

FACULTY OF EDUCATION AND PSYCHOLOGY



Master of Education (M.Ed.) PROSPECTUS



Department of Education (CASE)
Faculty of Education & Psychology
The Maharaja Sayajirao University of Baroda
Vadodara – 390 002
Phone No. 0265 2795516, 2792631



**“The full-blown lotus growing out of the lake
Symbilises the emergence of mind and its triumph
Over matter. The flame rising from the centre
of the lotus is the flame of knowledge,
spreading light and learning for the coming
generations. The motto inscribed below the lotus
defines the purpose and existence of life which is
love of beauty, goodness and intellectua curiosity.”**

महाराजा सयाजीराव विश्वविद्यालय गीत

अमे वडोदराना विद्यापीठना सपना सारवनारा
अमे ज्योत जलावी सृष्टी नवली सहसा सर्जनहारा .

अमे गगमकुसुम कर धरनारा
अमे मगन मगन थई फरनारा
अगन बाथ अमे भरनारा
अमे दैन्यतिमिरने हरनारा .

श्री सयाजी विद्यापीठना ज्ञानदीपने धरनारा
सत्यं शिवं सुन्दरम् नो मंत्र अनंतर भणनारा .

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TABLE OF CONTENT

Sr. no	Content	Page no.
1	The Maharaja Sayajirao University of Baroda	01
2	Faculty of Education and Psychology	01
	2.1 Department of Education – CASE	01
	2.2 Department of Educational Administration	01
	2.3 Department of Psychology	02
	2.4 The University Experimental School	02
3	Facilities and Services at CASE	02
	3.1 CASE Library	02
	3.2 CASE Computer Laboratory	02
	3.3 Hostel Facilities	02
4	List of members of the Department of Education & CASE	03
5	Masters of Education (M.Ed.) Programme	03
	5.1 Preamble	04
	5.2 Objectives of the Two year M.Ed. Programme	04
	5.3 Ordinances of Master of Education Programme	04
6	Outline of the two year Master of Education programme	06
	(A) Common Core Courses	06
	(B) Specialized Core Courses	06
	(C) Elective Courses	07
	(D) Dissertation	07
	(E) Courses of Inter Semester Break	07
	(F) Internship	07
7	Semester Wise Course Distribution	08
8	Summary of Credits and Marks	10
9	Syllabi of the courses	11
	First year Semester I	12
	First year Semester II	28
	Second year Semester I	52
	Second year Semester II	72
10	Special Features of M. Ed. Programme	83

Master of Education (M. Ed.)

1. The Maharaja Sayajirao University of Baroda

The Maharaja Sayajirao University of Baroda was the first teaching, residential and unitary university of Western India. It was established in 1949. The university has celebrated its 50th year of glorious existence in the year, 1998-99.

2. Faculty of Education and Psychology

The Faculty of Education and Psychology of the Maharaja Sayajirao University of Baroda was, prior to the establishment of the university in 1949, the Secondary Teachers' Training College, which was established in reign of the visionary Maharaja Sayajirao III of Baroda State in the year 1935. At the time, the college was one of the very few teachers' training colleges in the entire western India. It is situated in the heart of the spacious and attractive main campus of the university. The building in which the faculty housed is one of the architectural treasures of the period. The Faculty of Education and Psychology has under its wing three departments and a school,

1. Department of Education
2. Department of Educational Administration
3. Department of Psychology
4. A. University Experimental School – Gujarati Medium (Grant-in-Aid)
B. University Experimental School – English Medium Higher Payment Programme (HPP)

2.1 Department of Education

When the Maharaja Sayajirao University was established and the Faculty of Education and Psychology was started in 1949, the existing Department of Education was continued as the Secondary Teachers' Training College of Baroda. It continued to provide leadership to the entire field of Teacher Education in the country. In recognition of its excellent contributions in the area of teaching, research and extension, the University Grants Commission raised it to the status of the Centre for Advanced Study in the discipline of Education (CASE) in 1963-64. The department offers (i) Two Year full time B.Ed., Two Year full time M.Ed., M. Phil. in Education, Ph.D. in Education (accessible to Post Graduates in Education and in any allied discipline), and a HPP Course in Post Graduate Diploma in Guidance and Counseling. There is provision for applying for University Research Fellowships to pursue their doctoral studies. The department also has the status of Institute of Advanced Studies in Education (IASE) and continues the legacy of being pioneer in the area of education by contributing in research and extension services to the community. MHRD, New Delhi has also identified the department as a monitoring institute to supervise the implementation of SSA, KGBV, NPEGEL and MDM in selected districts of Gujarat and UT of Daman Diu.

2.2 Department of Educational Administration

The Department of Educational Administration was established in 1951. In 1994 the University Grants Commission provided financial assistance to the Department to conduct research and organizing training programmes for Educational Administrators under the Department of Research Support (DRS) Programme. It offers a Professional Diploma in

Educational Management (PDEM) and Master of Management Studies (Education) for two years.

2.3 Department of Psychology

The Department of Psychology is one more department under the Faculty of Education and Psychology. Recognizing the crucial importance of Psychology in Education and Teacher Preparation, the visionary founders of the faculty had started the Department which offers courses at the graduate, post-graduate and doctoral levels. Besides, it also offers three post-graduate and part-time diploma courses, viz. Human Resource Development (HRD) and Clinical and Community Psychology (CCP) and Clinical & Applied Hypnosis (CAH). The department also provides referral and counseling services to the community in the area of mental health and psychological testing.

2.4 University Experimental School

The Faculty of Education and Psychology has the University Experimental School attached to it and it runs classes from Grade I to XII. The School prepares students for the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSC) Examinations of the Gujarat State Boards of Secondary and Higher Secondary Education respectively. The school was started in 1951 as a practicing school for the teacher trainees of the B.Ed. Course. University Experimental School (English Medium - HPP) was established in June 2005 with Std 1st to 4th having strength of 51 students. At present the school has classes from 1st to 10th and 11th / 12th Commerce. Being part of Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, students are the subjects for many research works conducted by the Department. The spirit of Experimental school has continued to soar high with its never ending learning process. Students are given opportunities to showcase their varied skills and talents through different activities.

3. Facilities and Services at the Department of Education

The Department of Education provides the following facilities and services to its students.

3.1 Departmental Library

The Departmental library has a rich collection of books and journals on Education. Additionally, the section on Education in the University Main Library (Smt. Hansa Mehta Library) and the INFLIBNET Centre is a very rich source of references on Education.

3.2 Departmental Computer Laboratory

In keeping pace with the developments in Educational Technology and Computer Aided Learning, the department maintains two computer laboratories which are accessible to both the staff and the students.

3.3 Hostel Facilities

Students who are admitted to different courses offered at the department are provided with on campus living in the University Halls of Residence.

4. List of members of the Department of Education & CASE

CASE

Prof. R. C. Patel M.Sc.(Physics) M.Ed., Ph.D. (Education)

Department of Education

Prof. S. C. Panigrahi M.A. (Education), M.Phil., Ph.D. (Education)
Prof. R. S. Mani B.Sc. (Nat. Sc.) M.A. (Psychology) M.Ed., Ph.D. (Education)
Prof. Ashutosh Biswal M.A.(Sociology), M.Ed., Ph.D. (Education)
Prof. Dipti Oza M.A. Psychology (Clinical) M.Ed., Ph.D., (Education),
MBA, P.G. Diploma in Higher Education, Registered RCI
Prof. Sujata Srivastava B.Sc., M.Ed., Dip in Advertising & Public Relations,
Certificate in French, Ph.D. (Education)
Prof. Satish Pathak M.Sc.(Mathematics), M.Ed., M. Phil., Ph.D. (Education)

Associate Professor

Dr. Jayshree Das M.A. (Economics), M.Ed. Ph.D.(Education)
Dr. Anjali Mehta M.A. (Gujarati), M.Ed., Ph.D.(Education)

Assistant Professor

Dr. Bhavin Chauhan M.A. (English.), M.Ed., Ph. D.(Education)
Dr. Bhumika Barot M. Com. (Financial Management), M.Ed., Ph. D. (Education)

Temporary Teaching Staff

Dr. Jyotsna Amin M.A. (Sociology), M. A. (Gujarati), M.Ed., Ph.D.
(Education)
Dr. R. L. Madhavi M.Sc.(Botany), M. Phil. (Botany), M. Ed., Ph.D. (Education)
Dr. Deepika Rajawat M.Sc. (Botany), M.Ed., Ph. D. (Education)
Ms. Sonia Rajput M.Sc. (Statistics), M.Ed.
Dr. A. V. Jayalakshmi M. Sc. (Zoology), M. Ed., Ph. D. (Education)
Dr. Preeti Saxena M. Sc. (Chemistry), M. Ed., Ph. D. (Education)
Dr. Lata Pandey MCA, B. Sc.(Mathematics), M. Ed. Ph. D (Education)
Ms. Ruchi Dwivedi M. Sc. (Zoology), M. Ed., MBA
Ms. Neelam Badola M. Sc. (Physics), M. Ed.

5. Master of Education (M.Ed.) Programme

5.1 Preamble

The Master of Education (M.Ed.) Programme is a two year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. This is mainly to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialization in selected areas, and also develop research capacities leading to specialization in either elementary education or secondary education. The completion of the

programme shall lead to M.Ed. degree with specialization either in elementary education (up to class VIII) or in secondary and higher secondary education (classes IX – XII).

5.2 Objectives of Two Year M.Ed. Programme

This programme visualizes developing in the students the right skills, competencies, attitudes and values to enable them to effectively undertake the following activities.

- The supervisory personnel in the educational institutions.
- The teachers in the Colleges of Education as well as in the University Departments of Education.
- The teachers in the Primary Teachers Training institutes.
- The researchers in the professional centres of research in education and other allied disciplines.
- The educational technologies pertaining to the instruction and its management.
- Guidance personnel in education.
- Distance educators at different levels of education.
- Professionals in Educational Planning and Policy Development.
- Educational consultants and monitoring and evaluation of educational programs and institutions.

5.3 Ordinance of Master of Education Programme

O.M.Ed. 1: ADMISSION

A candidate seeking admission to the course leading to the degree of Master of Education must satisfy the following conditions for eligibility.

- a) Candidate seeking admission to the M.Ed. programme should have obtained at least 50 % marks or an equivalent grade in the following programmes.
 - (i) B.Ed.
 - (ii) B.A. B.Ed., B.Sc. B.Ed.
 - (iii) B.El.Ed.
 - (iv) D.El.Ed. with an undergraduate degree (with 50 % marks in each)
- b) Reservation and relaxation for SC/ST/SEBC/PWD and other applicable categories will be as per the rules of the Gujarat State Government.
- c) A candidate admitted to M. Ed course should not do any other course during the same academic year.
- d) Of the total seats 70 % seats are reserved for Maharaja Sayajirao University Students, 20% seats are reserved for outside Maharaja Sayajirao University within Gujarat Students and 10 % seats are reserved for the outside Gujarat students.

O. M.Ed. 2: ADMISSION PROCEDURE

Admission, into M.Ed., shall be made on the basis of the overall marks obtained in the qualifying examination, entrance test, oral presentation and personal interview. (The bifurcation of the weight age will be 40% + 20% + 20% + 20% respectively, that is equal to 100%) The overall merit for the admission will include marks in the entrance test, marks in the B.Ed. / B.A. B.Ed. / B.Sc. B.Ed. / B.El.Ed. / D.El.Ed. programme, marks in the oral presentation and personal interview.

O. M.Ed. 3 : INTAKE

The basic unit size for the programme will be 50.

O. M.Ed. 4 : STRUCTURE AND DURATION

(A) **Structure:** The M.Ed. programme shall be of two years duration; that is four semesters which can be completed in a maximum of four years from the date of admission to the programme. The structure is presented below:

M.Ed. First Year	F. S. M.Ed. I
	S. S. M.Ed. I
M.Ed. Second Year	F. S. M.Ed. II
	S. S. M.Ed. II

(B) **Duration:** The M.Ed. programme shall be of two years duration that is four semesters which can be completed in a maximum of Four years from the date of admission to the programme. It includes field attachment of a minimum of four weeks and a research dissertation.

O. M.Ed. 5 : WORKING DAYS

There shall be at least two hundred (200) working days each year, exclusive of the period of admission. The institution shall work for minimum of thirty six hours in a week during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

O. M.Ed. 6 : ATTENDANCE

Every candidate must have minimum 80% attendance in Theory Courses and Practicum and 90% attendance in Field Attachment.

O. M.Ed. 7 : MEDIUM OF INSTRUCTION

The medium of instruction shall be English.

O. M.Ed. 8 : EXAMINATION FEES

As per the Maharaja Sayajirao University Rules.

