M. Ed. Programme
Course Structure & Syllabus

Department of Educational Studies
Faculty of Education
Jamia Millia Islamia
New Delhi-110025

CONTENTS

* The break-up of continuous assessment and end-term examination shall be 40:60 with effect from the batch 2025-27, wherein, 40 marks shall be for continuous assessment and 60 marks shall be for end-term examination. The duration of the end-term exam shall be 2 hours.

Objectives of the M. Ed. Programme:

- To enable the students to develop commitment and motivation towards lifelong learning as well as future vision and ambitions to improve their profession.
- To enable the students to understand, acquire the knowledge of educational philosophy, psychology and sociology as the basis of foundations of education and apply the body of knowledge to their profession.
- To enable the students to develop specialization in the fields of education viz. Philosophy, Psychology, Sociology, Language, Economics, Science and Technology, etc to emerge as champions.
- To develop research competence among the students to undertake and conduct educational research.
- To prepare the students to set the benchmark of professional competence, intellectual belief and integrity.
- To develop the spirit of enquiry, critical thinking and scientific temper among the students and to prepare them as reflective practitioners.
- To acquaint the students to the human positive strengths, values and the ways lead to happiness and well-being.

- To equip the students with the knowledge of new technologies in education and enable them to integrate with the knowledge of content and pedagogy as to become effective practitioners.

Graduate Attributes of the M. Ed. Programme

On successful completion of the programme, the M. Ed. graduates will demonstrate the following attributes:

1. **Lifelong Learning & Visionary Leadership**
   Graduates will exhibit commitment to ongoing professional growth, articulate a clear future vision for their practice, and proactively pursue opportunities to enhance their educational impact.
2. **Foundational Knowledge Integration**
   Graduates will apply a deep understanding of educational philosophy, psychology, and sociology to inform and enrich their teaching, leadership, and policy decisions.
3. **Subject Matter Specialization**
   Graduates will attain and demonstrate advanced expertise in a chosen domain (e.g., Philosophy, Psychology, Sociology, Language, Economics, Science and Technology), positioning themselves as champions and leaders in that field.
4. **Research Competence**
   Graduates will design, conduct, and critically evaluate educational research, using appropriate methodologies to contribute new insights to the field.
5. **Professional Integrity & Ethical Practice**
   Graduates will uphold the highest standards of professional competence, intellectual honesty, and ethical conduct in all educational contexts.
6. **Critical Inquiry & Reflective Practice**
   Graduates will employ critical thinking, scientific temper, and reflective self evaluation to continuously refine their practice and respond adaptively to educational challenges.
7. **Well Being & Positive Human Development**
   Graduates will foster and model positive human strengths, values, and practices that promote happiness, resilience, and holistic well being in themselves and their learning communities.
8. **Technological Pedagogical Content Expertise**
   Graduates will skillfully integrate emerging educational technologies with subject matter content and sound pedagogical strategies to design effective learning experiences.

M.Ed. Programme

STRUCTURE & SYLLABUS

CREDIT DISTRIBUTION

SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV	TOTAL CREDITS
18	21	18	23	80

Year-wise Course Structure

M.Ed. CURRICULUM (I Year)

S. NO.	MAJOR COMPONENTS	AREAS COVERED	DESCRIPTION	CREDITS
1(i)	COMMON CORE (THEORY + PRACTICUM)	PERSPECTIVE COURSES	(i) PHILOSOPHICAL FOUNDATIONS OF EDUCATION (ii) PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (iii) SOCIOLOGICAL FOUNDATIONS OF EDUCATION (iv) ECONOMY, POLITICS AND EDUCATION (v) EDUCATIONAL STUDIES (vi) CURRICULUM STUDIES	4 8 4 2 2 2
			TOTAL CREDITS	**22**
(ii)		TOOL COURSES	(i) RESEARCH METHODS IN EDUCATION (ii) ACADEMIC WRITING (iii) ICT SKILLS (iv) SELF DEVELOPMENT INCLUDING YOGA AND COMMUNICATION SKILLS	8 2 2 2
(iii)		TEACHER EDUCATION COURSE	(i) TEACHER EDUCATION	8
			TOTAL CREDITS	**44**

M.Ed. CURRICULUM (II Year)

S. NO.	MAJOR COMPONENTS	AREAS COVERED	DESCRIPTION	CREDITS

2 (i)	SPECIALISATIONS (THEORY + PRACTICUM)	STAGE SPECIFIC, PEDAGOGY SPECIFIC, & THEME BASED SPECIALISATIONS	(I) Stage Specific Specialisation (Any one) (i) HISTORY, STATUS POLICIES AND ISSUES IN ELEMENTARY EDUCATION (ii) HISTORY, STATUS POLICIES AND ISSUES IN SECONDARY EDUCATION (iii) HISTORY, STATUS POLICIES AND ISSUES IN HIGHER EDUCATION	4
			(II) School Pedagogy Specific Specialisation (Any one) (i) LANGUAGE EDUCATION (ii) MATHEMATICS EDUCATION (iii) SOCIAL SCIENCE EDUCATION (iv) SCIENCE EDUCATION	4
			(III)Theme based Specialisation (Any one) (i) EDUCATIONAL ADMINISTRATION (ii) EDUCATIONAL TECHNOLOGY (iii) EDUCATIONAL MEASUREMENT AND EVALUATION (iv) GUIDANCE AND COUNSELLING (v) CURRICULUM DEVELOPMENT	8
			TOTAL CREDITS	**16**
(ii)	INTERNSHIP	In Teacher Education Institutions and Other Theme-based Specialisation related institutions	(i) Phase-I (Internship in Institutions related to theme based specialisation) (ii) Phase-II (Internship in Teacher Education Institutions)	4 4
			TOTAL CREDITS	**8**
(iii)	RESEARCH (LEADING TO DISSERTATION)	RELATED TO CORE PAPERS/ SPECIALISATION	DISSERTATION WORK	**8**
(iv)	COMPREHENSIVE VIVA-VOCE			**4**
			TOTAL CREDITS	**80**

Semester-wise Course Structure

SEMESTER – I (JULY TO DECEMBER)

SL. NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS

1.	I	PHILOSOPHICAL FOUNDATIONS OF EDUCATION	2
2.	II	ADVANCED EDUCATIONAL PSYCHOLOGY	4
3.	III	SOCIOLOGICAL FOUNDATIONS OF EDUCATION	4
4.	IV	EDUCATIONAL STUDIES	2
5.	V	EDUCATIONAL RESEARCH AND STATISTICS	4
6.	T-I	SELF DEVELOPMENT WORKSHOPS	1
7.	T-II	ICT SKILLS	2
8.	ISBI	---	---
		TOTAL CREDITS	18

SEMESTER – II (JANUARY TO MAY)

SL. NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS
1.	VI	PHILOSOPHY OF EDUCATION AND DEVELOPMENT	2
2.	VII	PERSONALITY AND ADJUSTMENT	4
3.	VIII	EDUCATIONAL RESEARCH AND INFERENTIAL STATISTICS	4
4.	IX	ECONOMY,POLITICS AND EDUCATION	2
5.	X	CURRICULUM STUDIES	2
6.	XI	PRE-SERVICE TEACHER EDUCATION	4
7.		SELF DEVELOPMENT WORKSHOPS	1
8.		ICT SKILLS	1
9.	ISB II-III	PROBLEM IDENTIFICATION	1
		TOTAL CREDITS	20

SEMESTER – III (JULY TO DEC)

SL. NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS
1.		ISB II-III TOOL DEVELOPMENT	1
3.	XII/A/B/C/D/E	LANGUAGE EDUCATION/MATHEMATICS EDUCATION/ SOCIAL SCIENCE EDUCATION/ SCIENCE EDUCATION/ PEDAGOGY OF HIGHER EDUCATION	4
4.	XIII	CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS	4
5.	XIV A/B/C/D/E/F/G	THEME BASED SPECIALISATIONS (ANY ONE) ● UNDERSTANDING EDUCATIONAL ADMINISTRATION ● EDUCATIONAL TECHNOLOGY ● EDUCATIONAL MEASUREMENT AND EVALUATION ● GUIDANCE AND COUNSELLING ● DISTANCE EDUCATION ● CURRICULUM DEVELOPMENT ● GENDER AND EDUCATION	4
6.		ACADEMIC WRITING	1
7.	ISB – III - IV	WRITING PROPOSAL, PROPOSAL PRESENTATION AND TOOL DEVELOPMENT, DATA COLLECTION	
		TOTAL CREDITS	**18**

Sl. No.	Course Code	Title of the Course	Teaching Hours Per Week And Credits
1.	F-1	ISB (III-IV) INTERNSHIP IN INSTITUTION BASED ON SPECIALISATION (TWO WEEKS)	2
	XV/A/B/C	(a) HISTORY, STATUS POLICIES AND ISSUES IN ELEMENTARY EDUCATION (b) HISTORY, STATUS POLICIES AND ISSUES IN SECONDARY EDUCATION (c) HISTORY, STATUS POLICIES AND ISSUES IN HIGHER EDUCATION	4
2.	XVI A/B/C/D/E/F/G	THEME BASED SPECIALISATIONS (ANY ONE) ● ADMINISTRATION OF EDUCATION IN INDIA ● TECHNOLOGY INNOVATION AND EDUCATION ● STATISTICAL TREATMENT OF MEASUREMENT DATA ● GUIDANCE AND COUNSELLING ● DISTANCE EDUCATION ● CURRICULUM AND ITS IMPLEMENTATION IN INDIA ● GENDER IN EDUCATION-PSYCHO SOCIAL PERSPECTIVES	4
3.		ACADEMIC WRITING	1
4.		INTERNSHIP IN INSTITUTION/S BASED ON SPECIALISATION	2
5.		INTERNSHIP IN TEACHER EDUCATION INSTITUTION	4
6.		DATA TABULATION, ANALYSIS AND REPORT WRITING	6
7.		COMPREHENSIVE VIVA VOCE	4
		TOTAL CREDITS	23

M.Ed. (Semester-I)

Paper-I: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Total Credits: 2

Maximum Marks: 50 (Internal: 15 + External: 35)

RATIONALE

We think philosophically whether or not we are aware of it. In our everyday thinking, we make decisions and analyze various situations based on bits and pieces of social and philosophical theory This course is designed for students—those aspiring to be educators as well as those interested in

education as a field of study—who wish to explore the nature and purposes of education from a thoughtful, critical, and, ultimately, philosophical perspective. This course aims to prepare students to engage with more rigor and understanding issues related to education and add to theoretical understanding of the social and philosophical issues which are inherent to our everyday decision-making and understanding.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Explain the nature and functions of the philosophy of education.
2. Identify and evaluate the philosophical foundations underpinning the field of education.
3. Apply major philosophical theories to real world educational practices.
4. Analyze inquiries in epistemology, metaphysics, and axiology as they relate to educational settings.
5. Compare and contrast key philosophical positions and their associated theories of education.
6. Formulate insightful, fundamental questions about the theory and practice of education.
7. Critically examine educational discourse to uncover underlying assertions, assumptions, and meanings.
8. Articulate a coherent, personal philosophy of education grounded in theoretical understanding and practical reflection.

UNIT-I: INTRODUCTION TO PHILOSOPHY OF EDUCATION
- Relationship between Education and Philosophy
- Conceptions of Philosophy as wisdom, ideology and critical inquiry
- Meaning, Nature and Scope of Philosophy of Education
- Functions of Philosophy of Education - Speculative, Normative, Analytical
- Aims of Education in Relation to Philosophy of Life
- Teachers' Need for Philosophical framework

UNIT-II: PHILOSOPHICAL APPROACHES IN EDUCATION (WESTERN)
- Impact of Philosophical suppositions on education made by Western Schools of thought regarding metaphysics, epistemology and axiology–Idealism, Realism, Pragmatism, Existentialism.

UNIT-III: PERSPECTIVES OF PHILOSOPHY OF EDUCATION (INDIAN SCHOOLS)
- Vedanta (Advaita), Sankhya, Buddhism, Sikhism, Islam with reference to concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education.

TRANSACTION MODE

(1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;

(2) Seminar reading presentation by students on selected themes individually and collectively leading to discussion;

(3) Library readings on selected theme followed by group discussion;

(4) Study of documents and references, interaction with field staff and reflective interaction with the peer group.

(5) Workshops, seminars, assignments and group discussion around issues and concepts studies in theory

SESSIONAL WORK

The following are only examples.

The student-teacher may undertake any one of the following activities:

Identification of vision of school education in India, vision mission statements of schools and their ideologies

Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.

Reflection on how educational philosophies influence the choice of curriculum and classroom instructional practices.

Visit to a rural/tribal/urban school, observation of activities and preparation of a reflective diary and interaction in a group.

Reflect on personal experiences within education and recognize their influence on perception of education.

Delineate the predominant issues and societal trends confronting contemporary education and the educational profession, including societal problems, multiculturalism, and educational reform.

ESSENTIAL READINGS

Brubacher, John S.(1971), Modern Philosophies of education, New Delhi, New Delhi: Tata McGraw Hill Pvt. Ltd.

H. Ozmon and S. Craver. (2003). *Philosophical Foundations of Education* (Seventh Edition). Upper Saddle River, NJ: Merril Prentice Hall. ISBN: 0-13-042399-8.

Kneller, G. F. (1971)*Introduction to Philosophy of Education,* New York, John Witty & Sons.

Chatterjee, S. & Datta (2007).An Introduction to Indian Philosophy. Rupn Pub. India Pvt. Ltd. New Delhi.

SUGGESTED READINGS

Apple, M. W. (2013). Can education change society? Du Bois, Woodson and the politics of social transformation. Review of Education. Vol. 1, No. 1, February 2013, pp. 32–56.

Ayer A. J. Ed. (1959). Logical Positivism. London Free Press.

Azzaopardi, Savino (1983). Epistemology. Pune: Jnana-Deepa, Vidyapeeth

Blackwell companion to Philosophy (2003). A companion to the Philosophy of Education. Wiley Blackwell.pdf

Beck, R.C.W. (1967). *Peter's Work Assessed in a New Schema for Analysis of the Concept of Education.*

Brubacher, John S.(1971), Modern Philosophies of education, New Delhi, New Delhi: Tata McGraw Hill Pvt. Ltd.

Brubacher, R. S.(1955) *Modern Philosophies of Education,* Chicago, University Press.

Butler, D. (1962) Four Philosophies and their Implications in Education and Religion, New York: Harper & Row.

Chatterjee, S. & Datta (2007).An Introduction to Indian Philosophy. Rupn Pub. India Pvt. Ltd. New Delhi.

Clarence B. Carson (1960). The concept of Democracy and John Dewey. Modern Age. Springer.

Dasgupta, S.N. (1988). A History of Indian Philosophy. Vol. 1, Motilal Banarsidas, New Delhi.

E-book *The Republic* by Plato (Book VI)

H. Ozmon and S. Craver. (2003). *Philosophical Foundations of Education* (Seventh Edition). Upper Saddle River, NJ: Merril Prentice Hall. ISBN: 0-13-042399-8.

Hiriyana, M. (1973). Outlines of Indian Philosophy. London: Unwin Publisher

Jacobsen, David Andrew(1999), Philosophy in classroom Teaching: Bridging the Gap, Prentice Hall, USA.

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Mani, R, (1967) Educational ideas and ideals of Eminent Indians, New Delhi Birah Society of India.

MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.

MHRD, (1992), Programme of action. Govt. of India, New Delhi. Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.

Peters, R.S. (ed), (1975). The Philosophy of education. Oxford University Press, London.

Peters, R.S. (1967), The Concept of education, Routledge, United Kingdom.

O'Conor, D.J. (1961) Introduction to the Philosophy of Education, London: Methuen and Co.

Park, J. (1975) Philosophy of Education, New Delhi: Sterling Publishers Pvt. Ltd.

Plato. The Allegory of the Cave. Book VII of the Republic.

http:/webspace.ship.edu/cgboer/platoscave.html.

Sharma S.P. (2003). Nature and Scope of Ethics. Mohit Publication, New Delhi.

Urban, Wilbur Marshal. (1993). Fundamentals of Ethics: An Introduction to MoralPhilosophy. Highland: Holt.

Narmadeshwar Jha (1999). Rabindra Nath Tagore. International Bureau of Education, Paris. vol. XXIV, no. 3/4, 1994, p. 603–19.

Wingo, G. M. (1975) Philosophical Bases of Education -An Introduction, New Delhi: Sterling publishers Pvt. Ltd.

http://www.ilt.columbia.edu/publications/digitext.html

Paper-II: ADVANCED EDUCATIONAL PSYCHOLOGY

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

The discipline of educational psychology as one of the foundation courses has its special impact on the conceptualization of educational phenomena: learning and instruction. The professional behavior of teachers necessitates the solution of practical problems in education settings. The understanding of the learner and learning process are considered as central for the grounding of teaching/learning processes. Therefore, in this paper the thrust will be upon the understanding of certain psychological concepts and constructs which have exciting potential for developing insight about human learning. This will in turn orient the students towards the skill development for practicing psychology in educational settings.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Describe the core body of knowledge in educational psychology relevant to the teaching–learning process.
2. Extract and articulate guiding principles from major educational psychology theories for real world classroom application.
3. Design lesson strategies and interventions that apply psychological concepts to enhance student learning and professional practice.

UNIT- I: EDUCATIONAL PSYCHOLOGY AND TEACHING
● Functionalism**:** roots of educational psychology; scopes and fields of educational psychology.
● Educational psychology as an applied science: Myths, realities, challenges and procedures.
● Analysis of teaching process: Teaching as science and arts.
● Assumptions of teaching based on psychological perspectives
● Properties of teachers' influence

UNIT- II: GROWTH AND DEVELOPMENT
● Meaning and concept: Evolutionary nature of development.
● Domains of development.
● Aspects of development: maturation and readiness, differentiation and integration.

Cognitive and Emotional development
● Piaget's Theory of Cognitive Development

- Vygotsky's socio-cultural approach
- Dimensions of emotional development
- Emotional maturity

UNIT- III: PROCESS OF LEARNING
Concepts and Perspectives:
- Classical conditioning- learning of emotional reactions
- Skinner's Operant Conditioning
- Tolman's Purposive Behaviorism.
- Gestalt's learning by insight- Productive thinking, laws of pragnanz: Perception is directed toward achieving order.

Derivation of the principles of learning from the above theories.

UNIT- IV: MOTIVATION IN EDUCATION
1. Construct of motivation
2. Extrinsic and intrinsic motivation.
3. Motivation directed toward achieving order – inconsistency theories: Berlyn's epistemic curiosity, White's effectance motivation: concept of equilibrium and motivation.

UNIT- V: INDIVIDUAL DIFFERENCES AND INTELLIGENCES
- Individual differences: Challenges to teaching.
- Areas of individual differences.
- Intelligences: Nature and concept
- Intelligences & IQ/ Landmark issues and great debates.
- Theories of intelligence: Factor theory; Gardner's Theory of Multiple intelligences.
- Measurement of intelligence.

PRACTICUM
Term Paper: Reflection on the classical literature of psychology
Reading, reviewing and reflecting on at least one article or essay or book or chapter of a book written by such pioneers of psychology as W. James; John Dewey; Stanley Hall; J. Bruner; B.F Skinner; J. Piaget; L. Vygotsky; C. Rogers etc. Preparation of a report based on the reading by highlighting the relevance of the ideas to the contemporary issues of teaching learning in particular and education in general. Presentation of the same by using ICT.

