**M. Ed.**

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 **Teaching and Examination Scheme**

 **To commence from the Academic year: 2015-17**

**Department : Gyan Vihar School of Education Year: 2015**   **Program : M.Ed. Semester: I**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S.No.** | **Course Code** | **Course Name** | **Credit** | **Contact Hrs/Wk.** | **Exam Hours** | **Weightage (in%)** |
| **L** | **T** | **P** | **CIE** | **ESE**  |
| 1.2.3.4.5.6.7.8.9.10.11.12.13. | ED-501 ED-503ED-505PC-501ED-511ED-513ED-515ED-517ED-519ED-507ED-509SM-501FA-501 | **(A) Program Core:**Psychology of teaching and learningMethodology of educational research-I Teacher education-I **(B)University Core:**Proficiency in co-curricular activities **(C) Program Elective: I**Educational Technology-IGuidance counseling-IPlanning and management of Education-IDistance Education and open learning-IInclusive education-I**Program Elective: II**Elementary Education -ISecondary or senior secondary education-ISeminar/Presentation/Workshops/TutorialField Attachment-I | 44424412 |  44444 |   |  24 |   |  401004040100100 |  60 6060 |
|  |  |  **Total** | 25 |  |  |  |  |

L – Lecture CIE – Continuous Internal Evaluation

T – Tutorial ESE – End Semester Examination

P – Practical

**Note:**

* Students have to select one paper from program Elective - I on the basis of UG/PG and one paper from Elective - II on the basis of their choice.
* Field Attachment-I will be of 2 weeks in the field. During this period theory classes will not be conducted in the department.
* Proficiency in co-curricular activities will cover self development component.

**Signature of Concerned Teacher Signature of Convener-BoS**\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Signature of Member Secretary**

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 **Teaching and Examination Scheme**

 **To commence from the Academic year: 2015-17**

**Department : Gyan Vihar School of Education Year: 2016**   **Program : M.Ed. Semester: II**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S.No.** | **Course Code** | **Course Name** | **Credit** | **Contact Hrs/Wk.** | **Exam Hours** | **Weightage (in%)** |
| **L** | **T** | **P** | **CIE** | **ESE**  |
| 1.2.3.4.5.6.7.8.9. | ED-502 ED-504ED-506PC-502EM-502ED-508ED-510SP-502FA-504 |  **(A) Program Core:**Socio-economic and political aspects of educationMethodology of educational research-IICurriculum development **(B)University Core:**Proficiency in co-curricular activities Employability Skills.**(C)Program Elective: I**Elementary Education -IISecondary or senior secondary education-IISynopsis preparation-IField Attachment-II | 44421422 |  4444 |   |  44 |  |  4010010040100100 |  60 60 |
|  |  |  **Total** | 23 |  |  |  |  |

L – Lecture CIE – Continuous Internal Evaluation

T – Tutorial ESE – End Semester Examination

P – Practical

**Note:**

* Students have to select the same elective – II as they have selected in the semester – I.
* Field Attachment-II will be of 2 weeks in the field. During this period theory classes will not be conducted in the department.
* Employability skills may be utilized for enhancing the professional and vocational skills related to teacher’s education programme (ISB component).
* Yoga and Meditation included in Proficiency in Curricular Activities.

**Signature of Concerned Teacher Signature of Convener-BoS**\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Signature of Member Secretary**

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 **Teaching and Examination Scheme**

 **To commence from the Academic year: 2015-17**

**Department : Gyan Vihar School of Education Year: 2016**   **Program : M.Ed. Semester: III**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S.No.** | **Course Code** | **Course Name** | **Credit** | **Contact Hrs/Wk.** | **Exam Hours** | **Weightage (in%)** |
| **L** | **T** | **P** | **CIE** | **ESE**  |
| 1.2.3. | DS-601FA-602I I-604 | Research leading to dissertation-IField attachment-III Involvement in internships  | 1244 |   |  |  2488 |   |  6060100 | 40 40  |
|  |  |  **Total** | 20 |  |  |  |  |

L – Lecture CIE – Continuous Internal Evaluation

T – Tutorial ESE – End Semester Examination

P – Practical

**Note:**

* It is compulsory for each student to complete his/her Field attachment– III and involvement in internship in the assigned school/ teacher education institute. Physical presence is mandatory.
* Field attachment– III (4 Weeks) and involvement in internship (4 weeks) in the field.
* Theory classes will not be held in the department.

**Signature of Concerned Teacher Signature of Convener-BoS**\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Signature of Member Secretary**

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 **Teaching and Examination Scheme**

 **To commence from the Academic year: 2015-17**

**Department : Gyan Vihar School of Education Year: 2017**   **Program : M.Ed. Semester: IV**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S.No.** | **Course Code** | **Course Name** | **Credit** | **Contact Hrs/Wk.** | **Exam Hours** | **Weightage (in%)** |
| **L** | **T** | **P** | **CIE** | **ESE**  |
| 1.2.3.4.5.6.7.8.9. 10 | ED-602ED-604ED-606 EM-202ED-612ED-614ED-616ED-618ED-620DS-602 |  **(A) Program Core:**Philosophy of Education Teacher Education-IIProfessional development of teacher **(B)University Core:**Employability Skills.**(C)Program Elective: I**Educational Technology-IIGuidance counseling-IIPlanning and management of Education-IIDistance Education and open learning-IIInclusive education-IIResearch leading to dissertation - II | 4441444 |  44 | 4 |  4 |   |  40100406060 | 60 604040 |
|  |  |  **Total** | 21 |  |  |  |  |

L – Lecture CIE – Continuous Internal Evaluation

T – Tutorial ESE – End Semester Examination

P – Practical

**Note:**

* Students have to select the same Elective – I as they have selected in the Semester – I.

**Signature of Concerned Teacher Signature of Convener-BoS**\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Signature of Member Secretary**

**EXAMINATION SCHEME-M.Ed. (2015-17)**

1. **Compulsory Papers & Elective Papers:** All compulsory & elective papers shall be evaluated as follows:-

|  |  |  |
| --- | --- | --- |
| Total  | Internal (CIE) | External (ESE) |
| 100 | 40 | 60 |

External marks will be awarded at the end semester theory examination.

Internal marks will be awarded on the following basis.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| I-Mid Term | II- Mid Term | Weekly Test | Graded Assignment | Total |
| 10 | 10 | 10 | 10 | 40 |

1. **Research Leading to Dissertation:**

M.Ed. Dissertation Work is divided in three parts from Semester-II & Semester-IV. Evaluation is as follows:

1. **Components of CIE of synopsis in Semester - II:**
* Topic selection 20
* Attendance 20
* Synopsis Preparation 30
* Synopsis Presentation 30

 100

1. **Components of CIE of Research Leading to Dissertation:**
* Preparation of tools & techniques/ Reviews 10
* Data collection procedures and analysis 10
* Preparation of proposal for projects/funding agencies 05
* Paper/article publication 05
* critical analysis of any thesis/ dissertation 10
* Abstract writing of dissertation05
* Report/ Dissertation writing 15

60

**Components of ESE of Research Leading to Dissertation:**

1. Presentation (LCD based)
* Command over language 10
* Slide preparation 10
* Ability to express the result/findings 10
1. Viva- voce 10

40

**Board of Examiner for ESE:**

1. Concerned Dean/ Principal/VP/Head First Examiner
2. External expert not below the associate professor Second Examiner

OR

Senior member of teaching staff

1. Concerned supervisor Internal Examiner
2. **Seminar /Ws/ Presentation/tutorial**

**Components of CIE of Seminar /Ws/ Presentation/tutorial:**

* Attendance 20
* Presentation skills 20
* Active participation 20
* Report submission/ File Work 20
* Report presentation/ viva 20

100

1. **Evaluation of involvement in internship:**

|  |  |  |
| --- | --- | --- |
| Total  | Internal (CIE) | External (ESE) |
| 100 | 60 | 40 |

**Components of CIE of involvement in internship:**

* Attendance 20
* Observation of lessons/ daily work 30
* Guidance work 10

60

**Components of ESE of Observation of teaching practice:**

* Observation by the evaluator/ head of the institution 20
* Submission of report 20

