

FACULTY OF EDUCATION AND PSYCHOLOGY

MASTER OF EDUCATION (M.Ed.)

2 YEARS PROSPECTUS



Department of Education (CASE)

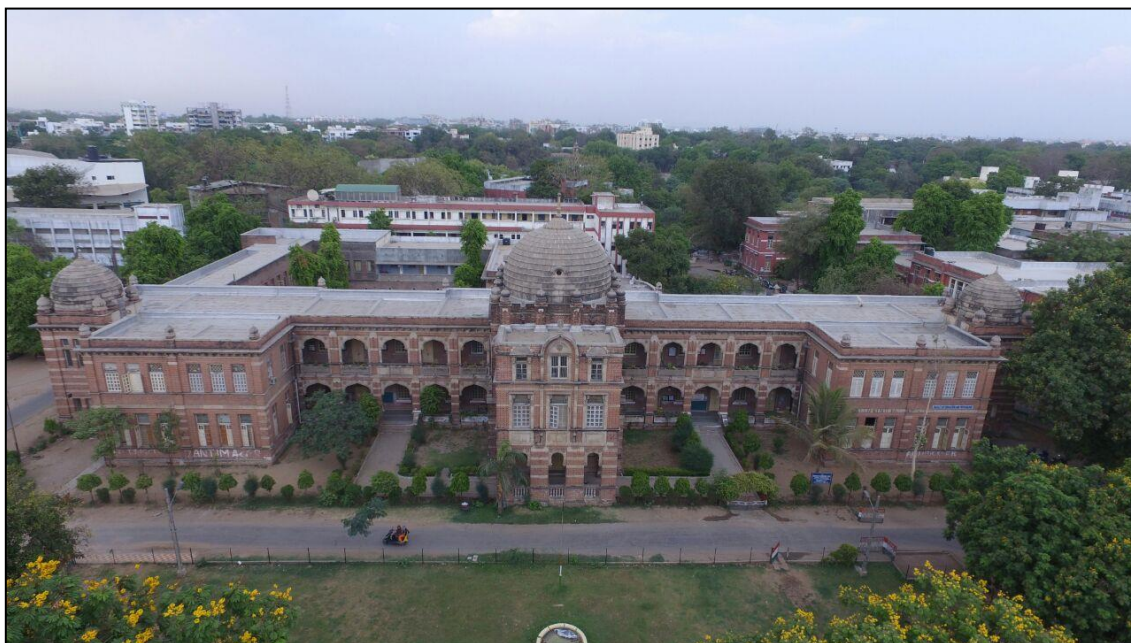
Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda

Vadodara – 390 002

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“The full-blown lotus growing out of the lake symbolizes the emergence of the mind and its triumph over matter. The flame rising from the center of the lotus is the flame of human 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 intellectual curiosity”.

महाराजा सयाजीराव विश्वविद्यालय गीत

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

अमे गगनकुसुम 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.

AUTHORITIES

Chancellor

Rajmata Shubhangini Raje Gaekwad

Visitor

Hon'ble Governor of Gujarat

Vice-chancellor

Prof. (Dr.) Vijay Kumar Srivastava

Registrar

Dr. K. M. Chudasama (Officiating - Registrar)

I/C Dean

Faculty of Education and Psychology

Prof. Ashutosh Biswal

Head

Department of Education

Prof. Ashutosh Biswal

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MASTER OF EDUCATION (M. Ed.)

I. 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. It is in the 76th Year in 2024.

II. Faculty of Education and Psychology

The Faculty of Education and Psychology of the Maharaja Sayajirao University of Baroda was, before the establishment of the university. In 1949, the Secondary Teachers' Training College, was established in the 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 is housed is one of the architectural treasures of the period. The Faculty of Education and Psychology has four departments and a school, under its wings.

- i. Department of Education
- ii. Department of Educational Administration
- iii. Department of Psychology
- iv. Department of Physical Education
- v. A. University Experimental School – Gujarati Medium (Grant-in-Aid)
B. University Experimental School – English Medium Higher Payment Program (HPP)

i. Department of Education

When the Maharaja Sayajirao University was established and the Faculty of Education and Psychology was started in 1949, the Secondary Teachers' Training College of Baroda was continued as the existing Department of Education. 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 a Two-Year full-time B.Ed., Two-year full-time M.Ed., Ph.D. in Education (accessible to Postgraduates in Education and in any allied discipline), and an HPP Course in Post Graduate Diploma in Guidance and Counseling. There is a provision for applying for University Research Fellowships to pursue doctoral studies. The department also has the status of Institute of Advanced Studies in Education (IASE) and continues the legacy of being the pioneer in the area of education by contributing to research and extension services to the community. The Ministry of Education, 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 and Diu.

ii. 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 programs for Educational Administrators under the Department of Research Support (DRS) Program. It offers a Professional Diploma in Educational Management (PDEM) and Master of Management Studies (Education) for two years.

iii. Department of Psychology

The Department of Psychology is a 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 started the Department which offers courses at the graduate, postgraduate, and doctoral levels. Besides, it also offers three postgraduate and part-time diploma courses, viz. Human Resource Development (HRD), Clinical and Community Psychology (CCP), and Clinical & Applied Hypnosis (CAH). The department also provides referral and counseling services to the community in mental health and psychological testing.

iv. Department of Physical Education

Physical Education and Sports are an integral part of General Education. This department with one Director and seven Assistant directors (5 Men & 2 Women) and a Hockey Coach raised the general consciousness of health among students so that they get selected and become capable of representing the University at state, national, and international sports. Amongst them are Shri Anshuman Gaekwad, Shri Kiran More, Shri Atul Bedade, Shri Nayan Mongia are amongst them who represented the country in cricket, Shri Salim Ginwala and Kum. Lata George for the world university games in Football and Table Tennis. Kum. Trishla Singh and Shri Davinder Singh won gold medal in the All India Inter University Swimming and Athletics.

Besides Cricket, Kho-kho (women), Hockey, and Football teams won the All India Inter University Championship.

This department also looks after the day-to-day maintenance of the swimming pool, gymnasium, and other outdoor and indoor facilities for the entire student community.

v. University Experimental

Faculty of Education and Psychology has the University Experimental School attached to it which 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 Standard I to IV having strength of 51 students. At present the school has classes from I to X and XI / XII Commerce. Being part of Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, school 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.

III. Facilities and Services at the Department of Education

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

a. Departmental Library

The Departmental library has a rich collection of books and journals related to 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 reference on Education.

b. 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.

c. 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 for boys as well as for girls.