O. M.Ed. 9 : SCHEME OF EVALUATION

Indirect grading which is followed in the Maharaja Sayajirao University will be adopted in evaluating students. For practicum purpose 100% internal will be followed as per Maharaja Sayajirao University rules. The theory examination will have 30% internal and 70% university examination in which the examiners shall be appointed internally by the university. The Practical examinations will be 100% internal. The dissertation will be assessed by both external and internal examiner.

O. M.Ed. 10 : PUBLICATION OF RESULTS

As per the Maharaja Sayajirao University Rules

O. M.Ed. 11 : UPWARD MOVEMENT

As per the Maharaja Sayajirao University Rules

6. Course Outline of Two Years Master of Education Programme

Each M.Ed. candidate shall offer following of the courses.

- (A) Common Core Courses
- (B) Specialized Core Courses
- (C) Elective Courses
- (D) Dissertation
- (E) Courses of Inter Semester Break
- (F) Internship

Course	Total Credit	Total Marks
Common Core Courses	40 (4 * 10)	(100*10)1000
Specialized Core Courses	08 (4*2)	(2*100)200
Elective Courses	12 (4*3)	(3*100)300
Dissertation	08	(25+25+50+100)200
Courses of Inter semester break	04 (1*2 + 2)	(25+25+50)100
Internship	08 (4*2)	(100+100)200
Total	80 credits	2000 marks

(A) Common Core Courses

There are in all ten compulsory courses. Each compulsory course will carry four credits. The total credits will be forty.

Course title	Credits
Philosophy of Education	4
Sociology of Education	4
Methodology of Educational Research – I	4
Teacher Education – I	4
Educational Studies	4
Psychology of Learning and Development	4
Methodology of Educational Research – II	4
Teacher Education – II	4
History and Political Economy of Education	4
Curriculum Studies	4

B. Specialized Core courses (two papers from any one specialization)

Each M.Ed. student will choose either Elementary Education or Secondary and Higher Secondary Education as Specialized core courses. Each course will carry two papers each of four credits. The total credits for this course will be eight.

Course title	Credits
Foundations of Early Childhood Care and Education	4
Foundations of Elementary Education	4
Secondary and Higher Secondary Education Core I	4
Secondary and Higher Secondary Education Core II	4

C. Elective courses (Any one)

From the following three groups of Elective courses a candidate has to select any one course. Each course consists of three papers. All the three papers will be of four credits each. So the total credit for each course will be twelve credits.

Groups	Course title	Credits
Group 1	Introduction to Educational Technology	4X3= 12
	Instructional Technology	
	ICT in Education	
Group 2	Principles and Practices of Guidance and Counselling	4X3= 12
	Organization and Administration of Guidance Services in India	
	Measurement for Guidance and Counselling	
Group 3	Educational Management, Planning and Finance	4X3= 12
	Educational Leadership	
	Human Resource Management in Education	

(D) Dissertation

In this course the dissertation proposal writing will be of one credit, proposal presentation will be of two credits, dissertation evaluation and report writing will be of one credit and dissertation writing will be of four credits. The total credits of this course will be eight credits.

Course title	Credits
Dissertation Proposal Writing	1
Dissertation Proposal Presentation	2
Dissertation Evaluation and Report Writing	1
Dissertation Writing	4

(E) Courses in Inter semester Break

In this section there are three courses. Communication and Expository writing is of one credit, self-development (Yoga Education) is of one credit and academic writing is of two credits. The total credit will be four.

Course title	Credits
Communication and Expository Writing	1
Self-development (Yoga Education)	1
Academic Writing	2

(F) Internship

This section consists of the practical work in the schools and the teacher education institutes so as to expose the students to the actual field. Each course consists of four credits. The total credit for this course is eight credits.

Course title	Credits
Internship in Teacher Education Institutes	4
Internship in Schools	4

7. Semester wise distribution of the courses

First Year Semester One

Course Code	Course Title	Credit		Marks	
		Theory	Practical	Theory (100)	Practical
EEA2139 C01	Philosophy of Education	3	1	25 Mid Term 50 End Term = 75	25
EEA2140 C02	Sociology of Education	3	1	25 Mid Term 50 End Term = 75	25
EEA2141 C03	Educational Studies	3	1	25 Mid Term 50 End Term = 75	25
EEA2142 C04	Methodology of Educational Research I	3	1	25 Mid Term 50 End Term = 75	25
EEA2143 C05	Teacher Education-I	3	1	25 Mid Term 50 End Term = 75	25
EEA2144 C06	Communication and Expository Writing		1	-	25
EEA2145 C07	Self-Development (Yoga Education)		1	-	25
Total		15	07	375	175
Semester I		22 credits		550 Marks	

First Year Semester Two

Course Code	Course title	Credit		Marks	
		Theory	Practical	Theory (100)	Practical
EEA2241 C01	Psychology of Learning and Development	3	1	25 Mid Term 50 End Term = 75	25
EEA2242 C02	Methodology of Educational Research II	3	1	25 Mid Term 50 End Term = 75	25
EEA2243 C04	Teacher Education II	3	1	25 Mid Term 50 End Term = 75	25
EEA2244 C06	Secondary and Higher Secondary Education I	3	1	25 Mid Term 50 End Term = 75	25
EEA2250 C08	Foundations of ECCE				
EEA2245 C07	Secondary and Higher Secondary Education II	3	1	25 Mid Term 50 End Term = 75	25
EEA2251 C09	Foundations of Elementary Education				
EEA2248 C04	Dissertation Proposal Writing		1		25
EEA2249 C05	Dissertation Proposal Presentation		2		50
Total		15	8	375	200
Semester II		23 credits		575 Marks	

Second year Semester Three

Course Code	Course title	Credit		Marks	
		Theory	Practical	Theory	Practical
	History and Political Economy of Education	3	1	25 Mid Term 50 End Term = 75	25
	Curriculum Studies	3	1	25 Mid Term 50 End Term = 75	25
	Principles and Practices of Guidance & Counselling	3	1	25 Mid Term 50 End Term = 75	25
	Introduction to Educational Technology				
	Educational Management, Planning and Finance				
	Measurement and Evaluation I				
	Special Education I	3	1	25 Mid Term 50 End Term = 75	25
	Educational Leadership				
	Organization and Administration of Guidance Services in India				
	Measurement and Evaluation II				
	Special Education II	3	1	25 Mid Term 50 End Term = 75	25
	Instructional Technology				
	Internship in TEI		4		100
Total		12	8	300	200
Semester III		20 Credits		500 Marks	

Second Year Semester Four

Course Code	Course title	Credit		Marks	
		Theory	Practical	Theory	Practical
	Human Resource Management in Education	3	1	25 Mid Term 50 End Term = 75	25
	Measurement for Guidance and Counselling				
	ICT in Education				
	Measurement and Evaluation III				
	Special Education III				
	Dissertation Evaluation and Report Writing		1		25
	Academic Writing and Presentation		2		50
	Dissertation Writing		4		100

	Internship in Schools		4		100
Total		03	12	75	300
Semester IV		15 credits		375 Marks	

Summary of credits and marks

		Marks		Total	Credits		Total
		Theory	Practicum		Theory	Practicum	
M.Ed. First Year	F. S. M.Ed. I	375	175	550	15	07	22
	S. S. M.Ed. I	375	200	575	15	08	23
M.Ed. Second Year	F. S. M.Ed. II	300	200	500	12	08	20
	S. S. M..Ed. II	75	300	375	03	12	15
Total		1125	875	2000	45	35	80

11.Syllabi of the courses

- ❖ **Semester I**
- ❖ **Semester II**
- ❖ **Semester III**
- ❖ **Semester IV**

First Year: Semester I

Year I	PHILOSOPHY OF EDUCATION	CREDIT : 3+1
Semester I	Course code: EEA 2139 C01	HOUR : 45+30

Objectives:

Enable Students to-

- Understanding the significance of the ultimate human concerns and the contribution of philosophy in Education
- Understanding philosophical inquiry as basis of all education endeavours.
- Understand the influence of Indian, Western and Contemporary thoughts on Education and its Implications
- Learning the contemporary philosophical thoughts on Education.
- Applying the philosophical thoughts of Indian, Western and Contemporary thoughts in modern Indian Educational Context

UNIT- I: Introduction to Philosophy

6 Hours

1. Meaning, definitions and Significance of Philosophy
2. Brief historical views of the western philosophies
3. Scope of philosophy, three major divisions: Metaphysics, Epistemology and Axiology
4. Philosophical Methods

UNIT - II: Philosophy and Education

8 Hours

1. Educational Philosophy: Philosophy as theory and Education as Practice
2. Aims of Educational Philosophy
3. Curriculum and Philosophy
4. Methods of Teaching and Philosophy
5. Value Education and Philosophy
6. Theory of Caturashrama and Caturvidya- Purusharthas

UNIT -III: Indian Philosophy and Education

15 Hours

1. Vedic Philosophy: Historical Development of Philosophical Thoughts
2. Concept of Philosophy, Maya, Ignorance, Karma, Knowledge, etc. in Upanishads.
3. Concept of Atman, Brahman, Yoga System of Patanjali, Sankya System
4. Philosophy in Bhagvad Gita with Reference to Theory of Action & Concept of Bhakti Yoga
 - a. Jainism
 - b. Buddhism
 - c. Philosophy of Charvak- Materialistic Concerns

UNIT -IV: Western philosophy and Educational Thoughts of Indian Thinkers

8 Hours

1. Naturalism, Idealism, Pragmatism & Realism and their Implications to Education
2. Gandhiji, Vivekananda, Rabindranath Tagore, Aurobindo and J. Krishnamurthy, Savitri Ba Phule

UNIT -V: Contemporary Thoughts and Education 8 Hours

Existentialism, Humanism, Analytic Philosophy and its Significance in Education, Fundamentalism, Conscientization (Paulo Freire)

PRACTICUM

(Credit-1 : 30 Hours)

1. Visit to institutes working on philosophical ideologies such as Gandhian, Arvind, Rajnish, Kabir, Churches and temples, etc.
2. Assignment on the comparative philosophies of the saints such as Kabir, Tulsi, Meera, Shri Rang Avadhoot, Narsinh Mehta etc.
3. Students will be preparing a term paper on any given topic in the syllabus (directly or indirectly related to the syllabus) by specifically referring to latest journal articles as well as well-known references.

Transactional Mode:

Lecture, Discussion, Seminar, Group Activities and Visits

References:

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Thakur, A. S. (1977). *The Philosophical Foundations of Education*. New Delhi: National Publishing House.

Year I	SOCIOLOGY OF EDUCATION	CREDIT : 3+1
Semester I	Course code: EEA 2140 C02	HOUR : 45+30

Objectives:

Enable Students to-

- Understand the social context of education
- Appreciate the relationship between education and society
- Understand the role of education in a changing social context
- Decipher the nature and scope of sociological inquiry in education
- Appreciate the role of education in the context of national development
- Provide an understanding of certain current problems and issues in the social context

UNIT-I Sociological Perspectives of Education 5 Hours

1. Understanding education; A sociological perspective.
2. Social structure, social stratification and social mobility; Impact on educational process

UNIT-II Education and Social Change 12 Hours

1. Social change ; modernization and development
2. Culture modernization and globalization ; Impact on Education
3. Factors affecting social change process on education
4. Education and social change
5. Views on process of social change; structural functionalism, Conflict theory

UNIT-III Education and society 12 Hours

1. Education as a process in the social system; a social activity
2. Education as a social sub system; its characteristics; interrelationships between education and other social sub systems eg. Economy, polity, culture etc
3. The context of societal and social groups for education
 - a. Formation of different groups; sub groups in a nation and mutual pressures –the pressure groups in a society
4. Impact on education
5. Education as a process of socialization
6. Enculturation , acculturation
7. Formal, no-formal and informal modes

UNIT-IV Sociological Functions of Education 5 Hours

1. Sociological Functions of Education
2. as directed by the socio-political ideology of any given society
3. functions of preservation of culture
 - a. Transmission of culture
 - b. Reinterpretation of culture

**UNIT –V Certain Current Issues in the Context of Education
and Society in India**

11 Hours

1. Keeping pace between educational change and social change.
2. Politicization of education: political control interference in institutional administration; need and possibilities of autonomy of education.
3. Education and the goal of secularism.
4. Education as a potential equalizing social force : equality of educational opportunities.
5. Educating the masses: the needy and the disadvantaged sections; women’s education.
6. Nature of education and the impact of social reality on its content methodology and organization: accountability and feasibility.

PRACTICUM

(Credit-1 : 30 Hours)

1. Students will be preparing an assignment on any one of the above mentioned issues and make a presentation and submit the same in the form of an assignment

Transactional Mode

1. Group Discussion ; Book/Report/Document reviews and analysis
2. Film show
3. Seminar presentation
4. Research review and criticism
5. Development of research proposal

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Year I	EDUCATIONAL STUDIES	CREDIT: 3+1
Semester I	Course code: EEA 2141 C03	HOUR : 45+30

Objectives:

Enable Students to-

- Understand and appreciates the theoretical development in Education in their proper perspectives
- Analyze the concept and the relevance of education by reflecting on various educational thoughts and visions

- Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc. in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
- Analyze the social and the cultural dimensions of education and the issues related.
- Critically examine the past and the contemporary issues in Education and make an attempt at formulation of their own viewpoints.