40

1. **Evaluation of field attachment work under the exchange program of teachers training institutions:**
2. Observation of infrastructures 20
3. Observation of human resources 20
4. Observation of over all activities 20
5. Delivery of lectures in the institution (minimum two) 20
6. Report submission in the prescribed format 20

100

* Above activities will be executed as per the availability of the institutions.

|  |
| --- |
| **LIST OF M.Ed. PAPERS****I-Semester** |
| ED-501 | Psychology of teaching learning  |
| ED-503 | Methodology of educational research-I  |
| ED-505 | Teacher education-I  |
| PC-501 | Proficiency in co-curricular activities  |
| ED-511 | Educational Technology-I |
| ED-513 | Guidance counseling-I |
| ED-515 | Planning and management of Education-I |
| ED-517 | Distance Education and open learning-I |
| ED-519 | Inclusive education-I |
| ED-507 | Elementary Education -I  |
| ED-509 | Secondary or senor secondary education-I  |
| ED-511 | Higher education-I  |
| SM-501 | Seminar/Presentation/Workshops/Tutorial |
| FA-501 | Field Attachment-I |

|  |
| --- |
| **LIST OF M.Ed. PAPERS****II-Semester** |
| ED-502 | Socio-economic and political aspects of education |
| ED-504 | Methodology of educational research-II |
| ED-506 | Curriculum development  |
| PC-502 | Proficiency in co-curricular activities  |
| EM-502 | Employability Skills |
| ED-508 | Elementary Education -II |
| ED-510 | Secondary or senior secondary education-II |
| ED-512 | Higher education-II |
| SP-502 | Synopsis preparation-I |
| FA-504 | Field Attachment-II |

|  |
| --- |
| **LIST OF M.Ed. PAPERS****III-Semester** |
| DS-601 | Research leading to dissertation-I |
| FA-602 | Field attachment-III  |
| I I-604 | Involvement in internship  |

|  |
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| **LIST OF M.Ed. PAPERS****IV-Semester** |
| ED-602 | Philosophy of Education  |
| ED-604 | Teacher Education-II |
| ED-606 | Professional development of teacher |
| EM-202 | Employability Skills |
| ED-612 | Educational Technology-II |
| ED-614 | Guidance counseling-II |
| ED-616 | Planning and management of Education-II  |
| ED-618 | Distance Education and open learning-II |
| ED-620 | Inclusive education-II  |
| DS-602 | Research leading to dissertation - II |

**Research leading to Dissertation-I in Semester – III**

|  |  |  |
| --- | --- | --- |
| **S. No.**  |  | **Internal/ External Assessment**  |
|  | Construction of a research tool.  | 12 credits (Internal+ External) |
|  | Data collection and analysis |
|  | Preparation of proposal for projects/funding agencies |
|  | Submission of pre- dissertation and viva |
|  5. | Work related to inter-semester break (ISB) |  |

**Research leading to Dissertation-II in Semester – IV**

|  |  |  |
| --- | --- | --- |
| **S. No.**  |  | **Internal/ External Assessment**  |
|  | Abstract writing of the dissertation   | 4 credits (Internal+ External) |
|  | Submission of thesis (Dissertation) |
|  | External viva and presentation  |
|  | Work related to inter-semester break - II (ISB2) |

x

**Inter Semester Break – I (ISB1 Semester - I and Semester – II)**

|  |  |  |
| --- | --- | --- |
| **S. No.**  |  | **Internal/ External Assessment**  |
|  | Communication skills ORUse of computers in teaching learning  | 1 credits (Internal) |

* **Note: Evaluated under employability skills**

**Inter Semester Break (ISBSemester – II and Semester – III)**

|  |  |  |
| --- | --- | --- |
| **S. No.**  |  | **Internal/ External Assessment**  |
|  | Library consultation for review of literature | 1 credits (Internal) |

**Inter semester break – II (ISB2 Semester - III and Semester – IV)**

|  |  |  |
| --- | --- | --- |
| **S. No.**  |  | **Internal/ External Assessment**  |
|  | Critical analysis of any thesis/ dissertation  | 1 credits (Internal) |

**Field attachment– I with schools/ teacher institution**

|  |  |  |
| --- | --- | --- |
| **S. No.**  |  | **Internal/ External Assessment**  |
|  | Attendance  | 2 Credits (Internal) |
| 2. | Observations in the school (activities)  |
| 3. | Observation of a regular teacher  |
| 4. | Assistance work in the school internship  |

**Field attachment– II with schools/ teacher institution**

|  |  |  |
| --- | --- | --- |
| **S. No.**  |  | **Internal/ External Assessment**  |
| 1. | Attendance | 2 Credits (Internal) |
| 2. | Lecture delivery in the teacher educational institute  |
| 3. | Observation of a regular teacher educator  |
| 4. | Assistance work in the school internship |

**Field attachment – III with schools/ teacher institution**

|  |  |  |
| --- | --- | --- |
| **S. No.**  |  | **Internal/ External Assessment**  |
| 1. | Attendance | 4 Credits (Internal + External ) |
| 2. | Observation of over all activities of teacher education institute  |
| 3. | Assistance work in the school internship |
| 4. | Observation of infrastructure and human resources |
| 5. | Report submission  |

**Involvement in Internship in Semester - III**

|  |  |  |
| --- | --- | --- |
| **S. No.**  |  | **Internal/ External Assessment**  |
| 1. | * Attendance
* Observation of lessons
* Guidance work
* Observation by the evaluator
* Observation file
 | Internal |



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2015-17**

|  |  |
| --- | --- |
| **PSYCHOLOGY OF TEACHING LEARNING**  | **[ED501 ]** |

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| --- | --- |
| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-4 CREDITS-4 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE (40) & ESE (60)] |

**Objectives:**

1. To acquaint students with the concept of teaching, theories of teaching.
2. To acquaint students with the importance of development stages and its importance in teaching learning.
3. To acquaint the students with the identification and treatment procedures for mental health of learner.
4. Visualize multiple dimensions and stages of learner’s development and their implications on learning.
5. Understand the learner in terms of various characteristics.
6. Learn the factors affecting learner’s environment and assessment.
7. Conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Understanding the learner:**1. Learner as a unique individual.
2. Basis of understanding the learner- cognitive, affective and psychomotor aspects.
3. Development stages of learner.
4. Diversity in learner in needs (Maslow).
5. Problems of learner at various levels.
 | 12 |
| **2** | **Developmental tasks of learner:** 1. Accepting one's physique and masculine feminine role.
2. New relation with age mates of both sexes.
3. Adjustment with emotional independence.
4. Achieving assurance of economics independence.
5. Developing intellectual skills and values in harmony with adequate specific world picture.
 | 12 |
| **3** | **Psychology of Teaching:** 1. Meaning, nature, characteristics of good teaching.
2. Dimensions of teaching such as teacher, learner, learning material methods of teaching, the environment.
3. How they interact with each other and affect teaching learning process.
 | 12 |
| **4** | **Theories of Teaching:** * 1. Meaning, need for a theory of teaching.
	2. Classification of theories of Teaching (brief introduction):
1. Maiutic theory
2. Communication theory
3. The Moulding theory.
4. The inquiry theory.
5. Relationship of theories of teaching with learning theories.
 | 12 |
| **5** | **Mental Health and Hygiene** 1. Meaning, concept of mental health and hygiene.
2. Characteristics of mentally healthy person.
3. Characteristics of mentally healthy teacher and learner.
4. Importance of mental health in teaching learning.
5. Treatment procedure promoting mental health:
6. Physical examination.
7. Therapies: Psycho Therapy, Play Therapy, Rational Emotive Therapy (Albert Ellis), Reality Therapy (William Glasser).
 | 12 |
|  | **Total**  | **60** |

 **Practicum/ Graded Assignments:**

1. Survey for identify the problem of learner at different stages.
2. Preparing the program of developing intellectual skills in learner.
3. Observation of learning situations in the class environment in which all students can learn.
4. Identification of learning difficulties of the student in any subject area through diagnostic test and prepare the report.
5. Presentation critical analysis of learning situations.
6. Use of learning resources by the teacher related to the subject.
7. Suggestion plan for treatment procedure promoting mental health.
8. PPT presentation about any theory of teaching.