IV. List of faculty members of the Department of Education (CASE)

Sr. No.	Name	Qualifications
1.	Prof. Ashutosh Biswal	B.A., M.A., Sociology, B.Ed., M.Ed. Ph.D. (Education)
2.	Prof. Sujata Srivastava	B.Sc., M.A., (English), B.Ed., M.Ed., Ph.D. (Education)
3.	Prof. Satish Pathak	M.Sc., (Mathematics), B.Ed., M.Ed., Ph.D. (Education)
4.	Dr. Jaishree Das	M.A., (Economics), B.Ed., M.Ed., Ph.D. (Education)
5.	Dr. Bhavin Chauhan	M.A., (English), B.Ed., M.Ed., Ph.D. (Education)
6.	Dr. R.L. Madhavi	M.Sc., (Botany), M. Phil., (Botany), B.Ed. M.Ed., Ph.D. (Education)
7.	Dr. A.V. Jayalakshmi	M.Sc., (Zoology), M.A., (Psychology), B.Ed. M.Ed. Ph.D. (Education)
8.	Dr. Pratiksha Modi	M.Com., B.Ed., M.Ed., M.Phil., (Education), Ph.D. (Education)
9.	Dr. Priti Saxena	M.Sc., (Chemistry) B.Ed., M.Ed., Ph.D. (Education)
10.	Dr. Lata Pandey	M.C.A., B.Ed., M.Ed., Ph.D. (Education)
11.	Dr. Deepika Rajawat	M.Sc., (Botany), M.A., (Psychology), B.Ed., M.Ed., Ph.D. (Education)

12.	Dr. Sonia Rajput	M.Sc., (Statistics), B.Ed., M.Ed., Ph.D. (Education)
13.	Dr. Archana Tomar	M.Sc., (Botany), B.Ed., M.Ed., Ph.D. (Education)
14.	Dr. Rucha Desai	M.Sc., (Mathematics), B.Ed., M.Ed., Ph.D. (Education)
15.	Dr. Anshuman Das	B.Sc., (Mathematics), M.A., (Sociology), B.Ed., M.Ed., Ph.D. (Education)
16.	Dr. Hemal Brahmhatt	M.A., (Gujarati), B.Ed., M.Ed., M.Phil., (Education), Ph.D. (Gujarati)
17.	Ms. Neelam Badola	M.Sc., (Physics) B.Ed., M.Ed.,
18.	Ms. Jyoti Vasavada	M.Com., B.Ed., M.Ed., M.Phil., (Education)
19.	Ms. Pooja Shrivastava	M.Sc., (Biotechnology), M.A., (Psychology) B.Ed., M.Ed.,
20.	Dr. Swaleha Sindhi	M.Com., B.Ed., M.Ed., Ph.D. (Education)
21.	Mr. Satyajit Baral	M.A., (English), M.A., (History), B.Ed., M.Ed.,
22.	Ms. Vaishnavi Priyadarshini	M.A., (Economics), B.Ed., M.Ed.,
23.	Ms. Damini Charate	M.A., (English), B.Ed., M.Ed.,
24.	Ms. Megha	M.A., (English), B.Ed., M.Ed.,
25.	Dr. Shefali Dhimmarr	M.Sc., (Biostatistics), B.Ed., M.Ed., Ph.D. (Education)
26.	Dr. Bharat Parmar	M.A., (Hindi), B.Ed., M.Ed., M.Phil., (Education), Ph.D. (Education)

V. Master of Education (M.Ed.) Program

Preamble

The Master of Education (M.Ed.) Program is a two-year professional program in the field of Teacher Education that aims at preparing teacher educators and other educational professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals, and researchers. This is mainly to provide opportunities to students to extend as well as deepen their knowledge and understanding of Education, specialization in selected areas, and also develop research capabilities leading to specialization in either elementary education or secondary education. The completion of the program shall lead to an M.Ed. degree with specialization either in elementary education (up to class VIII) or in secondary and higher secondary education (classes IX-XII).

Objectives of Two-Year M.Ed. Program This program 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 centers of research in education and other allied disciplines.
- The educational technologists 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 for monitoring and evaluation of educational programs and institutions.

Ordinance of Master of Education Program

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.

- Candidates seeking admission to the M.Ed. program should have obtained at least 50 % marks or an equivalent grade in the following programs.
 - B.Ed.
 - B.A. B.Ed., B.Sc. B.Ed.
 - B. El. Ed.
 - D. El. Ed. with a graduate degree (with 50 % marks in each)
- Reservation and relaxation for SC/ST/SEBC/PWD/EWS and other applicable categories will be as per the rules of the Gujarat State Government.
- 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 outside Gujarat students.

O. M.Ed. 2: ADMISSION PROCEDURE

Admission, into M.Ed., shall be made based on the overall marks obtained in the qualifying examination, and entrance test. (The bifurcation of the weightage 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 and marks in the B.Ed. / B.A. B.Ed. / B.Sc. B.Ed. / B. El. Ed. / D. El. Ed. program.

O. M.Ed. 3: INTAKE

The basic unit size for the program will be 50 plus 5 seats for economically weaker sections

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

(B) Duration: The M.Ed. program shall be of two-year duration that is four semesters which can be completed in a maximum of Four years from the date of admission to the program. It includes a 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 a minimum of thirty-six hours a week during which faculty and students concerned with the conduct of the program shall be available for interaction, dialogue, consultation, and mentoring.

O. M.Ed. 6: ATTENDANCE

Every candidate must have a minimum of 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 examiners.

GRADING SCHEME

Letter Grade	Grade Points	Description	% of marks	Range of Grade Point
O	10	Outstanding	90.1 to 100.0	9.01 – 10.0
A	9	Excellent	80.1 to 90.0	8.01- 9.00
B	8	Very Good	70.1 to 80.0	7.01- 8.00
C	7	Good	60.1 to 70.0	6.01 –7.00
D	6	Fair	50.1 to 60.0	5.01 – 6.00
E	5	Average	40.0 to 50.0	4.01 – 5.00
F	4	Dropped	Less than 40	Less than 4.00

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

VI. Course Outline of Two Years Master of Education Program

Each M.Ed. candidate shall be offered the following 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.

