanch, Asghan, Introduction to Researchin Education. New York: Holt Rinehart, 1972
• Mouley, George J.: The Science of Educational Research.
• Kerlinger, Fred N.: Foundations of Behavioural Research.
• Keeves, John P. (Ed.): Educational Research, Methodology and Measurement : An International Handbook.
• Best, John W. : Research in Education
• Good, C.V.: Introduction to Research.
• Dalen, Deobold B. Van: An Introduction to Educational Research.
• Garrett, H.E.: Statistics in Education and Psychology.
• Guilford, J.P.: Fundamental Statistics in Psychology and Education.
• Verma, M.: An Introduction to Educational and Psychological Research.
• Myros J.K.: Fundamentals of Experimental designs.
• Fisher, R.: Designs of Experiments.
• Asthana, H.S. & Bhushan, B.: Statistics for Social Sciences. Prentice Hall of India (2007)

Course: Teacher Education: Curriculum policy and practices

Course Code:M.ED-302   **Credit: 6**   Maximum mark: 100
(External: 70 and internal: 30)
Pass mark: 28

Objectives :

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

- Develop understanding of various strategies of teachers' professional development,
- Gain insight into the status of teachers education in the country,
- Develop understanding of the process of education,
- Use various methods and techniques for the identification of training needs,
- use various techniques for the evaluation of teacher education programmes,
- Reflect on issues, concerns and problems of teacher education,
- Appreciate the use of ICT for the professional development of teachers.

Unit – 1: Introduction

- Need for education and training; code of ethics
- Teaching as a profession:- Teaching skills and competencies required for elementary and secondary School teachers .
- NCF 2005, 2009 guidelines for teachers as a professional practitioner Academic and professional qualification for elementary and secondary School teachers – analysis of present status.
- Types of teacher's training.

Unit –II : Teacher Education curriculum at different levels

- Rational for teacher's education structure, eligibility requirements.
- Sources of the foundation of teacher education, foundation courses and teaching methods of different school subjects – content, rational objective and organisation
- Rational and objectives for different inputs in practical and field experience developing skills
  - Instructional, communication managerial, organisational skills and contextual skills (mutt grade, large class etc.)
- Organising learning skills – awareness, observation, practical in simulated and practice in real conditions internship laboratory, school attachment.

Unit – III: Teacher training methods and techniques

- Making training participatory – methods and techniques, delivery of training – modes, methods and techniques

- Micro teaching, simulations, role play, peer teaching
- E- resource in training – films studies and videos.
- Interactive technologies – teleconferencing, designing of e – content, e – learning.

Unit IV : Pre service and In service teacher training Programmes

- Concept and importance
- Complementary nature of pre and in service teacher education programme
- Enhancing effectiveness of in service training – School based, INSET, recurrent INSET sitting up thematic priorities (subjects and skills)
- Planning and organisation of INSET – Assessment of training needs formulation of training curriculum, preparation of course material.

Unit – V : Resource institutions for teachers and trainers

- Cluster resource centres (School Complexes)
- Block ressource centres, (DIETS, CTE, IASE,SCERT,ZIES,NCERT)
- NCTE -role fonctions and programmes
- Quality control in teacher education.
- Professional associations of teachers/trainers – roles and functions.

Sessional Work:

- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions
- Identification of Training needs of a group of teachers of a school
- Preparation of Self-Learning Material/e-content for primary or secondary school teachers

Essential Readings :

- The Reflective Teacher-Organisation of In-service Training of the Teachers of Elementary Schools under SSA, guidelines, 2006 by NCERT.

References :

- Day, C & J Sachs, J (Ed.) (2004) : *International Handbook on the Continuing professional Development of Teachers.* Maidenhead, Brinks Open University Press.
- Mohammad Miyan (2004). *Professionalization of Teacher Education.* Mittal Publications, New Delhi.
- NCTE, (1998). *Policy Perspective in Teacher Education – Critique and Documentation.* NCTE, New Delhi.
- Reimers, Eleonora Villegas (2003) : *Teacher Professional development : an international review of the literature*. UNESCO : IIEP, Paris.
- Siddiqui, M.A. (1993). *In-Service Education of Teachers*, NCERT. New Delhi.

<div align="center">**Course: Primary Education**</div>

Course Code: M. Ed.-303 A(i)   Credit: 6   **Maximum marks: 100**
                                                           (External: 70 and internal: 30)
                                                           Pass mark: 28

Objectives:

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

• understand the context of Primary Education.

• understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)

• discuss the development of elementary education in India since independence.

• reflect on the relevance of strategies and programmes of UEE.

• understand the area of research in Primary Education.

Unit I: Primary Education: Its context and Linkages

*   Concept, Objectives and Principles of Primary Education.
*   Universalisation of Elementary Education (UEE), Programmes and Projects.
*   Philosophical, Psychological and Sociological Perspectives in Primary Education.
*   Growth and development of Primary Education in India.