UNIT-I Theoretical Perspectives of Education as a Discipline 10 Hours

1. Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors.
2. Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education like, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc, and their linkage to pedagogy and practices.
3. Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.
4. School Education: Changing Scenario, Issues and Problems

UNIT-II Vision for school education and teacher education 10 Hours

1. Transformation of national aspirations into educational goals/aims of education, its linkage with curricular decisions, teaching-learning process and pedagogy for different stages of education, overall development of the ESchildren, assessment, school and classroom environment, pedagogy, role of the teachers, discipline and participatory management, etc.
2. Analysis and synthesis of thought of different Philosophers like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey, Paulo Friere, etc;
3. The multiple contexts of the functioning of schools; emerging dimensions of school education and teacher education.
4. Linkage between education and other development sectors.

UNIT-III Education as Interdisciplinary Knowledge 10 Hours

1. Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.
2. Contribution of science and technology to education and challenges ahead.
3. Axiological issues in education: role of peace and other values, aesthetics in education.
4. Dynamic relationship of education with the political process.

5. Interrelation between education and development.

UNIT-IV Social and cultural context of Education

8 Hours

1. Cultural functions of Education- diffusion, acculturation; Cultural lag; Cultural conflict.
2. Social purpose of Education: Understanding Indian society with reference to multicultural and multilingual classrooms; Educational challenges of a multicultural and a multilingual society.
3. Role of Education in addressing the Liberalization, Privatization and Globalization (LPG).
4. Interrelationship between education and sustainable development.
5. Equality in Educational opportunity- critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality; Right to Education
6. Relevance of Education in social policy and policy of inclusion.

UNIT-V: Contemporary Challenges in Education

7 Hours

1. Bridging gap in the process of knowledge construction between:
 - a. Content knowledge and Pedagogy knowledge
 - b. School knowledge and out of the school knowledge
 - c. Experiential knowledge and empirical knowledge
 - d. Knowledge on action and reflection on outcome of action
 - e. Theoretical knowledge and practical knowledge
 - f. Universal knowledge and contextual knowledge.
2. The role of educational transformation for national development.
3. Quality and excellence in education- it's relation to quality of life.
4. Education of socio-economically deprived groups and differential disabilities.

PRACTICUM

(Credit-1 : 30 Hours)

1. Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy etc. and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.
2. 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, vision of school education in India, process of socialisation of the child, 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.
3. Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

Transactional 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.

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 Report of the University Education Commission (1947-48)
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Year I	METHODOLOGY OF EDUCATIONAL RESEARCH I	CREDIT: 3+1
Semester I	Course code: EEA 2142 C04	HOUR: 45+30

Objectives:

Enable Students to-

- Understand meaning and types and research in Education.
- Understand various types of research and approaches for qualitative and quantitative research in education.
- Identify research problem along with its specification in terms of objectives, hypothesis, definitions, variables and delimitations.
- Understand about probability and non probability sampling designs.
- Understand and design various tools of research.
- Design research proposal.

UNIT-I: Meaning & types of research

4 Hours

1. Educational research: Nature and characteristics
2. Types of research: Basic, Applied and Action Research
3. Qualitative and Quantitative research - meaning and characteristics
4. Steps of research in qualitative & quantitative research

UNIT-II: Identification & Specification of research problem

8 Hours

1. Various sources to identify research problem.
2. Meaning and types of variables
3. Criteria to identify research problem.
4. Stating objectives, hypothesis, Operational definitions, explanation of terms and delimitation.
5. Role of review of related literature in educational research

UNIT-III: Approaches of qualitative and quantitative research

10 Hours

1. Quantitative: Experimental, Survey, Developmental, Correlational, Historical.

2. Qualitative Research: Case Study, Phenomenology: Ethnography and Symbolic Interactionism.
3. Mixed Methods: Concept, Importance, appropriateness and types

UNIT-IV: Sampling in Education Research

10 Hours

1. Population and sample
2. Sampling Error
3. The representativeness of the sample
4. Methods of sampling: probability and non probability
5. Probability Sampling

- a. Random sampling
- b. Stratified sampling
- c. Cluster sampling
- d. Systematic sampling
- e. Multistage sampling
- f. Multi phase sampling

A. Non Probability Sampling

- a. Convenient sampling
- b. Purposive sampling
- c. Judgmental sampling
- d. Quota sampling
- e. Snowball Sampling

- B. Sampling in qualitative research: Theoretical sampling, Intensity sampling, criterion sampling, homogenous sampling, critical case sampling.

(Unit will be discussed with meaning of population, Sample, representative sample, Bias sample, Standard Error of mean and sample size).

UNIT-V: Tools of research and Research Proposal

13 Hours

1. Characteristics of tools: Reliability, Validity and Usability.
2. Questionnaire, Interview, observation, checklist, rating scale, sociometric techniques, standardized tests.

(This unit will be discussed keeping qualitative and quantitative research. Focus will be on concept, design, strength and limitation).

3. Concept and need of research proposal
4. Steps of research proposal

PRACTICUM

(Credit-1 : 30 Hours)

1. Formulation of research questions, objectives, hypothesis, delimitations for the selected topics.

2. Identification of population and sample along with its appropriateness for the selected topics
3. Develop various tools of research.
4. Evaluations of various research proposal
5. Critically examines reviews of related studies/literature

Transactional Mode:

1. Lecture-cum-discussion
2. Workshop sessions
3. Assignments
4. Presentations by students

References

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YEAR 1	Teacher Education I Course code: EEA 2143 C05	Credit: 3 + 1
Semester 1		Hours: 45 + 30

Objectives:

Enable students to-

- Gain insight on concept, need & objectives of teacher education
- Acquaint with the policy perspectives in Teacher Education.
- Acquaint with organizational patterns of teacher education
- Develop in student- teachers the teaching and administrative skills during Internship Programme.
- Familiarize with the functions of various agencies of Teacher Education
- Study best practices of teacher education institutions

UNIT-I Teacher Education-Concept, Need and Objectives 9 hours

1. Historical Development of Teacher Education in India.
2. Concept of Teacher Education – Meaning, Nature and Scope.
3. Need and Importance of Teacher Education.
4. Objectives of Teacher Education at various levels.

UNIT-II Policy Perspectives in Teacher Education 10 Hours

- ✓ Kothari Commission (1964-66)
- ✓ National Policy on Education (1986), NPE-POA (1992)
- ✓ National Curriculum Framework for Teacher Education (2009)
- ✓ Justice Verma Committee Report (2013)
- ✓ Batra Committee Report (2014)

UNIT-III Organizational Patterns of Teacher Education in India – Admission 9 Hours

1. D.El.Ed.
2. B.Ed. (One Year, Two Year)
3. B.Ed. Distance mode
4. B.Ed. Integrated (Four Years)
5. B.Ed. Special Education
6. B.Ed. Physical Education
7. M.Ed. (One year, Two year, Part Time)
8. Teacher Education programmes in different countries

9. Contemporary classroom issues: bullying, interpersonal attraction, social media, corporal punishment

UNIT-IV Internship Programme in Teacher Education

7 Hours

1. Concept of Internship programme
2. Objectives of Internship programme
3. Various Internship Practices- India and abroad
4. Evaluation of Internship programme
5. Issues and challenges

UNIT-V Role of Various Agencies in Teacher Education

10 Hours

1. National Council for Teacher Education (NCTE)
2. National Council of Educational Research and Training (NCERT)
3. Gujarat Council of Educational Research and Training (GCERT)
4. District Institute of Education and Training (DIET)
5. College of Teacher Education (CTE)
6. Centre of Advanced study in Education (CASE)
7. Institute of Advanced Study in Education (IASE)

Practicum

1. Visit and preparing report on teacher education institutes regarding structure, infrastructure, teaching learning process, evaluation
2. Study best practices of teacher education institutions
3. Comparative Study of teacher education system in India and different countries
4. Studying organization of different components in teacher education institutions (Internship programme, co-curricular activities, evaluation patterns, etc.)
5. Reflecting on different policy documents
6. Reviewing researches in Teacher education and finding research trends

Transactional Mode:

- Lecture-cum-discussion
- Workshop sessions
- Assignments
- Presentations by students

References:

- Bose, K., and Srivastava, R.C. (1973). *Theory and Practice. Teacher Education in India*. Allahabad: Chug Publication.
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Year I	COMMUNICATION AND EXPOSITORY WRITING	CREDIT: 1
Semester I	Course code: EEA 2144 C06	HOUR : 30

Objectives:

To enable the students to

- Face the public and become confident in the classrooms.
- Have sufficient mastery over academic writing especially conceptual papers, book reviews and technical documents.
- Understand impacts of nonverbal communication in public speaking.
- Enhance verbal communication for better understanding.
- Create conducive environment through effective communication.
- Diagnose and give remedies to communication barriers both in spoken and written forms.

Concept Note:

The objective of this practical course is to enable students to develop expository writings on educational topics. It will also enable M.Ed. students to enhance critical understanding of educational practices and the current scenario in the field. This course will help students to further their reading and writing abilities in the area of education by using library and internet maximally and effectively. This practical paper also enables students to promote self-confidence, public speaking and develop personality.

Methodology:

Students will review books, papers and articles in the news papers on different areas of education, prepare a write up and present it in the class which will be discussed by the group along with the teachers. Here the role of the teacher is to facilitate students in the process of choosing a topic for reading and reviewing and finally to draft the write up in a suitable format.

Evaluation:

Students will be graded on the basis of their logical and precise way of writing, presenting and discussing the paper in the group.

Assessment Scheme:

Evaluation	Credit	Marks
Internal	01	25

Year I	SELF DEVELOPMENT (YOGA EDUCATION)	CREDIT: 1
Semester I	Course code: EEA 2145 C07	HOUR : 30

Objectives:

To enable students to -

- Understand the self and its power
- Know the methods to develop the self to the highest level
- Develop the over-all self (body, mind & spirit)
- Criticize the self and accept the others
- Understand the importance of yoga and make it an integral part of daily life
- Work on consistent personal development of the self
- Master the basic skills of yoga

Concept Note:

According to Wikipedia website, Self-development is an area covering activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance the quality of life and contribute to the realization of dreams and aspirations. It takes place over the course of a person’s entire life. This concept also involves formal and informal activities for developing others in roles such as teacher, guide, counselor, manager, life coach or mentor. In the context of teacher training institutions it involves methods, programs, tools, techniques and assessment systems that support self-development at individual level in the organizations. It is improving self-awareness, self-knowledge, skills, building new identity, developing new talents, identifying and improving potential, enhancing lifestyle, improving health-wealth and social status, fulfilling aspiration, improving social status, and defining and executing plans for personal development. It is working for self and for others also. Being a trainer of teachers it is highly essential for M. Ed. Students to understand the concepts of self and its development. Yoga is identified as a suitable practical application due to its close proximity of its practical components for the development of self.

Methodology:

During this course students will be oriented about the objectives of self development and yoga as a means for achieving self development. Students will also take up different activities to understand the concept of self, observe demonstrations and practice different types of yoga postures in the class room. The role of the teacher is to propose and organize different activities related to self development, and provide exposure to various aspects of yoga and helping students to practice them to achieve self control and self development.

Evaluation Scheme:

Students will be evaluated on the basis of the written report on activities and demonstration of yoga activities.

Assessment Scheme:

Evaluation	Credit	Marks
Internal	1	25

First Year Semester II

Year I	PSYCHOLOGY OF LEARNING AND DEVELOPMENT	CREDIT: 3+1
Semester II	Course code: EEA 2241 C01	HOUR : 45+30

Objectives:

Enable Students to-

- Identify and choose the learning theory of the choice for teaching
- Understand the importance of motivation for learning
- Recognize and list the personality types of teachers and students and their significance
- Orient with theoretical contributions of psychology in relation to process of learning and development
- Understand the conceptual background of theories of learning, group dynamics, personality, development and adjustment; develop an awareness of direct and indirect mechanisms of adjustment and coping mechanism
- Develop insights into educational implications of these concepts and principles

UNIT-I Schools of Psychology

7 Hours

A historical view of different schools of psychology with specific reference to changing role of teacher and students

- a. Vedic school
- b. Behaviorist school
- c. Gestalt school
- d. Cognitive school
- e. Humanistic school

UNIT-II Learning

10 Hours

1. Learning: its meaning and nature, theories of learning and instruction with reference to classroom practice. A review of behaviorist theories- classical conditioning, operant conditioning.
2. Knorski and Hebb proposition on coincidence of strength of bond. The three cognitive paradigms:
 - a. Paradigm 1: Eric Kendall –the cellular and molecular contributions to learning and memory
 - b. Paradigm 2 : Cognitive theories –Gestalt, problem solving, insightful learning, D.P.Ausubel – Verbal meaningful learning, Gagne,R.M. Conditions of learning, J.S.Bruner- Cognitive theory through discovery, Jean Piaget- Genetic epistemology and cognitive development, Vygotsky- Social cognitive theory, Information processing theories, Constructivist theory

- c. Paradigm 3: Evolutionary view of Psychology of learning
- 3. Humanistic theory- Educational implications with specific reference to
 - a. Learning capacity
 - b. Role of practice in learning
 - c. Motivation
 - d. Memory and forgetting
 - e. Transfer of learning
 - f. Comprehension and insight.