Sr. No.	Course title	Credits
1.	Philosophy of Education	4
2.	Sociology of Education	4
3.	Methodology of Educational Research – I	4
4.	Teacher Education – I	4
5.	Educational Studies	4
6.	Psychology of Learning and Development	4
7.	Methodology of Educational Research – II	4
8.	Teacher Education – II	4
9.	History and Political Economy of Education	4
10.	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 is expected 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 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 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

VII. Semester-wise distribution of the courses

First Year Semester - I

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 - II

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 III

Course Code	Course title	Credit		Marks	
		Theory	Practical	Theory	Practical
EEA 2301 C01	History and Political Economy of Education	3	1	25 Mid Term 50 End Term = 75	25
EEA 2302 C02	Curriculum Studies	3	1	25 Mid Term 50 End Term = 75	25
EEA 2301 E01	Principles and Practices of Guidance & Counselling	3	1	25 Mid Term 50 End Term = 75	25
EEA 2302 E02	Introduction to Educational Technology				
EEA 2303 E03	Educational Management, Planning and Finance				
EEA 2306 E06	Educational Leadership	3	1	25 Mid Term 50 End Term = 75	25
EEA 2307 E07	Organization and Administration of Guidance Services in India				
EEA 2308 E08	Instructional Technology				
EEA 2303 C03	Internship in TEI		4		100
Total		12	8	300	200
Semester III		20 Credits		500 Marks	

Second Year Semester IV

Course Code	Course title	Credit		Marks	
		Theory	Practical	Theory	Practical
EEA 2401 E01	Human Resource Management in Education	3	1	25 Mid Term 50 End Term = 75	25
EEA 2402 E0	Measurement for Guidance and Counselling				

EEA 2403 E03	ICT in Education				
EEA 2401 C01	Dissertation Evaluation and Report Writing		1		25
EEA 2403 C03	Academic Writing and Presentation		2		50
EEA 2402 C02	Dissertation Writing		4		100
EEA 2404 C04	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

FIRST-YEAR FIRST SEMESTER I

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

OBJECTIVES:

Enable Students to;

- Understand the significance of the ultimate human concerns and the contribution of philosophy in Education.
- Understand philosophical inquiry as the basis of all education endeavors.
- 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 the modern Indian Educational Context

UNIT I: Introduction to Philosophy **6 Hours**

- Meaning, definitions, and Significance of Philosophy
- Brief historical views of the Western philosophies
- Scope of philosophy, three major divisions: Metaphysics, Epistemology and Axiology
- Philosophical Methods

UNIT II: Philosophy and Education **8 Hours**

- Educational Philosophy: Philosophy as Theory and Education as Practice
- Aims of Educational Philosophy
- Curriculum and Philosophy
- Methods of Teaching and Philosophy
- Value Education and Philosophy
- Theory of Caturashrama and Caturvidya- Purusharthas

UNIT III: Indian Philosophy and Education **15 Hours**

- Vedic Philosophy: Historical Development of Philosophical Thoughts
- Concept of Philosophy, Maya, Ignorance, Karma, Knowledge, etc. in Upanishads.
- Concept of Atman, Brahman, Yoga System of Patanjali, Sankhya System
- Philosophy in Bhagavad Gita concerning Theory of Action & Concept of Bhakti Yoga
- Jainism
- Buddhism
- Philosophy of Charvak- Materialistic Concerns

UNIT IV: Western Philosophy and Educational Thoughts of Indian Thinkers **8 Hours**

- Naturalism, Idealism, Pragmatism & Realism and their Implications to Education

- Gandhiji, Vivekananda, Rabindranath Tagore, Aurobindo and J. Krishnamurthy, Savitri Bai Phule

UNIT V: Contemporary Thoughts and Education

8 Hours

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

PRACTICUM:

(Credit-1: 30 Hours)

1. Visit to institutes working on philosophical ideologies such as Gandhian, Aurobindo, 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 the latest journal articles as well as well-known references.

TRANSACTIONAL MODE:

Lectures, Discussions, Seminars, Group Activities, and Visits

REFERENCES:

- Amaldass, A. (2001) *Introduction to Philosophy*. Satya Nilayam Publications.
- Brubacher, J. (1962) *Modern Philosophies of Education*. McGraw-Hill Co.
- Butler, J. D. (1968) *Four Philosophies and their Practice in Education and Religion* (3rd Ed.) Harper and Row Publishers.
- Chakravarthy, D. K. (2000) *Fundamental Questions of Epistemology and Metaphysics*. Omsons Publications.
- Chaube, S. P., & Chaube, A. (2007) *Philosophical and Sociological Foundations of Education*. Agra: Vinod Pustak Mandir.
- Deota, N. P. (2012) *An Insight into Educational Philosophy--An Indian Perspective*. Lap Lambert Academic Publishing. ISBN-978-3-659-17077-5.
- Deota, N. P. (2012) *Effective Leadership Qualities*. Lap Lambert Academic Publishing. ISBN-978-3-659-13518-7.
- Deota, N. P. (2012) *Kaleidoscopic Views On Education*. Lap Lambert Academic Publishing. ISBN-978-3-659-23958-8.
- Deota, N. P. (2013) *Foot prints of Modern Management in Valmiki Ramayan*. Lap Lambert Academic Publishing. ISBN-978-3-659-44791-4.
- Deota Nilambar P, (2014) “*Essence Of Yoga Education*” (Lap, Lambert Academic Publishing--2014) ISBN No.978-3-659-59332-1.
- Dewey, J. (1963) *Democracy and Education*. Mac Millan & Co.
- Kabir, H. (1961) *Indian Philosophy of Education*. Asia Publishing House.
- Park, J. (Ed.) (1968) *Selected Readings in the Philosophy of Education* (3rd Ed.). The Macmillan Company.
- Radhakrishnan, S. (1953) *History of Philosophy: Eastern and Western* (Vol. I and II). George Allen & Unwin Limited.

- Sharma, R. N. (2000) *Textbook of Educational Philosophy*. Kanishka Publishers & Distributors.
- Smith, P. G. (Ed.) (1970) *Theories of Value and Problems of Education*. University of Illinois Press.
- Thakur, A. S. (1977) *The Philosophical Foundations of Education*. National Publishing House.

Year I	2. 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

- Understanding education: A sociological perspective.
- Social structure, social stratification and social mobility: Impact on educational process

UNIT II: Education and Social Change 12 Hours

- Social change: modernization and development
- Culture modernization and globalization: Impact on Education
- Factors affecting the social change process on education.
- Education and social change.
- Views on the process of social change: structural functionalism, Conflict theory

UNIT III: Education and Society 12 Hours

- Education as a process in the social system; a social activity
- Education as a social sub-system; its characteristics; interrelationships between education and other social sub-systems eg. Economy, polity, culture.
- The context of societal and social groups for education
- Formation of different groups: sub-groups in a nation and mutual pressures –the pressure groups in a society
- Impact on Education
- Education as a process of socialization
- Enculturation, Acculturation
- Formal, Non-formal and Informal modes

UNIT IV: Sociological Functions of Education 5 Hours

- Sociological Functions of Education
- As directed by the socio-political ideology of any given society
- Functions of preservation of culture
- Transmission of culture
- Reinterpretation of culture

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

11 Hours

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

PRACTICUM:

(Credit-1: 30 Hours)

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:

Group Discussion: Book/Report/Document reviews and analysis, Film show, Seminar presentation, Research review and criticism, and Development of research proposal

REFERENCES:

- Berger, P. L. (1966) *Invitation to Sociology*. Penguin Books.
- Berger, P. L., & Luckmann, T. (1967) *The Social Construction of Reality*. Allene Lane: The Penguin Press (Set Book)
- Bhattacharya & Srinivas. (1962) *Society and Education*. Calcutta: Academic Publishers.
- Brookoner, W.B., & Gottlieb, D. (1964) *A Sociology of Education (2 Ed.)*. New York: American Book Company.
- Carl H Gross, C. H., Wronski, S. P., & Hanson, J. W. (1962) *School & Society*. D.C. Health & Co.
- Chitnis, S. (1974) *Sociology of Education: A trend report in a survey of Research in Sociology and Social Anthropology by ICSSR. Vol. II*, p. 166-232. Popular Prakashan (ICSSR).
- Cosia, B.R. (1971) *School and Society, Prepared "The School and Society Course Team at the Open University" in School and Society*. The Open University Press.
- Cox, W. L., & Mercer, B. E. (1961) *Education in Democracy*. Mc Graw Hill.
- Donald A. H., & Joel, E. G. (1967) *On Education – Sociological Perspectives*. John Wiley and Sons Inc.
- Durkheim, E. (1956) *Education & Sociology*. The Free Press.
- Freedman, B. (1967) *The College Experience* Jossey-Bass Inc.
- Harris, E. S. (1965) *Challenge and Change in American Education*. McCutchan Publishing Corporation.
- Levitas, M. (1974) *Marxist perspectives in the sociology of education*. Routledge & Kegan Paul.

- Morris, I. (1978) *The Sociology of Education - An introduction*. William Cloves Limited.
- Moser, C.A., & Calton, G. (1979) *Survey Methods in Social Investigation (2nd Ed.)* California: The English Language Book Survey & Heinemann Edl. Books.
- Musgrave, P. W. (1970) *Sociology, History and Education-a reader*. Methuen & Co. Ltd.
- Nisbet, R. A. (1967) *The Sociological Tradition*. London: Heinemann.
- Ottaway, A. K. C. (1962) *Education in Society: An introduction to sociology of education*. Routledge and Kegan Paul Ltd.
- Parsons, P. (1951) *The Social System*. Free Press.
- Premnath. (1957) *The Bases of Education*. S. Chand & Co.
- Ruhela, S. P. (1969) *Social determinants of Educability in India*. Jain Brothers Publishers.
- Schlechty, P. C. (1976) *Teaching and Social Behaviour*. Allyn and Bacon, Inc.
- Shah, B. V. (1965) Sociology of Education - An attempt at definition and scope. *Sociological Bulletin*, XIV (2), p. 65.
- Shukla, S. (1963) *The Context of Education in Developing Societies*. Delhi: CIE.
- Sieber, S. D., & Wilder, D. E. (1973) *The School of Society*. The Free Press.
- Sprott, U. (1958) *Human Groups*. Pelican Books.
- Swift, D. F. (1970) *Basic readings in sociology of education*. Routledge & Kegan Paul.
- Thirtha, T. (1974) *Education and Society*.: Centre for Educational Sociology.
- Tyler, W. (1977) *The Sociology of Educational Inequality*. Methuen and Co. Ltd.
- West, E. G. (1965) *Education and the State*. The Institute of Economic Affairs Ltd.

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

OBJECTIVES:

Enable Students to;

- Understand and appreciate 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 cultural dimensions of education and the related issues.
- 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

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

UNIT II: Vision for school education and teacher education

10 Hours

- 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 children, assessment, school and classroom environment, pedagogy, role of the teachers, discipline and participatory management, etc.
- Analysis and synthesis of thought of different Philosophers like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey, Paulo Freire, etc.,
- The multiple contexts of the functioning of schools; emerging dimensions of school education and teacher education.
- Linkage between education and other development sectors.

UNIT III: Education as Interdisciplinary Knowledge**10 Hours**

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

UNIT IV: Social and Cultural Context of Education**8 Hours**

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

UNIT V: Contemporary Challenges in Education**7 Hours**

- Bridging the gap in the process of knowledge construction between:
 - Content knowledge and Pedagogy knowledge
 - School knowledge and out-of-school knowledge
 - Experiential knowledge and empirical knowledge
 - Knowledge of action and reflection on the outcome of action
 - Theoretical knowledge and practical knowledge
 - Universal knowledge and contextual knowledge.
 - The role of educational transformation in national development.
 - Quality and excellence in education & its relation to quality of life.
 - 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 socialization 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:

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; Seminar reading- presentation by students on selected themes individually and collectively leading to discussion; Library readings on selected theme followed by group discussion.; Study of documents and references, interaction with field staff and reflective interaction with the peer group.

REFERENCES:

- Byrne, H.R. (1961) *Primary Teacher Training*. Oxford University Press.
- Chaurasia, G. (1967) *New Era in Teacher Education*. Sterling Publishers.
- Chaurasia, G. (1977) *Challenges and innovations in Education*. Sterling Publications (Pvt.) Ltd.
- Dave, R.H., and Crofley, A.J. (1978) *Lifelong Education and the Training of Teachers*. Hamburg and Pergamon Press.
- Epstein, H.T. (1970) *A strategy for Education*. Oxford University Press.
- Hillard, F.H. (1971) *Teaching the Teachers. Trends in Teacher Education*. George Allen and Unwin Ltd.
- J. S. Raput & Walia, K. (2002) *Teacher Education in India*. Sterling Publishers Private Limited
- Jangira, N.K. (1978) *An Experiment in Teacher Education and Teacher Effectiveness*. Frank Brothers and Co.
- John, M.N. (1971) *Towards Accountable Teachers, their appraisal and Improvement*. Holt, Rine Hart and Winston.
- Kauts, A. (2013) *Quality Concerns in Teacher Education*. 21st Century Publications
- Bose, K., and Srivastava, R.C. (1973) *Theory and Practice. Teacher Education in India*. Chug Publication.
- Kinney, L.B. (1964) *Certification in Education*. Englewood Cliffs.
- Kothari, R. G. and Patel, J, B (2011) *In-service Teacher Education: Training program for Primary Teachers*. VDM Verlag Publisher.
- Lomax, D.E. (1973) *The Education of Teachers in Britain*. John Wiley and Sons.
- Mangla, S. (2002). *Teacher Education- Trends and Strategies*. Sage Publishers.
- Mukherji, S.N. (1968). *Education of Teachers in India (vol. 1 and 11)*. Sultan Chand and Co.
- National Council For Teacher Education. (2009). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers*. Member Secretary, National Council for Teacher Education.
- National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.
- National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.
- National Curriculum Framework for Teacher Education (2006) NCTE

- NCERT (1991) *Secondary Teacher Education Curriculum: Guidelines and Syllabus*.
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NCERT.
- NCERT. (1979) *Teacher Education Curriculum – A Framework*.
- NCTE (1988) *National Curriculum for Teacher Education – A Framework*.
- NCTE. (1978) *Teacher Education Curriculum. A Framework*. NCERT.
- Panigrahi, S. C., and Biswal, A. (2012). *Teacher Education*. APA Publishing Corporation.
- Pires, E.A. (1959) *Better Teacher Education*. University Press.
- Rao, D. (2002) *Teacher Education in India*. Discovery Publishing House.
- Rao, D. (2003) *Teachers in a changing world*. Discovery Publishing House.
- Rao, R. (2004) *Methods of Teacher Training*. Discovery Publishing House.
- Report of the Secondary Education Commission (1954)
- Report of the University Education Commission (1947-48)
- Sharma, R.A. (1999) *Teacher Education*. Loyal Book Depot.