Unit II: Indian Constitution and Status of Primary Education

*   Education as a Human right and their impact on educational policies.
*   Constitutional provisions and problems pertaining to effective implementation of constitutional provisions for Primary Education.
*   EFA goals- issues and concerns.
*   Future tasks and challenges in Primary Education.

Unit III: Economic Bases of Primary Education Projects

*   Financing of Primary Education.
*   Non-formal Education (NFE)- Concept and features.
*   Education Guarantee Scheme (EGS) and District Primary Education Programme (DPEP).
*   Sarva Shiksha Abhiyan (SSA) and Open Schooling (OS).

Unit IV: Teacher preparation for Primary Education

*   Primary Education and roles of teacher.
*   Pre-service teacher education: Aims, objectives and challenges.
*   In-service teacher education: Aims, objectives and challenges.
*   Institutions of Primary Teachers Training-DIETs, SCERT, NCERT.

Unit V: Quality Concerns in Primary Education

*   SSA model for teachers training.
*   Monitoring, Supervision and Evaluation of teacher training programmes.

- Innovations in Primary Education-Multigrade teaching (MGT) and Peer learning (PL).
- Researches in Primary Education.

Suggested Readings:

1. Chauhan, S. S. (1983). Innovations in teaching-learning process, New Delhi: Vikas Publishing House.
2. Hargreaves, A. (1994). Changing teachers, changing times: teachers work and culture in the postmodern age. London: Cassell.
3. Kaul, Lokesh (1999). Methodology of educational Research. New Delhi: Vikas Publishing House.
4. NCERT (2006). Syllabus for classes at the elementary level, NCF 2005, New Delhi: NCERT.
5. Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
6. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.

<div align="center">

Course: **Primary Education Curriculum**

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Course Code: M. Ed.-304 A(ii) **Credit: 6** **Maximum marks: 100**

(External: 70 and internal: 30)

Pass mark: 28

Objectives:

1) To know the concepts and terminologist relating to curriculum
2) To comprehend the back ground history of curriculum development and development of curriculum as a discipline
3) To know the sources and history of curriculum at different periods
4) To understand the management implementation and evaluation aspects of curriculum.

Unit : I Emergence of curriculum as a field of study

- Concept, Meaning and Definition of curriculum
- Nature and scope of curriculum
- A brief history of curriculum development
- A brief review of development of primary education curriculum in India.
- Sources of curriculum development (philosophical, psychological and socio-cultural)

Unit –II : Curriculum of primary education

- Primary education curriculum in ancient India.
- Primary education curriculum in Buddhist period
- Primary education curriculum in medieval India
- Primary education curriculum during Company's and Missionaries rule.
- Primary education curriculum during British period

Unit : III : Primary education curriculum in modern India

- Primary education curriculum since post – independence India
- Primary education curriculum as recommended by Radhakrishnan Commission.
- Primary education curriculum as recommended by D.S. Kothari
- Primary education curriculum as recommended by Ishwar Bhai Patel.
- Primary education curriculum as recommended by Wardha Commission

Unit : IV : Primary education curriculum according to New Education Policy 1986

- Mechanism of curriculum development for primary education in India.
- State level board of primary education at various states
- National level board of primary education (CBSE, NCERT)
- National Curriculum Framework 2005.
- National Curriculum Framework 2009.

Unit V : Primary education curriculum – management and evaluation

- Objectives of primary education curriculum
- Organisation of primary education curriculum.
- Content of Primary education curriculum.
- Implementation of primary education curriculum.
- Evaluation of primary education curriculum.

Reference :

1. Taba, H. curriculum Development : theory and Practice, Brace and World, New York, 1962
2. Taylor, R. Basic Principles of Curriculum, Chicago University Press, Chicago.
3. Nishet, Stanley, Purpose in the Curriculum, University of London, 1977
4. Kelly, A.V. Curriculum Theory and Practice, Harper and Row London 1997.
5. Kurg, E. A Curriculum Theory and Practice, Harper and Row, London.
6. Breut, A. Philosophical Foundations for the Curriculum, Allen and Union, Boston, 1978.
7. Oerr, J.E. Ed. : Changing the Curriculum University of London Press, London 1968.
8. Ragan, W.B. Modern Elementary Curriculum, Holt Rinchard and Winston INC, USA.
9. NCERT School Curriculum Some Problems and Issues, NCERT, New Delhi 1980.
10. Biswas N.B. Curriculum Studies : A model for SAARC Countries, Indian Publishers Distributors, Delhi, 1999.

Course: Secondary Education Curriculum
Course Code: M. Ed.-304 B(ii)   Credit: 6   Maximum marks: 100
<div align="right">(External: 70 and internal: 30)</div>
<div align="right">Pass mark: 28</div>

Objectives:
On completion of this course the students will be able to:
• understand the meaning and concept of curriculum.
• identify the components of secondary education curriculum.
• describe the various principles of curriculum development.
• explain various determinants of curriculum.
• describe and analyse various approaches to curriculum.