ESSENTIAL READINGS
Berk, Laura E. (2013). Child Development. Boston: Pearson Education.
Driscoll, M. P. (1994). *Psychology of Learning for Instruction*. Allyn & Bacon.
Mouly, G. J. (1968). *Psychology of Effective Teaching*. London, Holt Rinehart & Winston Inc.

Yelon, S. L., & Weinstein, G. W. (1977). *A teacher's world: Psychology in the classroom*. New York: McGraw-Hill.

SUGGESTED READINGS
Allport, G. W. (1961). *Pattern and Growth of Personality.* Holt Rinehart.
Beck, R. (1990). *Motivation: Theories and Principles*. Prentice Hall Englewood cliff, New Jersey.
Bigge, M. L. (1967). *Learning Theories for Teachers*. Universal Book Stall, Delhi.
Carpenter, F & Hadden, E.E. (19640. Application of Psychology To Education. Macmillan Company, New York.
Coles, R. (2000). The Erik Erikson: Reader Selected and Edited. W. W. Norton & Company, New York, London.
Dewey, J. (1913). Interest and efforts in education. Houghton Mifflin Company, New York.
Dentler R. A. Sapphire B. J. (1967). *Readings in Educational Psychology*. New York: Harper.
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Eysenck, H.J. (19). Uses and Abuses of Psychology. Penguin Books.
Flavell, J. M. (1965). *The Development Psychology of Jean Piaget*. Toronto, D Van Nostrand.
Glock, M.D. (1971). Guiding Learning: Readings in Educational Psychology. John Wiley and Sons Inc. New York, London.
Glover, J, & Ronning, R. (Ed.). (1987). Historical foundations of educational psychology. New York, NY: Plenum Press.
James, W. (1899). Talks to Teachers on Psychology and to Students on some pf Life's Ideals. New York, Henry Holt and Company.
Kowalski R. & Western D. (2005). *Psychology*. John Wiley &Sons Inc.
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Pintrich, P. R. & Schunk, D. H (2002). *Motivation in Education: Theory, Research and Application*. Prentice Hall, Englewood Cliff, New Jersey
Roger, C.R. (1969). Freedom to Learn. Charles E. Merrill Publishing Company, Columbus Ohio.
Sprinthall, R. C. & Sprinthall (1981). *Educational Psychology*. California, Addison- Wesley Publishing Company.
Yelon, S. L., & Weinstein, G. W. (1977). *A teacher's world: Psychology in the classroom*. New York: McGraw-Hill.

M.Ed. (Semester-I)

Paper-III: SOCIOLOGICAL FOUNDATION OF EDUCATION

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

In the advent of Globalization and with the introduction of Right to Education as a fundamental right, the social dynamics both in the school and outside are changing and thus significance of Sociological perspectives of Education can neither be denied nor overlooked. The fact is that an understanding of the sociological theories and issues definitely matter a lot in terms of not only addressing the diversity in a school class but also getting familiar with the social existing outside and how changes are occurring there. Nonetheless, the course also opens up new vistas of learning by looking at the factors which are mainly responsible for the changes in the social order

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Examine and compare major approaches to the sociology of education to justify the need for studying its sociological foundations.
2. Explain the concept of culture and assess its relevance to education, including the roles of school and family as primary agents of socialization.
3. Define and illustrate the concepts of social change and social mobility, and evaluate their implications for educational policy and practice.
4. Analyze the sociological dimensions of the school, the teacher, and the curriculum in shaping learning environments and outcomes.

UNIT I: EDUCATION AND SOCIOLOGY
● Need to study Education as a Social Enterprise
● Relationship between Education and Sociology
● Sociological Approaches: Historical, Positivists, Structure-functionalists, Marxists, Neo-Marxists
● Education Sociology & Sociology of Education: Development & Scope
● Research in Sociology of Education : Status & Future Prospects

UNIT II: EDUCATION AND CULTURE
● Education & Culture: Acculturation, Enculturation, Relationship between Education & Culture
● Education & Socialization: Education as Methodical Socialization
● Agencies of Socialization: Family, School, Media

UNIT III: EDUCATION AND SOCIAL CHANGE
● Concept of Social Mobility & Social Change, Social Development, Sustainable Development
● Modernization, Post-Modernization, Globalization, and Internationalization
● Theories of Social Change: Relationship between Social Change and Education

- Impact of LPG on Education

UNIT IV: EDUCATION, SOCIAL STRUCTURE AND SOCIAL JUSTICE
- Social Structure: Social Stratification; Class, Caste,, Region, Gender
- Social Justice and Social Inclusion: Concept
- Education for Social Justice and Inclusive Society
- Equality of Educational Opportunities: Concept, Threat & Strategies

UNIT V: SOCIOLOGY OF SCHOOL, TEACHER AND CURRICULUM
- School Class as a social system: Parson's View
- Sociology of Teachers: Professionalism, Autonomy and their Role
- Teachers in School & Outside
- Sociology of Curriculum: Curriculum & Politics, Curriculum & Citizenship
- Explicit & Hidden Curriculum

ESSENTIAL READINGS

Apple, M., *Ideology and the Curriculum*, London: Routledge and Kegan paul, 1979.
Haralambos, M., *Sociology: Themes and Perspectives,* Delhi: Oxford Univ. Press, 1980.
Durkheim, E., *Education and Sociology,* New York: Free Press, 1956.
Ruhela, S.P., *Sociology of Education: Problems and Prospects,* Ambala Cantt: Associated Publishers, 1992.

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Bernstein, B., *Class, Codes and Control, Vol III.*, London: Routledge and Kegan Paul, 1977.
Boudon, R., Education, *Opportunity and Social Inequality,* New York: Wiley, 1973.
Brookover, W.B., et al., *A Sociology of Education,* New York: American Book Co., 1955.
Durkheim, E., *Education and Sociology,* New York: Free Press, 1956.
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Haralambos, M., *Sociology: Themes and Perspectives,* Delhi: Oxford Univ. Press, 1980.
Henson, D.A., et al. *On Education: Sociological Perspectives,* New York: Wiley, 1967.
Kamat, A.R., *Education and Social Change*, Bombay: Popular, 1983.
Mannheim, K. and Stewart, W.A.C., *An Introduction to Sociology of Education,* London:Routledge and Kegan Paul., 1962.
Patel, S.P., *Equality of Educational Opportunity in India: A Myth or Reality*,   Delhi: National Publication House, 1983.
Ruhela, S.P., *Sociology of Teaching Profession in India,* New Delhi: NCERT, 1970.
Ruhela, S.P., *Sociology of Education: Problems and Prospects,* Ambala Cantt: Associated Publishers, 1992.
Shukla, S. and Kumar K. (Eds), *Sociological Perspective in Education,* Delhi: Chanakya Publication, 1985.

M.Ed. (Semester-I)

Paper-IV: FOUNDATIONAL IDEAS IN EDUCATIONAL STUDIES

Total Credits: 2

Maximum Marks: 50 (Internal: 15 + External: 35)

RATIONALE

Keeping in mind the interdisciplinary status of education the students usually engage in courses that develop their understanding of education but the need to discuss certain key or basic issues of education that are the building blocks are not covered in other disciplines. It is important that students conceptualise what they learn in sociology, psychology and philosophy as educational debates. This course should strengthen their understanding of education and key ideas like schooling, society, learning, policy. This would also help the students lessen the idealism that they borrow from other disciplines and tend to apply in education which is not a well defined space. This course would elicit their responses and build on the reflections of various other thinkers, researchers

who have reflected on these core ideas of education like schooling, pedagogy and knowledge. The course differs from philosophy of education as it is education and its debates which again might draw from philosophy but does not begin from there. It debates education as a central feature.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Identify and conceptualize the key debates in education, outlining their central premises and distinctions.
2. Critically analyze foundational educational debates to articulate their theoretical underpinnings and implications.
3. Apply core concepts from these debates in other courses to build an integrated understanding of educational theory.
4. Differentiate between academic and layperson discussions of central educational debates, and formulate reasoned, scholarly arguments.
5. Integrate insights from key educational debates to enrich interdisciplinary learning across the program.

UNIT-I: What is a discipline? Education, its interdisciplinary and disciplinary status. Organization of various disciplines, implications on research and teacher education. Education as a professional venture.

UNIT-II: Knowledge, episteme, learner, nature of learner, learning and teaching, pedagogy. Difference between adult and child's world. Lifelong learning and learning trajectories.

UNIT-III: Schooling and Education. Issues of learning and Schooling. The case of government and private schooling in India.

UNIT-IV: Policies and Frameworks on Education: Significance and Critic.

UNIT-V: Education and Development: role of state and society; Issues of Justice, Community, Conflict, change and education. Tribal Education and Education of Minorities in India

Practicum & Internal Assessment is based on small research on the choice of any one area of education. It could be silence, humor, conflict of adult-child, learning to name a few. The student is expected to discuss the chosen area and its issues with children or teachers in their neighbourhood or school in order to know the view of the people. A student would make a presentation on the same and submit a small report of the study, the guidelines of report writing would be provided.

The student as part of practicum may visit one of the alternative institutes, identify its features as an alternative and then study them in the field. Focus Group Discussion on the issues related to Education among the teachers, trainee teachers in order to know their idea of Education. The students would analyze these views in order to formulate a conceptual understanding of the issue as it is opined.

ESSENTIAL READINGS

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Kanmony, J. Cyril (ed) (2010). Dalits and Tribes in India. Delhi, Mittal Publications.

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<div align="center">M.Ed. (Semester-I)</div>

Paper-V: EDUCATIONAL RESEARCH AND STATISTICS

<div align="right">**Total Credits: 4**</div>

<div align="right">**Maximum Marks: 100 (Internal: 30 + External: 70)**</div>

RATIONALE

Research is a planned and rigorous effort. Rigor in research demands specialized knowledge and competence in research methodology. The present course is designed with an intention to develop such knowledge and competence. The course will provide an understanding of the research paradigms and process. The course will also develop competence to analyse data by using various statistical methods. The two courses are in a continuum where the second complements the first and the first is a prerequisite for the second.

LEARNING OUTCOMES
After completing this course, learners will be able to:

1. Describe and compare major methodologies used in educational research.
2. Critically review and summarize research literature, demonstrating comprehension and clear verbalization of key findings.
3. Outline the sequential stages of the research process and justify the purpose of each phase.
4. Explain the role of statistics in quantitative research and apply basic statistical techniques to interpret educational data.

PART- A: EDUCATIONAL RESEARCH

UNIT- I: NATURE, MEANING AND SCOPE OF RESEARCH
- Meaning and Scope of Research
- Scientific Method and Its Characteristics
- Educational Research and Its Limitations
- Fundamental, Applied and Action Research

● Research Paradigm: Qualitative & Quantitative

UNIT –II: PREPARING A RESEARCH PROPOSAL

Selecting a Problem and Preparing Research Proposal: Sources and Identification of Problems. Criteria for Selection and Evaluation of the Problem, Stating and Defining the Problem. Developing Research Plan.

UNIT – III: METHODS OF RESEARCH

● Historical: Nature, Purposes and Steps in Historical Research, Sources of Data – Primary and Secondary. Historical Criticism- Internal and External
● Survey: Descriptive, Comparative and Evaluative Survey
● Experimental: experimental and control groups, extraneous and Intervening variable. Simple experimental designs.
● Field methods: Participant Observation and Case Study
● Ethnography Studies
● Triangulation

PART-B: EDUCATIONAL STATISTICS

UNIT-IV: DESCRIPTIVE STATISTICS
● Presentation of Data in Tabular and Graphic Forms
● Measures of Central Tendency: Mean, Median and Mode
● Measures of variability: Range, Mean Deviation, Standard Deviation and Quartile
● Deviation.
● Correlation: Rank order and product moment

UNIT – V:
● Probability Distribution: Normal Probability Curve- Its Properties and Usages

ESSENTIAL READINGS

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Cohen, L. & Manion L. (1980). Research Methods in Education. London: Groom Helm Ltd.

Ferguson, G. A. (1981). Statistics Analysis in Psychology and Education. 5th ed. Tokyo: McGraw Hill Kogakusha Ltd.

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Guilford, J.P. and Freachter, B. (1978). Fundamental statistics in psychology and Education (6th Ed). Tokyo: McGraw Hill, Kogakusha Ltd.

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Walker, H.M. & Leo, J. (1965). Elementary statistical methods. Calcutta: IBH Publishing co.

SUGGESTED READINGS

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Caprette, David R. (1995). Writing a Research Paper. Rice university, Houston.

Corey, S.M. & Shukla J.K. (1962). Practical Classroom Research by Teachers. New Delhi: National Institute of Basic Education.

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Swann, J. and Pratt, J. (2007). Educational Research in Practice. New Delhi: Viva Books.

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M.Ed. (Semester-I)

Paper-T-II: ICT SKILL DEVELOPMENT LEARNING WITH TECHNOLOGY

Total Credits: 2
Maximum Marks: 50 (Internal: 15 + External: 35)

RATIONALE

This course is designed to equip future educators and researchers with the digital competencies essential for twenty first century classrooms and scholarly inquiry. By grounding students in the foundational concepts and applications of information and communication technologies, the course fosters not only practical skills—such as word processing, data analysis, and Web based research—but also a critical understanding of how emerging tools can transform teaching, learning, and administration. Through hands-on exploration of spreadsheets, databases, and online collaborative platforms, participants learn to infuse ICT seamlessly across the curriculum, locate and evaluate digital research sources, and leverage Internet based resources to enrich subject area instruction. Ultimately, this course cultivates reflective practitioners who can design technology enhanced learning experiences, address the benefits and challenges of ICT integration, and champion innovative, research informed approaches in education.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Identify and describe key uses of ICT in educational and research contexts.
2. Explain the various features and functionalities of data analysis software.
3. Evaluate and apply emerging educational technologies to enhance teaching and learning.
4. Articulate strategies for facilitating 21st century learning principles in classroom environments.
5. Analyze issues and formulate strategies for effective use of the Internet in education.
6. Integrate ICT tools into curricular design to enrich learning experiences.
7. Locate and retrieve relevant research studies using ICT based search methods.
8. Access and utilize online journals and e books to support academic inquiry.

UNIT-I: ICT AND EDUCATION

- Basic Concepts of ICT
- Aims and purposes of ICT in education
- Needs and expectations from ICT
- ICT issues, benefits and challenges
- Application and uses of ICT in education-teaching, learning, administration etc.
- Infusing ICT across the curriculum

UNIT-II: USING THE COMPUTER AND MANAGING FILES FOR TEACHING-LEARNING AND RESEARCH

- Word Processing
- Working with a Spreadsheet
- Working with a Database
- Composing Documents and Presentations
- Composing graphical presentations

UNIT-III: USING THE INTERNET

- Searching for educational resources on the web
- Applying ICT to teachers' subject areas
- Software on the Internet: The Internet may be used, to access on-line activities, quizzes, and also to enable work on collaborative tasks. Software and other resources may be downloaded

Transaction Mode

Lecture cum demonstration and hands-on experiences on use of Personal computer/Laptop/Palmtop; Participation in ICT based media production projects. Analysis of different application software packages with reference to their use in education. Preparation of a project report by using various application software packages and its critical appraisal.

Sessional Work

The students may undertake any one of the following activities:

- Critical analysis of ICT based Teaching- Learning aids and their applications in instruction and learning
- Critical analysis of ICT based media packages with reference to its use in the learning process.
- Critical analysis of the different instructional packages developed by different agencies/institutions.
- Interventions of educational technology in the current practices of teacher training programmes in India.
- Preparation of Learning Object Repository (LOR).
- Preparation and presentation for teaching any topic at the school level.

Evaluation

Assignments, tests, research papers, individual and group presentations

ESSENTIAL READINGS

Graafland, Julie Hooft. (2018). New Technologies and 21st century Children: Recent Trends and Outcomes OECD Education Working Paper No. 179

Huang, R., & Price, J. K. (Eds.). (2014). ICT in Education in Global Context: Emerging Trends Report 2013-2014. Springer. Available at: Huang, R., & Price, J. K. (2014). ICT in Education in Global Context: Emerging Trends Report 2013-2014. Springer Berlin Heidelberg. Available at: https://books.google.co.in/books?id=xoYrBAAAQBAJ

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SUGGESTED READINGS

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Conrad, Kerri (2001). Instructional Design for web – based Training HRD Press.

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M.Ed. (Semester-II)

Paper-VI: PHILOSOPHY OF EDUCATION AND DEVELOPMENT

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

"As a practical discipline, philosophy of education is the attempt to find the most rationally defensible reasons for doing education one way rather than some other. What makes this kind of educational philosophy different from philosophy is that decisions must be reached as preparation for subsequent action, and the actions which follow upon decisions are intended to have consequences to make a difference in human lives" (Foster McMurray).

The course's aim is to bring philosophy to schools and the wider community. Through doing philosophy in the classroom the primary concern is to improve the educational practices and provide opportunities for the disadvantaged.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Identify key educational thinkers and summarize their core ideas and practical contributions.
2. Articulate a coherent, personal philosophy of education that integrates theoretical insight and practical reflection.
3. Interpret educational knowledge within its historical, philosophical, cultural, and social contexts to develop clear normative and critical perspectives.
4. Analyze central issues in education and evaluate how various philosophical traditions have attempted to address them.
5. Appreciate how contemporary educational thought and practice are shaped by the nation's cherished values.

UNIT-I: SOCIAL PHILOSOPHY OF EDUCATION
● Concept of Democracy
● Basic tenets of democracy
● Democracy and Education
● Equality and Equity in Education

UNIT-II: KNOWLEDGE, VALUES AND CURRICULUM
● Philosophical Bases of Curriculum
● Meaning and Hierarchies of Values
● Value Education, Moral Education
● Approaches for value inculcation

UNIT-III: EDUCATIONAL THOUGHTS

● Contribution to educational thought and practice made by great thinkers (masterminds) and their critical appreciation with specific reference to their views on Socio-cultural scenario, a global perspective;
● Thinkers: Plato, Dewey, Sri Aurobindo, Gandhi,Tagore, Kant.

TRANSACTION MODE

(1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;

(2) Seminar reading presentation by students on selected themes individually and collectively leading to discussion;

(3) Library readings on selected theme followed by group discussion;

(4) Study of documents and references, interaction with field staff and reflective interaction with the peer group.

(5) Workshops, seminars, assignments and group discussion around issues and concepts studies in theory

SESSIONAL WORK

The following are only examples.

The student-teacher may undertake any one of the following activities: Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/Plato/ I KantPlato etc. and presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.

Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State,

Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.

Visit to an urban/ rural/tribal school or a teacher education institution, observation of activities and preparation of a reflective diary and interaction in a group.

Delineate the predominant issues and societal trends confronting contemporary education and the educational profession, including societal problems, multiculturalism, and educational reform.

Keep a log of the..... required hours and the specific duties and their relationship to the course contents

ESSENTIAL READINGS

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Moore, T.W.(1982) Philosophy of education, Routledge & Kegan Paul Ltd, London.
Dewey, J. (1966)Democracy and Education and Introduction into Philosophy of Education, New York, The Free Press.
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SUGGESTED READINGS

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Gary K. Clabaugh & Edward G. Rozycki Understanding Schools: the foundations of education (New York: Harper Rowe, 1990) pp. 551- 564.

Kirschenbaum, H. (1992). A Comprehensive Model for Values Education and Moral Education. The Phi Delta Kappan, Vol. 73, No. 10 (Jun., 1992), pp. 771-776. URL: http://www.jstor.org/stable/20404767

Kumar, K. Democracy without Democrats. URL: http:/www.indiaseminar.com/1999/481%20Kumar.htm.