Year I	4. METHODOLOGY OF EDUCATIONAL RESEARCH - I	CREDIT: 3+1
Semester I	Course Code: EEA 2142 C04	HOUR: 45+30

OBJECTIVES:

Enable Students to;

- Understand the meaning and types and research in Education.
- Understand various types of research and approaches for qualitative and quantitative research in education.
- Identify the 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

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

UNIT II: Identification & Specification of research problem 8 Hours

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

UNIT III: Approaches of qualitative and quantitative research 10 Hours

- Quantitative: Experimental, Survey, Developmental, Correlational, Historical.
- Qualitative Research: Case Study, Phenomenology: Ethnography and Symbolic Interactionism.
- Mixed Methods: Concept, Importance, appropriateness and types

UNIT IV: Sampling in Educational Research 10 Hours

- Population and sample
- Sampling Error
- The representativeness of the sample
- Methods of sampling: probability and non-probability

Probability Sampling

- Random sampling

- Stratified sampling
- Cluster sampling
- Systematic sampling
- Multistage sampling
- Multi-phase sampling

Non-Probability Sampling

- Convenient sampling
- Purposive sampling
- Judgmental sampling
- Quota sampling
- Snowball Sampling
- Sampling in qualitative research: Theoretical sampling, Intensity sampling, criterion sampling, homogenous sampling, critical case sampling.
- (Unit will be discussed with the 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

- Characteristics of tools: Reliability, Validity and Usability.
- Questionnaire, Interview, observation, checklist, rating scale, socio-metric techniques, standardized tests.
- (This UNIT will be discussed keeping qualitative and quantitative research. Focus will be on concept, design, strength and limitation).
- Concept and need of research proposal
- Steps of research proposal

PRACTICUM:

(Credit-1: 30 Hours)

1. Formulation of research questions, OBJECTIVES, hypothesis, and 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:

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

REFERENCES:

- Best, J.W., & Kahn, J.V. (2009) *Research in Education*. Prentice Hall of India Pvt. Ltd.
- Bogdan, R., & Taylor, S.L. (1975) *Introduction to qualitative Research Methods*. John Wiley and sons.

- Cohen & Louis (2008) *Research Methods in Education*, Routledge, 270 Madison Ave, NY10016.
- Creswell, J.W. (2011) *Educational Research: Planning, conducting, and Evaluating, Quantitative and Qualitative Research*. PHI learning Pvt. Ltd.
- Flick, U. (2012) *An Introduction to Qualitative Research* Sage Publication.
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- Gay, L.R., Mills, G.E., and Airasian, P. (2009) *Educational Research. Competencies for Analysis and Applications*. Merrill and Pearson.
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- Keeves, J. P. (Ed.) (1990) *Educational Research Methodology and Measurement: An international Handbook*. Pargamon Press.
- Kerlinger, F.N. (1967) *Foundations of Behavioural Research, Education and Psychological Inquiry*. Richard and Winston.
- Lovell, K., and Lawson, K.S. (1970) *Understanding Research in Education*. University of London.
- Mouly, G.T. (1963) *The Science of Educational Research*. Eurasia Publishing House.
- Singh, K. (2001) *Methodology and Techniques of Social Research*. Kanishka publishers.
- Travers, R.M. (1969) *Introduction to Educational Research*. Macmillan Publishing co.
- Tuckman, B.W. (1972) *Conducting Fundamental Research*. Harcourt Brace Javonovich Inc.
- Van, D.B., and Meyer, W.J. (1962). *Understanding Educational Research: An introduction*. McGraw Hill Book Company.

Year I	5.TEACHER EDUCATION - I	CREDIT: 3+1
Semester I	Course Code: EEA 2143 C05	HOUR: 45+30

OBJECTIVES:

Enable students to-

- Gain insight into concepts, needs & 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 Program.
- 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

- Historical Development of Teacher Education in India.
- Concept of Teacher Education – Meaning, Nature and Scope.
- Need and Importance of Teacher Education.
- 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

- D. El. Ed.
- B.Ed. (One Year, Two Year)
- B.Ed. Distance mode
- B.Ed. Integrated (Four Years)
- B.Ed. Special Education
- B.Ed. Physical Education
- M.Ed. (One year, Two years, Part Time)
- Teacher Education programs in different countries

UNIT IV: Internship Program in Teacher Education 7 Hours

- Concept of Internship program
- Objectives of Internship program
- Various Internship Practices- India and abroad
- Evaluation of Internship program
- Issues and challenges

UNIT V: Role of Various Agencies in Teacher Education**10 Hours**

- National Council for Teacher Education (NCTE)
- National Council of Educational Research and Training (NCERT)
- Gujarat Council of Educational Research and Training (GCERT)
- District Institute of Education and Training (DIET)
- College of Teacher Education (CTE)
- Centre of Advanced study in Education (CASE)
- Institute of Advanced Study in Education (IASE)

PRACTICUM:**(Credit-1: 30 Hours)**

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 program, co-curricular activities, evaluation patterns, etc.)
5. Reflecting on different policy documents
6. Reviewing research 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.* Chug Publication.
- Byrne, H.R. (1961) *Primary Teacher Training.* Oxford University Press.
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- Lomax, D.E. (1973). *The Education of Teachers in Britain.* John Wiley and Sons.

- Mangla, S. (2002). *Teacher Education- Trends and Strategies*. New Delhi: Sage Publishers.
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- National Council For Teacher Education. (2009). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers*. Member Secretary, National Council for Teacher Education.
- National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.
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- Pires, E.A. (1959). *Better Teacher Education*. New Delhi: University Press.
- Rao, D. (2002). *Teacher Education in India*. New Delhi: Discovery Publishing House.
- Rao, D. (2003). *Teachers in a changing world*. New Delhi: Discovery Publishing House.
- Rao, R. (2004). *Methods of Teacher Training*. New Delhi. Discovery Publishing House.
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- Sharma, S. P. (2003). *Teacher Education*. New Delhi: Kanishka Publishers (Pvt.) Ltd.
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Year I	6. COMMUNICATION AND EXPOSITORY WRITING	CREDIT: 1
Semester I	Course Code: EEA 2144 C06	HOUR: 30

Course Description:

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 their 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 the library and internet maximally and effectively. This practical paper also enables students to promote self-confidence, public speaking and develop a personality.