UNIT-III Motivation

7 Hours

1. Motivation: Its meaning and importance.
2. Implications of theories of motivation in the context of learning and instruction.
3. Factors related to motivation such as
 - a. Information
 - b. Social Factors
 - c. Emotional Factors
 - d. Family Influence
 - e. Classroom Ethos

UNIT-IV Group Dynamics in Instructional Setting

5 Hours

1. Group: Its definition; types of groups with illustration
2. Meaning of Group Dynamics, Group Properties and Group Characteristics
3. Group Processes: Interaction, structure, cohesiveness, common motives and goals, standardization of behaviour or norms.
4. Classroom as a group
5. Different Techniques to study groups
 - a. Observation
 - b. Sociometric Techniques
 - c. Questionnaires
 - d. Cumulative Records
6. Group conflicts and problem solving.

UNIT-V Individual Differences, Adjustment, Personality and Mental Health

16 Hours

(I) Individual Differences

5 hours

1. Concept of Individual differences
2. Role of Heredity and Environment in individual differences
3. Extent of individual differences and its measurement
4. Importance considering individual differences.
5. Implication of individual differences for organising educational programmes.
 - a. Classroom instruction
 - b. Exceptional children: Gifted, Slow learner, disabled

(II) Adjustment

6 hours

1. Adjustment : Psychological Process
2. Maladjustment, factors, responsible for maladjustment
3. Juvenile Delinquency – Remedial programme at school and community
4. Role of Guidance and Counselling
5. Adjustment as Art of Living
6. Mental Health

(III) Personality

5 hours

1. Theories of Personality:
 - a. Psycho analytic theory,
 - b. Socio Psychological theory,
2. Determinants of Personality
3. Concept of developing the whole person
4. Measurement of Personality in Educational settings: Tools and Techniques.

PRACTICUM

(Credit-1 : 30 Hours)

1. Understanding group dynamics of higher secondary school students using Sociometry techniques.
2. Understanding group dynamics of B.Ed. / M .Ed. students using different observation and questionnaire tools
3. Administration of personality test, socio-metric technique, its interpretation and report writing.
4. Visit of observation home, juvenile home, Special education centers and reporting on its structure and functioning.
5. Write educational implications with reference to Learning capacity and Role of practice in learning. Identify three behaviours in each and justify.

6. Write educational implications with reference to Motivation and comprehension and insight. Identify three behaviours in each and justify.
7. Write educational implications with reference to Memory & forgetting and Transfer of learning. Identify three behaviours in each and justify.
8. Identify three ego defense mechanisms which you are using and justify by giving reasons. Also suggest plan for correction.

Transactional Mode:

1. Lecture
2. Discussion
3. Case Study
4. Experiments
5. Problem solving
6. Film Show

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Year I	METHODOLOGY OF EDUCATIONAL RESEARCH II	CREDIT: 3+1
Semester II	Course code: EEA 2242 C02	HOUR : 45+30

Objectives:

Enable Students to-

- Develop understanding and skills in using various quantitative and qualitative techniques of data analysis.
- Develop understanding and skills to interpret a given set of data after analysis.
- Develop competencies in Research Reporting.
- Develop abilities to understand Research when reported.
- Critically examine certain issues which make Educational Research a challenging task

UNIT-I Descriptive Statistics (Focused on concept and application) 12 Hours

) Data and types of data, Scales: Nominal, Ordinal, Interval and Ratio

1. Data tabulation, Frequency distribution, and Graphical Representation
2. Measures of Central Tendency and Variability
3. Percentile, Percentile Rank, Ogive and Standard Score
4. Normal Probability Curve and its properties, Deviation from normality and underlying causes, concept of skewness and kurtosis.
5. Linear correlation, Product-Moment Correlation, Rank Order Coefficient of Correlation, Biserial Correlation, Point Bi-Serial Correlation, Partial Correlation, Meaning and interpretation of these coefficients.

UNIT-II Inferential Statistics: Concepts**5 Hours**

1. Meaning of Inference
2. Central Limit theorem and its need
3. Standard Error Of Mean
4. Degree of Freedom
5. Levels of Confidence
6. Concept of Confidence Interval (Fiduciary Limits)
7. Type I and Type II Error

UNIT-III Inferential Statistics: Parametric and Non-parametric Statistics**16 Hours****1. Parametric Statistics**

- a. Meaning and assumption for parametric statistics
- b. t test, ANOVA, ANCOVA, correlation and regression (its concept and application)

2. Non Parametric Statistics

- a. Meaning and assumption for non-parametric test
- b. Chi Square Test
- c. The Mann Whitney Test
- d. Median Test, Spearman rho

UNIT-IV Techniques of Qualitative Data Analysis**8 Hours**

1. Nature of qualitative data
2. Deciding Data Analysis Strategies:
 - a. Ongoing Analysis versus Analysis at the End
 - b. Structured and Open Ended Analysis
3. Components of Qualitative Data Analysis:
 - a. Data Reduction
 - b. Data Display
 - c. Drawing Verifying Conclusion
4. Data Analysis Techniques:
 - a. Codification – types of codes
 - b. Categorization
 - c. Classification
 - d. Content Analysis:
 - Approaches to Content Analysis
 - Procedure of Content Analysis
 - Techniques – Summarizing, Explicating and Structuring
 - e. Triangulation:

- Triangulation of methods
- Triangulation of sources
- Analyst triangulation
- Theory / Perspective Triangulation.

UNIT-V Mechanics of Reporting: Quantitative and Qualitative Research

4 Hours

1. Format
2. Language
3. Style
4. Bibliography/Referencing
5. Appendix
6. Variation in the scheme of Reporting

PRACTICUM

(Credit-1 : 30 Hours)

1. On a given set of data students will prepare frequency distribution, plots various graphs, calculate various measures of central tendency and variability, also compute skewness and Kurtosis.
2. On a given set of data student will compute various parametric and non-parametric statistics.
3. Critically evaluate the research paper.
4. Given qualitative data, apply various analysis techniques.
5. Critically examine thesis.

Transactional Mode:

1. Lecture-cum-discussion
2. Workshop sessions
3. Assignments
4. Presentations by students

References:

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Year I	TEACHER EDUCATION II	CREDIT: 3+1
Semester II	Course code: EEA 2243 C03	HOUR : 45+30

Objectives:

Enable students to-

- Gain sight into the concept of Professional development
- Acquaint with Recent trends in Teacher Education
- Acquaint with the Researches in Teacher Education
- Develop comprehension about performance appraisal and its mechanisms
- Develop concern in student- teachers regarding Issues and challenges in Teacher Education

UNIT-I Professional Development of Teachers

9 Hours

1. Concept of Professional Development
2. Professional Development- Need and Importance
3. In service- programmes for Professional Development (design, implementation and limitations)
4. In service Teacher Education under SSA and RMSA
5. Professional Development- Issues and challenges

UNIT-II Recent Trends in Teacher Education

9 Hours

1. Competency based Teacher Education

2. Continuous and Comprehensive Evaluation
3. Choice-Based-Credit System
4. Open Book Examination
5. ICT in Teacher Education
6. Courses on Enhancing Professional Capacities (EPC) in Teacher Education

UNIT-III Research in Teacher Education 9 Hours

1. Review of researches in Teacher Education
2. Research trends in Teacher Education
3. Researches in Teacher Education- Methodological issues and challenges
4. Innovative researches in Teacher Education
5. Implications of Researches in Teacher Education

UNIT-IV Performance Appraisal in Teacher Education 9 Hours

1. Need of Performance Appraisal by Students
2. Performance Appraisal for Quality Enhancement
3. National Norms and Comprehensive Teacher Evaluation by Students

UNIT-V Issues in Teacher Education 9 Hours

1. Admission criteria
2. Demand and supply
3. Preparing teachers for inclusive classrooms
4. Privatization of Teacher Education
5. Multi Grade Teaching
6. Bridging the gap between training institutions and schools
7. Financing in Teacher Education

Practicum

1. Case study on innovative Institutions in teacher education
2. Review of research studies/literature in the area of teacher education
3. Surveying the views of the practicing teachers regarding need and importance of teacher education. Based on the needs design an in-service teacher programme
4. Studying the structure, modes and patterns of in-service programme
5. Critical study of in-service programme in terms of their needs, relevance, planning, evaluation and duration
6. Preparation of a Proposal for Organizing an In-service teacher education programme
7. Studying the difference between practices and demand in preparation of teacher
8. Visit to different teacher education institution with a view to review institutional research studies.
9. Studying the opinions of the in-service teachers for strengthening teacher education
10. To study the Issues and challenges faced by administrators at various levels.

Transactional Mode:

- Lecture-cum-discussion
- Workshop sessions
- Assignments
- Presentations by students

References:

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Year I	FOUNDATIONS OF EARLY CHILDHOOD CARE EDUCATION	CREDIT: 3+1
Semester II	Course code: EEA 2250 C08	HOUR : 45+30

OBJECTIVES:

Enable Students to-

- Understand the need and significance of early childhood care and education
- Understand the policy perspectives on ECCE in India and world
- Understand social and personal development of children (3-6 years)
- Understand the quality dimensions i.e. curriculum, programmes and work force for ECCE
- Understand the contribution of various thinkers in the area of ECCE.
- knowledge and skills for research and evaluation in ECCE and training of personnel

UNIT-I ECCE: Policy and Perspectives 9 hours

1. Concept, significance and objectives of ECCE.
2. ECCE in India: National Policy for Children (1974), National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action for Children, 1992 and 2005; National Curriculum Framework (2005), NCF (2012).
3. ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

UNIT-II Psycho – Social Context of Pre-school Education 10 hours

1. Developmental characteristics and norms – physical, cognitive, language, socio-emotional during preliminary stage.
2. Transition from home to school – issues and concerns.
3. Socio-cultural context in schools and home and child-rearing practices at home in construction of knowledge.
4. Thinkers ; a) Frobel, b) Montessori, c) Gijubhai Badeka, d) M.K.Gandhi (Pre Basic Education) e) Rudolf Steiner and Waldorf School
5. Contribution of Piaget, Erickson and vygotsky (ZPD, scaffolding, language and cultural development).

UNIT-III Curriculum for Pre-school Education 8 hours

1. Curriculum for School Readiness – physical, cognitive, socio-emotional dimensions;
2. Anganwadi Centre, different types of preschool curriculum like Montessori, Kindergarten,

Balawadi; progressive

3. Support of workforce: Teachers', helpers, parents and community support in Functioning of ECCE centers

UNIT-IV Strategies/ Approaches and Resources 10 hours

1. Characteristics of programmes for different settings – Pre-primary schoolers and early primary grade children – needed emphasis and rationale
2. General principles to curricular approaches – activity based play-way, child-centered theme-based, holistic, joyful, inclusive – meaning, rationale and practical implications in specific contexts; story-telling, puppetry, musical and rhythmic exercises, free talk, free play, role-play, art & craft activities, indoor and outdoor play, field trips, PBL, Hands on experience and explorations as methods in primary and early primary stages – meaning, rationale, selection criteria, method of transaction
3. Local specific community resources – Human (parents, teachers, peers) and material & their integration in curricular activities;
4. Preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of ECCE programmes
5. Informal evaluation through observation & remediation training of ECCE workers.

UNIT V Training, Research & Evaluation in ECCE 8 hours

1. Need and significance of personnel involved in ECCE programme.
2. Status & nature of training programmes – pre-service & in-service for personnel involved in ECCE programmes – a critical evaluation, issues, concerns and problems.
3. Areas of research studies in ECCE.
4. Evaluation of ECCE programmes, methodology and implications.