Unit I- Concept of Curriculum
• Meaning and concept of curriculum.
• Curriculum as a body of socially organized knowledge.
• Components of Curriculum: Objectives, Content, Learning Experiences.
• Base/Foundations of Secondary School Curriculum.

Unit II-Principles of Curriculum Construction
• Theories of curriculum development.
• Conservative (Preservation of Culture, values etc.).
• Relevance, flexibility, quality, contexuality and plurality.
• Concept, objectives and principles of secondary School Education.

Unit III-Determinants of Curriculum
• Objectives-Values enshrined in the Constitution such as social justice, equality etc.
• Explosion of knowledge, Information vs. Knowledge, Nurturing creativity in all the areas of Knowledge and its construction by children.
• Society, social forces, revolutionary change in the society: ICT, change in value system, Localization, Privatization and Globalization.
• Learner: growth and development, Nature of subject matter/content.

Unit IV- Approaches to Curriculum
• Humanistic Curriculum: Characteristics, purpose, role of teacher, Psychological basis of humanistic curriculum.
• Social reconstructionist curriculum: characteristics, purpose, role of teacher in reconstructionist curriculum Both the individual and group learning/transactional strategies need   to be adopted.
• Diversities among secondary school teachers in their competence.

Unit V- Quality concerns in Secondary Education Curriculum
• Concept, Aims and objectives of RMSA.
• Pre-service teacher education: Aims, objectives and challenges.

- In-service teacher education: Aims, objectives and challenges.
- Institutions of Secondary School Teachers Training- SCERT, NCERT, NUEPA.

Suggested Readings:
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago.
- NCERT (2000). National Curriculum Framework for School Education, NCERT.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo.
- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

Course: Science Education

Course Code:M.ED-303 C(i) **Credit: 6** **Maximum mark: 100**

(External: 70 and internal: 30

Objectives

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

- understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- understand the difference and complementarity between Science and Technology;
- understand the need to evaluate curricula and evaluate the same on the basis of different validities;
- know about and critically study innovative curricular efforts in India and abroad;
- understand diversity of instructional materials, their role and the need for contextualization in science education;
- understand the Constructivist approach to science instruction;
- understand the role of assessment in the teaching –learning process in science;
- familiarize with new, innovative trends in assessment;

Course Content

Unit I - Nature of Science

- Science : meaning and definition
- Objectives of Teaching Science at different levels.
- Development of scientific knowledge; Scientific method and Scientific Explanation.
- Characteristics of different disciplines of science, their interrelationship and integration.
- Critical review of the recommendations of Kothari commission and Science Policy (1958) and NPE (1986),NCF_s with regard to-Science Education andScience Curricula

Unit II- Approaches to Science Learning

- Approaches to concept learning.
- Models of science teaching: concept attainment(Bruner),Advance organizer (Ausubel), inquiry training (Suchman), Inductive thinking model(Taba) and 5E model (***with special reference to syntax(phases), social system, principles of reaction, support system, and effects of the model***).
- Different types of constructivist approaches to science learning: Concept mapping, Brain mapping, inquiry method, problem solving strategies, investigatory approach, cooperative and collaborative learning, activity based learning, ICT based science education

Unit III Assessment in Science Education

- Role of assessment in Science Teaching and Learning-Formative and summative.
- Changing trends in assessment: from paper-pencil tests to authentic assessment: from single attribute to multidimensional assessment, from individual assessment to group assessment, from learning outcome to learning experiences performance based assessment of Projects models, activities and investigative skills.
- Assessment of affective measures in Science: use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.

Unit IV Application of ICT in science education

- ICT in science education
- Role of communication applications in science education (newsletters, websites, multimedia presentations, cartoons, flyers, posters and blogs, wikis and social networking websites), and Data handling applications (laboratory data, surveys, research findings).
- Identifying the internet resources for teaching and learning (e-books, blogs, presentations, virtual lab etc). Application of YouTube, Skype, and animation in science education.

Unit V Contemporary Issues in Science Education

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

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

References
- Alan J. McCormack. *Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k 12 science curriculum*. Kraus International Publications
- Bhanumathi, S. (1994) *Small Scale Chemical Techniques – Chemistry Education* (April-June) 20-25.
- Black, P (1998). *Testing: Triend or Foe? Theory and practice of Assessment and Testing*. Falmer Press, London.
- Carey, S. (1986). *Cognitive Science and Science Education*. American Psychologist. 41 (10), 1123-1130
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- Driver. R, Leach. J, Millar. R and Scott, P. (1996). *Young Peoples' Image of Science*. Open University Press, Buckingham.
- Gipps, C.V. (1994). *Beyond Testing*. Falmer Press, London.
- International Journal of Science Education; Taylor & Francis.
- Journal of Research in Science Teaching (Wiley-Blackwell).