OBJECTIVES:

Enable students to:

- Face the public and become confident in the classrooms.
- Have sufficient mastery over Expository writing especially writing conceptual papers.
- Enhance written and verbal communication for better understanding.
- Create a conducive environment through effective communication.
- Diagnose and give remedies to communication barriers both in spoken and written forms.

UNIT I: Formal Communication

5 Hours

- Verbal Communication
- Characteristics of Communication
- Communication cycle
 - a. Linear
 - b. Interactive
 - c. Transactional
- Flow of Communication
- Barriers to Communication
 - a. Intrapersonal
 - b. Interpersonal
 - c. Organizational

UNIT II: Power of non-verbal communication in teaching

2 Hours

- Facial expressions
- Gestures
- Eye contact
- Space/ Zones
- Time
- Posture
- Cross- cultural communication
- Personal Grooming

UNIT III: Listening and Presentation**3 Hours**

- Active listening
- Listening Vs hearing
- Traits of a good listener
- Dealing with distraction
- Use of visuals
- Dealing with stage fright
- PPT Design, layout, color, and font

UNIT IV: Effective Exposition through Writing and Presentation**5 Hours**

- Confidence, Clarity, Articulation in building an argument
- Logical sequencing and expository writing
- Proper titling and subtitling in expository writing
- Voice modulation and pronunciation
- Conversation closures
- Meaningful pauses
- Sustaining interest
- Developing confidence
- Before/ while and after presentation
- Reference writing in APA 7th edition style

PRACTICUM:**(Credit-1: 30 Hours)****Activities (minimum 2 activities to be carried out)**

1. Writing a formal letter to the Gujarat Secondary and higher secondary Board
2. Giving a motivational speech to school children related to a school theme
3. Making a presentation on some topic related to the M.Ed. course minimum of 10 slides
4. Writing an expository style note for a topic related to M.Ed. and presenting in front of the: class. (group work)
5. Developing a framework on a given theme (group work).

Year I	7. SELF DEVELOPMENT (YOGA EDUCATION)	CREDIT: 1
Semester I	Course Code: EEA 2145 C07	HOUR: 30

OBJECTIVES:

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 proximity of its practical components for the development of self.

Methodology:

During this course student 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 classroom. The role of the teacher is to propose and organize different activities related to self-development, provide exposure to various aspects of yoga, and help 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	8. 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
- Vedic school
- Behaviorist school
- Gestalt school
- Cognitive school
- Humanistic school

UNIT II: Learning

10 Hours

- Learning: its meaning and nature, theories of learning and instruction with reference to classroom practice. A review of behaviorist theories- classical conditioning, operant conditioning.
- Kanjorski and Hebb proposition on coincidence of strength of bond. The three cognitive paradigms:
- Paradigm 1: Eric Kendall –the cellular and molecular contributions to learning and memory
- 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
- Paradigm 3: Evolutionary view of Psychology of learning
- Humanistic theory- Educational implications with specific reference to
- Learning capacity

- Role of practice in learning
- Motivation
- Memory and forgetting
- Transfer of learning
- Comprehension and insight.

UNIT III: Motivation

7 Hours

- Motivation: Its meaning and importance.
- Implications of theories of motivation in the context of learning and instruction.
- Factors related to motivation such as
 - Information
 - Social Factors
 - Emotional Factors
 - Family Influence
 - Classroom Ethos

UNIT IV: Group Dynamics in Instructional Setting

5 Hours

- Group: Its definition; types of groups with illustration
- Meaning of Group Dynamics, Group Properties and Group Characteristics
- Group Processes: Interaction, structure, cohesiveness, common motives and goals, standardization of behaviour or norms.
- Classroom as a group
- Different Techniques to study groups
 - Observation
 - Socio-metric Techniques
 - Questionnaires
 - Cumulative Records
- Group conflicts and problem-solving.

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

(I) Individual Differences

5 Hours

- Concept of Individual differences
- Role of Heredity and Environment in individual differences
- Extent of individual differences and its measurement
- Importance considering individual differences.
- Implication of individual differences for organizing educational program.
- Classroom instruction
- Exceptional children: Gifted, Slow learner, Disabled.

(II) Adjustment

6 Hours

- Adjustment: Psychological Process
- Maladjustment, factors, responsible for maladjustment
- Juvenile Delinquency – Remedial program at school and community

- Role of Guidance and Counselling
- Adjustment as Art of Living
- Mental Health

(III) Personality

5 Hours

- Theories of Personality:
- Psycho analytic theory,
- Socio Psychological theory,
- Determinants of Personality
- Concept of developing the whole person
- 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 behaviors in each and justify.
6. Write educational implications with reference to Motivation and comprehension and insight. Identify three behaviors in each and justify.
7. Write educational implications with reference to Memory & forgetting and Transfer of learning. Identify three behaviors 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:

Lecture, Discussion, Case Study, Experiments, Problem-solving, Film Show

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Year I	9. 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
- Data tabulation, Frequency distribution, and Graphical Representation
- Measures of Central Tendency and Variability
- Percentile, Percentile Rank, Ogive and Standard Score
- Normal Probability Curve and its properties, Deviation from normality and underlying causes, concept of skewness and kurtosis.
- 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

- Meaning of Inference
- Central Limit theorem and its need
- Standard Error of Mean
- Degree of Freedom
- Levels of Confidence
- Concept of Confidence Interval (Fiduciary Limits)
- Type I and Type II Error

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

Parametric Statistics

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

Non-Parametric Statistics

- Meaning and assumption for non-parametric test
- Chi Square Test
- The Mann Whitney Test

- Median Test, Spearman rho

UNIT IV: Techniques of Qualitative Data Analysis

8 Hours

- Nature of qualitative data
- Deciding Data Analysis Strategies:
- Ongoing Analysis versus Analysis at the End
- Structured and Open-Ended Analysis
- Components of Qualitative Data Analysis:
- Data Reduction
- Data Display
- Drawing Verifying Conclusion
- Data Analysis Techniques:
- Codification – types of codes
- Categorization
- Classification
- Content Analysis:
- Approaches to Content Analysis
- Procedure of Content Analysis
- Techniques – Summarizing, Explicating and Structuring
- Triangulation:
- Triangulation of methods
- Triangulation of sources
- Analysis triangulation
- Theory / Perspective Triangulation.