**Note: Scheme of CIE**

* Class tests : 10marks
* Assignments : 10marks
* Two Mid Terms : 20marks

40marks

**Recommended Books:**

1. Ambron, S.R (1981) Child development, Holt, Rincehart and Winston, New York.
2. Anderson, J.R. (1983). The architecture of cognition. Cambridge, MA: Harvard University Press.
3. Anderson, J.R. (1983). Rules of the mind. Hillsdale, NJ: Erlbaum
4. Synder, C.R. & Shane J. Lopez (2007). Positive psychology. SAGE Publications. U.K.
5. Lieber, C.M. (2002) Partners in learning: from conflict to collaboration. Cambridge, M.A, Educators for Social responsibility.
6. Pintrich, P.R.; and Schunk, D.H. (1996). Motivation in education: theory, research and applications. Englewood Cliffs, N.J. Merill. Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
7. Dececo, J.P. (1977). The Psychology of learning and instruction, Prentice Hall Delhi.
8. Eason, M.E. (1972). Psychological foundation of education, N.Y. Holt, Rinehart and Winston, Inc.
9. Grammage, P. (1990) Teacher and pupil: some socio-psychological principles and applications (3rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.
10. Review of research on theory of teaching, Bhattacharya, S.P. (1973), C.A.S.E. monograph, M.S. University Barodara.
11. The Psychology of Learning and instruction Educational Psychology, Dececo, J.P. (1970), Prentice Hall of India Pvt. Ltd.
12. Theories of Teaching and Instructure, Gage, N.L. (1964), 63, Year Book of National Society for the Study of Education (Part-II).
13. Towards a Theory of Teaching, Smith, B.O. (1963), Buscom Pub. Teachers College, Columbia University New York.
14. The Technology of Teaching, Skinner, B.F. (1968), Appleton Century Craft N.Y.
15. Dandpani, S. (2001), Advanced Educational Psychology (2nd Edu.), New Delhi, Amol Pub. Pvt. Ltd.



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**DETAILED SYLLABUS**

**2015-17**

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| --- | --- |
| **METHODOLOGY OF EDUCATIONAL RESEARCH - I** | **[Ed -503]** |

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| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-4CREDITS-4 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE-40) & ESE- (60)] |

**Objectives:**

1. To acquaint students with the concepts of research and educational research.
2. To develop an understanding of the nature and scope of educational research.
3. To develop insights into the methodological issues involved in educational research.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Concept of Research in Education** 1. Meaning & Significance of Research
2. Research in Education-it’s need & significance
3. Objective of educational research.
4. Scientific Method and Scientific attitude: meaning and its need in research.
 | 12 |
| **2** | **Fundamentals of Research** Meaning of the following terms: 1. Philosophical & Scientific Theory.
2. Concepts, Constructs, Facts & Theory, Laws & Axioms.
3. Steps in developing Scientific Theory.
4. Hypothesis, objectives & variability.
 | 12 |
| **3** | **Developing a Research Plan** 1. The Research Problem - Its selection, formulation and delimitation, Qualities of a good research problem.
2. Formulation of objectives, hypothesis, characteristics of good hypothesis, testing of hypothesis & Null hypothesis.
3. Sample, characteristics of a good sample, types of sampling, Methods of sampling
4. Format in preparing a research plan.
 | 12 |
| **4** | **Types of Educational Research** 1. Historical Research.
2. Experimental Research.
3. Basic and Action Research.
4. Surveys-Descriptive and Normative.
 | 12 |
| **5** | **Collection of Data in research** 1. Different type of Tools & Techniques of Data Collection.
2. Characteristics of a good research tool or technique
3. Problems involved in the collection of Data, Precautions to be taken
4. Reliability & validity of a tool: its meaning and types.
 | 12 |
|  | **Total** | **60** |

 **Practicum/ Graded Assignments:**

1. Consultation for research works in library through difference sources and prepares the list of references.
2. Preparation of a research plan with the help of previous research texts.
3. Make a list of research topics with full details and prepare the research problems of your interest.
4. Review of any three research articles/ dissertations/ thesis or published research work.
5. Presentation on any type of research prescribed in your syllabus.

**Note: Scheme of CIE**

* Class tests : 10marks
* Assignments : 10marks
* Two Mid Terms : 20marks

40marks

**Recommended Books:**

1. Corey, Stephen M; Action Research to Improve School Practices, New York, Bureau of Publication, Columbia University.
2. Guilfore J.P.; Fundamental Statistics in Psychology and Education, London Mc. Graw Hill Book Co.
3. Shiltz & Jahoda; Research Methods in Social Relations, London, Methuen & Co.
4. Dr. B.N. Ray; Anusandhan Parichay, Vinod Pusttak Mandir.
5. R.S. Sharma; Shiksha Anusandhan Lekhan, Kamal Book Depot, Murret.



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**DETAILED SYLLABUS**

**2015-17**

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| **TEACHER EDUCATION- I** | **[Ed 505]** |

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| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-4CREDITS-4 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE-40) & ESE- (60)] |

**Objectives:**

1. To enable the students to understand the meaning, scope and objectives of teacher education at different level and its development in India.
2. To acquaint the students with the various aspects of student teaching programmes, prevailing in the country.
3. To enable the students to understand about agencies in India.
4. To develop understanding about the researches in teacher education.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Development and Organization of Teacher Education** 1. Historical view of Teacher Education.
2. Objectives of Teacher Education at different level.
3. In-service & Pre-service teacher education (Concept & Objectives).
 | 12 |
| **2** | **Managing bodies and Agencies involved in Teacher Education**  1. NCTE, NCERT, SCERT, DIET, UGC

 (Organizational setup, role and functions).1. Report of various commissions and policies on teacher education.
 | 12 |
| **3** | **Student Teaching Programmes:**1. Patterns of student teaching (Practice Teaching, Block Teaching).
2. Skill based teaching: Micro Teaching (need and importance, procedure of conducting the programme).
3. Evaluation and supervision of student teaching.
 | 12 |
| **4** | **Trends in Teacher Education**1. Distance mode in Teacher Education (concept, need, feasibility and relevance).
2. Use of IT in Teacher Education.
3. Interdisciplinary approach (four year integrated programme).
 | 12 |
| **5** | **Issues in Teacher Education** 1. Quality assurance in teacher education (regarding admission, duration of programme).
2. Curriculum:
3. Theory.
4. Practice Teaching.
5. Practical work.
6. Research activities in the field of teacher education.
 | 12 |
|  | **Total** | **60** |

 **Practicum/ Graded Assignments:**

1. Interaction with the faculty of secondary teacher education institutions- affiliated colleges or private universities to ascertain the strategies they use for their professional development.
2. Preparation of a plan based on any model of teaching for teaching any topic of curriculum.
3. Discussion on the relevance of one year, two year and four year integrated program of B.Ed.
4. Prepare transparencies on the organizational set up/ functions of NCTE, DIET, UGC.
5. Prepare a scheme of conducting the skill based teaching and prepare a format of evaluation of the scheme.
6. Repot on weaknesses and strengths of practice teaching program on the bases of your experiences.
7. Interviewing two pass outs students each of two different institutions to elicit their perceptions regarding the organization/ conduction of practice teaching program.

**Note: Scheme of CIE**

* Class tests : 10marks
* Assignments : 10marks
* Two Mid Terms : 20marks

40marks

**Recommended Books:**

1. Mathur, B.M. (2009); Dynamic Teacher Education, R.S.A. International Agra.
2. Mathur, B.M., Thadani B. (1988); Handbook for the Prospective Teacher, Atlantic Pub., New Delhi.
3. Chaurasia, G. Etat (Ed) (1998); The Teacher: Teacher Education: Professional Organization of Teachers, Council for Teacher Education, Bhopal.
4. Singh, Mayashankar (2007); Challenges in Teacher Education, Adhyan Pub., New Delhi.
5. Singh, Mayashankar (2007; Teacher Education in Delewa, Adhyan Pub., New Delhi.
6. Singh, M.S. (2004); Quality impact in Teacher Education, Adhyan Pub., New Delhi.
7. Vijay, D.R. (1993); Towards Better Teaching, Duaba House, Delhi.
8. NCTE; Curriculum frame work for Teacher Education, Discussion document, NCTE, New Delhi.