- Minkoff, E.C.& Baker, P.J. (2004). *Biology Today: An Issues Approach, garland science*. New York. Pp.1-32. Biology: Science & Ethics.
- Minkoff, E.C. and Pamela J. Baker (2004). *Biology Today: An issues Approach*. Garland Science New York pp. 1-32, Biology: Science and Ethics.
- NCERT, *National Curriculum Framework-* 2005, NCERT. New Delhi.
- NCERT, (2005). *'Focus Group Report' Teaching of Science* NCERT New Delhi.
- Novak, J.D. & Gowin, D.B. (1984). Learning how to learn; Cambridge University Press.
- Science & Children (NSTA's peer reviewed journal for elementary teachers).
- Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
- Steve Alsop & Keith Hicks (2003). *Teaching Science*. Kogan Page India Private Limited.
- Sutton, C. (1992). *Words, Science and Learning*. Open University Press, Buckingham.

Course: C (ii) Science Education curriculum

Course Code:M.ED-304 C(ii)   **Credit: 6**   **Maximum mark: 100**
(External: 70 and internal: 30

Objectives
On completion of this course, the students will be able to:
1. understand the nature of science curriculum, validity of science curriculum
2. understand the aim, criteria for an ideal science curriculum
3. know Science curriculum at different stages and ICT in science curriculum
4. *Issues and concerns of the curriculum of science education*
5. *Critically evaluate innovative curricular efforts in India and abroad;*
6. *Curriculum trends in science education*
7. *understand diversity of instructional materials, their role and the need for contextualization in science education;*

Unit I criteria for an ideal science curriculum
Science curriculum: Content Pedagogy, Aims & Outcomes and Assessment
Trends in science education from the beginning of the nineteenth century to the present- at national and international level; a brief history of Science Education. Criteria of validity of science curriculum: content, cognitive, process, historical, environmental, ethical. Taxonomy for curriculum development in Science Education.

Unit II Science curriculum at different stages

Concept, components and determinants of curriculum; principles of curriculum construction, criteria for selection and organisation of content and learning activities; different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist; tools of assessing cognitive abilities, affective learning, skills and processed and motor abilities (*with special reference to Primary Stage (Classes I to V), Upper Primary Stage (Classes VI to VIII), Secondary Stage (Classes IX and X) and Higher Secondary Stage (Classes XI and XII)*

Unit III Issues and concerns of the curriculum of science education

The facts and concepts of science (content); the nature and processes of science (conduct or process); the applications of science in society (context).Contextualization, Activity-based teaching, Content, Multiplicity of textbooks, Improving textbook writing procedures. Science curriculum as an instrument of social change to reduce the divide related to economic class, gender, caste, religion and region. Field visit, study tour, Excursion, science park, Technology park visit in the curriculum

Unit IV Curriculum trends in science education
.

Study of various curricular projects in science in the world: American Association for the Advancement of Science (AAAS), Indian Institute of Science Education and Research (IISER),National Institute of Science Education and Research (NISER). Co-curricular and extracurricular elements for stimulating investigative ability, inventiveness and creativity.

Science & technology fair, Science Museum, Science Project paradigm shift. Knowledge in Practice, Forms of Understanding, Recreating Knowledge in science curriculum

Unit V   ICT in science curriculum

Information and Communication Technology (ICT) is also an important tool for bridging the social divides. ICT becomes an opportunity equalizer for providing information, communication and computing resources in remote areas. Application of Mobile, skype and social network in curriculum transaction. Evaluation of performance through ICT, Virtual learning environment in curriculum

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

References

• NCERT, *National Curriculum Framework-* 2005, NCERT. New Delhi.
• NCERT, (2005). *'Focus Group Report' Teaching of Science* NCERT New Delhi.
• Novak, J.D. & Gowin, D.B. (1984). Learning how to learn; Cambridge University Press.
• Science & Children (NSTA's peer reviewed journal for elementary teachers).
• Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
• Steve Alsop & Keith Hicks (2003). *Teaching Science*. Kogan Page India Private Limited.
• Sutton, C. (1992). *Words, Science and Learning*. Open University Press, Buckingham.

MEDCC-305

Pre-Internship & Dissertation

Internal: 30 External: 70

1. Internship

    a) Observation of a minimum of 10 classroom teaching sessions in Teacher Education Institutions
    b) Observation of the routine functions and management of a Teacher Education Institution
    c) A report on items (a) and (b)

2. Dissertation

    a) Conduct a review of related literature to identify the topic of your interest
    b) Development and presentation of a research proposal/synopsis

*Each component within Internship & Dissertation will have equal mark distribution