Transaction Mode:

- Group Discussion ; Book/Report/Document reviews and analysis; Case studies of children and observation
- Visit to pre-school, Anganwadies /ICDS centers and pre-school Teacher Education institutions
- Film show
- Seminar presentation
- Research review and criticism
- Development of research proposal

PRACTICUM (Credit-1 : 30 Hours)

The students may undertake any one of the following activities:

1. Case study of Anganwadi, pre-school centers
2. Assignment on selected themes from the course
3. Study of present status of ECCE in State/Region/District
4. Collection of information on infrastructure of ECCE centers and comparison with NCERT minimum specifications (1992)

5. Reflection on literature on equality ECCE services of one western country (internet, journals)
6. Writing of journal articles on different issues on ECCE
7. Survey of play materials and comparing with the socio-cultural set-up
8. Survey of child rearing practices in different cultures

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Year I	FOUNDATION OF ELEMENTARY EDUCATION	CREDIT: 3+1
Semester II	Course code: EEA 2251 C09	HOUR : 45+30

Objectives:

Enable Students to-

- understand the context of elementary education
- understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- discuss the development of elementary education in India since independence
- understand the structure of UEE Programme at different levels.
- reflect on the relevance of strategies and programmes of UEE.
- Understand and reflect on the issues, Challenges and researches in Elementary Education

UNIT-I Historical Perspectives on Elementary Education 10 Hours

1. Elementary Education in Pre - Independent India
2. Elementary Education in Post-Independent India
3. Constitutional Provisions for Elementary Education
4. Programmes UEE (Universalization of Elementary Education)
 - a. LokJumbesh
 - b. OBB (Operation Black Board)
 - c. MDM (Mid-day Meal Programme)
 - d. Bihar Education Process
 - e. DPEP (District Primary Education Programme)

UNIT-II Curriculum, Pedagogy and Assessment 8 Hours

1. Developing of Curriculum at Elementary Education (NCF-2005)
2. Pedagogies on Elementary Education
3. Assessment of Learning Outcomes at Elementary Education

UNIT-III SSA (Sarva Siksha Abhiyan) 13 Hours

1. Perspective Planning and Annual Planning
2. Civil Work
3. Teacher's Training/Capacity Building
4. Programmes for Out of School Children
5. Integrated Education for Disabled (IED)
6. Programmes for Girls' Education

- KGBV (Kasturba Gandhi Balika Vidyalaya)
 - NPEGEL (National Programme for Education of Girls at Elementary Level)
7. MIS (Management Information System)
 8. Teacher Support System
 9. Community Participation (VEC, PTA, MTA, VCWC, SMC)

UNIT-IV Management Structures at Different Level 6 Hours

1. National
2. State
3. District (including Municipal Corporation)
4. Block
5. Cluster
6. School

UNIT-V Issues, Challenges and Researches in Elementary Education 8 Hours

1. Major Issues and Challenges in UEE
 - a. Drop out of students
 - b. Migration of parents
 - c. Making education assessable to remote areas
 - d. Availability of Subject Specialized teachers
 - e. Multi-grade teaching
2. Recent Researches in Elementary Education

PRACTICUM (Credit-1 : 30 Hours)

The students may undertake any one of the following activities:

1. Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.
2. Survey of status of teachers of elementary level.

Transactional Mode:

1. Lecture-cum-discussion
2. Discussion and reflection in groups
3. Assignments based on reference to resources-library and internet followed by presentations in seminars

4. Field visit.

References:

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Year I	SECONDARY AND HIGHER SECONDARY EDUCATION- I	CREDIT: 3+1
Semester II	Course code: EEA 2244 C06	HOOR : 45+30

Objectives:

Enable Students to-

- Know the evolution of secondary and higher secondary education in India
- Understand the status of secondary and higher secondary education in India
- Understand the concept of secondary and higher secondary education
- Understand the Psychological Bases for Secondary and Higher Secondary Education
- Know and analyze the different Structures of Secondary and Higher Secondary Education
- Understand and analyze the Global Perspectives of Secondary and Higher Secondary Education

UNIT- I Concept and Evolution of Secondary and Higher Secondary Education in India 10 Hours

1. General Aims and Objectives of Secondary Education and Higher Secondary Education.

2. Nature and Characteristics of Secondary Education and Higher Secondary Education.
3. Development of Secondary and Higher Secondary Education in India: during Pre and Post-Independence Period.
4. Commissions and Committees on Secondary and higher secondary Education.
5. Structure of Education in India and the stages for Secondary and higher secondary Education

UNIT- II Concept of Secondary and Higher Secondary 10 Hours
Education

1. Present structure and status of Secondary and higher secondary Education in different states and the union
2. Constitutional provisions for Secondary and Higher Secondary Education.
3. Provisions for Secondary and Higher Secondary Education in different states.
4. Higher Secondary Education with different streams & its significance.
5. Vocational Education Equivalent to Secondary and Higher secondary Education

UNIT-III Psychological Bases for Secondary and Higher 7 Hours
Secondary Education

1. Stages of Development with references to Secondary and Higher Secondary Education.
2. Adolescent- Compatibility with Secondary and Higher Secondary Education
3. Problems of Adolescent and the challenges of Secondary and Higher Secondary Education
4. Programmes to handle the Problems of Adolescent at Secondary and Higher Secondary Education
5. Role of Guidance and Counselling in Secondary and Higher Secondary Education

UNIT-IV Structure of Secondary and Higher Secondary 11 Hours
Education

1. Structure and Status of Secondary and Higher Secondary Education with different Boards: State Boards, CBSC, ICSE and International Boards- Purpose and Functions
2. Secondary and Higher Secondary Education in different types of Schools
3. Secondary and Higher Secondary Education in Open schooling: National and State Open schools- Objectives and Functioning

UNIT- V Global Perspectives of Secondary and Higher 8 Hours
Secondary Education

1. Secondary and Higher Secondary Education in Developing Countries with reference to Aims, nature, purpose, problems and innovations.
2. Secondary and Higher Secondary Education in England, Scotland, France, Switzerland, USA, Australia, Japan, Russia, China and Finland

PRACTICUM

(Credit-1 : 30 Hours)

1. Study the secondary and higher secondary educational act of different states of India.
2. Visit schools and study the different adolescent problems faced by teachers in schools and the strategies they adopt to face them.
3. Preparing a report by comparing and contrasting the higher secondary education in England, Scotland, France, USA, Australia, Japan, Russia, and China.
4. Study the difference between the different boards of education.
5. Analyze the best practices in different boards of secondary education
6. Prepare a report on Navodaya vidyalayas, their vision and mission and the achievements.
7. Visit NCERT, RIEs, SCERT, KV, NVS and try to understand their structure and role in enhancing secondary education.
8. Visit to Centres of open schools and preparing reports.
9. Study the status of Guidance and Counselling in secondary schools and its effectiveness.

Transactional Mode:

- Lecture, Discussion, Seminar, Group Activities and Visits

References:

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- Mukerjee S.N. : "Education in India - Today and tomorrow"
- Mukerjee S.N. : "Education in India in Twentieth century"
- Mukerjee S.N. : "Education in Modern India" Nurulla & Naik " : "History of Education inIndia"
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Year I	SECONDARY AND HIGHER SECONDARY EDUCATION II	CREDIT: 3+1
Semester II	Course code: EEA 2245 C07	HOUR : 45+30

Objectives:

Enable Students to-

- understand the Organization of Curriculum in Secondary and Higher Secondary Education.
- understand the importance of Co-curricular activities in Secondary and Higher Secondary Education.
- gain an understanding of Evaluation at Secondary and Higher Secondary Education.
- know the New Trends and Innovation in Secondary and Higher Secondary Education.
- know the status and role of teachers in Secondary and Higher Secondary Education.

UNIT-I Organization of Curriculum in Secondary and Higher Secondary Education 10 Hours

- 1) Main features and components of secondary school curriculum
- 2) Curriculum development at Secondary Education
- 3) Textbook development in secondary education
- 4) Main features and components of Higher secondary school curriculum
- 5) Curriculum development at Higher Secondary Education
- 6) Textbook development in Higher secondary education
- 7) Problems and Issues in Curriculum Development at secondary and higher secondary education.

UNIT-II Co-curricular activities in Secondary and Higher Secondary Education 6 Hours

- 1) Place of Co-Curricular Activities in Secondary and Higher Secondary Education

- 2) Objectives of Co-Curricular Activities;
- 3) Principles underlying the Organization of Co-Curricular Activities
- 4) Type of Co-Curricular Activities
- 5) Management of Co-Curricular Activities
- 6) Place of Co-curricular activities in CCE

UNIT-III Evaluation at Secondary and Higher Secondary Education 8 Hours

- 1) Purposes of Evaluation at Secondary and Higher Secondary Education
- 2) Nature of Evaluation at Secondary and Higher Secondary Education
- 3) Types of Evaluation at Secondary Higher Secondary Education
- 4) Issues and Problems in the Evaluation at Secondary and Higher Secondary Education

UNIT-IV New Trends and Innovation in Secondary and Higher Secondary Education 11 Hours

- 1) Universalization of Secondary and Higher Secondary Education: Need, Challenges and Actions.
- 2) Rashtriya Madhik Shiksha Abhiyan (RMSA)- Objectives and Functioning
- 3) Innovations in Teaching learning at Secondary and Higher Secondary Education- Blend of ICT, Competency Based teaching, Project based learning
- 4) Innovation in examinations: Innovations in Board Examinations, Continuous and comprehensive evaluation, Use of ICT in Examination, Semester System, Grading, Open Book Examination, On-line Examination, No Examination
- 5) Research in Secondary and higher secondary Education

UNIT-V Teachers in Secondary and Higher Secondary Education 10 Hours

- 1) Status of Teachers in Secondary and Higher Secondary Education: Recruitment, Qualifications and present position.
- 2) Role of Teacher in Secondary and Higher Secondary Education
- 3) Teacher motivation–factors affecting teacher motivation; teacher role performance, role conflict, accountability.
- 4) Education of Teachers: Pre-service Education and in-service education of teachers.
- 5) Issues and problems with the Teachers in Secondary and Higher Secondary Education

PRACTICUM (Credit-1 : 30 Hours)

1. Visit the text book board and study the working of it.

2. Analyse the curriculum of secondary and higher secondary schools and suggest the changes in it
3. Conduct a debate on issues in curriculum development
4. Ask students to prepare a list of co-curricular activities to be conducted at secondary and higher secondary schools and ask them to conduct one and prepare a report
5. Visit schools and study the evaluation system followed by at secondary and higher secondary schools and given your suggestions
6. Ask students to prepare presentations on UEE, RMSA, innovations in evaluation
7. Ask student to suggest one innovation which can be thought of at secondary and higher secondary schools
8. Prepare innovative lesson plan in your subject area and make a presentation of same
9. Study the status of at secondary and higher secondary school teachers
10. Visit schools and resource centres and study the problems faced by at secondary and higher secondary school teachers and make a presentation

Transactional Mode:

- Lecture, Discussion, Seminar, Group Activities and Visits

References:

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- Craner, I.F. & Brown. G.S. ;Contemporary Education: A Comparative Study of National System. Harcourt Brace & Company, New York, 1965.
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Year I	Proposal Preparation	CREDIT: 1
Semester II	Course code: EEA 2248 C04	HOUR : 30

Objectives:

To enable students to -

- write research proposals on educational themes
- develop critical thoughts on educational research problems
- understand innovative practices and initiatives in the field of educational research
- develop problem identification abilities in the field of education with the help of library and web-resources
- develop self-confidence and communication skills
- communicate their ideas to fellow researchers and experts in the field.
- develop ability to write research proposal in a systematic format.

Concept Note:

This practical course is introduced to help students to write research proposals on educational themes. M.Ed. students need to enhance knowledge on educational problems, innovations, initiatives and practices in the field of education with reference to their research problem area. The theoretical background needed is provided in classrooms through research methodology course. Now they have to translate the theoretical knowledge into practical field through undertaking Project Work in their interested area of research. Proposal preparation is the first step in this process. In addition students also develop reading and writing abilities through referencing. They are initiated into research field through developing ideas on problem identification, conceptualization of problem, designing research process and writing bibliography. This practical paper also enhances students' self confidence and writing ability.

Methodology

Students will select an area of research in education according to their interest/ teaching methods / M. Ed. specialization area. With the assistance of teacher guide they prepare the research proposal in the systematic format and submit it in print for evaluation. Students will be graded on the basis of relevance of the idea or concept for research, logical way of writing the paper and following the systematic format for writing the proposal.

Scheme of Evaluation

The proposals will be evaluated by teachers selected for the purpose.

Assessment Scheme:

Evaluation	Credit	Marks
Internal	1	25

Year I	Proposal Presentation	CREDIT: 2
Semester II	Course code: EEA 2249 C05	HOUR : 60

Objectives:

To enable students to -

- present research papers on educational themes
- develop critical thoughts on educational problems for presentation
- understand the innovative practices and initiatives in the field of educational research through presentation and discussion
- develop reading and writing abilities in the field of education with the help of library and web-resources
- develop self-confidence, public speaking communication skills
- communicate their ideas in public forums
- develop appropriate behaviour for presenting ideas for discussion before panel of experts.

Concept Note:

This practical course will develop presentation abilities in students through presenting research proposals on educational themes. M.Ed. students develop ideas on educational research problems through developing research proposals. They further extend this knowledge through presenting their proposal for critical discussion on their research idea. This helps students to develop self confidence, public speaking and personality. They understand the type of etiquette to be followed when presenting ideas before a panel. Through discussion they develop defending ability regarding their ideas on educational research. Presenting ideas before a panel of experts, fine tune their ideas on selected research problem, research design, data collection and data analysis. Discussion and defense following presentation will help in this process.