UNIT V: Mechanics of Reporting: Quantitative and Qualitative Research

4 Hours

- Format
- Language
- Style
- Bibliography/Referencing
- Appendix
- 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:

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

REFERENCES:

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Year I	10. TEACHER EDUCATION - II	CREDIT: 3+1
Semester II	Course Code: EEA 2243 C03	HOUR: 45+30

OBJECTIVES:

Enable students to;

- Gain insight into the concept of Professional development
- Acquaint with Recent trends in Teacher Education
- Acquaint with the Researches in Teacher Education
- Develop comprehension of 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**

- Concept of Professional Development
- Professional Development- Need and Importance
- In-service- programs for Professional Development (design, implementation and limitations)
- In-service Teacher Education under Samagra Shiksha Abhiyan
- Professional Development- Issues and challenges

UNIT II: Recent Trends in Teacher Education **9 Hours**

- Competency-based Teacher Education
- Continuous and Comprehensive evaluation
- Choice based credit system
- Open book examination
- ICT in teacher education
- Courses on enhancing professional capacities (EPC) in Teacher Education

UNIT III: Research in Teacher Education **9 Hours**

- Review of researches in Teacher Education
- Research trends in Teacher Education
- Innovative researches in Teacher Education
- Implications of Researches in Teacher Education

UNIT IV: Performance Appraisal in Teacher Education **9 Hours**

- Performance appraisal for quality enhancement
- Need for Performance appraisal by self, students, peers and Supervisors.
- Performance indicators of appraisal
- Methods and tools of performance appraisal

UNIT V: Issues in Teacher Education **9 Hours**

- Admission criteria
- Demand and supply
- Preparing teachers for inclusive classrooms
- Privatization of Teacher Education
- Multi Grade Teaching

- Bridging the gap between training institutions and schools
- Financing in Teacher Education

PRACTICUM:

(Credit-1: 30 Hours)

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 program
4. Studying the structure, modes and patterns of in-service program
5. Critical study of in-service program in terms of their needs, relevance, planning, evaluation and duration
6. Preparation of a Proposal for Organizing an In-service teacher education program
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

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Year I	11. 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, program 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

- Concept, significance and objectives of ECCE.
- 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).
- 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

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

UNIT III: Curriculum for Pre-school Education

8 Hours

- Curriculum for School Readiness – physical, cognitive, socio-emotional dimensions;
- Anganwadi Centre, different types of preschool curriculum like Montessori, Kindergarten, Balwadi; progressive
- Support of workforce: Teachers’, helpers, parents and community support in the Functioning of ECCE centers

UNIT IV: Strategies/ Approaches and Resources

10 Hours

- Characteristics of programmes for different settings – Pre-primary schoolers and early primary grade children – needed emphasis and rationale

- 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
- Local specific community resources –
- Human (parents, teachers, peers) and material & their integration in curricular activities;
- Preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of ECCE program
- Informal evaluation through observation & remediation training of ECCE workers.

UNIT V: Training, Research & Evaluation in ECCE

8 Hours

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

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

TRANSACTION MODE:

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

REFERENCES:

Government of India (1986) *National Policy on Education*, Department of Education.
Govt. of India (2005) *National Plan of Action for Children, 2005*: Department of Women and Child Development.

- Mishra, R.C. (2005) *Early Childhood Education Today*, Prentice Hall Publisher
- NCERT (2005) *National Curriculum Framework*,
- NCERT (2005) *Position Paper of the National Focus Group on Early Childhood Education*,
NCERT,
- NCTE (2005) *Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline*.
- NIPCCD (2002) *Children in Difficult Circumstances: Summaries of Research*, Resource Centre on Children
- Pugh, G. (1996) *Contemporary Issues in Early Years: Working Collaboratively for Children* (2nd Ed.) National Children's Bureau
- Seefeldt, Carol (1990) *Continuing Issues in Early Childhood Education*, Merrill Publishing Company.
- Swaminathan, M. and Daniel, P. (2000). *Activity-based Developmentally Appropriate Curriculum for Young Children*, Indian Association for Pre-school Education.
- Swaminathan, Mina (1998). *The First Five Years: A Critical Perspective on Early Childhood Care and Education in India*.
- UNESCO (2007) *Strong Foundations: Early Childhood Care and Education*, , UNESCO.
- UNESCO (2007) *Strong Foundations: Early Childhood Care and education*.
- UNICEF and MHRD (2001) *Early Childhood Care for Survival, Growth and Development*, World Bank (2004). *Reaching out to the Child: An Integrated Approach to Child Development*, Oxford University Press.

Year I	12. 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 Program at different levels.
- Reflect on the relevance of strategies and program of UEE.
- Understand and reflect on the issues, Challenges and researches in Elementary Education

UNIT I: Historical Perspectives on Elementary Education

10 Hours

- Elementary Education in Pre - Independent India
- Elementary Education in Post-Independent India
- Constitutional Provisions for Elementary Education
- Program UEE (Universalization of Elementary Education)
- Lok Jumbesh
- OBB (Operation Black Board)
- MDM (Mid-day Meal Program)
- Bihar Education Process
- DPEP (District Primary Education Program)

UNIT II: Curriculum, Pedagogy and Assessment

8 Hours

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

UNIT III: SSA (Sarva Siksha Abhiyan)

13 Hours

- Perspective Planning and Annual Planning
- Civil Work
- Teacher's Training/Capacity Building
- Program for Out of School Children
- Integrated Education for Disabled (IED)
- Program for Girls' Education
- KGBV (Kasturba Gandhi Balika Vidyalaya)
- NPEGEL (National Program for Education of Girls at Elementary Level)
- MIS (Management Information System)
- Teacher Support System

- Community Participation (VEC, PTA, MTA, VCWC, SMC)

UNIT IV: Management Structures at Different Level

6 Hours

- National
- State
- District (including Municipal Corporation)
- Block
- Cluster
- School

UNIT V: Issues, Challenges and Researches in Elementary Education

8 Hours

- Major Issues and Challenges in UEE
- Drop out of students
- Migration of parents
- Making education assessable to remote areas
- Availability of Subject Specialized teachers
- Multi-grade teaching
- 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:

Lecture-cum-discussion, Discussion and reflection in groups, Assignments based on reference to resources-library and internet followed by presentations in seminars, Field visit.

REFERENCES:

- Celin Richards (1984) *The Study of Primary Education and Resource Book*. Vol. I.
 Government of India (1986) *National Policy on Education*, MHRD.
 Government of India (1987) *Programme of Action*, MHRD.
 Government of India (1987) *Report of the Committee for Review of National Policy on Education*, MHRD.
 Hayes, Denis (2008): *Primary Teaching Today: An Introduction*. Routledge Publications,
 Hurlock, E. (1995). *Child Development*. McGraw Hill Book Company.
 Kabra, K.M. (1977) *Planning Process in a District*, Indian Institute of Public Administration.
 Kurrian, J. (1993) *Elementary Education in India*, Concept Publication.