Learning outcome

After the end of the 3ʳᵈ semester students will be able to

1. Discriminate between different methods of research.
2. Select the most appropriate experimental design.
3. Distinguish between internal validity and external validity.
4. Discriminate between parametic and non- parametric statistical techniques.
5. Write the thesis / dissertation in a systematic way.
6. Understand various strategies of teachers' professional development.
7. Gain insight into the status of teacher's education in the country.
8. Use various methods and techniques for the identification of training needs.
9. Use various techniques for the evaluation of teacher education programs.
10. Appreciate the use of ict for the professional development of teachers.
11. Understand the context of primary education.
12. Understand the concept, objectives, rationale, challenges and extent of success of universal elementary education (uee).
13. Discuss the development of elementary education in india since independence.
14. Understand the area of research in primary education.
15. Know the concepts and terminologist relating to curriculum
16. Comprehend the back ground history of curriculum development and development of curriculum as a discipline.
17. Understand the management implementation and evaluation aspects of curriculum.
18. Understand the nature of science curriculum, validity of science curriculum
19. Understand the aim, criteria for an ideal science curriculum.
20. Understand diversity of instructional materials, their role and the need for contextualization in science education.

COURSE: Pedagogy of Teaching&Learning
Course Code:M.ED-401A(i)   Credit: 6   Maximum mark: 100
(External: 70 and Internal: 30)

Objectives:

On completion ofthis course, the students willbeable to:

- develop an understanding about the differential learning needs of the learners
with regard to abilities, learning styles, socio-cultural differences, language, andlearning difficulties.
- analyze the factors affecting Learning and various theories of Learning.
- apply the Cognitive Perspectives of learning in the learning process and develop awareness of the different contexts of learning.
- develop understanding about the concept of teaching from various perspectives.
- explore teaching strategies to address diversity of students is a classroom.

CourseContent
Unit 1: Pedagogy of Learning and Teaching

1. Meaning and concept of pedagogy
2. Brief history of pedagogy of learning and teaching
3. Basis of pedagogy: Philosophy of teaching, Psychology of teaching, Sociology of teaching
4. Nature of pedagogy
5. Scope of pedagogy

Unit 2:Understanding Learner

1. Dimensions of differences in psychological attributes- cognitive abilities, interest, aptitude, creativity, personality, values & Self Esteem.
2. Understanding learners from the perspective of multiple intelligences with a Focus on Gardner's theory of multiple intelligences.
3. Implications for teaching learning in the light of changing concept of intelligence, including emotional intelligence.
4. Understanding of learners towards 'learning styles'.
5.Understanding the cognitive abilities---learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness and its Implications in improving the learning abilities

Unit 3: Understanding Learning
Concept of Learning:
1: Learning & Teaching: Meaning & Characteristics
2. Factors affecting Learning: heredity and environment
- Attention (Meaning, Types & Educational Implications)

- Motivation (Meaning, Types & Educational Implications), Implications of Maslow's Theory of Hierarchy of Needs

3. Learning Styles (Kolb's Classification) & Multiple Intelligences (Gardener's Classification): Concept & Educational Implications

4. Educational Implications of the Theories &Principles of Learning

5. Behaviorist Theories: Classical &Operant Conditioning, Cognitive Theories: Bruner & Ausubel and Social Learning Theories: Bandura & Vygotsky

Unit 4: Understanding Teaching

1. Meaning and nature of teaching

2. Levels and stages of teaching

3. Methods and models of teaching

4. Understanding Teaching: (teaching as a practice, activity and performance).

5. Teaching in a diverse classroom (addressing the diversity of student in classroom. Diversity in cognitive abilities learning styles, diversity due to socio-cultural context language diversity, differences resulting from disabilities, gender difference and diversity of student at risk.

Unit 5: Teaching as profession

1. Professionalism in Teaching: Concept & Principles; and Importance of Academic Freedom

2. Evolving Roles of Teacher: Instructional Expert, Manager, Counsellor, Practitioner and Researcher

3. Professional Competencies for Classroom Management: Prevention, Intervention & Remediation:

- Prevention: (Establishing & Maintaining Effective Learning Environment)
- Intervention: (Rules and Consequences of Stopping Misbehaviour, the Need to Stop & Train)
- Remediation:(Developing Student Responsibility & Self-Control, Remediating chronic Behavioural Problems, Gordon Model of Self-discipline)

Assignments: attempt any three from following

1. Write a report on your own experience of serving the community.

2. Prepare a Lesson Plan for providing Differentiated Instruction (use INCLUDE/IEP/any other strategy) or Prepare a lesson plan to integrate Multicultural Education.

3. Select a suitable test to assess Metacognitive Skills / Creativity/ Problem Solving skills. Write a short report about the findings and list ways to enhance your Metacognitive Skills / Creativity / Problem Solving skills.

4. Interview at least four school teachers & identify the challenges faced in executing various roles of teacher. (Prepare a semi structured tool to carry out the interview).

References

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2. Agarwal. J.C- Essentials of Educational Psychology, Vikas Publishing House Pvt Ltd, 1995 o Bailey et al (Editors), The SAGE Handbook of Philosophy of Education, SAGE

3. Bhatnagar Suresh & Saxena Anamika - Advanced Educational Psychology, R Lall Book Depot Meerut

4. Brubacher, Modern Philosophies of Education, 4th Ed., McGraw Hill Book Company

5. Cascio, Wayne F. & Aguinis Herman - Applied Psychology in Human Resource Management - Prentice-Hall of India, New Delhi.