Methodology

Students will prepare research proposals related to their M. Ed. Dissertation taking a topic of their interest, teaching method and M. Ed. specialization. They will present the **same** before a selected panel of teachers for discussion and defense. Students will be graded on the basis of relevance of the idea for research, logical way of preparing the paper, way of presentation, defending and discussion before the panel.

Scheme of Evaluation

Students will be evaluated by teachers' panel on the basis of presentation and discussion.

Assessment Scheme:

Evaluation	Credit	Marks
Internal	2	50

Second Year Semester III

Year II	HISTORY AND POLITICAL ECONOMY OF EDUCATION	CREDIT: 3+1
Semester III	Course code: Course code:	HOUR: 45+30

Objectives:

Enable Students to-

- Develop knowledge and understanding of the history of education
- Develop understanding of political economy of education
- understand the relationship of Education and Economics
- Understand the relationship of globalization and politics of Education
- identify various issues, debates and concerns of Education

UNIT-I History of Development of Education: Pre and Post- Independence Period **9 Hours**

Education in the Ancient Period with special reference to Vedic, Buddhist, Jainism and Islamic period

Education during British Period: Review of Macaulay's Minutes, Wood's Despatch and Sargent Report of Education.

Development of Education in Post-independent India

An Overview of Educational Scenario: Navigating from Colonial to National Needs
A Critical Review of Commission's Recommendations

University Education Commission (1948),

Secondary Education Commission (1952-53)

Indian Education Commission (Kothari Commission 1964-66)

National Policy of Education (1968, 1986, 1992)

Constitutional Provisions of Education

Compulsory Primary Education to Right to Education Act (2009)

Dynamics of Colonial and Post-Colonial Encounters and its Influence on Socio-political milieu of Indian Education

UNIT-II Political Economy of Education **10 Hours**

Understanding Political Economy: Concept and Theoretical Lenses

Understanding the State, Power, and Politics

Ideology, Society and Education

Diversity, Democracy, Rights and Education

Economic Rationality and Education: A Critical Theory Perspective

Education and Politico-Economic Narratives of Policy and Five Year Plans

Market and Education

Market Mechanisms and Market Failure

Neoliberal perspective

Education for Profit
Advocating Private for Poor

UNIT-III Education and Economics 10 Hours

Linkages between Education and Economics
Education: Consumption vs. Investment

Nature of Education: public good, merit good, private good, basic need and human right
Investment in education by Individual and society

Human Capital Theory: Relevance and Critique
Labor Market and Job Competition

Educational Financing: Concept, Types, Budgets and Issues
Comparative Analysis: Developed and Developing Countries

Approaches to Educational Planning
Micro, Macro, and Institutional Level of Planning

Education, Human Development and Capability Approach

Education, Economic Growth and Inequality
Education as means and indicator of Development
Relationship between Education, Poverty and Inequality

UNIT-IV Globalization and politics of Education 8 Hours

Educational Policy making and Politics of Education
Globalization and Political demands of Education
Globalization and Educational Inequalities
Education and Globalization: Challenges and Opportunities

UNIT- V Issues, Debates and Concerns of Education 8 Hours

Resource Constraints and Resource Mobilization
Public-Private Partnership
Marketization and Commodification of Education
GATS and Education
Autonomy, Accountability and Accreditation

PRACTICUM (Credit-1 : 30 Hours)

1. Group work on the preparation of lesson plans in Economics
2. Group work on content Analysis
3. Preparation on different types of Assignment in Economics
4. Conducting Seminar in Economics Class.
5. Preparing list of different projects which can be given to students
6. Conducting some small surveys in schools
7. Implementation of Team teaching and different teaching methods in schools

Transactional Mode:

- Lecture, Discussion, Seminar, Group Activities and Visits

References

- Aggarwal, J.C. (2004). *Development of Education System in India*. New Delhi: Shipra.
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- Singh, B.P. (1990). *Aims of Education in India*. New Delhi: Ajanta Publication.

Year II	CURRICULUM STUDIES	CREDIT: 3+1
Semester III	Course code:	HOUR : 45+30

Objectives:

Enable Students to-

- Understand the meaning and concept of curriculum
- Appreciate the role of philosophical, sociological and psychological bases of curriculum
- Understand different steps of curriculum development process
- Know and Analyze different models of curriculum development
- Differentiate between different modes of curriculum transaction
- Analyze different models of curriculum evaluation
- Analyze different types of curriculum research
- Discuss various types of curriculum issues

UNIT-I Introduction to Curriculum

7 Hours

1. Introduction to curriculum
2. Meaning and concept of curriculum
3. Bases of curriculum: A critical view
4. Historical
5. Philosophical
6. Sociological
7. Psychological

UNIT-II Curriculum development

10 Hours

1. Principles of Curriculum Planning
2. Curriculum Development Process (Designing, Developing, Implementing and Evaluating)
3. Types of curriculum organization
 - Subject centered, Learner centered, Problem centered
4. Models of curriculum development: A critical analysis
 - Taba's Scientific Model
 - Glathorn Naturalistic Model
 - Hunkin's decision making Model
 - Weinstein & Fantini Humanistic Model

UNIT-III Curriculum Transaction

9 Hours

1. Meaning & concept of curriculum transaction

2. Factors influencing curriculum transaction
3. Modes of curriculum transaction: Face to face, blended, online, distance
4. Instructional Planning (Method, Media, Material & Assessment)

UNIT-IV Curriculum Evaluation 9 Hours

1. Concept of curriculum evaluation
2. Curriculum evaluation: Nature and purpose
3. Approaches to curriculum evaluation
4. Curriculum evaluation models: A critical analysis
5. Tools and techniques of curriculum evaluation
6. Evaluating curriculum of Developing and Developed countries

UNIT-V Improving curriculum through Research 10 Hours

1. Research methods for curriculum studies
2. Implication of research for curriculum development: providing insight into problems of human relationship, analysis and understanding of teaching-learning process; solving problems of classroom and school organization; development and effective use of resources; sharpening of evaluation skills.
3. Cooperative action research for curriculum improvement.
4. Contemporary Issues in Curriculum Development

PRACTICUM (Credit-1 : 30 Hours)

1. Evaluation of an institutional level curriculum for elementary education
2. Make an analysis of the NCF 2005 and detail out its linking features
3. Meta-analysis of existing researches at different level.
4. Current researches on curriculum development: studying one curriculum development project where research is an integral part.

Transactional Mode:

1. Lecture
2. Discussion
3. Group Activity
4. Review of Report
5. Library Work

References :

Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development*. New Delhi: Shipra Publisher.

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- Tata, H. (1962). *Curriculum development theory & practice*. New York: Harcourt, Brace & World Inc.

Elective Courses

Year II	INTRODUCTION TO EDUCATIONAL TECHNOLOGY	CREDIT: 3+1
Semester III	Course code:	HOUR : 45+30

Objectives:

Enable Students to-

- Develop the concept of Educational Technology.
- Appreciate various technological developments.
- Apply the knowledge of ET in teaching and learning.
- Employ various approaches in Education.
- Empower with Educational Technology.
- Adapt ET for Children with Special Needs.

Unit- I Concept of Educational Technology

10 hours

1. Meaning, Nature and Scope of Educational Technology
2. Educational Technology for Teaching, Learning and Evaluation
3. Training Technology- concept of cybernetics and system analysis
4. Concept of ICT

Unit- II Hardware, Software and Systems approach in Education

10 hours

1. Hardware Approach
2. Software Approach
3. Systems Approach
4. Computer and Internet Technology

Unit -III Application of Educational Technology

8 hours

1. Formal system
2. Open learning system
3. Empowering teachers for Educational Technology
4. Convergence of Technology (Consortium, emerging technologies)

Unit- IV Agencies, Policies and Future of Educational Technology

9 hours

1. National Policies and Programs for Promotion of Educational Technology
2. Agencies working for the promotion of Educational Technology: CIET, SIET, EMRC, IGNOU, EDUSAT. etc.
3. International Scenario with futuristic Perspective

Unit -V Adaptive and Assistive Technologies

8 hours

1. Multimedia Approach and Instructional Strategy: Meaning and designing
2. Adaptive and assistive Technologies for CWSN (Children with Special Needs)

PRACTICUM

(Credit-1 : 30 Hours)

- Reports on various policies on ET
- School visits to prepare reports on technology use for education purposes.

- Visits to B. Ed. Institutions / colleges to understand integration of technology in teaching learning process.
- Field visits: Exposure to various assistive and adaptive technologies for children with special needs.
- Development of strategic planner sheet for use of multimedia in class room.

Transactional Mode:

- Lecture, Discussion, Seminar, Group Activities and Visits

References:

- Agrawal, J.C. (1996). *Essentials of Educational Technology –Teaching Learning Innovations in Education*. New Delhi: Vikas Publishing House.
- Alberto, P.A. & Tontman, A.C. (1986). *Applied Behaviour Analysis for Teachers*. London: Merrill Publishing Co.
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- Wilson, B. (1987). *The Systematic Designs of Training Courses*. U. S. A: Parthenon Publishing.

Year II	INSTRUCTIONAL TECHNOLOGY	CREDIT: 3+1
Semester III	Course code:	HOUR : 45+30

Objectives:

Enable Students to-

- Understand the concept of Instructional designs.
- Understand the importance of individual instruction in classrooms.
- Develop skills in developing instructional material.
- Understand the use of ET in developing instructional material.
- Develop systems for various applications in schools.

Unit I Designing Instructional Material

9 hours

1. Concept of Instructional Design
2. Models and Taxonomy of Instructional Design
3. Various Instructional Designs
4. Steps of Instructional Material Development

Unit II Communication and Media

9 hours

1. Meaning and Nature
2. Effective communication
3. Models of Communication
4. Networking –concept , types and educational uses
5. Media, mass media and multimedia

Unit III Developing Instructional Materials

9 hours

1. . Types of Teaching Learning Materials
2. Self-learning materials
3. Audio Video Script writing
4. Interactive Multimedia Materials
5. Evaluating Instructional Material

Unit IV Computer Aided Instruction

9 hours

1. Computer Assisted Instruction
 - Concept and Principals of CAI, CAL,CMI
2. Programming and Programming Languages
 - Developing Programmes using Programming Languages (C/C++/ Visual Basic)

Unit V Parallel Educational Systems

9 hours

1. Distance Education – concept, different models, student support services, counselling model and evaluation strategies.
2. Mass media – Educational TV and Radio, Social Networking sites, and web Resources.
3. Prospects of Educational technologies in India.

PRACTICUM

(Credit-1 : 30 Hours)

1. Developing instructional material in a specific subject
2. Designing activities on communication process
3. Developing a system based on instructional needs
4. 4.Evaluating the established system in a school and preparing report
5. Implementing innovative instructional material in a specific subject

Transactional Mode:

- Lecture, Discussion, Seminar, Group Activities and Visits

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Year II	PRINCIPLES AND PRACTICES OF GUIDANCE AND COUNSELLING	CREDIT: 3+1
Semester III	Course code:	HOUR : 45+30

Objectives:

Enable Students to-

- Society Understand the nature, basic principles and underlying assumption in guidance
- Understand and appreciate the need for guidance and Counselling in our present day
- Understand the factors influencing Educational and vocational development
- Know, understand and practice different types of Guidance
- Know, understand and able to plan and organize various activities in all the services of Guidance
- Understand various approaches of Counselling.

UNIT-I Nature & Scope of Guidance

6 Hours

1. Misconceptions of Guidance
2. Meaning, Nature and definition of Guidance
3. Characteristics of Guidance
4. Scope of Guidance
5. Services of Guidance Programme
6. Principles and Basic Assumptions in Guidance

UNIT-II The Need for Guidance

8 Hours

1. Changing Conditions of home, society, population, labour & industry, leisure time.
2. Changing religious and moral values.
3. Individual Needs

UNIT-III Types of Guidance

14 Hours

1. Educational Guidance.
2. Vocational Guidance and Vocational development.
3. Personal Guidance

UNIT-IV Nature of Counselling

4 Hours

1. Meaning and definition of counselling
2. Difference between counselling and guidance, Education and psychotherapy.

UNIT-V

13 Hours

1. Individual and Group Guidance

a. Purpose and Programme

2. Counselling Approaches : (Main features, uses and limitations of)

a. Directive counselling

b. Non-Directive counselling

c. Eclectic counselling

3. Some Techniques of Environmental Treatment

a. Home Environment.

b. School Environment.

c. Social Environment.

PRACTICUM

(Credit-1 : 30 Hours)

A survey of Guidance needs in different age group

2. To develop educational, vocational and personal Guidance programme for students.

3. Develop an Educational Guidance Programme

4. Develop a Vocational Guidance Programme for Secondary School level

5. Develop a pre Vocational Programme for primary students

6. Develop a matrix of all services and all three different types of Guidance with various activities

Transactional Mode:

1. Lecture

2. Discussion

3. Case Study

4. Assignment

5. Film Show

References:

Barki, G.G. and Mukhopadhyay B. (1991) Guidance and Counselling-a manual. New Delhi: Stering publishers Pvt. Ltd.