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**DETAILED SYLLABUS**

**2015-17**

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| **EDUCATIONAL TECHNOLOGY-I** | **[ED 511]** |

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| --- | --- |
| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-4CREDITS-4 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE-(40) & ESE- (60)] |

**Objectives: Students will be able to understand:**

1. Students will be able to understand the concept, scope and role of Educational Technology.
2. Students will be able to understand the different media of communication and their importance in teaching learning process.
3. Student will be able to understand and apply the innovative techniques in teaching learning process.
4. Students will be able to understand skill based teaching and feedback devices.
5. Students will be able to analyses content and ways of providing learning experiences.

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| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Concept of Educational Technology**: 1. Definition, meaning, nature and scope of Educational Technology and it's basic principles.
2. Role of Educational Technology in modern times.
3. New trends in Educational Technology.
 | **12** |
| **2** | **Communication & Media technology:**1. Concept, process & principles of communication, barriers in Communication.
2. Class-room communication: verbal communication & non-verbal communication
3. Different Media of Communication.
4. Teaching-Learning as a communication process.
 | **12** |
| **3** | **Innovations in teaching learning process:**1. Cooperative learning
2. Constructivism
3. Modules: concept, definition, importance & applications in the teaching learning process.
 | **12** |
| **4** | **Skill based teaching:** * 1. Definition, Meaning and Scope of Micro-Teaching and Simulated Teaching
	2. Characteristics and Objectives of Micro-Teaching and Simulated Teaching
	3. Steps of Micro-Teaching and Stimulated Teaching
	4. Feed-back devices: meaning, devices, mechanism of feed-back*.*
 | **12** |
| **5** | **Management and Organizing teaching:**1. Task analysis
2. Content analysis
3. Ways of providing learning experiences:
4. Programmed learning
5. Computer assisted learning
6. Evaluation: concept, types and techniques.
 | **12** |
|  | **Total** | **60** |

 **Practicum/ Graded Assignments:**

1. Symposium on new trends in Educational Technology.
2. PPP on different media on communication.
3. Preparation of plan based on co-operative learning on constructivism.
4. Discussion on feed back mechanism.
5. Content analysis of any unit of your teaching subject or related to any paper.

**Note: Scheme of CIE**

* Class tests : 10marks
* Assignments : 10marks
* Two Mid Terms : 20marks

40marks

**Recommended Books:**

1. Skinner, B.F.; Technology of teaching, Appleton Century Crofts
2. Chauhan, S.S.; Innovation in teaching-learning process, Vikas Publication, New Delhi
3. Romiszowaski; The selections and use of international media for improving classroom teaching and interactive individualized instruction, London: Kagan Page
4. Knork, F.G., Chillds, T.; Instructional technology, N.Y.Holt Rinehart and Winston
5. Sampath, K., Painiselvan, A & Santhanam, S; Introduction to educational technology , New Delhi, Sterling (P) Ltd.
6. Joyace, Bruce & Weilmansha; Models of teaching, New Jersey, Prentice Hall, Englewood Cliffs
7. Giridhar, C.H.; Encyclopedia of educational technology, Commonwealth Publishers
8. Shankar, T.; Encyclopedia of teaching techniques , Commonwealth Publishers
9. Sharma, R.A.; Technological foundation of education, R.Lall book depot
10. Oberoi, S.C., Saxena, N.R. Swaroop; Essential & educational technology management, R.Lall book depot
11. Aggrawal, J.C.; Educational technology management & evaluation, Vinod Pustak Mandir
12. Bhatnagar, R.P.; Educational technology and management, International pub. House.
13. Rao, V.K.; Educational technology, A.P.H. Publishing Corp.
14. Pathak, C.K., Distance education, Rajat Publications



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2015-17**

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| **GUIDANCE COUNSELING – I** | **[ED-513 ]** |

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| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-4CREDITS-4 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE (40) & ESE (60)] |

**Objectives:**

1. To help students in understanding the concepts and the basic principles of guidance & counseling, their need and application to the process of education.
2. To acquaint the student with a theoretical background for educational vocational and personal guidance.
3. To acquaint the students with organization frame work for various guidance services.

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| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Meaning, Nature, Scope and the process of Guidance:**1. Meaning, scope, aims of guidance and counseling.
2. Need for guidance and counseling in education.
3. Areas of guidance:
4. Educational.
5. Vocational.
6. Personal.
 | 12 |
| **2** | **Guidance Services and role of personnel:**1. Guidance services: Individual Inventory, Information, Counseling, Placement, Follow up.
2. Group guidance.
3. Role of personnel in guidance program
 | 12 |
| **3** | **Organization of Guidance Programme at different levels:** 1. School level
2. College level
3. Essentials of good guidance program.
4. Psychology of careers:
5. Concept and significance.
6. Vocational development.
7. Job analysis: concept, need and importance.
 | 12 |
| **4** | 1. **Theories of counseling:**

Brief introduction of :1. Psycho analytical theory
2. Cognitive theory
3. Back theory
4. Behavioural theory
 | 12 |
| **5.** | **Current issues in Guidance and Counseling**1. Problems of guidance in India.
2. Evaluation in guidance and counseling.
3. Status of Researches in guidance and counseling in India.
 | 12 |
|  | **Total** | **60** |

 **Practicum/ Graded Assignments:**

1. Symposium on identification of the cases for counseling and adopting the techniques of counseling related case problem
2. PPT presentation on problems of guidance in India.
3. Preparation of set up a guidance centre at school level and college level.
4. Case study of a child and suggested scheme for that.
5. Prepare a list of researches on conducted guidance and counseling in India.

**Note: Scheme of CIE**

* Class tests : 10marks
* Assignments : 10marks
* Two Mid Terms : 20marks

40marks

**Recommended** **Books:**

1. S.S. Chauhan (1982); Principles and Techniques of Guidance, Vikas Publishing House Pvt. Ltd. New Delhi.
2. Crow and Crow (1964); Introduction to Guidance, Publishing House Pvt. Ltd. New Delhi.
3. Dosajh, N.L. (1969); Guidance Services In India, Arya Book Depot., New Delhi
4. Kochhar, S.K. (1984); Educational and Vocational Guidance in Secondary Schools, Sterling Publishers Pvt. Ltd.
5. L.F. Moser and Moser R.S.; Counseling and Guidance an Explanation.
6. Donald Super (1965); Counseling in the Secondary Schools, Harper and Row, New Delhi.
7. Robert Smith and Erickson (1953); Organization and administration of guidance service, Mc- Graw Hill Book Co. Inc. London.
8. banq nwos ,ao vjfoan ikVd (1987); funsZ'ku ds ewyrRo , jkt- fganh xza vdkneh ]t;iqj



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2015-17**

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| **PLANNING AND MANAGEMENT OF EDUCATION – I** | **[ED-515]** |

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| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-4CREDITS-4 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE (40) & ESE (60)] |

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

1. Identify the need, scope and purpose of educational planning in terms of national and community needs,
2. Develop the skills in planning and using a variety of administrative strategies,
3. Explain the role and contribution of different agencies/ contribution in educational planning,
4. To help them determine and implement objectives of planning on the basis of individual needs of the students.

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| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Concept, Need and Process of Educational Planning:**1. Concept and nature of Educational Planning.
2. Need and importance of Educational Planning.
3. Types of Educational Planning.
4. Institutional planning.
5. Critical view of Educational Planning in India
 | 12 |
| **2** |  **Principles and Techniques of Educational Planning**1. Guiding principles of educational planning
2. Methods and techniques of planning.
3. Approaches to Educational Planning.
4. Social demand approach.
5. Man-power approach.
 | 12 |
| **3** | **Planning Mechanisms:**1. Perspective planning at central, state and local levels: concepts of macro and micro planning.
2. Priorities to be given at central and state levels.
3. Perspective plan for education in the 11th Five Year plan.
4. Institutional structures and functions: NUEPA, SIEMATs, SCERTs and DIETs.
 | 12 |
| **4** | **Planning Machineries:**1. Central.
2. State.
3. District.
4. Institutional Planning.
 | **12** |
| **5** | **Five year Plan in education:**1. Beginning of Five year plans-its historical background.
2. Main features of five year plans with special reference to education.
3. Impact of five year plans on education.
4. Five year plans-merits and demerits.
 | **12** |
|  | **Total** | **60** |

 **Practicum/ Graded Assignments:**

1. Discussion on debate on educational planning in India.
2. Preparation of a draft of institutional plan of any school.
3. Presentation before the class role/ functions of any planning machinery.
4. Preparing a file on education in five year plans.
5. Case study of a school management system.