6. Charles Skinner - Educational Psychology.

7. Chatteijee S. K. - Advanced Educational Psychology.

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10. Dandapani, S - Educational Psychology

11. Dandekar & Makhija - Educational Psychology o Dandekar W. N. - Fundamentals of Experimental Psychology.

12. Dash, RN & Dash,N- A Textbook of Educational Psychology.

13. David W. Martin- Doing Psychology Experiments.

14. Donna Walker Tileston – Ten Best Teaching Practices, 3rd Ed., Corwin

15. E.G. Parameswaran & K. Ravichandra- Experimental Psychology.

16. G O Gage & Berliner – Educational Psychology (6th Ed.), Houghton Mifflin Co.

17. Gardener, Frames of Mind o Henson & Eller – Educational Psychology for Effective Teaching – Wadsworth Publishing Company.

18. Hergenhahn, B. R. & Olson, Matthew H. - An Introduction to Theories of Learning - Prentice-Hall of India

19. Jonassen & Land (Editors), Theoretical Foundations of Learning Environments, Routledge o Kakkar S. B. - Educational Psychology.

20. Kenneth T. Henson, Ben F. Ella - Educational Psychology for Effective Teaching.

21. Lahey, Benjamin- Psychology- An Introduction (Sixth Edition), Tarn McGraw Hill Publ.

22. Lawson et al, A History of Psychology – Globalization, Ideas, and Applications, PrenticeHall of India o Lefrancois Guy - Psychology for Teaching.

23. Lefrancois Guy R.: Theories of Human Learning

24. Leo Postman, James Egan- Experimental Psychology.

25. Mangal S. K. — Essentials of Educational Psychology, Prentice-Hall of India. New Delhi.

26. Mangal S.K - Educational Psychology

27. Mathur, S.S- Educational Psychology

28. Micheal Pressley, Christine B. McCormick - Child & Adolescent Development for Educators.

29. Paulo Freire – Pedagogy of the Oppressed(2011)

30. Rajamanickam, Experimental Psychology with Advanced Experiments-Vol.1,II. Concept Publishing Company

31. Richard D. Parsons, Stephanie Lewis Hinson, Deborah Sardo-Brown- Educational Psychology.

32. Richardson, Constructivist Teacher Education: Building a World of New Understandings, Routlegde Falmer

33. Robert A. Baron - Psychology.

34. Robert S. Feldman- Understanding Psychology.

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36. Smith, Edward & Kosslyn, Stephen M. - Cognitive Psychology- Mind &d BrainPrentice-Hall of India

37. Stephen Klein, 'Learning – Principles & Applications, 5th ed., SAGE.

38. Sternberg, Thinking Styles o Tileston, Donna Walker – 10 Best Teaching Practices (3rd Ed.), Corwin – A SAGE Co.

39. Tiwari, Roma Pal - Experimental Psychology- A Dynamic Approach, VinodPustakMandir

40. WaliaJ. S. - Foundations of Educational Psychology.

41. Woolfolk, Anita – Educational Psychology (11th Ed.), Merrill – Pearson

    WEB SITES: - 1. courses.ed.asu.edu/clark/CoopLearn/ 2. http//www.clcrc.com/pages/cl.html 3. http//www.kolar.org/vygotsky 4. http//www.marxists.org/archive/vygotsky 5. http://en.wikipedia.org/wiki/Blended_learning 6. http://en.wikipedia.org/wiki/Out-of-school_learning 7. http://en.wikipedia.org/wiki/Service-learning 8. http://kellogg.nd.edu/learning/Blum_0.pdf 9.http://links.jstor.org/sici?sici=0013-189X%28198712%2916%3A9%3C13%3AT1PALI%3E2.0.CO%3B2-X 10. http://tccl.rit.albany.edu/knilt/images/b/bd/Zhang.pdf 11. http://www.aijcrnet.com/journals/Vol_2_No_3_March_2012/16.pdf 12. http://www.businessballs.com/kolblearningstyles.htm 13. http://www.edutopia.org/multiple-intelligences-learning-styles-quiz 14. http://www.ibparticipation.org/pdf/LearningInDiverseEnvironments.pdf 15. http://www.ntuaft.com/TISE/IRS%20manual/innovative/cognitive_learning_styles.

COURSE: Assessment & Evaluation of learning
Course Code:M.ED-402A (ii)   Credit: 6 Maximum marks: 100
(External: 70 and Internal: 30)

Objectives:

On completion ofthis course, the students willbeable to:

To help prospective teachers in understanding critical role of assessment in enhancing learning.

- To develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.

- To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.

- To develop critically outlook among prospective teachers towards practices of assessment and selection.

- To develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.

- To empower the prospective teachers in preparing feedback for students and their guardians, highlighting practical experience of report progress, and create forums for engagement with the community.