Choudhary Monisha (2015) Educational Counselling, Wisdom Press New Delhi

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Year II	ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES IN INDIA	CREDIT: 3+1
Semester III	Course code:	HOUR: 45+30

Objectives:

Enable Students to-

- Acquaint with the principles of organization and administration of guidance services.
- Acquaint with different types of guidance program and Organizational patterns.
- Develop the abilities to organize various guidance services.
- Make aware of the different administrative responsibilities of guidance personnel.
- Understand various approaches of Counselling.
- Acquaint with different types of guidance program and Organizational patterns in India and other countries.

UNIT-I Organizational Patterns for Guidance Services 10 Hours

1. Organization of Guidance Programme : Need, Nature and Objectives
2. Principles of organization
3. Types of organizational patterns
4. Responsibilities of Guidance Personnel.

UNIT-II Organizing Guidance Services 15 Hours

1. Orientation/Induction Service
2. Individual Inventory service
3. Information Service
4. Counseling service
5. Placement Service: Curricular placement, Co-curricular placement, Training placement, and Job placement.

6. Follow-up for school leavers, Pupils in school and other guidance services.

UNIT-III Administration of Guidance Services 8 Hours

1. Administrative relationships
2. Planning and executing Guidance Services throughout the year.
 - a. Establishment of Guidance Centre in the school
 - b. Need
 - c. Objectives
 - d. Infrastructure
 - e. Guidance services
 - f. Modes of functioning
3. Evaluation of Guidance service: Need , Criteria and techniques of Evaluation

UNIT-IV Status of Guidance Services Globe Over 7 Hours

- a. Scenario Building

Face to Face and Online Guidance Services

UNIT-V Problems and issues 5 Hours

1. Organization and administration of Guidance Services
2. Guidance Services for Special Groups.
3. Changing roles of various functionaries

PRACTICUM (Credit-1 : 30 Hours)

1. To prepare a plan for organizing any one guidance service.
2. To study the guidance services in any one educational institution.
3. To prepare a plan for organizing an educational Guidance Programme.
4. To prepare a plan for organizing a Vocational Guidance Programme.
5. To prepare a plan for organizing a Personal Guidance Programme.
6. Study the Guidance Programme of Developing Country
7. Study the Guidance Programme of Underdeveloped Country
8. Study the Guidance Programme of Developed Country

Transactional Mode:

1. Lecture
2. Discussion
3. Case Study
4. Assignment
5. Film Show

References

- Barki, G.G. and Mukhopadhyay B. (1991) Guidance and Counselling-a manual. New Delhi: Sterting publishers Pvt. Ltd.
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Year II	EDUCATIONAL MANAGEMENT, PLANNING AND FINANCE	CREDIT: 3+1
Semester III	Course code:	HOUR : 45+30

Objectives:

Enable Students to-

1. Gain knowledge of the concept of Educational Administration and concepts underlying Educational Administration.
2. Get knowledge and understanding of development of thought in Administration.
3. Get acquainted with the concepts, nature, principles and procedures, approaches, administration and organization of educational planning.
4. Understand the importance of finance in education
5. Get acquainted with the theory and practices of finance.
6. Understand the different concept of finance in education.
7. Aware about the recent trends in educational management

Unit-I: Educational Management: Concept and Scope 12 Hours

1. Concept of Educational Management
2. Nature and scope of educational management
3. Theories of Administration
 - a) Scientific Management : F.W Taylor
 - b) Bureaucratic Model : Max Weber
 - c) Human Relations and Human Resources Model : Elton Mayo
 - d) Political and Decision making model
 - e) Contingency Model

Unit-II: The Concept and Nature of Educational Planning 10 hours

1. Concept of Educational Planning
2. Characteristics of Educational Planning
3. Importance of Educational Planning
4. Approaches to Educational Planning (a) Social Demand Approach, (b) Manpower Approach, (c) Rate of Return Approach.
5. Educational Planning at the National and state levels
6. Educational Planning at District and local levels

Unit-III: Financing of Education 8 Hours

1. Importance of Financing of Education
2. Financing of Education in India since independence
3. Funding of Educational Institutions : Role of Centre, State, Local Authorities
4. Sources of Finance
5. Theory and Practice of Financing Education : (a) Planning, (b) Budgeting, (c) Control of Funds

Unit-IV: Educational Expenditure 5 Hours

1. Educational Expenditure : meaning and types
2. Concept of Cost of Education and Expenditure on Education
3. The Determinants of Expenditure on Education
4. Grant-in-Aid Policy in Education

UNIT-V: Recent Trends in Educational Management 8 Hours

1. Globalization and internationalization and their impact on Educational policies, Planning, Financing and Management
2. Accreditation of higher education institutions
3. Quality Assurance in Educational Management
4. Institutional Autonomy and Accountability``

PRACTICUM

(Credit-1 : 30 Hours)

1. Students will do the critical analysis of different administrative theories and draw their implication in education.
2. Students will Study grant in aid policy in grant-in-aid schools.
3. Study of sources of finance in different types of schools
4. Study the Expenditure on Public Education in India
5. Visit different schools and study the efforts made for quality assurance
6. Prepare a report of various quality assurance measures followed in education
7. Critical examination of various quality assurance measures
8. Study the role of IQAC in various institutions

Transactional Mode:

- Lecture, Discussion, Seminar, Group Activities and Visits

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Year II	EDUCATIONAL LEADERSHIP	CREDIT: 3+1
Semester III	Course code:	HOUR : 45+30

Objectives:

Enable Students to-

- Understanding the concepts of Leadership and its application in Education Management
- Learn about the concept of Power and politics in Leadership
- Learn and understand about the strategies of Managing the Conflict
- Understanding of Leadership and Motivational Theories and its application
- Understand the role of women in Educational Leadership

UNIT-I Leadership: Concept And Theories

11 hours

1. Meaning and Definition of leadership.
2. Leading vs. Managing
3. Types of leadership
4. Leadership theories

UNIT-II Power And Politics In Leadership

8 hours

1. Definition of power,
2. Bases of power
3. Power tactics
4. Power in groups: Coalitions
5. Sexual harassment: Un equal power in the work force

UNIT-III Managing Conflict**8 hours**

1. Meaning and concept of conflict
2. Transition in conflict thought
3. Functional v/s dysfunctional conflict
4. The conflict process
5. Conflict resolution techniques

UNIT-IV Leadership And Motivation**10 Hours**

1. Motivation: meaning and concept
2. Theories of motivation
3. Types of motivation
4. Motivation process
5. Strategies of motivating educational personnel

UNIT V Women In Educational Leadership**8 hours**

1. Status of women in leadership
2. Status of women in educational leadership
3. Need and importance of women in Leadership positions
4. Barriers faced by women in leadership position
5. Strategies adopted by women administrators

PRACTICAL WORK**(Credit-1 : 30 Hours)**

1. Conduct a survey to understand that gender difference in leadership
2. Conduct a study to understand how power is used for sexual harassment in work place
3. Visit different schools and by interacting with principals and supervisors find out the various conflict faced by them in institution and the ways they resolve them
4. Visit the educational institutions to understand the motivation strategies used by leaders to motivate their employees
5. Interact with women educational administrators and find out the barriers faced by them to reach leadership position and strategies adopted by them to sustain the leadership position.

Transactional Mode:

- Lecture, Discussion, Seminar, Group Activities and Visits

References

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Year II	Internship in Teacher Education Institutions	CREDIT: 4
Semester I	Course code:	HOUR : 120

Objectives:

To enable students to -

- Orient student teachers about innovative teaching activities.
- Develop abilities to supervise activities in Teacher Education Institutions.
- Understand the day to day activities of teacher educators, supervisors and administrators in Teacher Education Institutions.
- Help Teacher Educators to plan and administer teaching, extra-curricular and co-curricular activities in Teacher Education Institutions.
- Understand the research and administrative activities existing in different bodies working closely with Teacher Education Institutions.

Concept Note:

This practical course is designed to develop abilities and skills in student teacher educators to organize and manage activities in teacher education institutions. It is related to their professional work aspects after completion of the course. With this experience students can develop an idea about the working atmosphere of their future institutions. As part of their internship they have to engage classes, design activities along with teachers in the institution and observe institutions with reference to their infrastructure and administrative aspects.

Methodology

Students will be divided into groups of 10 each and will be sent to selected teacher education institutions to take up prescribed activities. An orientation session will be organized by School Internship Program Unit regarding conduction of the activities. As part of their internship students will also visit institutes like NCERT, NEUPA, SCERTs and DIETs that are working in the policy making, research, administration and management of teacher education institutions. The entire programme will be planned for four weeks in different time phases of two years duration of M. Ed. Programme.

Scheme of Evaluation

Students have to prepare and submit reports on prescribed activities to the unit after completion of internship. Viva will also be conducted as part of evaluation. Combined marks of written report and viva will constitute the marks of internship.

Assessment Scheme:

Evaluation	Credit	Marks
Internal	4	100

Second Year Semester IV

Year II	ICT IN EDUCATION	CREDIT: 3+1
Semester IV	Course code:	HOUR : 45+30

OBJECTIVES

Enable Students to-

- Understand the scope of ICT and its pedagogic applications.
- Understand the meaning of ICT integration in teaching learning and other academic tasks.
- Develop Techno-pedagogic skills among the students.
- Acquire instructional applications of Internet and web resources.
- Develop competency among students to use Online and Offline electronic resources.
- Handle Word Processing, Spread sheet and Presentation applications.
- Explore the environment of window Operating System.
- Be aware of latest happenings in the technology integrated Pedagogy

UNIT I: Word Processing and Presentation

9 hours

[a] Word Processing: Operating through Different Menus and Ribbon: Home, Insert, Page Layout, References, Mailings and Review, Functions of Office button, Customize Quick Access Toolbar, Creating References and Bibliography, Inserting End Notes and Footnotes, Tables of Content, Hyper-linking within and outside document, working with Track Changes options

[b] Presentations : Exploring different Menus and ribbons, working with Templates, Creating and editing slides, Custom Animation, Slide Show, Recording Narration, Rehearsing/recording timing for presentations

UNIT II: Data Base Functions

9 hours

[a] Data Computation: Different Menus and ribbon, Charts and their Functions in the field of Education, Application of Function Library, Creating Auto-calculators for various Mathematical and Statistical Computations, Data Analysis using excel

[b] Data Base: Creating-Modifying-Retrieving tables of Information

UNIT III: Internet Applications

9 hours

Surfing through WWW, Online Conferencing, Webinar, Creation & Use of e-mail, Blogs, Use of Online Dictionaries, Translator, Google transliteration, working with Plagiarism Software, Use of Cloud Computing, Social Networking Sites

UNIT IV: Web Publishing and Multi- media

9 hours

[a] Web Publishing: HTML, Creating own website (local host), Downloading/Uploading and Installing Educational software

[b] Handling Multimedia: Creating, editing and broadcasting videos; Recording, editing and using Audios, Inserting Text in the videos

UNIT V: Working with Operating Systems

9 hours

UBUNTU, LINUX, ANDROID: Basic features- Interface, Application (Apps), Security and Privacy, Uses of Smartphone and Tablet, and their applications, WEB 2.0 tools, Modular Object Oriented Dynamic Learning (MOODLE), National Mission on Education through ICT (NMEICT)— Sakshat Portal

PRACTICUM

(Credit-1 : 30 Hours)

- Creation of a Digital Lessons on the specified topics
- Evaluation of articles/papers and Reporting plagiarism
- Creation of Videos-Audios materials
- Formatting of the Documents with given specifications
- Analyzing given data in MS Excel and reporting the results
- Creating Data Bases
- Publishing Own Website in the Local Host

Transactional Mode:

- Lecture, Discussion, Seminar, Group Activities and Visits

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Year II	MEASUREMENT FOR GUIDANCE AND COUNSELING	CREDIT: 3+1
Semester IV	Course code:	HOUR: 45+30

Objectives:

Enable Students to-

- To enable students to develop an understanding of the nature of psychological measurement and its underlying principles.
- To help students to understand uses and limitations of Psychological Measurement.
- To enable students to develop skills in the use of selected psychological test for the purpose of guidance and counseling.
- To acquaint students with the tools and techniques of psychological measurement and their nature.
- To understand the need of Psychological Techniques meant for different Learning Environment like Home, School and Society.
- To develop the qualities, skills and ethics of counselors.

UNIT-I Psychological Measurement

4 Hours

1. Meaning, nature and scope of psychological measurement.
2. Difference between psychological measurement and physical measurement.
3. Need of psychological Measurement for Guidance and Counselling.