Mani, R, (1967) Educational ideas and ideals of Eminent Indians, New Delhi Birah Society of India.

Nayak, D. (2007). Equity and Education. Journal of Educational Planning and Administration. Volume XXI, No. 3, July 2007, pp. 257-273.

O'Conor, D.J. (1961) Introduction to the Philosophy of Education, London: Methuen and Co.

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Rohlf, Michael, "Immanuel Kant", The Stanford Encyclopedia of Philosophy (Fall 2010 Edition), Edward N. Zalta (ed.), URL: <http://plato.stanford.edu/archives/fall2010/entries/kant/>.

Rusk, Robert R.(1962) Philosophical bases of Education, Warwick Square: University of London.

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Paper-VII: PERSONALITY AND ADJUSTMENT

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

Historically, psychology has been concerned with increasing the understanding of human nature. Education is committed to the realization of human potential. Adjustment of the individual to the social and natural world is another outcome or goal of education. With these objectives in mind, the students will be familiarized with theoretical concepts borrowed from the major paradigms of psychology related to personality and adjustment. It is expected that knowledge and understanding of these theories and concepts will improve the student teachers' process of perceiving, valuing, thinking and judgment. Based upon these, the teacher educator can draw principles, laws, inferences and make pedagogical decisions. The thorough understanding of personality, adjustment, mental health, and gender issues can open up several possibilities and alternatives to deal with the complexities of education and its processes.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Identify and reflect on human strengths and potentialities to foster a strengths□ based educational approach.
2. Construct comprehensive psychological profiles of learners and design targeted strategies for implementation in teacher□ education colleges and schools.
3. Explain foundational theories of human personality and adjustment and apply them to real□ world educational scenarios.

UNIT- I: PERSONALITY

- Personality, its meaning and concept
- Concept of self and consciousness, the relevance of these to teaching learning process.
- Positive psychology as an emerging field:
  -Evolutionary perspectives
  -Personality as an agentic and self regulatory system.
- Human strengths and intervention.

UNIT-II: PERSPECTIVES ON NATURE AND DEVELOPMENT OF PERSONALITY

- **Psychoanalytic Perspective:** Freud's theory (socialization of child); Adler's Individual Psychology and education; Erikson's theory (formation of identity); Fromm's theory of productiveness and self realization.
- **Factor Theories:** Eysenck; Cattell.
- **Humanistic Approach:** Maslow's theory of hierarchy of needs; Roger's fully dimensioned person.

UNIT- III: GENDER ROLE DEVELOPMENT
- Theoretical perspectives of gender role development: Behaviorist; Psychodynamic; Cognitive and Humanistic Approaches

UNIT-IV: ADJUSTMENT AND PSYCHOLOGICAL WELL BEING
- **Adjustment:** Concept of adjustment, criteria of good adjustment
- **Psychological Well being:** Concept of mental health and role of education in enhancing mental health.

UNIT- V: ASSESSMENT OF PERSONALITY
- Approaches to Assessment of Personality: Inventories; Expressive technique; Objective performance test; Projective techniques.

PRACTICUM
Quantitative or qualitative study of personality; system of motivation; aspiration and needs of a high achiever or low achiever student enrolled in school or in a college of education For qualitative study M.Ed students will be required to construct semi structured interview schedule and administered to study the personality for in depth study they may be required to proceed towards conducting case study of the same. Finally they will prepare a personality profile.

ESSENTIAL READINGS
Schultz, D. P. & Schultz S. E. (2005). *Theories of Personality*. Wadwarth, Thomson Learning.
Fromm, E. (1947). *Man for Himself: An Inquiry Into the Psychology of Ethics*. Rinehart, California.
Hall, C.S., Lindzey G., & Campbell J. B. (1998). *Theories of Personality*. John & Wiley.

SUGGESTED READINGS
Adler, A. (1930). *The Education of Children*. London: George Allen & Unwin Ltd.
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Allport, G. A. (1961). *Pattern and Growth in Personality*. New York: Hott, Rinehart & Winston.
Arkoff, A (1968). *Adjustment and Mental Health*. United State of America: McGraw Hill Book Company, Inc.
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Pervin, L. A. (1993). *Personality: Theory and Research* (6th Ed.). New York : Wiley.

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Schultz, D. P. & Schultz S. E. (2005). *Theories of Personality.* Wadwarth, Thomson Learning.

Werner, H. D. (1982). *A Humanistic Approach.* New York: The Free Press: A Division of Macmillan Publishing Co.

Paper-VIII: EDUCATIONAL RESEARCH AND INFERENTIAL STATISTICS

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

Research is a planned and rigorous effort. Rigor in research demands a specialized knowledge and competence in research methodology. The present course is designed with an intention to develop such knowledge and competence. The course will provide an understanding of the research paradigms and process. The course will also develop competence to analyse data by using various statistical methods. The two courses are in a continuum where the second complements the first and the first is a prerequisite for the second.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Describe the construction and proper use of various data collection tools.
2. Apply descriptive statistical techniques (e.g., measures of central tendency, dispersion, and graphical representations) to analyze collected data.
3. Employ inferential statistical methods (e.g., hypothesis testing, confidence intervals, and correlation/regression analysis) to draw conclusions from quantitative data.
4. Select and justify appropriate statistical techniques for the analysis of diverse quantitative datasets.

PART - A
UNIT- I: TOOLS AND TECHNIQUES OF RESEARCH

- Interview and Interview Schedule
- Observation and Observation Schedule
- Questionnaire
- Opinionnaire or Attitude Scale
- Psychological Tests and Inventories
- Sociometry

UNIT- II: SAMPLING AND RESEARCH REPORT
- Population and Sampling Design – Concepts and Types
- Use of Library Resources and Writing a Research Paper

PART-B
UNIT- III: SAMPLING AND ESTIMATION
- Sampling Distribution of Means and Proportions

- Reliability of Statistics- Estimation, Standard Errors and Confidence Intervals of Statistics
- Significance of coefficient of correlation

UNIT- IV: TESTS OF SIGNIFICANCE
- Null Hypothesis, Types of Error, Levels of Significance
- Critical Ratio and T- Ratio
- One-Tailed and Two Tailed Tests
- Analysis of Variance (one Way)

UNIT-V: CHI SQUARE TESTS
- Simple regression and Prediction
- Chi – Square Test. Tests of Goodness of Fit and Test of independence

ESSENTIAL READINGS

Best, J.W. and Kahn, J.V. (1995). Research in Education (7th Ed). New Delhi: Prentice Hall of India Pvt. Ltd.

Cohen, L. & Manion L. (1980). Research Methods in Education. London: Groom Helm Ltd.

Ferguson, G. A. (1981). Statistics Analysis in Psychology and Education. 5th ed. Tokyo: McGraw Hill Kogakusha Ltd.

Kerlinger, F.N. (1973). Foundations of Behavioural Research, New York: Holt, Rinehart and Winston Inc.

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Corey, S.M. & Shukla J.K. (1962). Practical Classroom Research by Teachers. New Delhi: National Institute of Basic Education.

Edwards, A.L. (1960). Experimental Designs in Psychological Research. New York: Holt, Rinehart & Winston Inc.

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Gage, N.L. (Ed.) (1963). Handbook of Research in Teaching. Chicago: Rand Mc Nally.

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Guilford, J.P. and Freachter, B. (1978). Fundamental statistics in psychology and Education (6th Ed). Tokyo: McGraw Hill, Kogakusha Ltd.

Joanna, S. (2007). Educational Research in Practice. New Delhi: Viva Books Private Limited.

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Levstik, L.S. and Tyson, C.A. (2008). Handbook of Research in Social Studies Education. New York and London: Routledge.

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Madam T.N. and Sodre, B. (1976). Encounter and Experience. Delhi: WASS

Minium, E.W. (1978). Statistical Reasoning in psychology and education. New Delhi: Willey.

Moulay G.J. (1964). Science of Educational Research, New Delhi: Eurasia

Shaughnessy, J. J. and Eugene B. (1990). Research Methods in Psychology. New Delhi: McGraw Hill.

Sukhia, S.P., Mehrotra, R.N. & Mehrotra, P.V. (1974). Elements of Educational Research, (3rd Ed). Bombay: Allied Publishers.

Swann, J. and Pratt, J. (2007). Educational Research in Practice. New Delhi: Viva Books.

Thamarasseri, I. (2009). Introduction to Educational Research. New Delhi: Kanishka Publishers Distributors.

Tim May, T. (2001). Social Research Issues, Methods and Process. New Delhi: Rawat Publications.

Travers, R.M.W. (1969). An Introduction to Educational Research, 2nd ed., New York, McGraw Hill.

Verma, M. (1969). Introduction to education and psychological research.

Walker, H.M. & Leo, J. (1965). Elementary statistical methods. Calcutta: IBH Publishing co.

Wiersma, W. and Stephen G. (2009). Research Methods in Education an Introduction, South Asia: Pearson.

Yvonne (2002). Darlington and Dorothy Scott: Qualitative Research in Practice. Buckingham: Open University Press.

M.Ed. (Semester II)

Paper T-IV: ICT Integration: Methods and Assessment

Total Credit: 2
Maximum Marks: 50 (Internal: 15 + External: 35)

RATIONALE

This course empowers future educators to harness digital technologies safely, ethically, and creatively in both teaching and research. By guiding students through hands-on experiences with communication platforms (blogs, chat groups, social networking) and documentation tools, the course develops practical skills for sharing ideas, collaborating, and producing digital learning materials. Emphasis on safe, legal, and ethical use—along with protocols for information security and intellectual property—ensures responsible practice. Through exploration of hardware troubleshooting, data search strategies, and evaluation of application software, participants learn to design, implement, and assess technology enhanced learning experiences that align with 21st century pedagogical principles. Ultimately, this course cultivates reflective practitioners capable of infusing ICT across the curriculum, engaging professional forums, and critically appraising digital research outputs to enrich student learning.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Demonstrate proficiency in using blogs and chat groups to share information and ideas.
2. Apply safe, legal, and ethical practices when using ICT tools.
3. Access and navigate a variety of digital tools and applications for skill development and learning.
4. Operate common hardware and software independently and troubleshoot routine technical issues.
5. Implement proper care and safety measures for themselves, others, and ICT equipment.
6. Design and produce diverse digital artifacts, managing their storage and organization effectively.
7. Reflect on strategies for facilitating 21st century learning principles through technology integration.
8. Analyze challenges and devise strategies for effective Internet based instruction.
9. Integrate ICT tools purposefully across the curriculum to enhance teaching and learning.
10. Engage with professional forums and associations to support ongoing ICT competence and collaboration.

Unit 1: ICT for Documentation and Communication

- Appropriate media for documentation – features and scope
- Appropriate media for communication – features and scope
- ICT for Collaboration
- Social Networking
- Using social networking sites for collaboration and education
- Mobile Learning

Unit 2: Investigating with ICT for teaching- learning and research

- planning information searches

- location, generation and accession of data and information
- selection and evaluation of data and information
- impacts of ICT in society

Unit 3: Social and Ethical Protocols and Practices

- introduction to intellectual property for digital information
- physical and logical storage and security of digital information
- applying digital information security practices and personal security protocols

Transaction Mode

Lecture cum demonstration and hands-on experiences on use of Personal computer / Laptop / Palmtop; Participation in ICT based media production projects. Analysis of different application software packages with reference to their use in education. Preparation of a project report by using various application software packages and its critical appraisal.

Sessional Work

- Critical analysis of database software including open source
- Critical analysis of a computer based research report
- Critical analysis of the different research reports based on data analysis and interpretation
- Preparation and presentation of research report based on empirical data

Evaluation

Assignments, research papers, individual and group presentations

ESSENTIAL READINGS

CEMCA (2014). Technology Tools for Teachers, Commonwealth Educational Media Center for Asia, 13/14 Sarvapriya Vihar, New Delhi.
Trajkovik, V & Mishev, A (eds) (2014). *ICT Innovations 2013: ICT Innovations and Education.*
UNESCO (2013). *UNESCO Policy Guidelines for Mobile Learning.*

SUGGESTED READINGS
Conrad, Kerri (2001). Instructional Design for Web – Based Training HRD Press.
Gagne, RM, Leslie J.B. & Walter W.W. (1987). Principles of Instructional Design. Wadsworth Publishing Co.
Gupta, Vikas. (2001). Comdex Computer Course Kit, Dream Tech publications, New Delhi.
Hillma, D. (n.d.). Multimedia Technology of Applications.
Horton, W (2001). Designing web-based Training John Wiley & Sons.

Lee, William W; Diana L Owens (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.

Mayer, Richard E. (2001). Multimedia Learning, Cambridge University Press, UK.

Morey, D., Maybury, M., & Bhavani, Th. (2001). Knowledge Management University Press (India) Ltd: Hyd.

Norton, P. (2000). Introduction to Computers, Tata McGraw Hill Publications, New Delhi.

Phillips. R (1997). Interactive Multimedia London: Kogan Page.

Rosenberg, M.J. (2001). e-learning New York: McGraw Hill.

Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: Kogan Page Ltd.

Schank, R.C. (2001) Virtual Learning McGraw Hill.

Sinha, P. K. (1992). Computer Fundamentals, BPB Publication, New Delhi.

Sportack, M. A. (1998). Networking Essentials, TechMedia, New Delhi.

Srinivasan, T.M. (2002). Use of Computers and Multimedia in Education.

Vaughan, T. (1999) Multimedia making it work, New Delhi: Tata McGraw Hill [Fourth Edition].

Paper-IX: ECONOMY AND POLITICS IN THE CONTEXT OF EDUCATION

Total Credits: 2

Maximum Marks: 50 (Internal: 15 + External: 35)

RATIONALE

The overall purpose of this course is to develop understanding among the students how education in the advent of globalization has its own relevance both in economy and politics. Moreover, economics and political discourses will definitely help the students visualize the kind of transformations taking place in the society and as prospective teacher educators , they should discuss and debate what role education can play in order that the whole society be the beneficiaries of the transnational developments.

LEARNING OUTCOMES
After completing this course, learners will be able to:

1. Explain key economic policies and analyze their relevance to educational policies in India.
2. Critically discuss and reflect on the impact of national and international political developments on education.
3. Evaluate the rhetoric of educational reforms and assess their alignment with economic, political, and social changes.

UNIT-I: UNDERSTANDING THE LINKAGES BETWEEN ECONOMICS AND EDUCATION
- Human capital theory; its critique and relevance
- Education as investment and expenditure
- Education and human development

UNIT-II: POLITICAL DEVELOPMENTS AND THEIR IMPACT ON EDUCATION
- Colonial and Post-colonial Developments: Liberalism to Neoliberalism
- Public, Private Partnership (PPP)
- Politics of Education; Equity and Equality

UNIT-III: CONTEMPORARY ISSUES, CONCERNS AND DEBATES IN EDUCATION
- Mobilizing Resources for Education
- Understanding the dynamics of centre-state relations
- Public funds, Private players, Individual Cost Sharing, Foreign aids
- Political Nature of educational institutions across levels
  ESSENTIAL READINGS

Kingdon, G & Muzammil, M. (2001). A Political Economy of Education in India. *Economic and Political Weekly*. 36. 3052-3063.

Tilak, Jandhyala. (1990). The Political Economy of Education in India. http://lst-iiep.iiep-unesco.org/cgi-bin/wwwi32.exe/[in=epidoc1.in]/?t2000=008108/(100).

SUGGESTED READINGS

Kingdon, G & Muzammil, M. (2001). A Political Economy of Education in India. Economic and Political Weekly. 36. 3052-3063.

Tilak, Jandhyala. (1990). The Political Economy of Education in India. http://lst-iiep.iiep-unesco.org/cgi-bin/wwwi32.exe/[in=epidoc1.in]/?t2000=008108/(100).

Panikkar, K N. "India's Education Policy: From National to Commercial." Vol. 46, no. 17, 2011, pp. 38–42. JSTOR, www.jstor.org/stable/41152130. Accessed 27 May 2019.

Hurt, Erin, et al. "The Marketization of Higher Education." Vol. 39, no. 2, 2012, pp. 121–132. JSTOR, www.jstor.org/stable/23266076. Accessed 27 May 2019

M.Ed. (Semester-II)

Paper-X: CURRICULUM STUDIES

Total Credits: 2

Maximum Marks: 50 (Internal: 15 + External: 35)

RATIONALE

Curriculum is the core area in Educational Studies. The students must be aware of the same irrespective of their specializations in other areas. Issues of knowledge, learning, its organization, role of learner are central to any organization that deals with learning. This course primarily focuses on schools and little about universities. It introduces the students to curriculum studies as a compulsory area for the teacher educators, teachers and researchers. This would enrich the understanding of the students in the area of education and provide a basis of application for learning what they would be learning from other subjects in this course.

LEARNING OUTCOMES
After completing this course, learners will be able to:

1. Analyze the nature of knowledge and learning across different historical periods in India.
2. Describe the key components of the curriculum and evaluate their relevance at both school and university levels.
3. Identify and assess the factors that direct the selection, organization, and dissemination of knowledge in schools and universities.
4. Examine the curriculum development process, including the roles of principals, teachers, and students in shaping it.
5. Critically evaluate the contributions and influence of public and private bodies in curriculum formulation.

UNIT-I: CONCEPTUALISING CURRICULUM
● Contemporary and historical perspective of curriculum studies.
● What makes a curriculum? Issues of knowledge, learner and learning in Ancient, Medieval and British India. A comparative perspective on evolution of knowledge and society.

UNIT-II: KNOWLEDGE AND CURRICULUM
● Thrust areas of various subjects and the disciplinary status, organization of knowledge. Various Policies on Curriculum. Knowledge and Society. Nature of teacher, school, learner, pedagogy and learning

Unit –III: CURRICULUM, SYLLABUS & TEXTBOOKS

- Difference between curriculum, syllabus, textbook, hidden curriculum. Resources and teaching: Role of text book, handbook various other curricular materials with reference to different subjects**. Technology and learning. Learning in 2.0

UNI- IV: DIVERSITY OF CURRICULUM PRACTICES
- Role of various bodies like NCERT, SCERT, RIEs. Difference between NCF and models. Curricular programs in India (HSTP; BGVS). Critical perspective on private curriculum makers: *idiscoveri*, currimakers etc. in India and from other countries like US, UK etc.

UNIT-V: NON-MAINSTREAM/ALTERNATIVE CURRICULA
- Alternative curriculum practices: Issues of schooling, evaluation, knowledge, learner and role of teacher.

PRACTICUM AND INTERNAL ASSESSMENT
The students would formulate different groups of different subjects or cross grouping can also be done. The students would refer to various curricular materials designed in different subjects. Visit to a department of NCERT or SCERT in order to understand the role and various functions performed in curriculum development in the country. The students would observe, interview and analyze reports in order to study the institutions.
The students would do a small report in order to understand the issues of school in designing their curriculum. The students should be able to formulate the problems, challenges and steps taken around the development of a topic in a classroom.

Internal Assessment is based on analyzing the curricular material in various subjects. It would be group activity as the groups would be formulated during the classes. An individual assignment is also possible after discussion with the teacher. The marks would be given to the group. The students would write a term paper as team members supported with content analysis of curricular material: text books, handbooks, reference books etc.