- To enable prospective student teachers in understanding the psycho-social and political dimensions of assessment with case studies of abolition of competitive examinations with grade retention methods.

- To develop an understanding among prospective teachers assessment for learning as a constructivist paradigm.

CourseContent

Unit 1: Fundamentals of Assessment

Concept of Assessment

1. Meaning, Nature and Functions of Assessment
2. Perspectives of Assessment: Assessment for learning, Assessment of learning & Assessment as learning.
3. Types of Assessment: Meaning & Features (Placement, Formative, Diagnostic and Summative)
4. Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)
   Domains of Assessment
   1. Concept of learning outcomes Assessment of Cognitive, Affective and Psychomotor domains of learning
   2. Revised Blooms Taxonomy
      i. Cognitive domain -Anderson and Krathwohl

ii.   Affective domain -Krathwohl

iii. Psychomotor domain - Dr. R.H.Dave

3.   Areas of Assessment: Scholastic and Co-Scholastic Assignment: Study and Compare the implementation of CCA of different school boards

Unit 2: Instruments of Assessment
Characteristics of Instruments of Assessment
1. Validity - different methods of finding validity
2. Reliability - different methods of finding reliability
3. Objectivity
4. Interdependence of validity, reliability and objectivity

Teacher made Achievement Tests
1. Relating test items and specific behavioural objectives
2. Preparation of Blue Print
3. Characteristics of a good test Assignment: Determining the objectivity given an answer key and finding out the content validity of the given question paper.

Unit 3: Assessment of Diverse learners
Differentiated Assessment Strategies
1. Meaning and purpose of Teacher assessment, Self assessment and Peer assessment
2. Criterion Referenced Tests and Norm Referenced tests (Meaning, Characteristics)
3. Meaning, purpose & guidelines of development: i. Rubrics ii. Portfolios iii. Reflective Journal

Unit 4 Modes of Assessment
1. Performance Tests: Oral & Practical assessment (merits, limitations, suggestions for improvement, criteria for evaluation)
2. Written Test- Essay & Objective type (merits, limitations, suggestions for improvement, criteria for evaluation)
3. Open Book Examination (Merits & demerits)
4. Online Examination (Merits & demerits) Assignment: Development of Rubrics as tools of assessment

Unit 5 Reporting Evaluation Results
Feedback Mechanism & Reporting
1. Concept & Criteria of Constructive feedback.
2. Reporting (Meaning and types of Reporting)
3. Reflective practices to improvise assessments towards raising the standards of quality of instructions.
4. Statistical Application for interpretation and reporting : Mean, Median, Standard Deviation and Percentile Rank (Calculation and interpretation)

Psycho-social concerns of Assessment
Implications on assessment:

1.   No detention Policy (RTEAct, 2009)
2.   Competitive ranking of schools
3. Profiteering by private agencies

Assignment: Comparative study of Assessment of different countries

References

1 Patel, R.N. (2013), Educational Evaluation: Theory and Practice, Himalaya Publishing House, Mumbai.

2. Aggarwal, J.C. (2006), Essentials of Examination System: Evaluation, Tests and Measurement,VikasPublishing House Pvt. Ltd.

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6. Dandekar, W.N. (1986), Education in Schools, R. Lall Book Depot, Meerut (U.P)

7. Dweek, C. (2006), Mindset: The new psychology of success, Random House LLC

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13. Stiggins, R. (2005),From formative assessment to assessment for learning: A path to success in standards-based schools, Phi Delta Kappan, 324-328.

Websites

- http://www.assessmentforlearning.edu.au/default.asp
- http://www.assessmentforlearning.edu.au/assessment_tasks/assessment_tasks_la
- nding.html
- www.ipaidabribe.com/RTE
- www.saidham.in/child-education
- en.wikipedia.org/.../Right_of_Children_to_Free_and_Compulsory_Educ..
- mhrd.gov.in › School Education
- www4.gvsu.edu/wrightd/.../Rubric%20Presentation.htm

MEDCC-403

Dissertation

Internal: 30 External: 70

Dissertation

a) Conduct a research based on the topic of the synopsis following the standard procedures of research
b) Write a research report and present it for evaluation (report should have conceptual framework, methodology, analysis and discussion on the findings)
c) Defend the research work in the viva-voce

M.Ed. 404

Academic and Expository writing

(Max mark 100 Continuous: 30, Comprehensive 70)

To make student teachers familiar with the theoretical aspects of academic writing
To enable them to practice the fundamentals of academic writing
To make them competent enough to write quality academic papers
To familiarize them with the process of publishing different academic works
To develop basic computer skills needed for their academic works
To enable them to develop short stories and films for school children
To develop their presentation skills of academic works

This paper is practice oriented and do not have any theoretical examination. The classroom transaction would be in workshop cum discussion mode. Each and every activity has to be performed by individual students and the record/report/proof should be kept with proper labelling in their portfolios. The evaluation would be done continuously by the course teacher throughout the semester and at the end, there would be a comprehensive evaluation by a panel of evaluators. Mode of continuous evaluation would be based on the observation of the performance and sincerity of the student along with the quality of the work done. Mode of comprehensive evaluation would be individual presentations followed by viva.