**Note: Scheme of CIE**

* Class tests : 10marks
* Assignments : 10marks
* Two Mid Terms : 20marks

40marks

**Recommended books:**

1. Institute for Health Sector Development (2005): Sector-wide Approach in Education. Comparative Education, 31(1).
2. Less Bell & Howard Stevenson (2006): Education Policy: Process, Themes and Importance. Routledge.
3. Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): Rethinking Decentralization in Developing Countries. Washington, D.C. World Bank.
4. Nanjundappa, D.M. (1995): Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning. B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.
5. Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. Economic and Political Weekly, June 25, pp. 2822-32.
6. Psacharopolous, G. (ed.) (1985): Planning of Education: Where Do We Stand? Washington, World Bank.
7. Psacharopolous, G. (ed.) (1987): Economics of Education: Research of Studies. Oxford, Pergamon.
8. Scheerens, Jaap (2000): Improving School Effectiveness. Paris: International Institute for Educational Planning.
9. Tilak, J.B.G. (1988). Cost of Education In India: International Journal of Educational Development
10. Tilak, J.B.G. (1992). Educational Planning at Grassroots. Ashish Publications. New Delhi.
11. Unesco, Institutes for statistics (2001), Education Indicators, Technical Guidelines, Montreal Canada.



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**2015-17**

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| **DISTANCE EDUCATION AND OPEN LEARNING-I** | **[ED-517 ]** |

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| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-4CREDITS-4 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE (40) & ESE (60)] |

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

1. Understand the concept of distance education.
2. Distinguish between correspondence education, distance education, and open learning
3. Reflect on the socio-economic and socio-political issues which the institutions of education in India are currently faced with discuss the socio-academic relevance of distance education.
4. Develop an insight and examine critically the objectives of distance education,
5. Understand the nature of distance learners and distance learning process,
6. Describe SQ3R techniques and adopt the same technique for their study purpose list the importance of self learning material and relevant comprehension skills,
7. Discuss various evaluation techniques and its relevance to distance learning.

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| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Growth and Philosophy of Distance Education**1. Distance Education: significance, meaning, concept and epistemology.
2. Goals and objectives of Distance Education.
3. Philosophical foundations of distance education, historical perspectives, growth of distance learning system, International Council of Correspondence Education, International Council of Distance Education.
4. Issues in Distance Education-quantity, quality, relevance and effectiveness.
5. Present status of distance education system, quality assurance and challenges in distance education.
 | 12 |
| **2** | **Learner and Learning Process in Distance Education**1. Distance learners: nature and characteristics, motivational factors and types of learners-successful, non-starter and mild course dropouts.
2. Distance Education process: nature of adult learning, Andragogy of distance learning: role of self learning in distance education, reading skills, stages of reading, taxonomy of reading-Barrett’s taxonomy of reading comprehension; teaching reading comprehension skills; concept mapping.
3. Significance of study skills in distance learning.
4. Problems of Distance learners-isolation and lack of motivation etc.
 | 12 |
| **3** | **Self Learning Material (SLM) in Distance Education**1. Instructional material in Distance Education-SLMs, assignment, audio-visual aids, use of ICT.
2. Self learning material: meaning, scope, importance and characteristics.
3. Types of SLM in distance learning-print, audio, video, interactive, online, and web-based.
4. Role of SLM in distance education (print and non print).
5. Course design-need assessment, planning of SLM.
 | 12 |
| **4** | **Instructional Process in Distance Education & Open Learning**1. Distance tuition-meaning and concept, Distance tutor-difference between a classroom and distance tutor.
2. Tutor Comments-significance of tutor comments, levels of tutor communication (academic, personal and supplemental communication).
3. Types of Tutor Comments-Positive Comments, Constructive Comments, Null Comments, Hollow Comments, Harmful Comments, Misleading Comments, Negative Comments, Global Comments and Personal Comments.
 | 12 |
| **5** | **Evaluation Procedure in Distance Education**1. Meaning, concept, and need of evaluation in DE.
2. Difference between evaluation in traditional learning and distance learning.
3. Comprehensive and continuous evaluation in DE.
4. Formative evaluation in DE-role of tutor comments in motivation of distance learners Summative evaluation.
5. Techniques of evaluation in Distance Education. Dropout in distance learning and factors carrying distance learning.
 | 12 |
|  | **Total** | **60** |

**Practicum/ Graded Assignments:**

1. Discussion / debate on issues in Distance Education regarding quality and relevance.
2. Prepare a self learning material on any unit of your subject.
3. PPP on techniques of evaluation in distance education.
4. Review of a book on distance education.
5. Visit to a regional study centre and observation of the functioning of the distance mode.

**Note: Scheme of CIE**

* Class tests : 10marks
* Assignments : 10marks
* Two Mid Terms : 20marks

40marks

**Recommended books:**

1. Criscito Pat (2004): Barron‘s Guide To Distance Learning**.**Barron's E Publisher.
2. Daniel, J.S. et al; (1982): Learning at a Distance: A world Perspective. Athabasca

University, Edmonton.

1. Garrison, D.R. (1989): Understanding Distance Education Framework for
2. Future. Routledge, Chapman and Hall, London.
3. Holmberg, B. (1989): Theory and Practice of Distance Education. Routledge,

Chapman & Hall, London.

1. IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 & 3).
2. IGNOU, New Delhi. Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.
3. Keegan, D. (1989): Foundations of Distance Education, London: Routledge.
4. Race, Phil (1994): The Open Learning Handbook, Second Edition, London:

Kogan Page.

1. Rathore, H, C, S, (1993): Management of Distance Education in India. New Delhi:

Ashish Publishing House.

1. Rumble Grevile and Harry, Keith (1982): The Distance Teaching Universitities. London. Croom Helm Ltd.



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2015-17**

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| **INCLUSIVE EDUCATION-I** | **[ED-519 ]** |

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| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-4CREDITS-4 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE (40) & ESE (60)] |

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

* + - 1. Understand the global and national commitments towards the education of children with diverse needs,
1. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
2. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
3. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
4. Analyze special education, integrated education, mainstream and inclusive education practices,
5. Identify and utilize existing resources for promoting inclusive practice.

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| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Introduction to Inclusive Education**1. Definition, concept and importance of inclusive education.
2. Historical perspectives on education of children with diverse needs.
3. Difference between special education, integrated education and inclusive education.
4. Advantages of inclusive education for education for all children.
 | 12 |
| **2** | **Recommendations of Education Commissions and Committees on****restructuring policies and practices to respond to diversity:****International Initiatives**1. The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and10 &12).
2. The World Conference on Special needs Education and the Salamanca Statement

**National Initiatives**1. Integrated Education for Disabled Children (IEDC, 1974).

**Current Laws and Policy Perspectives supporting IE for children with** **diverse needs**1. The Mental Health Act 1987.
2. Rehabilitation Council of India Act, 1992
3. The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).
4. The National Trust for the Welfare of Persons with autism, cerbral palsy, mental retardation and Multiple Disabilities Act 1999.
 | 12 |
| **3** | **Preparation for Inclusive Education**1. Concept and meaning of diverse needs.
2. Brief account of existing special, integrated and inclusive education services in India.
3. Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
4. Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.
 | 12 |
| **4** | **Handling the Children with Diverse Needs:**1. Importance of early detection, Functional assessment for development of compensatory skills.
2. Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
3. Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.
4. Role of technology for meeting diverse needs of learners.
 | 12 |
| **5** | **Utilization of Resources**1. Concept and importance of human and material resources.
2. Types of services approaches, strategies, personnel involved and their specific roles and responsibilities.
3. Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community.
4. Identifying the required resources for children with varied special needs
 | 12 |
|  | **Total** | **60** |

 **Practicum/ Graded Assignments:**

1. Lecture cum discussion on the advantages of the Inclusive Education.
2. Preparing the file of National Initiative for Inclusive Children.
3. Prepare a plan for building Inclusive Learning friendly classrooms.
4. PPP on role of technology for meeting the diverse needs of learners.
5. Survey of the resources available in the comity for creating conducive environment in Inclusive School.