ESSENTIAL READINGS
Kelly, A. V. (   ). *The Curriculum Theory and Practice.*
Ornstein, A. and Hunkins, F. P. (1993). *Curriculum: Foundations, Principles and Issues*. Boston: Allyn and Bacon.
Saylor, J. G., Alexander, W. M. and Lewis, A. J. (1981), *Curriculum Planning for Better Teaching and Learning*. New York: Holt, Rinehart and Wilson.
SUGGESTED READINGS

Adams Anne (2006) *Education from conception to graduation- A systemic Integral Approach.* Unpublished Dissertation for the Degree of Doctor of Philosophy submitted at California Institute of Integral Studies. CA, San Francisco.
Batra Poonam (2010) Social Science Learning in Schools. New Delhi, Sage

Kumar, Ashwini (2011) *Understanding Curriculum as Meditative Enquiry: A Study of the Ideas of JidduKrishnamurti and James Macdonald.*Unpublished doctoral thesis submitted to the Faculty of Graduate Students, The University of British Columbia, Vancouver.

Kumar Krishna Raj smaaj aur shiksha

Kumar Krishna Political Agenda of Education

Kumar Krishna Learning from conflict

Kumar Krishna, what is worth teaching?

National Curriculum Framework (2005)

Pinar William F. (2015) *Curriculum Studies in India: Intellectual Histories, Present Circumstances.* Palgrave Macmillian

Rai, Siddhartha(May 30,2015) *Smriti set to roll out schools 2.0* retrieved from http://indiatoday.intoday.in/story/smriti-irani-ncert-school-mobile-application-students/1/441145.html retrieved on June 1, 2015.

Report on *Pedagogy of Higher Education: Research Review* Under the MHRD Project on "National Mission in Education through Information and Communication Technologies (ICT)"

Websites of NCERT and SCERT

M.Ed. (Semester-II)

Paper-XI: PRE-SERVICE TEACHER EDUCATION

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

As is the teacher educator, so is the teacher and so is the student. For enhancing the quality of school education it is important to prepare competent teacher educators. The course therefore aims at developing thorough understanding of teacher preparation programmes among the prospective teacher educators.

LEARNING OUTCOMES
After completing this course, learners will be able to:

1. Explain the concepts of teaching and teacher education in contemporary contexts.
2. Critically analyze the historical growth and development of teacher education in India.
3. Evaluate the evolving roles and responsibilities of teachers within a knowledge society.
4. Describe the current status and structure of pre☐service teacher education programs in India.
5. Assess the existing teacher education curriculum for its alignment with present☐day school education needs.
6. Apply a range of strategies for curriculum transaction and the evaluation of prospective teachers as future teacher educators.
7. Design and supervise an effective School Experience Programme, demonstrating understanding of its organizational requirements.

UNIT I: TEACHING, TEACHER AND TEACHING PROFESSION

- Nature and Concept of Teaching; Notions of Teaching and teacher reflected in the writings of Indian and western educational thinkers Gandhi, J Krishna Murti, Dewey, Freire and Schon
- Concept of profession, Teaching as a profession
- Teachers' Changing roles, Responsibilities and notions of teachers in India
- Professional Ethics for teachers
- Teacher as a Reflective Practitioner

UNIT II: TEACHER EDUCATION AND ITS DEVELOPMENT IN INDIA

- Teacher Education: Concept and Scope
- Objectives of Teacher Education at various levels : Pre-primary, Elementary and Secondary through the lens of curriculum frameworks
- A brief review of Development of Teacher Education in Ancient, Medieval, British and Modern India.
- A Study of Recommendations of Various Committees and Commissions in British India and Post- Independence Era; NPE- 1986 and its revised formulations 1992, International Commission on Education for 21st Century, Justice Verma Committee

UNIT III: APPROACHES AND MODES OF PRE-SERVICE TEACHER   EDUCATION

- Competency Based Approach

- Integrated Approach
- Consecutive/Traditional Approach
- School/Field Based Approach.
- Face to Face and Distance Mode

UNIT IV: PRE-SERVICE TEACHER EDUCATION CURRICULUM

- Salient features
- Curricular Structure at Different Stages as Suggested by NCTE (To be studied through various curriculum frameworks for Teacher Education)
- Curriculum Models & Approaches to the Development of Curriculum of PSTE
- Characteristics of students' teachers as adult learners, Concept of Andragogy and its principles.
- Models of teaching: One from each family
- Transactional Strategies: Lecture-cum Discussion, Demonstration, Peer learning, Cooperative learning, Group Discussion, Brainstorming, Buzz sessions, Seminar, Workshop, Team teaching, Case Study etc.
- Assessment

UNIT V: SCHOOL EXPERIENCE PROGRAMME

- Student Teaching: Aims; Approaches: Global and Analytical ; Patterns: Block, Intermittent and Internship
- Microteaching and simulated teaching
- Approaches to Lesson Planning, Supervision of Practice Lessons
- Feedback to Student-teachers; Assessment.

Transactional Modalities
- Lecture –Cum –Discussion
- Seminar presentations
- Group discussions
- Guided study
- Assignments

Practicum
- Interviewing 2-3 teachers to carry out the task analysis for understanding tasks performed by the teachers in real field
- Development of teaching plans based on different approaches and methods
- Development of test on PCK in any school teaching subject
- Writing supervisory remarks for student teachers of PSTE programmes

- Development of assessment tools for Student teaching programme
- Critical comparative review of National Curriculum frameworks

ESSENTIAL READINGS

Altekar, A.S. (1965). *Education in Ancient India.* Nandkishore and Bros. Varanasi.

Linda Darling, Harmmond & John Bransford (2005): *Preparing Teacher for a Changing World.* San Francisco: Jossey-Bass, 2005.

Joyce, B., and Weil, M. (2003). *Models of Teaching* (7th edition) Boston: Allyn & Bacon.

NCTE (1998): *Policy Perspectives in Teacher Education-* A Critique New Delhi.

SUGGESTED READINGS

Government Reports /Documents

Report of the Education Commission (1964- 66).

Report of the National Commission on Teachers (1983- 85).

Report of the Delors Commission, UNESCO, 1996.

National Policy of Education 1986/1992.

National Curriculum Framework on School Education, 2005 and Position paper on Teacher Education

NCERT (2006). Teacher Education for Curriculum renewal.

UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.

NCTE (2009). National Curriculum Framework of Teacher Education, New Delhi.

Right to Education Act, 2009.

Report of the working group on Teacher Education for the 12th Five Year Plan, Department of SE & Literacy, MHRD. GOI. Oct' 11, New Delhi.

Justice Verma Commission Report on Teacher Education (2012), NCTE.

Books/ Monographs

Altekar, A.S. (1965). *Education in Ancient India.* Nandkishore and Bros. Varanasi.

Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist Approach.* State University of York.

Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers.* Crowing Press.

Cohen Louis, Manion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th Edition). Routledge Falmer. London and New York.

Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying Teacher Education.* Routledge Falmer. London and New York.

Irvine, J.J. (2003): *Educating Teachers for Diversity: Seeing with a Cultural Eye.* New York: Teachers College Press.

Joyce, B., and Weil, M. (2003). *Models of Teaching* (7th edition) Boston: Allyn & Bacon.

Korthagen, Fred A. J. et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education.* Lawrence Erlbaum Associates.

Linda Darling, Harmmond & John Bransford (2005): *Preparing Teacher for a Changing World.* San Francisco: Jossey-Bass, 2005.

Loughran, John (2006): *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching.* Routledge: New York.

Lampart, M. (2001). *Teaching Problems and the Problems of Teaching.* New Haven: Yale University Press.

Martine, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A Constructivist Approach to Introducing Education.* Wadsworth Publishing. USA.

Mohammad Miyan (2004).*Professionalization of Teacher Education.* Mittal Publications New Delhi.

Mukherjee, S.N. (1964). *Education in India Today and Tomorrow.* Acharya Book Depot. Baroda.

NCTE (1998): *Policy Perspectives in Teacher Education-* A Critique New Delhi.

NCTE (1998): *Competency Based and Commitment Oriented Teacher Education for Quality School Education: Pre- Service Education.* New Delhi.

Rajput, J.S.(1994).*Universalisation of Elementary Education- Role of Teacher Education.* Vikas Publications. New Delhi.

Ram, S. (1999): *Current Issues in Teacher Education.* Sarup & Sons Publications, New Delhi.

Rao, Digumarti Bhaskara (1998). *Teacher Education in India.* Discovery Publishing House. New Delhi.

Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions.* New York, Basic Books.

Singh, L.C.(Ed) (1990). *Teacher Education in India- A Resource Book.* NCERT. New Delhi.

Singh, L.C. And Sharma, P.C. (1995). *Teacher Education and The Teacher.* Vikas Publishing House. New Delhi

Singh, R.P. (1970). *Education in Ancient and Medieval India.* Arya Book Depot, Delhi.

Yadav, M.S. & Lakshmi, T. K. S. (2003): *Conceptual Inputs for Secondary Teacher Education: The Instructional Role.* India. NCTE.

JOURNALS

Bartolome, L. (1994). Beyond the Methods Fetish: Towards a Humanizing Pedagogy. *Harvard Educational Review,* 64,173-194.

Batra, P. (2005). Voice and Agency of Teachers: A Missing Link in the National Curriculum Framework. *Economic & Political Weekly*, Oct. 1-7,4347-4356 ,

Batra, P. (2014). Problematizing Teacher Education Practice in India: Developing a Research Agenda. *Education as Change,* Vol. 18, S5-S-18.

Beijaard, D., Meijer, P.C & Verloop, N. (2004). *Reconsidering Research on Teachers' Professional Identity.* Elsevier: Teaching and Teacher Education, 20, pp. 107-128.

Hargreaves A. (2000). Four Ages of Professionalism and Professional Learning. *Teacher and Teaching: History and Practice*, Vol.6, No.2 pp 151-182. New York: Simon & Schuster.

Korthagen, Fred A.J. & Kessels, J. (1999). Linking Theory and Practice: Changing the Pedagogy of Teacher Education. *Educational Researcher,* Vol. 28, No.4, pp.4-17.

Null, J. Wesley & Bohan, KChara Haessler (2005). Teacher Education Curriculum: What, How and Why. *Curriculum and Teaching Dialogue* pp.39-49.

Prawat, Richard S. (1992). Teachers' Beliefs about Teaching and Learning: A Constructivist Perspective. *American Journal of Education*, Vol.100, No.3 pp 354-395

Schulman, L. (1987). Knowledge and Teaching: Foundations of the New Reform. *Harvard Educational Review*, 63, Pp 163-182.

M.Ed. (Semester-III)

Paper-XII (A): LANGUAGE EDUCATION

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

India is a multilingual society. Hence for any teacher education programme, Language Education course holds greater significance. Hence, the understanding of nature, theories and issues pertaining to a language will definitely help the teachers to address the linguistic diversity and withstand all the challenges arising out of this. The course also provides deep insight into the components and skills of language and how transaction of language content to be made in view of the types of language i.e., LI, L2 or a Foreign Language being taught in the class.

LEARNING OUTCOMES
After completing this course, learners will be able to:

1. Differentiate between structuralist–behaviorist and generative–mentalist approaches to language that emerged in the twentieth century.
2. Explain the nature of language and analyze its relationship with thought.
3. Identify and describe syntactic, semantic, and phonetic components of language.
4. Compare socio linguistic and psycholinguistic approaches to language learning.
5. Evaluate key theories and summarize recent research trends in language studies.

UNIT-1: UNDERSTANDING LANGUAGE

- Nature and characteristics of Language
- Components of language: sounds, Vocabulary and structure and language Skills Nature of Language and its relationship with thoughts
- Language Theories; Saussure, Sapir-Whorf, Bloomfield and Chomsky

UNIT-II: PHONETICS, PHONOLOGY AND MORPHOLOGY

- Speech mechanism, Description and classification of Consonants and Vowel Sounds
- Word Accent, Stress and Rhythm in Connected Speech
- Word formation in Language

UNIT-III: APPROACHES TO LANGUAGE TEACHING AND LEARNING

(a) Psycholinguist and sociolinguist; Piaget, Bruner, Vygotsky, Bernstein and William Labov

(b) Grammar-translation and Direct Methods ,Structural and Communicative approaches to Language Teaching

(c) Bilingual and Interactive approaches to Language Teaching

UNIT-IV: ISSUES RELATED TO LANGUAGE TEACHING AND LEARNING

(a) Language acquisition vs. Language learning, Learner Factors in Language Acquisition
(b) Place of Mother-tongue/Home Language/Other Tongue and Grammar, Speech Community and Multilingualism
(c) Curriculum; different types of Language syllabi and Language Standardization
(d) Language Variation and Ethnic Identities

UNIT-V: RESEARCHES, INNOVATIONS AND EVALUATION IN LANGUAGE

(a) Action research in language, Recent research trends in L1 and L2
(b) Research Methods in Language Teaching and Learning; Nunan's Views
(c) Innovative Practices in Language with special reference to Teaching Heterogeneous classes
(d) Evaluation, feedback and Assessment of learners' Performance

PRACTICUM

- Classroom Observation of a Language classroom understanding the kinds of approaches and methods used by teachers
- Community Survey to document the variety of Language being spoken
- Documentations of Teachers' perspectives pertaining to use of Grammar and Mother Tongue in an L2 class
- Conducting Action Research in a Language class
- Exploring the Assessment and Evaluation Strategies used by Teachers in Language classrooms
- Observations of Other subjects' classes to study the scope of Language Across Classroom

ESSENTIAL READINGS

NCERT (2005). *Position Paper National Focus Group on Teaching of English. NCERT, New Delhi.*

Penny, Ur. (2005). *A course in Language Teaching Practice and Theory.* Cambridge: Cambridge University Press.

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Bloom, B. S. (1956).*Taxonomy of Educational Objectives,* Vol. 1. New York: Mckay.

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Francis, H. (1990). *Language in Teaching and Learning.* New Delhi: Universal Book Stall.

Hubbard, L. R. (1999). *Learning How to Learn.* Los Angeles: Effective Education Publishing.

Mcarthur, I. ed. (1992). *The Oxford Companion to the English Language.* Oxford: The University Press.

NCERT (2005). *Position Paper National Focus Group on Teaching of English. NCERT, New Delhi.*

Nunan, D. (1992). *Research Methods in Language Learning.* Cambridge: Cambridge University Press.

Penny, Ur. (2005). *A course in Language Teaching Practice and Theory.* Cambridge: Cambridge University Press.

Tickoo, ML. (2005). *Teaching and Learning English.* New Delhi: Orient Longman.

Verma, S. K. (1995). *Language in Education Problems and Principles.* Madras: T. R. Publications.

Vygotsky, L. S. (1962). *Thought and Language.* Cambridge, Mass: IT.

M.Ed. (Semester-III)

Paper-XII (B): MATHEMATICS EDUCATION

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

This course equips future teachers and teacher educators with a deep, integrative understanding of how mathematical knowledge is constructed, learned, and assessed. By tracing the philosophical roots of mathematics—its reliance on abstraction, proof, and symbolization—students appreciate why mathematics holds a unique place among the disciplines. Building on this foundation, they explore psychological theories (Piagetian, Vygotskian, constructivist, and sociocultural) to illuminate how learners and teachers make meaning with numbers and structures, and how beliefs about mathematics evolve. A survey of research in mathematics education familiarizes them with current evidence on effective teaching practices, preparing them to both consume and contribute to scholarly discourse. Grounded in national curriculum frameworks, the course challenges learners to critique and innovate curricular materials, fostering the skills needed to design coherent, inclusive mathematics programs. Finally, through examination of assessment norms and practices endorsed by NCERT, students develop and justify evaluation strategies that promote mathematical thinking and equitable learner outcomes. Together, these elements prepare reflective professionals capable of advancing mathematics education in diverse classrooms.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Describe the nature and historical development of mathematics and mathematics education from a philosophical perspective.
2. Explain key psychological theories that inform how teachers and students learn mathematics.
3. Summarize the evolution of research in mathematics education and evaluate its implications for prospective mathematics teachers and teacher educators.
4. Analyze major national frameworks for mathematics education and propose innovations to improve curriculum design.
5. Select and apply appropriate evaluation and assessment techniques to optimize teaching–learning outcomes in mathematics.

UNIT-I: PHILOSOPHICAL BASIS OF MATHEMATICS

This unit is meant to provide philosophical bases of mathematics with respect to its nature and origin. It will discuss the nature of mathematics in light of the key basic characteristics of mathematics such as abstraction, generalization, symbols and signs, proofs etc.

UNIT-II: PSYCHOLOGICAL BASIS OF MATHEMATICS

Piagetian, Vygotskian, Bruner, Gardener (and other) perspectives on mathematics teaching and learning. This includes socio-cultural perspective (Ethno-mathematics) and the constructivist approach.

UNIT-III: TEACHER PREPARATION IN MATHEMATICS AND RESEARCH IN MATHEMATICS EDUCATION

This unit is aimed at understanding the formation of Beliefs regarding teaching and learning of mathematics among the mathematics teachers, its importance in the teaching -learning process and how it gets formed. Cue Utilization process. This section also aims at getting a brief outlook on research in Mathematics Education.

UNIT-IV: MATHEMATICS EDUCATION AND CURRICULUM IN LIGHT OF FRAMEWORKS

Curriculum, Teacher Preparation and Mathematics Education in light of *National Curriculum Framework,* NCERT-2005 and *National Focus Group on Teaching of Mathematics*, NCERT-2005.

UNIT-V: ASSESSMENT AND EVALUATION IN MATHEMATICS

Mathematics as a process and evaluation in Mathematics for desirable outcomes in light of norms established by NCTE and NCERT with inclusive education.

ESSENTIAL READINGS

NCTM (2000). *Principles and standards for school mathematics,* VA. : National Council of Teacher of Mathematics.

Piaget, J. (1952). *The Child's Conception of Number.* W. W. Norton & Company: New York.

Dossey, J. A. (1992). The nature of mathematics: its role and its influence. In Grouws D.A. (Ed.) *Handbook of Mathematics.* New York: Macmillan Publishing Company.

National Council of Educational Research and Training (NCERT). (2006). *National Focus Group on Teaching of Mathematics- Position Paper.* India.

SUGGESTED READINGS

Buehl, M. M., & Alexander, P. A. (2006). Examining the dual nature of epistemological beliefs. *International Journal of Educational Research*, 45, 28–42.

Chitriv, U. G. (1988). *Ausubel vs. Bruner Model for Teaching Mathematics. Himalaya* Publishing House.

Dossey, J. A. (1992). The nature of mathematics: its role and its influence. In Grouws D.A. (Ed.) *Handbook of Mathematics.* New York: Macmillan Publishing Company.

Gronlund, N.E., *Measurement and Evaluation in Teaching*, New York: Macmillan, 1990.

Indira Gandhi National Open University (IGNOU). (2000). *Approaches to Learning.* LMT-01 Learning Mathematics. Chap. 1-2, pp. 7-35

Khan, F. A. (2004). Living Learning and Doing Mathematics: A Study of Working class Children in Delhi. Contemporary Education Dialogue. Vol 1:2, Spring 2004, pp. 199-227.

Kilpatrick, J. (1990). *A History of Research in Mathematics.* U.S. Georgia.

Miglani, R. K. (2014). *Teaching of Mathematics.* Arya Books.

National Council of Educational Research and Training (NCERT). (2006). *National Focus Group on Teaching of Mathematics- Position Paper.* India.

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NCTM (2000). *Principles and standards for school mathematics,* VA. : National Council of Teacher of Mathematics.