Theoretical orientation	*Practice*
Section I *Introduction to Expository writing* *Pre-Writing Techniques* *Thesis statement formulation* *Paragraph Development* *Development of Topic Sentence*	*Activity I* • *Following the pre-writing techniques, develop a paragraph about any one theme, and write a topic sentence for the paragraph.*
Section II *Writing introduction and conclusion* *Transitions and transition words*	*Activity II* • *Write an introduction and a conclusion to the above theme. Identify/ insert transitions to maintain the flow of ideas.*

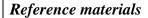|	
Section III *Using computers for academic tasks* *Fundamentals of word processing software*	*Activity III* • *Prepare a word document of your earlier paper.* • *Complete the paper with adding more information.*
Section IV *Literature review and abstract writing* *Citing the source of information and adding bibliography* *Plagiarism and its avoidance*	*Activity IV* *Complete the rough draft of your paper by supporting it with literature review and by inserting citations and bibliography using citation managers*
Section V *Critical thinking and reading* *Annotations and annotated bibliography* *Direct quoting and paraphrasing* *Introducing the source material* *Writing reviews of books*	*Activity V* • *Write review of a book preferably academic* • *Check the previous work for plagiarism with the help of the course teacher and record the plagiarism check report.*
Section VI *Developing presentations* *Delivering lectures with multimedia* *Story writing* *Producing short films for children* *Publishing an article in a journal*	*Activity VI* • *Using power point, make a small presentation of any topic of your interest* • *Write the script and develop a short film for children (group activity)*

Reference materials

- http://www.longleaf.net/ggrow/modes.html
- http://www.jccc.edu/student-resources/tutors-accessibility/writing-center/files/developing-paragraphs.pdf
- https://owl.english.purdue.edu
- http://writing2.richmond.edu/writing/wweb/cluster.html
- http://home.earthlink.net/~khatzi/essay/prewrite.htm
- http://www.kristisiegel.com/cluster.htm
- http://writing2.richmond.edu/writing/wweb/freewrite.html
- http://writingcommons.org/open-text/writing-processes/focus/856-formulating-a-thesis
- http://libguides.lmu.edu/c.php?g=324079&p=2174096
- http://guides.library.cornell.edu/annotatedbibliography
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- *Soles, D. (2010). The Essentials of Academic Writing. (2nd Edition). Boston: Wadsworth, Cengage Learning*
- *Leki, I. (2008). Academic Writing: Exploring Processes and Strategies (2nd Edition). New York: Cambridge University Press*
- *Hart, C. (2005). Doing a Literature Review. London: Sage Publications Inc.*

Suggestive Evaluation Protocol

External: Based on the portfolio (30 Marks) and viva-voce (40 Marks)

- *Students need to submit a portfolio containing all the activities that are performed during the semester related to academic and expository writing. The entire task is divided in to activities and the final outcome would be in the form of an article with proper thesis statement, introduction, transitions, citations, conclusions and bibliography. The paper should accompany with a plagiarism check report and the acceptable level of similarity is fixed as 25%. (Mandatory)*

- *They are supposed to submit a book review, developed power point and the script of a short film for school students if any. (Optional)*

- *Suggestion: Viva can be on academic writing in general and on APA style of writing in particular. Theme of the completed paper can also be used for viva as well as any other related aspect which may found to be suitable by the examiners.*

Internal: Based on the continuous evaluation (30 Marks)

- *By the course teacher considering the overall participation of the students in the activities (30 Marks)*

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MEDCC-405

Internship

Max. Mark: 100

Internship

a) The trainee should take a minimum of 10 classes in the designated Teacher Education Institutions

b) Should take part in the routine functions and management of a Teacher Education Institution similar to a regular teacher

c) Maintain a teacher's diary containing the content, method and feedback of each lesson delivered

d) Observe at least 5 classes of other trainees and prepare a critical observation report

e) Submit the teachers' diary and observation report for evaluation

Learning outcome

After the end of the 4ᵗʰ semester students will be able to

1. Understandthe different learning needs of the learnerswith regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.
2. Analyze the factors affecting learning and various theories of learning.
3. Apply the cognitive perspectives of learning in the learning process and develop awareness of the different contexts of learning.
4. Develop understanding about the concept of teaching from various perspectives.
5. To develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
6. Develop critically outlook among prospective teachers towards practices of assessment and selection.
7. Develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
8. Enable prospective student teachers in understanding the psycho-social and political dimensions of assessment with case studies of abolition of competitive examinations with grade retention methods.
9. Develop an understanding among prospective teachers' assessment for learning as a constructivist paradigm.
10. Explore teaching strategies to address diversity of students is a classroom.