**Note: Scheme of CIE**

* Class tests : 10marks
* Assignments : 10marks
* Two Mid Terms : 20marks

40marks

**Recommended books:**

* + - 1. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
			2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
			3. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
			4. Jha. M.( 2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.

5. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.

6. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2015-17**

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| **ELEMENTARY EDUCATION**  | **[ED-507]** |

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| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-4CREDITS-4 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE (40) & ESE (60)] |

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

* + - 1. Understand the need and significance of childhood care and education
			2. Understand the policy perspectives on El.Ed. in India and world
			3. Understand social and personal development of children at Elementary level.
			4. Understand the quality dimensions i.e. curriculum, programmes and work force for Elementary level.
1. Develop knowledge and skills for research and evaluation in El. Ed. and training of

personnel.

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| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **El.Ed. : Policy and Perspectives:**1. Concept, significance and objectives of El.Ed.
2. El.Ed. in India: Policies and Programmes in National Policy on Education NPE (1986) and POA (1992), National Plan of Action for Children, 1992 and; National Curriculum Framework (2005).
3. El.Ed. in Global Perspective: concerns and issues.
 | 12 |
| **2** | **Psycho – Social Context in El.Ed.**1. Developmental characteristics and norms – physical, cognitive, language and socio-emotional.
2. Transition from home to school – issues and concerns.
3. Socio-cultural context in schools and home in construction of knowledge.
 | 12 |
| **3** | **Curriculum for Elementary Education:**1. Curriculum at-
	* 1. Primary level
		2. Upper primary level
2. Programmes of El.Ed. –
	1. DPEP
	2. Sarva Shiksha Abhiyan
3. Scheme –
4. Mid day meal scheme
 | 12 |
| **4** | **Strategies/ Approaches and Resources:**1. Characteristics of programmes for different settings – Primary and Upper primary level.
2. General principles to curricular approaches – activity based play-way, child-centered, theme-based, holistic, joyful, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods - meaning, rationale, selection criteria and method of transaction.
3. Local specific community resources – human and material & their integration in curricular activities; preparation & use of learning materials, community involvement in effective implementation of El.Ed. programmes.
 | 12 |
| **5** | **Training, Research & Evaluation in El.Ed.:**1. Need and significance of personnel involved in El. Ed. programme.
2. Status & nature of training programmes – pre-service & in-service for personnel involved in El. Ed. programme – a critical evaluation, issues and concerns.
3. Areas of research studies in El. Ed.
4. Evaluation of El. Ed. programmes.
 | 12 |
|  | **Total** | **60** |

 **Practicum/ Graded Assignments:**

1. Presentation of different policies and programme on El. Ed. in India.
2. Visit to any one type of Primary/Upper Primary School.
3. Symposium on the general principles to curricular approaches their rational and methods of transaction.
4. Prepare a list of research studies of El. Ed. in India and abroad.
5. Presentation on evaluation of child behavior through different techniques.

 **Note: Scheme of CIE**

* Class tests : 10marks
* Assignments : 10marks
* Two Mid Terms : 20marks

40marks

**Recommended Books:**

1. Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (Ist Ed.). Shipra Publications, New Delhi.
2. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
3. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
4. NCERT (2005). National Curriculum Framework, New Delhi.
5. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi
6. NIPCCD (2002). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.
7. Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2nd Ed.) National Children’s Bureau, London.
8. Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill

Publishing Company, Columbus, Ohio.

1. Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.
2. Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.



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**2015-17**

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| **SECONDARY AND SENIOR SECONDARY EDUCATION-I**  | **[ED-509]** |

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| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-4CREDITS-4 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE (40) & ESE (60)] |

**Objectives**: **On completion of the course the student-teachers will be able to:**

1. Understand the nature-scope and systems of secondary and senior secondary education.
2. Examine the status of development of secondary and senior secondary education in India after Independence.
3. Understand the problem and challenges related to secondary and senior secondary education.
4. Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.

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| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Nature, Scope, function and systems of Secondary and Senior Secondary Education:**Status of Secondary and Senior Secondary:1. Process of teaching-learning of adolescent
2. Exposure to integrated and subject specific streams guidelines and counseling strategies to meet changing physiological and sociological requirements.
3. Education for Multiple Intelligence
4. Educational Projection
 | 12 |
| **2** | **Problems and Challenges of Secondary Education:**1. Problems and challenges related to universalisation of Secondary Education.
2. Problems / challenges / strategies / intervention in relation to access enrolment, dropout, achievement equality of Educational opportunities.
3. Problems of education for girls, disadvantaged and differently abled children and show learners and interventions to solve the problem.
4. Classroom problems discipline, under achievement, lack of motivation slow learners, delinquency and maladjustment.
5. Issues of quality in secondary and senior secondary education Management System of secondary education, Department of Education
 | 12 |
| **3** | **Teacher Education in India at Secondary and Senior** **Secondary Level:**1. Pre-Service and In-service Teacher Education: concept, nature, objectives and scope.
2. Development of teacher education in India at secondary and senior secondary level, recommendations of various commissions and committees concerning teacher education system.
3. The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education Institutions at secondary level
4. Roles, functions and networking of institutions like UGC, NCERT. NCTE. NUEPA, SCERTs, IASEs and CTE.
5. Issues, concerns and problems of pre-service and in-service teacher education at secondary and senior secondary level.
 | 12 |
| **4** | **Secondary Education Management Information** **System (Semis) and Assessment and Evaluation:**1. CCE in Teacher Education formative & simulative..
2. Evaluation of school experience/internship programmes.
3. Assessment of teaching proficiency: criterion, tools and techniques.
4. Course mapping at senior secondary level
5. Interactive technologies-teleconferencing, e-learning, designing of e-content.
6. EDUSAT for teacher professional development programme (CPD).
 | 12 |
| **5** | **CURRICULUM AND EVALUATION OF SECONDARY****EDUCATION**:1. Principles of School Curriculum Development at Secondary and Senior Secondary Level
2. Formative and summative evaluation; norm referenced and criterion reference evaluation.
3. Evaluation of school experience/internship programmes.
4. Assessment of teaching proficiency: criterion, tools and techniques.
5. Organisation and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment.
 | 12 |
|  | **Total** | **60** |

**Practicum/ Graded Assignments:**

1. Lecture cum discussion on ‘Multiple Intelligence’.
2. Identification of the problems of slow learners and suggest the scheme for measures to solving their problems.
3. Assignment on recommendations of various commissions and committees concerning Teacher Education system in India.
4. Presentation on appraisal of any one of interactive technology for professional development of teachers.
5. Write a report on internship program on the basis of your experiences.

**Note: Scheme of CIE**

* Class tests : 10marks
* Assignments : 10marks
* Two Mid Terms : 20marks

40marks

**Recommended books:**

1. Professional Development of Teachers. Maidenhead, Brinks Open University Press.
2. Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.
3. NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation NCTE New Delhi.
4. Reimers, Eleonora Villegas (2003): Teacher Professional development: an international review of the literature. UNESCO: IIEP, Paris.
5. Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi
6. Sudesh Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
7. Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi
8. Govt. of India (1953) Report of Secondary Education Commission, New Delhi
9. Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
10. Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
11. Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs

NCERT, New Delhi

1. NCERT (1997) Code of Professional Ethics for Teachers



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2015-17**

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| **FIELD ATTACHMENT– I (WITH SCHOOLS/ TEACHER INSTITUTION)** | **[FA- 501]** |

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| **I-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKCREDITS-2 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE (100)] |

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| **S. No.**  |  | **Internal/ External Assessment**  |
|  | Attendance  | 2 Credits (Internal) |
| 2. | Observations in the school (activities)  |
| 3. | Observation of a regular teacher  |
| 4. | Assistance work in the school internship  |



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2015-17**

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| **SOCIO-ECONOMIC AND POLITICAL ASPECTS OF EDUCATION** | **[ED 502]** |

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| **II-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-4CREDITS-4 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE (40) & ESE (60)] |

**Objectives:**

1. Student will be able to understand the socialistic pattern of society.
2. Students will be able to understand the education as an industry and inter relationship between economics and education.
3. Student will be able to identify the different characteristics of contemporary political system.
4. Student will be able to understand the role of education in different political systems.