Piaget, J. (1952). *The Child's Conception of Number.* W. W. Norton & Company: New York.

M.Ed. (Semester-III)

Paper-XII (C): SOCIAL SCIENCE EDUCATION

RATIONALE

The contents of social Science as a school subject are based on a certain understanding about their nature and purposes. This course introduces student-teachers to different perspectives about these subjects. It also examines the ways in which different visions and understanding of the subjects get reflected in different curriculum, syllabus and textbooks. It also aims at making the students understand the content of social sciences, Contribution of great men in the field of social sciences. It also provides understanding of the construction of Curriculum, methods and approaches and different evaluation and assessment of social sciences. It suggests how social sciences can develop capacities to critically understand society and social reality around us with reference to time, space and power, structures, institutions, processes and relationships.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Define and illustrate the meaning, nature, and scope of the social sciences.
2. Compare and evaluate various methods and approaches for teaching social sciences.
3. Identify major contributors in the field of social sciences and summarize their key contributions.
4. Apply appropriate techniques for curriculum transaction in social sciences classrooms.
5. Design and implement effective evaluation and assessment strategies for social sciences learning.

UNIT I: CONCEPTUALIZATION OF SOCIAL SCIENCE EDUCATION

- Meaning, Nature, Objectives, and Scope of Social Science education.
- Relevance of social science education in school curriculum.
- Integration of different subjects of Social Science: History, Civics, Economics, Geography and Sociology, Social Science at school stage, Aims and Objectives of teaching of Social Science in Secondary School.

UNIT II: CONTENTS OF SOCIAL SCIENCES

- Dimensions in social sciences: social thought, social change, social continuity and social progress.
- Contribution of the following to the development of social sciences: Adam Smith, Karl Marx, and Gandhi.
- Constitution of Indian, Fundamental rights, Rights of the Child.

UNIT III: ASPECTS OF SOCIAL SCIENCE CURRICULUM

- Meaning and Principles of Curriculum construction in social studies.

- Approaches to formulation of social science curriculum at various stages of education;
- Development of curricular materials viz., textbooks, workbooks, activity book and self instructional materials
- NCF 2005, related to the social science curriculum.

UNIT IV: ADVANCED METHODS MODELS AND APPROACHES

- **Various teaching learning Approaches viz.**Constructivist approach, behaviorist approach, Interdisciplinary approach
- **Various teaching Methods:** Lecture method, project method, problem solving, Team teaching
- **Various teaching learning strategies and Model*s viz*.** co-curricular activities, field trips, Concept attainment, social inquiry models, and concept of maps
- Integration of ICT in teaching-learning of social science

UNIT V: RESEARCHES AND EVALUATION IN SOCIAL SCIENCE
- Research Methods : Action research and Recent research trends in social science
- Meaning, Need and Importance of Evaluation. Difference between Measurement, Assessment and Evaluation,
- Type of evaluation strategies- Formative and summative evaluation
- Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, and interviews.

Mode of Transaction

(1) Lecture-cum-discussion,

(2) Seminar reading presentation by students on selected themes individually and collectively leading to discussion;

(3) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;

(4) Library readings on selected theme followed by group discussion;

(5) Study of documents and references, interaction with field staff and reflective interaction with the peer group.

(6) Workshops, seminars, assignments, tutorial and group discussion around issues and concepts studies in theory

Evaluation

The participants will be evaluated throughout the programme in all the courses transacted. Different modes of evaluation such as written assignments/term paper/project work, group work, internal tests and seminar presentation etc., will be most commonly used for evaluation.

Practicum (Any one or two)

- Seminar on evolution of social science as a discipline.
- A critical study of the social science curriculum of secondary school.
- Visit a social science center/ science museum and present the report
- Development of a lesson design based on constructivist approach in a collaborative mode.
- Preparation and teaching two lessons using an integrated approach of teaching social science.
- Critique a historical film/serial or novel from the viewpoint of society.
- Conduct a survey in the school on a particular social issue of your choice and prepare a report on it.
- Through field visits, understand a slum in terms of its economics, subsistence, politics and historical memories. Develop connections between these factors to understand the nature of their present concerns and problems.
- Study the role of educational NGOs and their impact on society. Prepare a detailed report on this topic.

ESSENTIAL READINGS

Alan J Singer (2003), *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Lawrence Erlbaum Associates, Mahwah, New Jersey.

Allen, A., *Social Studies in the Primary School,* Australia: McMillan, 1960.

Arora, GL (1988), *Curriculum and Quality in Education*, NCERT, New Delhi.

Ashley Kent, (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.

Avijit Pathak, (2002) *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers, New Delhi.

Binning and Binning (1952), *Teaching Social Studies in Secondary Schools*, McGraw Hills, New York.

David Lambert and David Balderstone (2000), *Learning to Teach Geography in Secondary School: A Companion to School Experience,* Routledge Falmer, London.

Digumarti Bhaskara Rao (ed.), *Techniques of Teaching Social Sciences,* Sonali Publications, Delhi.

Ferris, J .Pamela (2003), *Elementary and Middle School Social Studies: An Interdisciplinary instructional approach*, McGraw Hills, New York.

GOI (1993), learning without Burden: Report *of the National Advisory Committee appointed by the Ministry of Human Resource Development,* Department of Education, New Delhi.

GOI (2005), *Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System*: A Report, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi.

SUGGESTED READINGS

Indian Economic Association Trust for Research and Development (1991*), Teaching of Economics in India,* Interest Publications, New Delhi.

Jack Zevin, (2000) *Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools,* Lawrence Erlbaum Associates, Mahwah, New Jersey.

James Hemming (1953), *Teaching of Social Studies in Secondary Schools,* Longman Geen & Co, London.

Krishna Kumar, (2002), *Prejudice and Pride*, Penguin Books India, Delhi.

Kaushik, V.R. and Sharma, S.R., *Teaching of Social Studies in Elementary School,* New Delhi : Anmol Publications ,1997.

Kohli, *Teaching of Social Studies,* 1996.

Martorella, P.H ., *Social Studies for Elementary School Children,* Merrill, USA, 1994.

Maggie Smith (2002), *Teaching Geography in Secondary Schools: A Reader,* Routledge Falmer, London,

NCERT (1976), *The Curriculum for the Ten-Year School: A Framework,* Reprint Edition, National Council of Educational Research and Training, New Delhi.

NCERT (1988), *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition, National Council of Educational Research and Training, New Delhi.

NCERT (2001), *National Curriculum Framework for School Education, Reprint Edition,* National Council of Educational Research and Training, New Delhi.

NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Papers Vol. II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks)*, National Council of Educational Research and Training, New Delhi.

NCERT (2005a) National Curriculum Framework Review 2005 *National Focus Group Position Paper on Teaching of Social Science*, National Council of Educational Research and Training, New Delhi.

NCERT (2005b), *National Curriculum Framework 2005*, National Council of Educational Research and Training, New Delhi.

NCERT (2006a), *Syllabi for Secondary and Higher Secondary Classes*, National Council of Educational Research and Training, New Delhi.

NCERT (2006), *Syllabus for Classes at the Elementary Level*, National Council of Educational Research and Training, New Delhi.

Rajni Kumar, Anil Sethi and Shalini Sikka, (2005) *School Society and Nation: Popular Essays in Education*, Orient Longman, Delhi.

Williams E. Becker, Michael Watts and Suzanne R. Becker (2006) *Teaching Economics: More alternatives to chalk and Talk*, Edward Elgar Publishing, Northampton, USA

Sharma RA, *Teaching of social studies.* International publishing House, Meerut

JOURNALS

Economic and Political Weekly (published from Mumbai, India).

Journal of Economic Education (published from the United States of America).

Teaching of History (published from the United Kingdom).

Journal of Social Sciences, Quarterly.

Journal of Curriculum Studies (published by Routledge, United Kingdom)

OTHERS

Encyclopaedia of the Social Sciences.

Encyclopaedia Britannica

Paper-XII (D): SCIENCE EDUCATION

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

Teacher Educators need to develop a concept of Science Education in the light of new ongoing debate in Science world over. There are two main purposes of offering this course: one that students learn the nature of philosophy and history of science. Second, view its relevance in the classroom. The students might already be aware of the science classrooms and experienced teaching. Therefore, they should be able to relate the recent criticism of science or new discoveries to what happens in the classrooms. Secondly, the teacher educator is also a consumer of science. They should be a well informed and critical consumer. Only if they carry this perspective of situating science in the current socio-economic and political discourse will they be able to create science classrooms which think and analyze. Similarly this would help them take up research on these issues in science and even conduct an informed teacher education program.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Analyze the nature of science and its relationship to the development of scientific concepts.
2. Critically evaluate science education policies from socio political and economic perspectives.
3. Identify common issues in science concept formation within classrooms and apply appropriate instructional resources to address them.
4. Examine strategies for disseminating scientific concepts and assess the challenges involved.
5. Describe the structural components of science programs and distinguish their essential features.

UNIT I: Nature of science, its history, philosophy and methods. Scientific method: Induction, deduction, verifiability and falsification, 'against method. Application of this on the discovery of a few concepts of science.

UNIT II: Science Education in various policies and commissions. India's policy on Science and Science Education. Ongoing debates on issues of science (science curriculum and instruction, environmental and socio-scientific issues, ethics, assessment, research and industry).

UNIT III: Science in classrooms. Students' and teachers' concepts of science (alternative and misconceptions), Approaches and methods of teaching-learning of science: conceptual, process, integrated, constructivist approaches; activity, demonstration, experimentation, project, analogies. Use of ICT in teaching-learning of science.

UNIT IV: Major developments and trends in science education from international and Indian perspectives: Nuffield Chemistry programme, Project 2061, CHEM study project, SAPA, HSTP, BGVS, STEM programs etc., NCERT science curriculum at elementary, secondary, and senior secondary level of school education.

UNIT V: Professional development of science teacher, Importance of Science bodies and organizations, Role of action research in professional development. Sources of teaching and learning aids, Edger Dale's Cone of experiences, science magazines, science textbooks, kits, science programs on television channels, science news, websites, field visits, exhibits, museum.

Mode of Transaction

Lecture cum discussion, Field visits, Group discussion, Seminars, and Workshops etc.

Internal Assessment and Practicum

Internal assessment may be conducted in different modes such as assignment, project, presentation, and written test etc. Students would present readings and seminars in the classroom on the topic from the syllabus they have taken. Building on the same topic they would collect some data from the children or teachers or individuals (as per the objectives) they would analyze the same and present this small project at the end of the semester.

The students if taking a project on relevant resource material might collect the material and make a small resource for the department. The student in this case might even visit or arrange the visit of the class students to the museum, fair etc. the student who arranges the visit can present the report later on and like the rest of the students has to submit a written report of this project, the guidelines for the same would be provided.

ESSENTIAL READINGS

Agnihotri, R., Khanna, K. and Shukla, A. L. (1994). *Prashika*, Eklavya's Innovative Experiment in Primary Education.

Berry, A., Friedrichsen, P., & Loughran, J. (Eds.). (2015). *Re-examining pedagogical content knowledge in science education*. Routledge.

Buxton, C. A., & Provenzo, E. F. (2007). *Teaching science in elementary and middle school: A cognitive and cultural approach*. Sage.

Driver, R. (1981). Pupils' Alternative Frameworks in Science, *European Journal of Science Education* 3(1), 93-101.

Driver, R., Squires, A., Rushworth, P., & Wood-Robinson, V. (2014). *Making sense of secondary science: Research into children's ideas*. Routledge.

Feyerabend, P. (1996). *Killing time: the autobiography of Paul Feyerabend*. University of Chicago Press.

Heywood, D., & Parker, J. (2010). *The pedagogy of physical science* (Vol. 38). Dordrecht: Springer.

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Liang, L. L., Liu, X., & Fulmer, G. W. (Eds.). (2017). *Chinese science education in the 21st century: Policy, practice, and research*. Dordrecht, The Netherlands: Springer.

Losee, J. (2001). *A historical introduction to the philosophy of science*. OUP Oxford.

McComas, W. F. (Ed.). (2006). *The nature of science in science education: Rationales and strategies* (Vol. 5). Springer Science & Business Media.

National Academy of Sciences (US). Working Group on Teaching Evolution. (1998). *Teaching about evolution and the nature of science*. Joseph Henry Press.

NCERT, *'Focus Group Report' Teaching of Science* (2005). NCERT New Delhi.

NCERT (2005) *National curriculum Framework*. New Delhi NCERT.

Nola, R., & Sankey, H. (2014). *Theories of scientific method: an introduction*. Routledge.

Salmon, M. H. (1999). *Introduction to the Philosophy of Science*. Hackett Publishing.

SUGGESTED READINGS

Ausubel, David P. (1969). Some Psychological and Educational Limitations of Learning by Discovery in Anderson, Hans O. (Ed.), *Readings in Science Education for the Secondary School*, Macmillan, 97-113.

Cavin, Arthur, A. (1997) *Teaching Science through Discovery* 8 ed. New Jersey, Prentice Hall.

Centre for Science and Environment, *Citizen's Reports*, New Delhi. especially the 2nd Report.

Chiappetta, E. L., Koballa, T. R. and Collette, A. T. (1998). *Science Instruction in Middle and Secondary Schools*, New Jersey: Merrill.

Derry, G. N. (2002). *What science is and how it works*. Princeton University Press.

Doel, R. E., & Söderqvist, T. (2006). *The historiography of contemporary science, technology, and medicine: writing recent science* (Vol. 23). Routledge.

Driver, R., Rushworth, P., Squires, A., & Wood-Robinson, V. (Eds.). (2004). *Making Sense of Secondary Science: Support material for teachers*. Routledge.

Feyerband Paul *Against method*

Gega, Peter, C. (1990) *Science in Elementary Education*. 6th Ed. NY, Macmillian.

Gilbert, J. (ed) (2006) *Science education major themes in education*. Routledge Vol 1-4.

Guesene, E. and Tberghiem, A. (1985). *Children's Ideas in Science*, Milton Keynes: Open University Press.

Jacobson, J.W. &Bergnan, A.B. (1991) *Science for children A book for Teachers*. 3rd ed. New Delhi, Prentice Hall.

Kuhn, Thomas (1962) *The structure of scientific revolution*. University of Chicago Process.

Mahanti, S. (2013). A perspective on scientific temper in India.*Journal of Scientific Temper (JST)*, *1*(1 & 2).

Mintezes, J.J., Wandersee, J.H. & Novak, J.D. (eds) (1997) *Teaching for Understanding A Human Constructivist View*. NY, Academic Press.

Pollard, A. (2002). *Reflective Teaching*, London: Continuum.

Popper *The logic of scientific discovery.*

Sainath, P. (1996). *Everybody Loves a Good Drought- Stories from India's Poorest Districts*, Penguin Books.

Science Teacher (NSTA's peer reviewed journal for secondary science teachers).

School Text books of NCERT and various other private publishers.

Shiva, V. (2000). *Stolen Harvest: The Hijacking of Global Food Supply*, Cambridge, UK: South End Press.

Solomon, J., & Aikenhead, G. (1994). *STS Education: International Perspectives on Reform. Ways of Knowing Science Series*. New York: Teachers College Press,

UNESCO *Handbook for Science teachers*. Paris: UNESCO.

Venville, G. & Dawson, V. (2006) *The Art of Teaching Science*. Australia, Allen & Unwin.

Web Sources

http://www.ceeindia.org/cee/educationfor_children.html

http://www.project2061.org

Journals & Magazines; recordings of science programs on radio and television.

M.Ed. (Semester-III)

Paper-XIII: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

The present course has been designed to prepare prospective teacher educators as Professionals who can contribute to Continuous professional development of teachers and teacher educators. It will enable them to examine the issues and challenges in teacher education critically so as to respond to

the realities of teacher education. It would also enable them to identify research issues pertaining to teacher education for enhancing its effectiveness and generation of knowledge in this area.

LEARNING OUTCOMES
After completing this course, learners will be able to:

1. Define the concept and key characteristics of in service education for teachers.
2. Design and plan an in service training programme, outlining its objectives, structure, and organizational requirements.
3. Identify and compare the roles of various agencies involved in the professional development of teachers.
4. Analyze prevailing issues and challenges in teacher education to formulate viable research questions.
5. Explain the significance of research in generating knowledge and evaluate its impact on the effectiveness of teacher education programmes.

UNIT I: CONTINUOUS PROFESSIONAL DEVELOPMENT
- Concept , Need and Objectives
- Modes: Face to face, Distance and Blended Approach
- Agencies for INSET: National, State, District and Local level agencies, Autonomous organisations
- Historical development of INSET in Post Independent Era
- GOI initiatives across the levels

UNIT II: PLANNING AND ORGANIZATION OF IN-SERVICE PROGRAMMES

- Need Assessment: Concept, Importance and Techniques
- Models of INSET
- Strategies of Continuous Professional Development: Workshops, Seminars, Conferences, Symposium, Panel Discussion, Study Groups, extension Lectures, Research Colloquium, Orientation Programmes, Refresher Courses
- Action research and Reflection as a tool for Professional Development
- Monitoring, Evaluation and Follow up
- Role of ICT

UNIT III: MANAGEMENT OF TEACHER EDUCATION
- Manpower planning for teachers: Demand and supply of qualified teachers at different teachers
- Management of teachers at state level: Qualification of teachers, Teacher recruitment policies, professional development of teachers
- Quality and regulatory Aspect of teacher education: Role and Functions of NCTE, NAAC and other apex bodies

UNIT IV: PROBLEMS AND ISSUES IN TEACHER EDUCATION
- Problems and issues related to PSTE
- Problems and issues related to CPD of teachers and Teacher Educators
- Networking of TEIs for preparing teachers for different levels of school education
- Future Development of Teacher Education in India

UNIT V: RESEARCHES AND EXPERIMENTS IN TEACHER EDUCATION
- Paradigms of research, Teaching and Teacher Education
- Research and Effectiveness of teacher education programme
- Methodological issues and research in teacher education_ Theoretical vs Applied , Participatory action research
- Experiments in PSTE and INSET, Best Practices: National and International
- Research Trends, present status and gaps

Transactional Modalities

Lecture –Cum –Discussion

Seminar presentations

Group discussions

Guided study

Assignments

Practicum

- Conducting interview of 2-3 in-service teachers study the impact of PSTE
- Carrying out need assessment for CPD of Teachers
- Study of Norms and Regulations of NCTE and its critical review in terms of ita implications for teacher education
- Review of researches in teacher education
- Case study of a Institution for understanding Best Practices

ESSENTIAL READINGS
Report of the Education Commission (1964- 66).
Report of the National Commission on Teachers (1983- 85).
National Curriculum Frameworks for Teacher Education (2009).
Report of the Delors Commission, UNESCO, 1996.
National Policy of Education 1986/1992.
National Curriculum Framework on School Education, 2005.
UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
NCERT (2005): National Curriculum Framework.

NCERT (2006): Teacher Education for Curriculum renewal.

NCTE (1998): Perspectives in Teacher Education.

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

Report of the working group on Teacher Education for the 12th 5 year Plan, Deptt. of SE & Literacy, MHRD. GOI. Oct' 11, New Delhi.

Justice Verma Commission Report on Teacher Education (2012), NCTE.

SUGGESTED READINGS

Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist Approach.* State University of York.

Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th Edition). Rout ledge Falmer. London and New York.

Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying in Teacher Education.* Rout ledge Falmer. London and New York.

Korthagen, Fred A. J. et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education.* Lawrence Erlbaum Associates.