UNIT-II Psychological Tests with reference to Guidance and counseling

12 Hours

(A) Psychological Test

1. Meaning, Nature, scope, advantage and limitations of psychological tests.
2. Characteristics of good psychological tests, Reliability, validity, Norms, Ease of Administration
3. Types of Psychological tests: individual and group tests; standardized and teacher made tests; verbal and non-verbal test; speed and power tests.
4. Use of psychological tests in guidance and counseling.
5. Sources of psychological test.

(B) Administration of Psychological Tests

1. Procedure of test administration
2. Scoring and analysis of test result

3. Interpreting the test result in the light of Guidance and Counseling
4. Reporting the test results to students, teachers and parents.

UNIT-III Tools and Techniques of Psychological Measurement 15 Hours
With reference to guidance and counselling

(A) Tools

1. Intelligence : IQ and EQ
2. Aptitude
3. Interest
4. Achievement
5. Personality

(B) Techniques of psychological Measurement with reference to guidance and counselling

1. Testing Techniques: Standardized tests, Teacher-made tests.
2. Non Testing Techniques :Observation, Personal Records, Rating Scales,
3. Sociometric techniques, Projective Techniques, Questionnaires, Interview, Inventories.

Unit-IV Some Techniques of Environmental Treatment 9 Hours

1. Home Environment
2. School Environment
3. Social Environment

UNIT-V Preparation and Training for Counselling with reference to testing 5 Hours

1. Academic preparation
2. Qualities of a good Counsellor
3. Professional Ethics for Counsellor.

PRACTICUM (Credit-1 : 30 Hours)

1. Testing of Psychological Tests
2. Analysis of Psychological Tests
3. Development of criteria for Teacher made test
4. Visit to Psychological Counseling Centers
5. Administration of Psychological tests for different Stackholders

Transactional Mode:

1. Lecture
2. Discussion
3. Demonstration

References

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Year II	HUMAN RESOURCE MANAGEMENT IN EDUCATION	CREDIT: 3+1
Semester IV	Course code:	HOUR : 45+30

Objectives:

Enable Students to-

- Gain Knowledge of the concept and processes of Human Resource management in education.
- Understand the process of recruitment and selection in an educational organization.
- Understand the concept of training and development for human resource in education
- Analyze the various types of training and development available for human resource in education.
- Understand the processes of performance management and performance appraisal within an educational organization.
- Understand the concept and processes of supervision within educational organization.

UNIT –I Meaning and Concept of Human resource management 7 Hours

1. Meaning and Concept of Human Resource Management
2. Nature of Human Resource management
3. Objectives of Human Resource Management
4. Functions of Human Resource Management in the Emerging Scenario
5. Importance of Competency Mapping
6. Skills of HR professionals

UNIT- II Recruitment and selection of Human Resource 10 Hours

1. Sources of recruitment
2. Factors affecting recruitment
3. Recruitment procedure at Elementary and Secondary level
4. Issues in recruitment
5. Selection: meaning and process of selection
6. Barriers to effective selection

UNIT-III Training and Development of Educational personnel 9 Hours

1. Nature of Training and Development
2. Inputs in Training and Development: Skills, Education, Development, Ethics, Attitudinal change, Decision Making & Problem Solving
3. Training process
4. Training and development methods

UNIT-IV Performance Appraisal of Human Resource

9 Hours

1. Performance Management System
 - Meaning & concept
 - Need & Importance
 - Performance Management process
2. Appraisal Methods
3. Appraisal Process at elementary and secondary level

UNIT-V Educational Supervision

10 Hours

1. Meaning and Nature
2. Functions of supervision
3. Supervision v/s inspection
4. Planning, Organizing and Implementing Supervisory Program
5. Issues and challenges in Educational Supervision

PRACTICAL WORK

(Credit-1 : 30 Hours)

1. Visit to schools to understand the performance appraisal system
2. Visit to schools to understand the supervisory practices followed
3. Conduct a survey and find out the different programmes conducted for training and development of human resource in educational institutions
4. Conduct a study on the recruitment process being followed by the different educational institutions.
5. Plan the training and development programme for the school teachers.
6. Conduct the need assessment in various schools for training.
7. Case studies on performance appraisal systems in schools.
8. Case studies on supervisory practices in schools.
9. Compare the performance appraisal systems in private and public schools in Baroda.
10. Study the existing professional development programs for teachers and school principals, critically analyze and prepare a detailed report.
11. Examine the critical issues and Challenges of HRM in Private Schools for administrative

Transactional Mode:

- Lecture, Discussion, Seminar, Group Activities and Visits

References

- David, A.D. and Stephen, P. R. (1997) Personnel/Human Resource Management. New Delhi: Prentice Hall of India.
- Dessler, G. (2005) Human Resource Management. New Delhi : Pearson Prentice Hall.
- Edwin, F. (1984) Personnel Management . New Delhi: Mac Graw Hill.
- K Aswathappa (2011) Human Resource Management: Text and cases. Hew Delhi :Tata McGraw Hill Education provate limited
- Kohli, AS and Deb,T. 2008. Performance Management. New Delhi: Oxford University Press.
- Pattnayak, B. (2005) Human Resource Management. New Delhi: Prentice Hall of India (Pvt.) Ltd.
- Rao, T.V. (1999). Appraising and Developing Managerial Performance. New Delhi: Excel Books.
- Saiyadain, M. (2003) Human Resource Management. New Delhi: Tata Mac. Graw Hill Publishing Co. Ltd.
- Singh, N.K. (1999) Human Resource Management. New Delhi: Excel Books.

Year II	Dissertation Evaluation and Report Writing	CREDIT: 1
Semester IV	Course code:	HOUR : 30

Objectives:

To enable students to -

- be aware about the format of writing the dissertation report.
- develop the critical understanding about evaluation criteria of a dissertation.
- evaluate the given dissertation critically.
- understand the intricacies of the research methodology adopted in the given dissertation.
- develop the critical report writing ability in the students.

Concept Note

This course enables M. Ed. Students with the writing process of the dissertation. It develops report writing abilities in the students. They are introduced to the process of writing through evaluation of a Ph.D. / Dissertation already submitted to the department. By critically analyzing the thesis students will understand the nuances of the thesis writing. They also come to know about the facts on which a thesis is evaluated, and this will later help them to fine tune their own dissertation writing. While evaluating the thesis students learnt the practical application of theoretical knowledge of research. While evaluating the thesis they analyze the appropriateness of adopting a specific research design and methodology, data collection and data analysis by the researcher. This will enable the students to analyze their own research process and to put it properly in the report format.

Methodology

Students will select one thesis/dissertation from the library and evaluate it critically with reference to the format oriented to them and prepare a report basing on analysis.

Evaluation

Report submitted by student will be evaluated by panel of teachers selected for the purpose.

Assessment Scheme

Evaluation	Credit	Marks
Internal	1	25

Year II	Academic writing	CREDIT: 2
Semester IV	Course code:	HOUR : 60

Objectives:

To enable students to-

- write conceptual and theoretical papers on educational themes
- have critical thoughts on educational problems, innovative practices and initiatives in the field of education
- develop reading and writing abilities in the field of education with the help of library and web-resources
- develop self-confidence, public speaking abilities and to develop communication skills
- communicate their ideas to the Educationists and society at large.

Concept Note:

The objective of this practical course is to write conceptual and theoretical papers on educational themes and to communicate it to the teachers and researchers in the field of education. Conceptual or theme papers are important for educationists in identifying the deep rooted notions and problems about a particular concept in education. Students need to be encouraged to take up reflective writing on a particular topic to develop thematic concepts in various areas of education. Through communication and expository writing they developed the ideas on exposition and reflection. Through this course M.Ed. students develop reflective conceptual papers on educational problems, innovations, initiatives and practices in the field of education and present it before group of students and teachers for discussion and modification. They develop skills of chairing the session and leading the session in discussion. This practical paper also develops students' self confidence, public speaking and personality as paper presenter.

Methodology

Students will select any topic in education of their interest or specialization and read thoroughly on the same for developing academic writing paper. They will present it in the class which will be discussed by the group along with the teachers. Suggestions/ modifications will be incorporated by the students if any and corrected papers will be submitted for the assessment. Students will be graded on the basis of the following components like, significance of the idea or concept, logical way of writing the paper, way of presentation, chairing of the session and the discussion in the group. Each presentation event will comprise of presenter, chairperson and initiator. Their role (all three) will be evaluated.

Scheme of Evaluation

The students will be evaluated basing on the final write up, presentation and participation in the seminar, chairing the session and initiating the session.

Assessment Scheme:

Evaluation	Credit	Marks
Internal	2	50

Year II	Dissertation Writing	CREDIT: 4
Semester IV	Course code:	HOURS : 120

Objectives:

To enable students to -

- understand the process of research in the field of education
- develop the ability to decide appropriate research methodology / design
- develop the ability to collect data from field of research
- develop the ability to analyze and interpret the collected data to arrive at findings
- present the research study in systematic writing format in the form of a report

Concept Note:

This course is designed to develop abilities in student teacher educators to carry on research on the identified problems in the field of education. This course helps in developing research abilities and skills like rational thinking, critical thinking, observation, logical organization of idea and reasoning in students. It helps them to develop research design according to the problem, implement it in the field and collect data. Students also develop skills to analyze the data using appropriate data analysis techniques. They can also interpret the data to come to conclusion and give out findings. They can also propose the further studies and pronounce the implications of the study in the field based on the findings. The entire study will be presented in the form of a systematic report.

Methodology

In consultation with the guide, students make necessary changes in their research proposal and carry on with the research and submit the final report at the end of fourth semester for evaluation. Viva will be conducted at the end of fourth semester for defense of the research by students.

Scheme of Evaluation

Students submit the final report of the proposal for defense. It will be evaluated by selected internal and external panel for 100 marks.

Assessment Scheme:

Evaluation	Credit	Marks
Internal	4	100

Year II	Internship in Schools	CREDIT: 4
Semester IV	Course code:	HOUR : 120

Objectives:

To enable students to -

- develop abilities to supervise activities of student teachers in schools
- develop skills to provide mentoring to student teachers on their daily activities in schools.
- provide feedback to student teachers on their teaching learning and classroom management
- understand the day to day activities of supervisors and administrators in schools
- help student teachers to plan and administer teaching, extracurricular and co-curricular activities in schools

Concept Note:

This practical course is designed to develop abilities in student teacher educators to manage administrative activities in schools. They need to manage activities in schools along with student teachers during their internship programme. They plan activities other than teaching along with student teachers and monitor the implementation. They provide feedback to student teachers on their teaching learning and classroom management. They will also take part in CCA and assembly activities of school along with student teachers. They help student teachers in all their internship related activities along with teaching learning.

Methodology

Students will be attached with B. Ed. internship groups to different schools. They will be going to schools for three weeks along with B. Ed. students. They help student teachers to plan activities along with observing their teaching learning. They provide feedback on day to day teaching learning and provide suggestions to improve upon. They also monitor the implementation of planned activities related to assembly, CCA. They can also undertake any activity specially oriented for them for this purpose from department.

Scheme of Evaluation

Students will have to prepare a report on all the activities. They have to prepare observation records of all lessons observed by them during internship. For all other activities planned and oriented they are submitting written reports to the SIPU tem. Viva will be conducted after completion of internship. Combined marks of written report and viva will constitute the marks of internship.

Assessment Scheme:

Evaluation	Credit	Marks
Internal	4	100

Special Features of M. Ed. Programme/ CASE:

- **Researchers' Forum:** The department has Researchers' Forum which is one of the important aspects of the Department. This forum helps in grooming the young researchers. Its a forum of the Researcher for the researcher. It is managed by the Researchers themselves. The basic idea behind Researchers forum is to enhance their research ability and confidence by sharing their ideas among the fellow researchers. The Research scholars present their research ideas and proposals in this forum and discuss it in-depth for further improvement. This forum is conducted every Saturday for two hours. All the Research scholars present their proposal in this forum before they go for Tuesday seminar forum. This helps in building their confidence for Tuesday Seminar.
- **Tuesday Seminar:** Tuesday seminar is conducted weekly. It has special place in the time table of M.Ed. In this forum all the teaching staff members along with M. Ed. students and Research scholars are present. Various issues related to Education are discussed in this forum. It is also mandatory for the Research scholars to present their research proposal in this forum before their pre Registration Viva. The proposal is discussed at length for further improvement. Before going for final registration the researchers is expected to incorporate the suggestions if needed.
- **Organizing National / International Seminars:** organizing National and International Seminars is another feature of Department. Every year national seminar is organized by provision of Revenue Grant of University, UGC-CAS programme grants or any other special grants provided for the same. At present with the grant provided under IUCTE National and International Seminars are organized. Seminars are conducted following relevant, current themes. Presentation of paper and participation in discussion are encouraged even from M. Ed. Students. In the organization of seminar research scholars and M. Ed. Students are provided with duties along with the teaching staff. It is a training ground for students and scholars for their future work place.