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| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Socialistic pattern of society:**1. Nature of Socialistic pattern of society.
2. Necessary condition for Socialistic pattern of society.
3. Objectives of a Socialistic pattern of society.
4. Education for Socialistic pattern of society.
5. Eradication of social evils through education.
 | 12 |
| **2** | **Education for economic growth:**1. Meaning, concept of economics.
2. Concept of economics goods: material and non-material goods.
3. Education as a economic goods.
4. Education as a producer and consumer goods.
5. Education as an industry.
 | 12 |
| **3** | **Classification of capital:**1. Capital goods.
2. Human capital.
3. Social capital.
4. Intellectual capital.
5. Factors affecting human capital.
 | 12 |
| **4** |  **Interrelationship between economics and education:**1. Aims of education (vocational aim).
2. Economics for educational development.
3. Economics for a better producer for personal and society.
4. Education is an investment in economic terms.
5. Education as a guarantee for economic security.
 | 12 |
| **5** | **Education and political system:** 1. Concept of political system.
2. Political systems in different types of states.
3. Relationship of education with political systems.
4. Theory of states:
5. Classical theory.
6. Marxism theory.
7. Progressive liberal theory.
8. Nationalist totalitarians theory.
9. Contemporary political system: concept and education in the system:-
10. Fascism
11. Communism
12. Socialism
13. Democrative.
 | 12 |
|  | **Total** | **60** |

 **Practicum/ Graded Assignments:**

1. Preparation of a plan for eradication of social evils through education.
2. Presentation on classification of capital and factors affecting human capital.
3. Write an essay on how education as a guarantee for economic security?
4. Debate on democratic system vs communism.
5. Discussion on Education as an industry.

**Note: Scheme of CIE**

* Class tests : 10marks
* Assignments : 10marks
* Two Mid Terms : 20marks

40marks

**Recommended Books:**

1. S. K. Murthy ; Philosophical and sociological foundation of education , Vinod Pustak Mandir
2. Gargi Sharan Misra (2008); Today education tomorrows nation, Patheya Pub. , Jabalpur
3. R. K. Sharma and Strikrishna Dubey; Shiksha Sidhant and Adhmik Bharat mein Shiksha
4. Dr. Ashok Kumar; Shiksha kai Saqmajik Adhar , University Pub., Jaipur.
5. N.R. Saxena (1996); Philosophical and sociological foundations of education, Usha Pub., Meerut.



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2015-17**

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| **METHODOLOGY OF EDUCATIONAL RESEARCH-II** | **[Ed 504]** |

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| **II-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-4CREDITS-4 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE-(40) & ESE- (60)] |

**Objectives:**

1. To develop understanding and skill in using quantitative and qualitative techniques of data analysis.
2. To develop understanding and skill to interpret a given set of data after analysis.
3. To enable the student to write a research report in a proper way.
4. To enable the student to know and aware the status of research in India and abroad.

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| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** |  **Tools & Techniques of Data Collection** 1. Standardized and non-standardized: self constructed test & different type of psychological tests.
2. Questionnaire, Interview, observation, schedule, attitude scales, Rating scales, check lists
3. Case study technique and focus group discussion.
 | 12 |
| **2** | **Analysis of Data**1. Qualitative Analysis & Quantitative Analysis.
2. Need and importance of Statistics: Mean, Median, Mode, Standard deviation, Correlation.
3. Measures of reliability: Central tendencies.

Measures of variability: Percentages & Correlation.1. t-test F-Ratio test, chi-square test, content analysis.
2. Use of computer & internet in research: data analysis, data organization, presentation, report writing.
 | 12 |
| **3** | **Interpretation of data**1. Meaning and importance of data interpretation.
2. Need of interpretation of data in research.
3. Techniques and steps of data interpretation.
4. Precautions to be taken by the research scholar during interpretation.
 | 12 |
| **4** | **Writing the Research Report:** 1. Use of library, importance of taking notes, reference material.
2. Characteristics of a good research report.
3. How to right the research report.
4. Criteria for evaluation of a research report.
 | 12 |
| **5** | **Review of Educational Research in India & Abroad:** 1. History of Research in Education in India & Abroad.
2. Present status of Research in India & abroad.
3. Recent trends in different areas of research.
4. Interdisciplinary approach: an emerging trend in the field of research.
 | 12 |
|  | **Total** | **60** |

 **Practicum/ Graded Assignments:**

1. Preparation of a tool- questionnaire/ rating scale/ observation schedule.
2. Discussion on need and importance of qualitative analysis.
3. Presentation on use of computer and internet in research.
4. Prepare a format for evaluation of a research report.
5. Debate on interdisciplinary approach vs single discipline approach.

**Note: Scheme of CIE**

* Class tests : 10marks
* Assignments : 10marks
* Two Mid Terms : 20marks

40marks

**Recommended Books:**

1. Corey, Stephen M; Action Research to Improve School Practices, New York, Bureau of Publication, Columbia University
2. Guilfore J.P.; Fundamental Statistics in Psychology and Education, London Mc. Graw Hill Book Co.
3. Shiltz & Jahoda; Research Methods in Social Relations, London, Methuen & Co.
4. Dr. B.N. Ray; Anusandhan Parichay, Vinod Pusttak Mandir
5. R.S. Sharma; Shiksha Anusandhan Lekhan, Kamal Book Depot, Meerut.
6. R. A. Sharma ; Educational Research
7. Kaul, Lokesh (1984).; Methodology of Educational Research, New Delhi: Vikas Publications.
8. Kerlinger, F.N. (1986). ; Foundations of Behavioural Research, Fort Worth, TX: Harc Court Bmce Jovanovich



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**SCHOOL OF EDUCATION**

**DETAILED SYLLABUS**

**2015-17**

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| **CURRICULUM DEVELOPMENT**  | **[ED506 ]** |

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| **II-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-4CREDITS-4 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE (40) & ESE (60)] |

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

1. Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage.
2. Reflect on the need and importance of work experience, art education and health and physical education.
3. Understand the importance of teaching of language and mathematics at elementary level.
4. Develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS elementary level.
5. Develop research insight for curriculum development in elementary education.

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| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Understanding the modern curriculum:**1. Meaning, concept and the importance of the modern curriculum.
2. Types of curriculum design: core curriculum, subject centered and activity centered.
3. Process of curriculum development: Progress of determining of curriculum content, the acceptance of authority progress ; factors determining sequence of content
4. Problems in curriculum construction
5. Proposal for curriculum in India: report of commission and policies.
 | 12 |
| **2** |  **Preparation of frame work of curriculum:**1. Developing of frame work of curriculum
2. Adding new units in curriculum.
3. Preparing and disseminating resource unit.
4. Experimenting the resource unit.
5. Modifying and consolidating.
 | 12 |
| **3** | **Approaches to curriculum:**1. Behavioral, rational approach.
2. System-managerial approach.
3. Interaction academic approach.
4. Humanistic-aesthetical approach.
5. Re-conceptualist approach.
 | 12 |
| **4** | **Implementation procedure of curriculum:**1. Introducing new staff to the curriculum.
2. Orienting teacher’s for teaching strategies.
3. System approach to teaching.
4. Individualize and group instruction.
5. Teaching for creative thinking and understanding.
 | 12 |
| **5** | **Challenges for curriculum policy makers:**1. Global challenge.
2. Intrinsic to education.
3. Nation specific challenge.
4. Monitoring.
5. Problems of syllabus improvement.
 | 12 |

**Practicum/ Graded Assignments:**

1. PPP on process of curriculum development.
2. Presentation on any approach to curriculum framing.
3. Discussion on individualized and group instruction.
4. Appraisal of B.Ed. curriculum.
5. Critical evaluation of curriculum of any Board/ University.

**Note: Scheme of CIE**

* Class tests : 10marks
* Assignments : 10marks
* Two Mid Terms : 20marks

40marks

**Recommended Books:**

1. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
2. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
3. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
4. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
5. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
6. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
7. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
8. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
9. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.



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| **ELEMENTARY EDUCATION -II** | **[ED-508 ]** |

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| **II-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-4CREDITS-4 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE (40) & ESE (60)] |

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

1. Gain insight into the need and objectives of elementary teacher education.
2. Understand the development of elementary teacher education in post-independent India.
3. Gain insight into the existing pre-service teacher education programmes and their organizational aspects.
4. Develop understanding of the needs, importance and existing practices of in- service education of teachers and functionaries associated with elementary Education.
5. Develop understanding of status of elementary teachers and the problems and issues related to professional growth.