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Martine, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A Constructivist Approach to Introducing Education.* Wadsworth Publishing. USA.

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Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions.* New York, Basic Books.

Day, C. & Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers.* Maidenhead. Brinks Open University Press.

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M.Ed. (Semester-III)

Paper-XIV (A): UNDERSTANDING EDUCATIONAL ADMINISTRATION

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

Any policy directive to take shape needs to be backed by a robust implementation mechanism. This calls for a need to have personnel in the field of educational administration equipped with a sound understanding of administrative principles, theories and their applicability. This course has been specially mandated for teacher educators to develop managerial and leadership skills for the effective implementation of educational plans and policies. The course will provide the learners the nuances of historical development of educational administration in India and will also enable the learners to conceptualize the role and responsibilities of the administrative machinery responsible for drafting policy guidelines. It gives emphasis on understanding the emerging issues and research trends related to educational administration in India by providing not only a theory based approach to teaching and learning but also an orientation to the practical aspect of administration by focused internship at related organizations / institutions.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Define the concepts of administration and management and explain the key functions of educational administration.
2. Trace and summarize the historical development of educational administration in India.
3. Evaluate different administrative principles, leadership theories, and styles, and apply them to educational contexts.
4. Assess administrative strategies for managing human, financial, and material resources in educational institutions.

UNIT– I: UNDERSTANDING EDUCATIONAL ADMINISTRATION
- Meaning, concept and scope of administration
- Difference between administration and management
- Functions of educational administration (POSDCORB)

UNIT – II: LANDMARKS IN EDUCATIONAL ADMINISTRATION

Pre- Independence:
- Charter Act 1813
- Wood's Despatch 1854
- Educational Policy 1904

Post- Independence:
- University Education Commission 1948
- Mudaliar Commission 1952
- Kothari Commission 1964
- National Policy of Education 1986

UNIT– III: PRINCIPLES OF EDUCATIONAL MANAGEMENT

- Principles of management
- Historical perspective: Classical , Neoclassical, scientific and Modern

UNIT– IV: UNDERSTANDING LEADERSHIP

- Meaning, concept and nature of leadership
- Theories and models of leadership- Fred Fiedler's Theory, Yetton Vroom's Theory, McGregor's Theory X and Theory Y
- Types of Leadership – Transactional and Transformational
- Leadership Styles – Autocratic, democratic and laissez-faire

UNIT– V: RESOURCE MANAGEMENT

- Human Resource management
- Physical Resource management
- Financial Resource Management

Mode of Transaction

Class Lectures, Seminars, Discussions, Field work, Dissertation, Presentations etc.

Practicum (Any one)

- Field Trips (based on a site-visit)
- Report –writing (based on internship)

Evaluation

Class test (internal), External Examination, Presentation, Seminar etc.

ESSENTIAL READINGS

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Tanner, D. & Laurel, T. (1987). Supervision in Educational Problems and Practice. New York: Macmillan Publishing Co.

M.Ed. (Semester-III)

Paper-XIV (B): EDUCATIONAL TECHNOLOGY

Total Credit: 4
Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

The course builds on the belief that technology is a tool that enhances and expands the educational environment; and strives to promote the use of current and emergent technologies for teaching and learning in a dynamic global society. The motive is to prepare educational technologists who are leaders and innovators, serving in institutions of higher education, public or private school settings, state or local educational agencies, community organizations, and the private sector.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Demonstrate effective use of a range of educational technologies to support teaching and learning.
2. Describe the characteristics and purposes of communication modes (e.g., synchronous/asynchronous, multimedia) in educational settings.
3. Apply theoretical and practical models to create, assess, and manage educational technology tools and processes.
4. Design, develop, implement, and evaluate technology-rich learning environments within a collaborative community of practice.
5. Explain fundamental concepts and components of technology and leverage these as productivity tools for educators.
6. Select and integrate appropriate multimedia technologies (audio, video, graphics) to enhance classroom instruction.
7. Utilize interactive media (e.g., simulations, educational games, virtual labs) to foster student engagement.
8. Analyze emerging challenges and opportunities in integrating new technologies into educational processes.
9. Identify current trends and innovative techniques in educational technology and articulate their potential applications.

10. Develop a reflective, practitioner□oriented approach to continuously improve the integration of educational technology.

UNIT-I: CONCEPT OF EDUCATIONAL TECHNOLOGY

- Meaning and nature,
- Conceptual Framework of Educational Technology
- Evolution and development
- Scope and significance
- Approaches : Software, Hardware and Systems
- Educational and Instructional Technology
- Application of Educational Technology in Indian Classrooms.

UNIT-II: COMMUNICATION PROCESS
- Concept, nature, process of communication
- Models of communication
- Unidirectional and interactive communication
- Barriers to communication
- Teaching-learning as a communication process
- Classroom communication
- Factors influencing classroom communication.

UNIT- III: TEACHING
- The Concept of Teaching: various modalities of teaching such as, Training, Instruction, Conditioning, Indoctrination, and Education
- Levels of teaching- memory, understanding and reflective
- stages of teaching-pre- active, interactive and post-active
- Models of teaching : meaning and functions
- Concept attainment model, inquiry training model.
- Modification of Teacher Behaviour: Microteaching, Flanders Interaction Analysis and Simulations.

UNIT- IV: TECHNOLOGY, MEDIA AND CURRICULUM INTEGRATION
- Concept, characteristics, uses and limitations of various media
- Visual Literacy- its implications for use in classrooms
- Mass Media, Radio, Television, and Films.
- Mass media –types and selection
- Social Media for Learning by Means of ICT
- Current status of Mass Media in Education

- Teacher's Role in Using Mass Media.
- Multimedia
- Planning and implementation of media mix
- TPACK, SAMR, UDL
- MOOCs: Evolution, usage and limitations; Planning and designing MOOCs

UNIT-V: TECHNOLOGICAL AIDS IN TEACHING-LEARNING
- Technological Aids - Teaching Machines, Computers and Audio-visual Appliances, Assistive Technology - their nature, characteristics, advantages and limitations.
- Emerging technologies in Education-mobile computing, augmented reality, artificial intelligence- their use in education.

Transaction Mode
Observational studies - Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;
1. Seminar reading presentation by students on selected themes individually and collectively leading to discussion;
2. Library readings on selected theme followed by group discussion;
3. Study of documents and references, interaction with field staff and reflective interaction with the peer group.
4. Workshops, seminars, assignments and group discussion around issues and concepts studied in theory

Practicum
The following are only examples:
- Observation of educational institutions to reflect on their integration of technology focusing on how instructional technology affects and advances learning.
- Observation of classrooms to identify unidirectional or interactive communication, barriers to communication, factors influencing communication.
- Prepare a report on use of media, mass media in education.
- Discussion of the effects of current and emerging media on the evaluation, creation of knowledge and creative inquiry.
- Identification/Systematic planning, development and evaluation of media-rich classroom instruction.
- Designing and developing instructionally effective visual materials and multimedia for incorporation into the classroom. Work presented must demonstrate the student's competence in using technology to support teaching and learning and for presenting work clearly and professionally.

Evaluation

Assignments, tests, research papers, individual and group presentations

ESSENTIAL READINGS

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Journals of Educational Technology

British Journal of Educational Technology (BJET)

Canadian Journal of Learning and Technology

Contemporary Issues in Technology and Teacher Education (CITE)

Educational Technology Research and Development (ETR&D) AECT Publication Indian Journal of Educational Technology (IJET)

Indian Journal of Open Learning

International Review of Research in Open and Distance Learning

Journal for Research on Technology in Education (JRTE)

The Turkish Online Journal of Educational Technology

M.Ed. (Semester-III)

Paper-XIV C: EDUCATIONAL MEASUREMENT AND EVALUATION

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

Evaluation has a vital role in the Teaching-Learning process. A sound understanding of evaluation related concepts and various tools and techniques of evaluation empower a teacher and other functionaries of education to make the right decision and set the tone for future appropriate action. The present course will enable the learner to understand such concepts and techniques and also to select, develop and use various evaluation tools for assessment of learning and other abilities.

LEARNING OUTCOMES

After completion of this course, learners will be able to:

1. Explain the nature and role of evaluation in the teaching–learning process.
2. Differentiate between measurement, assessment, and evaluation, articulating the scope and purpose of each.
3. Develop and standardize various types of educational tests, demonstrating understanding of item construction, reliability, and validity.
4. Select and critically evaluate appropriate instruments for measuring attitudes, intelligence, and personality traits.

UNIT-I: Concept of Measurement and Evaluation in Education

● Measurement: Physical Vs Psychological and Educational Measurement
● Types of Evaluation: Placement, Formative, Summative, Diagnostic Marking Vs Grading System of Evaluation; Continuous and Comprehensive Evaluation

UNIT- II: Measurement of Learning Achievement

● Criterion and Norm Referenced Tests
● Construction of an Achievement Test: the Blueprint, the Pre-try-out, the try-out, Item analysis, final form of and Achievement Test
● Standardization of an Achievement Test: Sampling; Standardization of procedures for test administration; Validity and Reliability and Setting up Norms.

UNIT-III: Psychological Tests

● Measurement of Intelligence and Aptitude
● The Structure of Intellect Model

UNIT-IV: Measurement of Attitude

● Construction of an Attitude Scale Thurston's and Likert's Scaling methods

UNIT-V: The Measurement of Personality Traits

● Personality Tests and Inventories

- Projective Techniques

PRACTICUM

(i)   Observe the various types of assessment techniques used by the teachers during teaching lessons in the classroom.

(ii)   A pedagogical analysis of at least two lessons of a textbook and formulate the behavioral objectives of teaching these lessons.

(iii)   Development and administration of an achievement test/attitude scale .

(iv)   Select a personality inventory and its administration on a group of students.

ESSENTIAL READINGS

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M.Ed. (Semester-III)

Paper-XIV (D): INTRODUCTION TO GUIDANCE AND COUNSELING

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

The guidance and counseling of students is an integral component needed for the holistic development of the students. Guidance and counseling services and programs promote the socio-personal, educational, and career development of all students. Kothari Commission (1964-66), recommended that school teachers should perform the role of both an educator and a counselor.

Post, Right to Education Act (RTE), 2009 it is mandatory to have in every school a school counselor. In consultation with the School Management Committee (SMC's)as mandated to be set up in every school, the school counselor should focus on planning, designing and implementation of the school guidance program. Nowadays with inclusion gaining footholds in school settings (RTE, 2009), the diverse needs of the student community need to be addressed. In fact, with the

increased role and participation of the parent community in the school setting (SMC's), guidance workers/school staff's responsibilities define their scope of activities to bridge between and among school and the community.

This course will enable learners to understand the basic concepts in the field of guidance and counseling and also acquaint them with the historical beginnings of guidance vis-a-vis the present status of guidance and counseling in India. The learners will undertake field visits and experiences in school settings and related organizations/ institutions as part of their practicum.

LEARNING OUTCOMES

After completion of this course, learners will be able to:

1. Define and explain the aims, principles, and underlying assumptions of guidance and counseling.
2. Trace and analyze the historical development and current status of guidance and counseling practices.
3. Apply key techniques and design an organizational framework for delivering comprehensive school guidance services.
4. Analyze the relationship between education and guidance/counseling and demonstrate its application in educational settings.
5. Evaluate the nature and principles of guidance/counseling for special learner groups and formulate appropriate support strategies.

UNIT-I: INTRODUCTION

● Meaning, Definition, Concept of guidance, Scope
● Need, principles of organizing guidance services at various stages of school
● Assumptions, issues and problems of guidance
● Relationship between education vis-à-vis guidance / counseling

UNIT-II: HISTORICAL DEVELOPMENT VIS-À-VIS EMERGING TRENDS

● Historical beginnings of guidance and counseling, theories
● recommendations of various commissions in post independent India
● status of guidance and counseling in India at the various levels of education
● emerging trends and current needs in India vis-à-vis globally etc.

UNIT-III: ESSENTIAL GUIDANCE SERVICES

● Guidance Programme
● Orientation service, Individual Inventory service, Occupational Information service etc.
● Personnel in the guidance programme
● Career guidance

UNIT-IV: GUIDANCE AND CURRICULUM

- Interrelationship between guidance and curriculum
- Guidance and Classroom Learning
- Group guidance
- Teacher as a guidance functionary

UNIT-V: PSYCHOLOGICAL WELL-BEING AND GUIDANCE OF SPECIAL GROUPS

- Identification of needs of Behavioural problems of students
- Gifted, underachievers, Children with special needs, SC, ST etc

Practicum

The students will develop a comprehensive guidance and counseling program in consultation with an area specified school team.
- Students will identify needs, implement and monitor programs, modify/ adjust plans as per needs of students/ schools. Regular evaluation of the plan and its implementation will also be done to ensure the school and community is being served.

ESSENTIAL READINGS

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www.ndt-ed.org/TeachingResources/ClassroomTips/Encouraging_Creativity.htm
www. guidance-research.org/EG/British Journal of Guidance and Counseling
www.ops.org/district/schoolcounseling/bibliography
www.jcu.edu.com

M.Ed. (Semester-III)

Paper-XIV (F): CURRICULUM DEVELOPMENT

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

The word curriculum is perhaps as old as the word education itself but as a field of study it has comparatively recent origin. For a sound educational system the role and relevance of curriculum in evolving a fool proof educational system is pivotal. In fact curriculum is the most explicit path through which goals and ideals of education can be achieved. A sound understanding about various concepts related to curriculum, curriculum theories, models and approaches are specifically important for those interested in the process of curriculum development. Curriculum is also a forceful and a peaceful means of socialization in general and political socialization in particular and so an understanding between politics and curriculum is of prime importance for designing and implementation of a curriculum. The present course is designed to develop a conceptually sound and practically relevant understanding about the essential aspects of curriculum development and its evaluation.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Define the concept of curriculum and explain its related terminology.
2. Describe the nature and scope of curriculum development as an academic field.
3. Analyze the philosophical, sociological, and psychological foundations that inform curriculum design.

4. Identify major curriculum theories, models, and development approaches, and compare their characteristics.
5. Evaluate various curriculum development models and apply appropriate criteria to assess and improve curriculum designs.
6. Examine the relationship between education and politics and assess its impact on curriculum decisions.

UNIT-I: CURRICULUM AND ITS FOUNDATIONS
- Difficulty in defining curriculum, operationalization of curriculum
- Related Concepts: (i) Teaching, Instruction and Assessment
                              (ii) Syllabus, Curriculum Guide, Curriculum framework
- Historical Development of Curriculum as a field of study
- Domains of Curriculum: Objectives, Contents, Teaching- Learning Experiences and Evaluation
- Philosophical, Psychological and Sociological foundation of Curriculum

UNIT-II: CURRICULUM DESIGN
- Approaches to Curriculum Planning: Environmental, Integrated and Disciplinary Sources of data for Curriculum Designing:
    - (i)   Learners
    - (ii)   Society
    - (iii)   Knowledge (Nature of Subject)
- Curricular Goals and objectives: Sources and Formulation
- Course Content and its selection and organization
- Role of Textbook and its essential features
- Learner Centered, Subject Centered and Problem Centered Curriculum Designs

UNIT-III: CURRICULUM THEORY AND MODELS
- Theory in Curriculum: Meaning, Function and Types
- Difficulties in Theorizing in Curriculum
- Models for Curriculum development as an alternative, Inductive, Deductive and Post Positivist Models: Scope and limitations
- System Approach in Curriculum Planning

UNIT-IV: CURRICULUM EVALUATION
- Meaning; Formative and Summative Evaluation; Process and Product Evaluation
- Models for Curriculum Evaluation: Scientific Positivist and Humanistic-Naturalistic

UNIT-V: CURRICULUM IDEOLOGY AND POLITICS
- Curriculum and Politics: Interface between Curriculum and Political Ideology, Curriculum and Democracy
- Curriculum and Issue of Equity, Quality and Relevance

- Curriculum and Multiculturalism
- Core and Differentiated Curriculum

PRACTICUM

1. (a) Visit a locality and contact parents of those children who are studying in Secondary Classes/ Elementary Class. Ask their perceptions about the purpose of Secondary/ Elementary education.

   Convert these responses in the form of curricular objectives.

   (b) Analyse the National Curriculum Framework-2005 to trace the curricular objectives and amend the list, if necessary in this light.

   (c) Visit a school, collect information about the vision and mission of the school, observe the classroom and prepare the list of curricular objectives based on your observation. Also compare the list of objectives prepared earlier and after school visit. Try to categorize the objectives as objectives of explicit curriculum and objectives of Hidden curriculum.

   (2) Prepare a list of concepts in a particular subject after reviewing the textbooks of class VI to XII and then keeping the nature of the subject and the hierarchical position of these concepts as primary, secondary and tertiary or concept by name and concept by definition prepare a concept-tree. Keeping the hierarchical positions of the concepts in the concept-tree divide them grade wise. Compare your grade wise distribution of concepts with the prescribed syllabus and comment on the variation, if found.

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M.Ed. (Semester-III)

Paper-XIV (G): GENDER AND EDUCATION

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

The course will help students develop an understanding of the historical dimensions of gender and introduce them to key concepts in feminist theory and gender. The relationship between gender and education will be dealt with in some detail with a focus on curriculum, policies and everyday school practice with special reference to the Indian context. Issues of caste, class, religion, community and other identities as overlapping with gender will be considered.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Construct a coherent theoretical framework for gender analysis, drawing on Western, South Asian, or Indian perspectives.
2. Explain constitutional and educational policy provisions on gender and analyse their underlying principles.
3. Critically evaluate key gender policies—identifying thrust areas, paradoxes, and their practical relevance.
4. Assess the current status of women in work and life spheres, synthesizing sociocultural and economic factors.
5. Review and appraise national and international research studies and interventions on gender, determining their impact and best practices.

UNIT–I: An overview of basic concepts in gender studies: feminism, sociology, development; a brief introduction to feminist theories; social construction of gender & identity.

UNIT-II: Gender and Education; feminism and knowledge; gender and school curriculum; women and different subjects. Position paper of NCF 2005 on gender.

UNIT-III: Gender and access to schooling. gendered aspects of schools and schooling; privatization and marginalization. Gender inequality and schooling in India: unequal access; initiatives – DPEP; SSA; Mahila Samakhya, KGBV.

UNIT-IV: Women and education in India. Pioneering efforts; Efforts of Commissions and committees to uplift the women in India; major policy initiatives. Policies on Education and Policies on Women development. Women and Laws to protect women.

UNIT-V: Relevance and need of Researching gender in educational settings; programmes and policy interventions for gender sensitization by various agencies, critical examination of the programs; Role of NGOs and international agencies.

Practicum & Internal Assessment

Visit to the gender studies department, NGO like *Nirantar* specifically working on the issue or workshop on a relevant theme. The students are supposed to choose a topic and know the views on that topic of the students or different members of the society. The members can be from different social settings like schools, neighborhood, market, family etc. the students should be able to review the views and present a paper on the same. The student shall submit the report. The guidelines for which would be provided.

The student can also choose to work with an expert regarding the topic or choose to write a theoretical paper on the selected topic with the mentor; both online or in person consultation is considered with approval of the course teacher.

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Manjrekar, N. (2003). 'Contemporary Challenges to Women's Education: Towards an Elusive Goal?'. *Economic and Political Weekly*, Vol. 38, No. 43, Oct. 25-3, pp. 4577-4582.

Radhakrishnan, P. (1990). 'Indigenous Education in British India: A Profile', *Contributions to Indian Sociology,* Vol 24, January, PP 1-27.

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Government of India. 1964. Report of the Committee for Differentiation of Curricula for Boys and Girls (1961).

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of Women in India. New Delhi: Ministry of Women and Child Development.

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Indian Journal of Gender Studies
 Websites
Gender and Education Association : http://www2.warwick.ac.uk/fac/soc/sociology/gea/

UNESCO: www.uis.unesco.org

UNDP: www.undp.org.in

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Census of India: www.censusindia.net

NGO Concerns/Programmes: www.indiatogether.org

M.Ed. (Semester-IV)

Paper-XV (A): HISTORY, STATUS, POLICIES AND ISSUES IN ELEMENTARY EDUCATION

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

Elementary Education has been a serious issue for the state and society in order to develop the individual and society. There is a need to study and evaluate these perspectives. The perspectives are from the view of other issues like development, human rights and critical understanding of these.

The students at postgraduate level should be able to form a multi-dimensional view of Elementary education, structural, rationalizations, policy perspectives and research.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Compare elementary education systems in India with those of selected countries across other continents, identifying commonalities and differences.
2. Synthesize interdisciplinary perspectives—drawing on theories and research from fields such as sociology, psychology, economics, and cultural studies—to develop a comprehensive understanding of elementary education.
3. Critically analyze key themes in education (including childhood development, legal frameworks, learning theories, political contexts, cultural influences, and development policies) and their implications for practice.
4. Evaluate the effects of various educational policies on elementary schooling and propose targeted recommendations to enhance policy implementation.
5. Design an integrative framework for elementary education that incorporates cross☐cultural insights and interdisciplinary approaches to address contemporary challenges.

UNIT-I: Changing perspectives of education and elementary education: thinkers and policies. Informal, community (home) based to organized. Human Rights perspective. Education and development.

UNIT-II: Elementary Education: structural and concepts from various countries (two countries each from Asia, Africa, Europe & US).

UNIT-III: Development of critical perspective about various attempts to Universalize education in India (various commissions, reports, policies, schemes to Article 21st. Challenges and Future of Elementary Education).

UNIT-IV: Issues of quality and assessing the quality. Teachers, students' and community's narratives versus ASER, EFA, PISA reports. Issues in curriculum at Elementary level: developmental norms, levels of learning, child's perspective on learning, aspects of relevant curriculum.

UNIT-V: Essentiality of schooling.Child's rights; labour; work and schooling. ECCE. Alternative perspectives in Elementary Education: work of NGOs and state run schools.

Practicum & Internal Assessment

As part of their fieldwork the students are supposed to go to nearby elementary schools, study the structure in various schools, and identify one area of study (chosen out of these units). The students should develop a perspective by knowing the opinion of various participants in the school. Rubric

for information needs to be developed in the class. The standard rubrics can also be used and modified.

Students would be provided with six (written) lectures that give them overview of the course and each unit. This would act as a common thread between the different units and facilitate the formation of a logical perspective.

ESSENTIAL READINGS

Kumar, Krishna (2005) *Political Agenda of Education: A Study of Colonial and Nationalist Ideas.* Sage, New Delhi.

Apple, Michael (2006) *Educating the Right Way- Markets, Standards, God & Inequality*. Routledge.

Dearden, R.F. (1968) *Philosophy of Primary Education*. London, Routledge.

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The Right of Children to free and compulsory education Act. Ministry of Law and Justice (Legislative Department, India) August 2009 in the Gazette of India. GOI

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Prakash, V & Biswal, K (eds) (2008) *Perspectives in Education and Development- revisiting education commission and after.* Delhi, Shipra Publications

Ramachandaran, Vimla (ed) *Getting Children back to School Case Studies in Primary Education* Sage, New Delhi.

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Viruru, Radhika (2001) *Early Childhood Education Postcolonial Perspectives from India*. New Delhi, Sage Publications.

Waghmare, Y.S. & Babu, A.S. (eds) *Collected Articles of Padmabhushan J.P.Naik* Vol III Education for the weaker section.

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- http://www.eledu.net/?q=en/node/1553
- http://www.unicef.org/india/child_protection_274.htm
- http://www.barefootcollege.org/
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Journals

Selected articles from Ed dialogue, Harvard Education Review, EPW, Journals of NCERT

M.Ed. (Semester-IV)

Paper-XV (B): HISTORY, STATUS, POLICIES AND ISSUES IN SECONDARY EDUCATION

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

This course offers a comprehensive exploration of secondary and senior secondary education, equipping future educators and policymakers with the historical grounding, administrative acumen, and pedagogical insight necessary to strengthen schooling between Grades 9 and 12. Beginning with the evolution of secondary education in India and selected global contexts, students will trace key legislative and policy milestones—from colonial commissions through the RTE Act and flagship programmes like RMSA—so they understand how access, equity, and quality have been shaped over time. Through analysis of major educational commissions and committees, participants will learn how national vision translates into classroom realities. The course then turns to the management of diverse school types, community engagement, and quality enhancement strategies, including technology integration. In its final units, students examine international pedagogical models and current research trends, critically reflecting on curriculum, assessment, and internship experiences. By bridging theory, policy, and practice, this course prepares reflective leaders capable of innovating and sustaining high□ quality secondary education.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Define the concept, need, aims, and objectives of secondary and senior secondary education.
2. Summarize the historical context and development of secondary education in India and selected global contexts.
3. Interpret and critically evaluate the recommendations of major educational commissions and committees.
4. Analyze the administrative structures and management practices of secondary educational institutions.
5. Review current pedagogical approaches and identify emerging research trends in secondary education.

UNIT-I: HISTORICAL CONTEXT AND DEVELOPMENT OF SECONDARY EDUCATION
- Concept, need, aims and objectives of secondary and senior secondary education
- Growth and development of secondary education in India and abroad
- Universalisation of secondary education, norms for secondary and senior secondary schools
- Constitutional provisions relevant to secondary education with reference to gender, socio-economic concerns, socio cultural status, minorities and children with special needs.
- RTE Act 2009, centrally sponsored schemes for Secondary education; Rashtriya Madhyamik Shiksha Abhiyan(RMSA) Samagra Shiksha Abhiyan(SSA)

UNIT-II: COMMISSIONS AND COMMITTEES
- Recommendations of commission and committees
- Secondary and higher secondary education during the British period
- Commissions and policies on secondary and higher secondary education: Secondary Education Commission (1952-53), Kothari Commission (1964-66), NPE-1986, POA-1992, NCF-2005

UNIT-III: ADMINISTRATION AND MANAGEMENT OF SECONDARY EDUCATION

- Different types of secondary schools, their administration and bodies governing them
- Community support in secondary education
- Concept of quality in secondary education, Indicators in quality education, role of teachers in enhancing quality education
- Setting benchmarks in quality, strategies for quality enhancement, quality assessment and monitoring (tools and techniques)
- Institutions supporting quality enhancement in education NCERT, NIEPA, NCTE, SCERT, DIET, IASE, CTE
- Innovations in secondary education (integrating technology in Education)

UNIT-IV: UNDERSTANDING PEDAGOGY AND CURRICULUM AT SECONDARY LEVEL

- International perspectives on Secondary Education (Behaviourism, constructivism, critical pedagogy)
- Classroom practices, assessment practices internship
- Assessment and evaluation at secondary level
- Evaluation of field experiences (Internship)

UNIT-V: RESEARCHES IN SECONDARY EDUCATION

- Contemporary issues, research trends and gaps in research at secondary education
- Innovations in secondary education
- Classroom practices, assessment practices internship
- Curricular practices at secondary level in various developed countries viz Korea, Finland

PRACTICUM

- Visit to any secondary education institutions known for promoting innovations in the field
- Developing a profile of any secondary education institutions
- Preparing community profile to understand the problems faced by students and parents at the secondary level
- Document analysis of any Government scheme pertaining to secondary education

ESSENTIAL READINGS

Chaube, S. P. & Chaube, Akhilesh: Education in Ancient and Medieval India, New Delhi: Vikas Publishing House Pvt. Ltd.

Chaube, S. P. & Chaube, Akhilesh: Landmarks in Modern Indian Education, New Delhi: Vikas Publishing House Pvt. Ltd.

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Paper-XV (C): HISTORY, STATUS, POLICIES AND ISSUES IN HIGHER EDUCATION

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

The aim of the course is to introduce scholars to the basic concepts and debates in Higher Education with reference to India. The teaching and learning in this area is anticipated to develop basic critical understanding upon the development of Higher Education in India, different policies, Issues & challenges, current status and financial aspects of Higher Education and its impact upon universities and colleges.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Trace the historical development of higher education in India—from ancient systems through major modern reforms—and evaluate its current challenges and financial structures.
2. Critically analyse the goals and policy perspectives guiding higher education in India.
3. Illustrate the organizational structure of India's higher education system, including key governing bodies and institutional types.
4. Assess how higher education policies affect both the general public and university stakeholders.
5. Examine contemporary debates in Indian higher education and formulate evidence based positions.
6. Analyse the impact of neoliberal reforms on access, equity, and quality in Indian higher education.
7. Identify and describe emerging trends shaping the future of higher education in India.
8. Evaluate the role and effectiveness of higher education organizations in promoting institutional autonomy, quality assurance, and academic excellence.

UNIT- I: GENESIS & DEVELOPMENT OF HIGHER EDUCATION

- The inception of the idea of Higher Education: Ancient to Modern
- The Despatch of 1854 and subsequent development during the British period
- Development of Higher Education in Post Independence India: Critical understanding upon Commission and Committee Reports (1948, 1964-66, 1986, 2020)
- Goals and structure of Higher Education in India

UNIT- II: CONTEMPORARY ISSUES & CHALLENGES IN HIGHER EDUCATION

- Issues and Challenges in Higher Education relating to autonomy, quality, quantity, excellence, Equity and Inclusion
- External factors impacting functioning of Higher Education institutions
- Privatization of Higher Education- Needs, challenges and Impact
- Open and Distance Learning (ODL) in Higher Education: Quality, quantity, excellence
- Learning Outcome Based Curriculum in Higher Education: Basic understanding, Evaluation of any Learning Outcome Based Curriculum, Developing Learning Outcome for curriculum

UNIT- III: EMERGING TRENDS IN HIGHER EDUCATION

- Internationalization of Higher Education: Prospects, needs and challenges
- Public Private Partnership (PPP) in Higher Education- Critical Understanding
- Dual degree programme: Prospects, needs, challenges and impact
- Integrated Teacher Education Programme: Concerns and challenges
- Open Educational Resources (OER) & Massive Open Online Course in Higher Education (MOOCs): Prospects, needs and challenges, Preparation of course- Basic understanding of 4 quadrants
- Academic Bank of Credits: Needs and challenges
- Online and virtual university: Needs, and Challenges

UNIT- IV: MANAGEMENT & FINANCING OF HIGHER EDUCATION

- Management of Higher Education Institution: Analyzing structural changes across Policies
- Role of Apex Bodies: Ministry of Education (MoE), University Grants Commission(UGC), National Council for teacher Education (NCTE), Association of Indian Universities (AIU)
- Financing of Higher Education: Sources and Management; Corporate Social Responsibility (CSR) in Higher Education, Higher Education Grants Council (HEGC), Higher Education Funding Agency (HEFA), Self-finance courses and its impact on equity and equality

Mode of Transaction

Class Tutorials, seminars.symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

Assessment

Class assignment, internal test, Presentation, Seminar, external examination, etc.

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M.Ed. (Semester-IV)

PAPER-XVI (A): ADMINISTRATION OF EDUCATION IN INDIA

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

Any policy directive to take shape needs to be backed by a robust implementation mechanism. This calls for a need to have personnel in the field of educational administration equipped with a sound understanding of administrative principles, theories and their applicability. This course has been specially mandated for teacher educators to develop managerial and leadership skills for the effective implementation of educational plans and policies. The course will provide the learners the nuances of historical development of educational administration in India and will also enable the learners to conceptualize the role and responsibilities of the administrative machinery responsible for drafting policy guidelines. It gives emphasis on understanding the emerging issues and research trends related to educational administration in India by providing not only a theory based approach to teaching and learning but also an orientation to the practical aspect of administration by focused internship at related organizations / institutions.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Explain the roles and functions of key educational organizations operating at the central and state levels.
2. Analyse emerging issues and current research trends in educational administration within the Indian context.
3. Compare and assess different planning approaches to educational administration and justify their use in diverse settings.
4. Identify and evaluate a range of challenges and issues affecting educational administration today.

UNIT-I: CENTRE AND STATE LEVEL ADMINISTRATIVE MACHINERY IN INDIA

- Administrative structure at centre and state level
- Role and functions – MHRD, UGC, NCERT, NCTE
- Role and functions- SCERT, DIETs, CRCs, BRCs and SMCs

UNIT – II: ISSUES OF EDUCATIONAL ADMINISTRATION IN INDIA

- Centralisation vs. Decentralisation
- Decision Making- concept and its process
- Delegation of Authority- concept and need

UNIT – III: MODERN TECHNIQUES IN EDUCATIONAL MANAGEMENT AND THEIR APPLICATIONS IN EDUCATIONAL ORGANIZATION

- Programme Evaluation and Review Technique (PERT)
- Planning Programming Budgeting System (PPBS)
- Management by Objectives (MBO)
- Total Quality Management (TQM)

UNIT – IV: EDUCATIONAL PLANNING

- Nature and need for planning
- Approaches to educational planning – Social Demand Approach. Manpower Planning Approach, Rate of Return Approach
- Institutional Planning- Concept and Importance

UNIT–V: RECENT TRENDS IN RESEARCHES IN EDUCATIONAL ADMINISTRATION IN INDIA

- E-governance – concept, need, functions etc.
- Ethical obligations
- Technology in educational administration
- Professional development in educational administration and management

Mode of Transaction
- Class Tutorials, Seminars, Discussions, Field work, Dissertation, Presentations etc.

Practicum (Any one)
- Field Trips (based on a site-visit)
- Report –writing (based on internship)

Evaluation

Class test (internal), External Examination, Presentation, Seminar etc.

ESSENTIAL READINGS

Bhagia, H. M. et.al,(1990): Educational Administration in India and other Developing Countries. New Delhi, Commonwealth Publication

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M.Ed. (Semester-IV)

PAPER-XVI (B): TECHNOLOGY INNOVATION AND EDUCATION

Total Credits: 4
Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

The course aims to prepare students to deal with both present and future implications of new media and to play a constructive role in shaping the educational response to innovations in information and communication technologies, including mobile devices and augmented reality and cloud computing.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Explain the role and responsibilities of a teacher who integrates technology to create rich, engaging learning experiences.
2. Demonstrate proficiency in using a range of educational technologies "in" and "of" education to support instruction and learning.

3. Critically evaluate the role of education and the challenges facing educational systems in a modern, developing, and globalized society.
4. Design comprehensive educational programs—incorporating instructional design, assessment, student support, curriculum development, and materials creation—using diverse technology tools.
5. Develop developmentally appropriate, technology☐enhanced learning activities tailored to the diverse needs of learners.
6. Apply current research on technology☐mediated teaching and learning when planning learning environments and experiences.
7. Identify, locate, and evaluate digital resources and learning technologies for accuracy, relevance, and pedagogical suitability.
8. Plan effective management strategies for technology resources within the context of instructional activities.
9. Implement classroom management and student☐engagement strategies optimized for technology☐enhanced environments.
10. Advocate for and contribute to the integration of innovative information and communication technologies in educational settings.

UNIT-I: DESIGNING INSTRUCTIONAL STRATEGIES AND SYSTEMS

- Systems Approach in teaching and learning: Framing Instructional Objectives in Behavioural Terms; Profiles of target groups
- Theories and Conditions of Learning: Skinner, Gagne, Ausubel, Bruner, Merril
- Educational Technology and Evaluation, its Modes and Strategies

UNIT-II: ALTERNATIVE STRATEGIES IN EDUCATION

- Educational technology in formal, non-formal and Informal Education
- Distance and Open Learning Systems as models
- Role of CIET, UGC, IGNOU, NIOS, State ET Cells, AVRCs, and EMRCs in providing quality education
- Tele-conferencing and Video-conferencing and related problems
- Using Satellites, DTH, and other emerging technologies

UNIT-III: COMPUTERS IN EDUCATION

- Programmed Learning Material, Self Learning Material, Computer Assisted Instruction: Meaning, Nature, Advantages, Limitations & Implication for Education
- Programmed instruction (linear/branching model)-Origin and types – linear and branching.
- Importance & Scope of ICT in Education
- Educational simulations

- MOOCs - SWAYAM

UNIT-IV: SUCCESS STORIES IN ET AT NATIONAL AND INTERNATIONAL LEVELS INCLUDING EXPERIMENTS IN ET

- Bhandup Municipal School Project, Mumbai
- Gram Mangal Project, Maharashtra
- In-service Teachers' Training through the Multimedia Approach (SITE)
- USING Radio in an Interactive Mode
- Internet Connectivity for Indian Villages
- The Hole in the Wall: Demystifying Computers

UNIT-V: RESEARCH & ISSUES INVOLVED IN EDUCATIONAL TECHNOLOGY

- Researches in Educational Technology & ICT
- Future priorities in Educational Technology
- Utilization, effectiveness and impact of Research in ET
- Information Technology in Education

Transaction Mode

1. Observational studies - Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;
2. Seminar reading presentation by students on selected themes individually and collectively leading to discussion;
3. Library readings on selected theme followed by group discussion;
4. Study of documents and references, interaction with field staff and reflective interaction with the peer group.
5. Workshops, seminars, assignments and group discussion around issues and concepts studied in theory

Practicum

The Practicum provides an opportunity to reflect on classroom experiences, to design technology-integrated projects, and to match the unique skills of each candidate with the unique demands of each placement. The practicum hours may include working in:
- Schools, universities promoting technology enabled/enhanced teaching-learning
- Development centers for producing instructional media like NCERT, publishing houses etc.
- Educational TV studios (EMPC, IGNOU)
- UGC, NIOS, CIET, Institutions for Distance and Open Learning

The following are only examples:

- On site observation to identify practices in technology integration and implementation, coordination and leadership in technology-related reform efforts, support to teachers for curricular and instructional uses of media and technology to improve learning, support to teachers and students in media design and production as well as in media education and literacy.

- Evaluation of best practices in India and other nations and on analyzing the role of policy in shaping the way resources are deployed to advance effective technology integration.

- Develop and deliver professional development courses in the areas of Educational technology addressing diversity, technology integration, and professional development.

- Development of multimedia instructional materials with individual faculty and development of computer-based training, research, and assessment programs in education and industry.

- Students will identify a performance problem or respond to a proposed need in a real-world context and devise a solution. The output for this project is an instructional design plan and an instructional solution. The design document will describe the entire instructional or training development process in accordance with an adopted ISD model. The instructional solution can be presented in the form of an online, face-to-face, or hybrid course with multiple modules.

- The students will prepare e- portfolios. The e-Portfolio reflects progress and growth over time and includes 5-6 student-selected artifacts that reflect achievement of curriculum objectives and demonstrate continued improvement of professional practice through critical inquiry, professional development, and reflective practice.

- Designing innovations in the use of new media for educational purposes

- Explore the effects of media, including games, mobile platforms etc. on social relations, and develop strategies for using information and communications technologies to improve conditions of education and life.