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| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Teaching as a Profession:**1. Teaching skills and competencies required of an elementary school teacher, the need for education and training of teachers; code of ethics.
2. Expectations of NCF 2005 from teacher as a professional practitioner; Academic and professional qualification of an elementary school teacher – analysis of status; Teaching as profession – analysis of present status and types of personnel recruited as teachers.
 | 12 |
| **2** | **Pre-service Teacher Education and Teacher Education Curriculum at** **Elementary level:**1. Rationale for pre-service teacher education, review of existing practices in different stages – structure and components, weightage, duration, eligibility requirements.
2. Theoretical inputs in teacher education, foundation courses and teaching methods of different school subjects – content, rationale, objectives and organization.
3. Organising learning skills – awareness, observation, practice in simulated and practice in real conditions, internship, laboratory, school attachment.
4. Supervising student teaching – objectives, tools and techniques Evaluation in teacher education – theory, skills and competencies, attitudes and values – tools and techniques.
 | 12 |
| **3** | **Teacher Training Methods and Techniques:**1. Making training participatory – methods and techniques, delivery of training – modes, methods and techniques; democratisation, lecture-cum discussion, work sessions, skills practice sessions, micro teaching simulations, role-play, peer teaching, projects, modular and mini course.
2. Using ET resources in training – films, studios and videos.
 | 12 |
| **4** | **In-service Teacher Training:** 1. Complementary nature of pre and in-service teacher education – need for in- service training, objectives of in-service training, planning in in-service training, identifying training needs, determining objectives, content and methodology; monitoring, evaluation, reporting and follow-up of in-service training programme.
2. Different formats – workshops, seminars, institutes, courses and their features.
3. Enhancing effectiveness of in-service training – school based, INSET, recurrent INSET, setting up thematic priorities (subjects and skills)
 | 12 |
| **5** | **Resource Institutions for Teachers and Trainers:**1. Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCERTs, RIEs, NCERT – objectives, structure, functions and programmes.
2. NCTE – objectives, functions and roles in quality control of teacher education.
3. Professional associations of teachers/trainers – roles and functions
 | 12 |
|  | **Total** | **60** |

 **Practicum/ Graded Assignments:**

1. Appraisal of NCF 2005 from the teacher’s professional point of view.
2. Presentation on simulated and real practice.
3. Discussion on training modes at elementary level.
4. Graded assignment on in-service teacher education program for elementary teachers.
5. Preparation of organizational plan of workshop/seminar/panel discussion on any theme related to teacher education at elementary level.

**Note: Scheme of CIE**

* Class tests : 10marks
* Assignments : 10marks
* Two Mid Terms : 20marks

40marks

**Recommended Books:**

1. The study of primary education (1984); A source Book Vol. – I & II.
2. NCERT (1991); Elementary Teacher Education curriculum guidelines and syllabai; New Delhi.
3. National curriculum for elementary and secondary education (1998); a frame work NCERT, New Delhi.
4. Celin Richards (1984); the study of primary education and resource book vol. - I.
5. Hayes, denis (2008); Primary teacher today an introduction, Routledge Pub. UK.
6. Kurrian, J (1993); Elementary Education in India, Concept Pub. New Delhi.
7. Mohanty, J.N. (2000); Primary and Elementary Education; Deep and Deep Pub. New Delhi.
8. Roa, V. K. (2007); Universalization of Elementary Education, Indian Pub. New Delhi.
9. Sharma ram Nath (2002); Indian Education at the cross road, Shubhi Pub. New Delhi.
10. National curriculum framework (NCF 2005), NCERT, New Delhi.



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**DETAILED SYLLABUS**

**2015-17**

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| **SECONDARY EDUCATION-II** | **[ED-510 ]** |

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| **II-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKLECTURES-4CREDITS-4 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE (40) & ESE (60)] |

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

1. Develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
2. Reflect on the need and importance of work experience, art education, health physical education and working with the community.
3. Understand the importance of teaching of language science and mathematics at secondary level
4. Develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level
5. Develop research insight for curriculum development in elementary education.
6. Understand the nature and uses of different types of tools and techniques of evaluation in education acquire the skill to construct the achievement and diagnostic tests.

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| **Unit** | **Contents of the Subject** | **No. of Teaching Periods required** |
| **1** | **Principles of School Curriculum Development at Secondary and Senior** **Secondary Level:**Concept, components and determinants of curriculum; principles of curriculum construction, criteria for selection and organisation of content and learning activities; designing integrated and interdisciplinary learning experiences different.**Principles of School Curriculum Development at Secondary and Senior** **Secondary Level**Perspectives to curriculum transaction and their synthesis – behaviouristic, cognitive and constructivist; evaluation of curriculum – formative and summative; The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges. | 12 |
| **2** | **Language Curriculum:**Focus on three (3) language formula emphasing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction.English needs to find its place along with other Indian Languages **–**Multilingual character of the classroom. | 12 |
| **3** | **Science Curriculum:**1. Science as a composite discipline at secondary stage.
2. Systematic experimentation as a tool to discover/verify theoretical principles and working on locally significant projects involving science and technology.
3. Introduction of science as separate discipline such as Physics, Chemistry, Mathematics, Biology etc with emphasis on experiments/technology and problem solving.
4. Rationalization of curriculum load to avoid steep gradient between secondary and higher secondary syllabi.
5. Need to identify core topics of a discipline at +2 levels taxing into account recent advances in the field
 | 12 |
| **4** | **Social Science Curriculum:**1. Focus on conceptual understanding rather than living up facts, ability to think independently and reflect critically on social issues.
2. At secondary stage social sciences comprise history, geography, sociology, political science and economics.
3. At + 2 stage disciplines like political science, geography, history economics, sociology and psychology will be introduced.
 | 12 |
| **5** | **Educational Evaluation - Tools and Techniques**1. Meaning nature and functions of evaluation, difference between measurement, and evaluation, assessment, testing, appraisal and examination, Types of evaluation - formative, diagnostic and summative evaluation. Continuous and comprehensive evaluation. Testing and Non-testing tools of evaluation-essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records, question bank, grading.
2. Characteristics of good test-objectivity, reliability, validity, usability, written, oral and observation, planning of tests; content-analysis, writing objective in behavioral terms; construction of blue-print of test writing of test items; assembling the test items and writing directions; planning key/scheme of evaluation; tryout and item analysis, difficulty value and discrimination power, construction of a diagnostic test-steps and guidelines
3. Construction of Achievement test, objective types, short answer type, multiple choice type, essay, interpretation of test results - norm-referenced and criterion- referenced, use of tests.
 | 12 |
|  | **Total** | **60** |

**Practicum/ Graded Assignments:**

1. Presentation of criteria for selections and organization of content in construction of a curriculum of secondary level.
2. Discussion on the importance of three language formula.
3. Debate on science as a composite discipline at secondary stage.
4. PPT on testing and non-testing tools of evaluation and need and importance of any one tool above mentioned.
5. Prepare a list of achievement on any unit of your course/subject using different types of question.
6. Critical analysis of secondary board paper of social studies.

**Note: Scheme of CIE**

* Class tests : 10marks
* Assignments : 10marks
* Two Mid Terms : 20marks

40marks

**Recommended Books:**

1. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
2. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
3. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
4. Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co. Reddy, B. (2007): Principles of curriculum planning and development.
5. Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
6. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
7. NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi



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**DETAILED SYLLABUS**

**2015-17**

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| **FIELD ATTACHMENT– II (WITH SCHOOLS/ TEACHER INSTITUTION)** | **[Pr- 504]** |

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| **II-SEM. M.Ed.** | **EVALUATION** |
| SCHEDULE PER WEEKCREDITS-2 | EXAMINATION TIME = (3) HOURSMAX. MARKS = 100[CIE (100)] |

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| **S. No.**  |  | **Internal/ External Assessment**  |
| 1. | Attendance | 2 Credits (Internal) |
| 2. | Lecture delivery in the teacher educational institute  |
| 3. | Observation of a regular teacher educator  |
| 4. | Assistance work in the school internship |