- developing software and multimedia applications for education, training, and gaming environments

Evaluation

Assignments, tests, research papers, individual and group presentations

ESSENTIAL READINGS

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Journals of Educational Technology

British Journal of Educational Technology (BJET) http://www.blackwellpublishers.co.uk/asp/comments.asp

Canadian Journal of Learning and Technology http://www.cjlt.ca/index.php/cjlt

Contemporary Issues in Technology and Teacher Education (CITE) http://www.citejournal.org/

Educational Technology Research and Development (ETR&D) AECT Publication http://www.aect.org/Intranet/Publications/index.asp

Indian Journal of Educational Technology (IJET) https://ciet.nic.in/pages.php?id=journal&ln=en

Indian Journal of Open Learning http://www.ignou.ac.in/IJOL/Home.htm

International Review of Research in Open and Distance Learning http://www.irrodl.org/index.php/irrodl

Journal for Research on Technology in Education (JRTE) http://www.iste.org/jrte/

The Turkish Online Journal of Educational Technology http://www.tojet.net/

M.Ed. (Semester-IV)

Paper-XVI (C): STATISTICAL TREATMENT OF MEASUREMENT DATA

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

Objective and unbiased interpretation of evaluation data is most crucial in the evaluation process. Statistics are of great help in this endeavor. It not only helps in interpreting test results but also in developing reliable and valid tools for assessment and evaluation. The present course is designed to familiarize the learners with such statistical techniques.

LEARNING OUTCOMES
After completing this course, learners will be able to:

1. Explain the role of statistical methods in analyzing and interpreting test scores.
2. Apply a range of statistical measures (e.g., mean, standard deviation, correlation) to analyze and interpret test results.
3. Select and implement appropriate statistical techniques throughout test development and during the interpretation of test outcomes.

UNIT-I:
Norms, Standard Scores, T- scores, Stanines

UNIT-II:
Correlation Methods: Biserial, Point Biserial, Tetrachoric and Phi Coefficient

UNIT-III:
Chi square and its uses, Coefficient of Contingency, Median Test, Sign Test

UNIT-IV:
Simple Regression Equation and Multiple Prediction

UNIT-V:
Partial and Multiple Correlation; Principles of Factor Analysis (Illustrated by simple examples)

Practicum

(i)   The M. Ed. students will administer the following tools on a group of school students:
(a)   An achievement test
(b)   An attitude scale
(ii)   Calculate reliability coefficient by using appropriate correlation techniques

(iii)   Calculation of norms and interpretation of data.

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M.Ed. (Semester-IV)

Paper-XVI (D): PRACTICING GUIDANCE AND COUNSELING

Total Credits: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

The guidance and counseling of students is an integral component needed for the holistic development of the students. Guidance and counseling services and programs promote the socio-personal, educational, and career development of all students. Kothari Commission (1964-66), recommended that school teachers should perform the role of both an educator and a counselor. Post, Right to Education Act (RTE), 2009 it is mandatory to have in every school a school counselor. In consultation with the School Management Committee (SMCs) as mandated to be set up in every school, the school counselor should focus on planning, designing and implementation of the school guidance program. Nowadays with inclusion gaining footholds in school settings (RTE, 2009), the diverse needs of the student community need to be addressed. In fact, with the increased role and participation of the parent community in the school setting(SMCs), guidance workers/ school staff's responsibilities define their scope of activities to bridge between and among school and the community.

This course will enable learners to understand the basic concepts in the field of guidance and counseling and also acquaint them with the historical beginnings of guidance vis-a-vis the present status of guidance and counseling in India. The learners will undertake field visits and experiences in school settings and related organizations/ institutions as part of their practicum.

LEARNING OUTCOMES
After completing this course, learners will be able to:

1. Explain the principles and assumptions of counseling and articulate its relationship to education.
2. Define the concepts of counseling for adjustment and testing within guidance frameworks.
3. Compare and contrast various types and approaches to counseling used in educational settings.
4. Demonstrate essential counseling skills—such as active listening, empathy, and rapport-building—within simulated counseling sessions.
5. Analyze the role, characteristics, and applications of tests in guidance and counseling processes.

UNIT-I: INTRODUCTION TO COUNSELING
- Origin of counseling
- Need for counseling
- Meaning and goals of counseling
- Principles and assumptions of counseling

UNIT-II: BASIC SKILLS IN THE COUNSELING PROCESS

- Establishing the relationship

- Basic communication skills
- Empathy and genuineness

UNIT-III: APPROACHES AND TYPES OF COUNSELING
- Directive, Non-directive and Eclectic approach to counseling
- Group and individual counselling

UNIT-IV: PEER COUNSELING
- Need for peer facilitators
- Emergence of the concept of Peer Facilitators
- Setting up a Peer Counseling Programme
- Evaluating the Peer Facilitator Programme

UNIT-V: TESTING IN GUIDANCE AND COUNSELLING
- Use of Tests in guidance and counseling – Intelligence Test, Creativity test, Achievement test, Aptitude test, Interest inventories, personality Measures
- Administering, Scoring, Interpretation and Analysis of Test Scores and Communication of test results as relevant in the context of Guidance Programme

Mode of Transaction
- Classroom lectures by faculty member
- Classroom presentation of Student-led project work divided in groups, of pre-assigned topics
- Field visits for practical demonstration of student guidance services available at school level and reporting of the same through seminars to promote organizational and leadership qualities among students
- Journaling of certain topics in guidance and counseling (from syllabus , site visits etc.) and sharing the same with classmates to link theory to real life experience and generate discussion and dialogue etc.
- Organizing sensitization workshops, seminars at schools according to various levels in school etc.
- Extension lectures by resource persons

Practicum / Assignments

Students could be asked to do project work on occupation profiles on emerging career options in India.

Students could be asked to visit career fairs etc, to enlist the kind of baseline data on the profile of students visiting such fairs / also to document the eligibility about such career options

Students may be encouraged to study the financial implications of various existing and conventional / new and emerging career options in the field of guidance and counseling etc.

Students could be encouraged to find out about the various universities, educational institutions wherein programs / courses on guidance and counseling are provided / run etc.

Evaluation

Term –end examinations and internal assessments will assess the performance of students. Internal assessments will comprise class tests, presentations, seminars etc.

ESSENTIAL READINGS

Anastasi, A. & Urbina, S. (2012). Psychological Testing. (7th Edition). New York: Prentice Hall

Miller, A. (2004). A Handbook of Mentoring Students and Young people- Effective Practice. New Delhi: Crest Publishing House

Thompson, R. A. (2002). School Counseling- Best Practices for working in the schools. New York & London: Brunner- Routledge

SUGGESTED READINGS

Anastasi, A. (1992). What Counsellors should know About the Use and Interpretation of Psychological Testing. *Journal of Counselling and Development, Vol 70, 611- 615*

Carkhuff, R. R. (1996): Helping and human Relations, New York, Holt, Reinhart & Winston

Chavez-Eakle, R. A. (2010). The Relevance of Creativity in Education, spring 2010.

S. B. (1972). Creativity Tests: A Boon or Boondoggle for Education? Review of Educational Research, volume 42, 1.

Culley, S. (1991). Integrative counseling skills in action. New Delhi: Sage Publications

Falchikov, N. (2001). Learning Together- Peer Tutoring in Higher Education, NY: Routledge, Falmer

Geldard, K . and Geldard, D. (2003). Counseling Children – A Practical Introduction. New Delhi: Sage Publications

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RUST Statement Revised (AACD/AMECD Policy Statement) Responsibilities of Users of Standardised Tests. American Counselling Association.

Stanovich, K.E. (2010). What Intelligence Tests Miss: The Psychology of Rational Thought. Yale University Press.

Sternberg, R. J. & Williams, W. M. (1996). How to develop student creativity, Association For Supervision and Curriculum Development.

Sternberg, R. J. (1994). Thinking and Problem solving. USA: Academic Press

Thompson, R. A. (2002). School Counseling- Best Practices for working in the schools. New York & London: Brunner- Routledge

Woolfe, R. , Dryden, W. & Strawbridge, S. (2003). Handbook of Counseling psychology, New Delhi: Sage Publications

M.Ed. (Semester-IV)

Paper-XVI (F): CURRICULUM AND ITS IMPLEMENTATION IN INDIA

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

In curriculum studies, three considerations are paramount. First, curriculum development is an ongoing process that demands regular revision, innovation, and adaptation. Second, effective implementation requires a supportive social context. Third, no curriculum—regardless of its quality—can be entirely "teacher☐proof"; the educator's role remains indispensable in both design and delivery. This course is structured to deepen students' understanding of curriculum development processes within the Indian context and to examine the contributions of various stakeholder agencies. It also explores emerging challenges and projective scenarios for future

curricula. Finally, the course cultivates learners' capacity to critically situate the teacher's role in curriculum design, enactment, and evaluation.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Analyze the teacher's pivotal role in curriculum development, implementation, and evaluation.
2. Trace the historical evolution of curriculum development in India.
3. Evaluate the significance of India's national curriculum frameworks and their implementation processes.
4. Examine the functions of national level agencies in shaping school, higher education, and teacher education curricula, and critically appraise one innovative curriculum model.
5. Identify emerging challenges to curriculum design and assess their potential impact on future curricular frameworks.

UNIT-I: CURRICULUM AND THE TEACHER

Teacher as curriculum Planner, Developer and Transactor, Centralized Vs Decentralized Curriculum, Teacher and Prescribed, Perceived, Delivered and Received Curriculum, Teacher and Explicit and Hidden Curriculum

UNIT-II: CURRICULUM DEVELOPMENT IN INDIA

Curriculum and Policy Directives: NPE 1986, Recommendations of University Commission, Secondary Education Commission, Education Commission and Acharya Ramamurti Committee Curriculum and National Vision: ESSD, Core Values in Curriculum

UNIT-III: CURRICULUM AND NATIONAL AGENCIES

Role of NCERT and SCERTs: National Curriculum Frameworks for Schools- 1988, 2000, 2005
Role of UGC and Model Curriculum for Higher Education
NCTE and Teacher Education Curriculum: Curriculum frameworks for Teacher Education

UNIT-IV: CURRICULUM AND ITS TRANSACTION

Requirement: Duration, Intake, Eligibility of students, Qualification of Teachers, Classroom Ecology (Infrastructure facilities, Institutional climate. Instructional material (TLM)
Approaches/Strategies; System approach, Cooperative/ Collaborative, Team Teaching
Integrating ICT in Curriculum Transaction

UNIT-V: CURRICULUM CHANGE AND FUTURE PERSPECTIVES

Curriculum Renewal, Curriculum Change and Curriculum Renovation: concepts and needs. Critical analysis of any one Innovative Curriculum of Science/ Social Science/ Language

Challenges of Twenty First Century and Curriculum Designing, Changing role of Teacher as Curriculum Developer and Curriculum Transactor, Quality Indicators in Curriculum: Impact of Globalization and Postmodernism

Practicum

(1) Interview at least 5 teachers of a subject and ask them about their role in school as curriculum developer, curriculum implementer and evaluator. Compare these roles with such roles prescribed in literature.

(2) Compare the features of NCF-2005 and 2000, identify distinctive features of each. Observe classroom teaching and assess the status of implementation of these frameworks.

(3) Visit any teacher education institution and try to understand the process of development of the 2 years B.Ed curriculum by interviewing some teacher educators who were involved in the curriculum development process.

(4) Collect the newly developed B.Ed curriculum of some Universities and compare them in terms of objectives, content coverage and organization weightage, instructional hours and instructional and evaluation strategies.

(5) Observe at least five classes to study the instructional design, TLM, new technology used in the classroom.

ESSENTIAL READINGS

Doll R.C. (1986), Curriculum Improvement Decision Making Process, London, Allyon and Bacon Inc.

Ornstein, A., Pajak, E. and Ornstein, S. (2007), Contemporary Issues in Curriculum. Boston: Pearson.

Marsh, C. and Willis, G. (2007), Curriculum: Alternative Approaches, ongoing Issues (4th Edition), Upper Saddle River, NJ: Merrill/ Prentice Hall.

SUGGESTED READINGS

Agnihotri, R.K. et.al (1998), Prashika. Delhi: Ratna Sagar.

Beyer, L., and Apple, M. (Eds.). (1998), The Curriculum: Problems, Politics and Possibilities. State University of New York Press.

Binde, Jerom (Ed), Keys to the 21st Century Paris. UNESCO Publishing.

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Holt, L.C. and Kysilka, M. (2006), Instructional Patterns Strategies for Maximizing Student Learning. Thousand Oaks, Sage Publication.

Mamidi, M.R. and Ravishankar, S. (1986), Curriculum Development and Educational Technology. Delhi: Sterling Private Ltd.

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Marshall, J.D., Sears, J., Schubert, W. (2000), Turning Points in Curriculum: A Contemporary American Memoir. New Jersey: Prentice-Hall.

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McNeil, J. (1977), Curriculum: Comprehensive Introduction, Boston: Little Brown and Co.

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Moon, B. and Murphy, P. (1999), Curriculum in Context. London: The Open University.

Moore, K.D. (2005), Effective Instructional Strategies from Theory to Practice. Thousand Oaks, Sage Publication.

NCERT (1978), Teacher Education Curriculum-A Framework, New Delhi: NCERT.

NCERT (1984), Curriculum and Evaluation, NCERT, New Delhi.

NCERT (1998), National Curriculum Framework-1998, New Delhi.

NCERT (2000), National Curriculum Framework-2000, New Delhi.

NCERT (2005), National Curriculum Framework-2005, New Delhi.

NCERT (2005), Position Paper of the Group on Curriculum and Textbooks-2005, New Delhi.

NCERT (2006), Systematic Reform for Curriculum Change, New Delhi.

NCTE (2009), National Curriculum Framework FOR Teacher Education: Towards Preparing Professional and Human Teach.

Ornstein, A., Pajak, E. and Ornstein, S. (2007), Contemporary Issues in Curriculum. Boston: Pearson.

Pathak, Avijit (2002), Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Delhi, Rainbow Pub.

Report of the Education Commission (1966), 1964-66, Education and National Development, New Delhi: Ministry of Education, Govt. of India.

Taylor, Philip H. and Walter, J. (Eds), (1978), Curriculum Research Innovations and Change. World Lock Ed.

M.Ed. (Semester-IV)

Paper-XVI (G): GENDER IN EDUCATION: PSYCHO SOCIAL PERSPECTIVE

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

This course offers a critical, interdisciplinary examination of how gender is both a lived psychological reality and a socially constructed phenomenon. By juxtaposing psychological theories of inborn traits with sociological analyses of cultural norms—especially within the Indian context—students gain a nuanced understanding of how gender identities emerge, evolve, and intersect with caste, class, and life stages. Beginning with contemporary discourses on education, work, and family, the curriculum then addresses policy frameworks and targeted programs affecting girls and women, before situating gender within broader issues of social stratification. Through conceptual inquiry, methodological reflection, and close readings of literary and ethnographic texts, learners will develop the analytical tools to conduct research that treats gender as both a variable and a complex phenomenon. Ultimately, this self☐reflective, discussion☐based course empowers students to articulate informed, personal perspectives on gender, to critically engage with pressing social issues—from female feticide to transgender rights—and to contribute ethically and creatively to scholarship and practice in education, mental health, and social policy.

LEARNING OUTCOMES

After completing this course, learners will be able to:

1. Compare disciplinary approaches to gender in psychology and sociology, identifying key similarities and differences.
2. Analyse interdisciplinary research on gender, synthesizing theoretical and empirical contributions from both fields.
3. Differentiate between inborn and culturally constructed dimensions of gender, using Indian socio cultural examples.
4. Trace the development of gender related issues across the lifespan within their social contexts.
5. Articulate a personal, critically informed perspective on gender, grounded in reflective engagement with course readings and discussions.

UNIT-I: Gender in Indian cultural context in contemporary times: the change in issues, discourse of gender with reference to education, working mothers and family issues, marriage and divorce.

UNIT-II: Gender and various age groups: young girls, teenage girls, and young women (working women and in higher education). Various programs made by the government for health and education related issues of girls and women. Policies for Female feticide, dowry, scholarships for girl child or whichever are recent.

UNIT-III: Issues of caste, class and gender in India: Historical and contemporary perspective

UNIT-IV: Research in Gender in Education: conceptual inquiry, methods, theories. Researching gender: as variable or as a phenomenon in context

UNIT-V: Understanding gender issues in life: growing up male, female and male-female relation and transgender in cultural context. (This unit involves reading literary works or analysis of these works from the perspective of gender)

Practicum & Internal Assessment

As part of practicum the student can choose to watch a movie based on gender issues or issues of masculinity and feminine identity in a cultural context. The student is supposed to conduct a study with the children on the topic selected. The study can involve a survey, group activity, draw tell etc; basically form the developmental perspective in order to study the choices made by the children. The student shall present the same with the rest of the class and submit a small written report of the study. Or, the student interested in social survey may take up a demographic study of the existing percentage of girls and boys in any course or an institution and make a profile of the learner with respect to gender. The research can be part of practicum where the students visit or independently taken up by the students individually.

Internal Assessment is to be divided in two parts:

- Each Student is supposed to undergo a test which could be taken home, take questions home and write on the spot or open book as decided or discussed with the group about the modalities. Students should respect the modalities worked out as a group.

- Each Student is supposed to write an assignment (the guidelines for which are provided by the teacher). Students are supposed to discuss the assignment with the teacher before writing the final draft. The students can share the assignment or make a presentation as the group decides. The topic of the assignment can be from the syllabus or pertaining to any current debate on gender in education. A small field study would be expected to strengthen the assignment, which needs to be discussed with the teacher and peer.

- Apart from these two assignments the students would engage in group discussions, express their individual or collective views orally or in written form as and when decided in the class. This may form part of their assessment as well.

ESSENTIAL READINGS

Cole and Cole: Developmental psychology in cultural perspective.
Grant Linda Goetz Preissle Judith: *Conceptual Approaches to Studying Gender in Education*
Maccoby Eleanor *Gender and Relationship A Developmental Account.*

SUGGESTED READINGS (along with the one in the last semester)

Blaise Mindy Charting new territories: re-assembling childhood sexuality in the early years classroom

Carolyn Zerbe enns and Sinacore Ada *Feminist Theory.*

Chakravarti, Uma (2003) *Gendering Caste: Through a Feminist Lens.* Calcutta, Stree Publications.

Cole and Cole: Developmental psychology in cultural perspective.

Delamont Sara book review of Girl trouble: panic and progress in the history of young women, by Carol Dyhouse, London,

Dodd Anne Wascot Syllabus: Gender issues in Education. Women Studies Quarterly 28; 3/4.

Dunn, D. (1993) Gender Inequality in Education and Employment of Scheduled Caste and Tribes of India. Population Research and Policy Review. 12; 1

Keener Emily , Mehta Clare & Strough JoNell Should educators and parents encourage other-gender interactions? Gender segregation and sexism.

Grant Linda Goetz Preissle Judith: *Conceptual Approaches to Studying Gender in Education*

Maccoby Eleanor *Gender and Relationship A Developmental Account*

Mead Margaret Growing Up in New Guinea: A Comparative Study of Primitive Education (Perennial Classics)

Moller, <u>Stephanie, Stearns,</u> Elizabeth, Southworth,<u>Stephanie</u> & Potochnick, <u>Stephanie</u> Changing course: the gender gap in college selectivity and opportunities to learn in the high school curriculum

Saraswathi, T.S (eds)*, Culture Socialization and Human Development*

Dissertations M.Ed and M.phil on women and higher education in India, south Asia or other developing nations.

Journal and URLs are the same as in the last semester.

Notes

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