- Lewis, Ramón (2008) *Understanding Pupil Behaviour*. Routledge Publications.
- MHRD (2001) *Convention on the Right of the child*.
- Mohanty, J. N. (2002) *Primary and Elementary Education*. Deep & Deep Publications
- National Curriculum Framework (NCF)-2005 NCERT
- Rao, V.K. (2007) *Universalization of Elementary Education*. Indian Publishers.
- Rita Chemicals (2008) *Engaging pupil voice to ensure that every child matters: A practical guide*. David Fulton Publishers.
- Singhal, R.P. (1983) *Revitalizing School Complex in India*.
- Sharma, Ram Nath (2002) *Indian Education at the crossroad*. Shubhi Publications.
- Tilak, J.B. (1992) *Educational Planning at grassroots*.
- UNESCO (2005): *EFA Global Monitoring Report on Quality of Education Finance*.

Year I	13. SECONDARY AND HIGHER SECONDARY EDUCATION- I	CREDIT: 3+1
Semester II	Course Code: EEA 2244 C06	HOUR: 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

- General Aims and OBJECTIVES of Secondary Education and Higher Secondary Education.
- Nature and Characteristics of Secondary Education and Higher Secondary Education.
- Development of Secondary and Higher Secondary Education in India: during Pre and Post-Independence Period.
- Commissions and Committees on Secondary and higher secondary Education.
- Structure of Education in India and the stages for Secondary and higher secondary Education.

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

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

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

- Stages of Development with REFERENCES to Secondary and Higher Secondary Education.
- Adolescent- Compatibility with Secondary and Higher Secondary Education
- Problems of Adolescent and the challenges of Secondary and Higher Secondary Education
- Program to handle the Problems of Adolescent at Secondary and Higher Secondary Education

- Role of Guidance and Counselling in Secondary and Higher Secondary Education

UNIT IV: Structure of Secondary and Higher Secondary Education 10 Hours

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

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

- Secondary and Higher Secondary Education in Developing Countries with reference to Aims, nature, purpose, problems and innovations.
- 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 Vidyalaya, 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 Centers 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:

- Agrawal. S. P., & Agrawal, J. C. (1994). *Third Historical Survey of Educational Development in India*. Concept Publications.
- Aitekar A.S. "*Education in Ancient India*"
- Brangled, T. (1968). *Japan Culture, Education and change in two communities*. Holt Rinchart and Winston Publications.
- Kuppuswami B., "*Social change in India*" Vikas Publications,
- Mudaliar A.L. "*Education in India*"

Mukherjee R.K. "*Ancient Education in India*"
Mukherjee S.N. "*Education in India - Today and tomorrow*"
Mukherjee S.N. "*Education in India in Twentieth century*"
Mukherjee S.N. "Education in Modern India" Nurulla & Naik " "*History of Education in India during British rule*"
Mukherji, R. K. (1969) *Ancient Indian Education*. Motilal Banarsidas
Sayed Mahmud (1902) "*History of English Education in India*"
Report of the University Education Commission: (*Radhakrishanan Commission, Vol-I, 1949*)
Hughes, J. M. (1962) *Education in America*. Harper and Row Publishers.
Kumar, S. (2005) *Ancient Educational Philosophy*. Anmol Publications.
Nigam, B. K. (1993) *History and Problems of Indian Education*. Kanishka
Pruthi, R. K. (2005) *Education in ancient India*. Sonali Publications.
Sharma, R. S. (2006) *Comprehensive history of Modern Education*. Cybertech Publications.
Singh, V. (2005) *Development of Education in India*. Akansha Publication House.
Ulich, R. (1971) *Three thousand years of educational wisdom*. Harvard University.
Vaidya, (2005) *Educational Reforms*. Deep and Deep Publications.

Year I	14. 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

- Main features and components of secondary school curriculum
- Curriculum development at Secondary Education
- Textbook development in secondary education
- Main features and components of Higher secondary school curriculum
- Curriculum development at Higher Secondary Education
- Textbook development in Higher secondary education
- 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

- Place of Co-Curricular Activities in Secondary and Higher Secondary Education
- Objectives of Co-Curricular Activities;
- Principles underlying the Organization of Co-Curricular Activities
- Type of Co-Curricular Activities
- Management of Co-Curricular Activities
- Place of Co-curricular activities in CCE

UNIT III: Evaluation at Secondary and Higher Secondary Education

8 Hours

- Purposes of Evaluation at Secondary and Higher Secondary Education
- Nature of Evaluation at Secondary and Higher Secondary Education
- Types of Evaluation at Secondary Higher Secondary Education
- 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

- Universalization of Secondary and Higher Secondary Education: Need, Challenges and Actions.
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)- Objectives and Functioning
- Innovations in Teaching learning at Secondary and Higher Secondary Education- Blend of ICT, Competency Based teaching, Project based learning
- 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
- Research in Secondary and higher secondary Education

UNIT V: Teachers in Secondary and Higher Secondary Education **10 Hours**

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

PRACTICUM: **(Credit-1: 30 Hours)**

1. Visit the textbook board and study the working of it.
2. Analyze 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 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 centers 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:

Andrey & Howard Nicholls. (1978) *Developing Curriculum- A Practical Guide*. George Allen and Unwin

- Craner, I.F. & Brown. G.S., (1965) *Contemporary Education: A Comparative Study of National System*. Harcourt Brace & Company
- Denis Lawten. (1986) *School Curriculum Planning*. Hodder and Stoughton
- Dunkin, J. Michcal (1987) *The International Encyclopedia of Teaching and Teacher Education*, Pergamon Press.
- Edward, A. Krug. (1960) *The Secondary School Curriculum*, Harper and Row Publishers,
- Husen, Torsten & Postlethwaite (Eds.) (1994), *The International Encyclopedia of Education* Pergamon Press, Vol. 1-12.
- Mangla, Sheela (2000) *Teacher Education: Trends & Strategies*, Radha Publishing.
- Ministry of Education (1964-66) *Education and National Development Report of Indian Education Commission*, Govt. of India.
- NCERT (1987) *In-service Training Package for Secondary Teachers* MHRD.

Year I	14. DISSERTATION PROPOSAL WRITING	CREDIT: 1
Semester II	Course Code: EEA 2248 C04	HOUR: 30

Course Description:

The objective of this is to enable students to develop the skill of writing research proposals. It will enable students to look at the current trends in research at the national level and research trends at the international level educational topics. It will help them understand the need to write a proposal (the plan of research) before initiating it. Writing a proposal and getting feedback on proposals. Reviewing research in the area of interest to find gaps in research. Ability to look for the latest data and latest research. Application of research methodology course in developing a proposal. Application of skill of developing a bibliography for research (from Sem 1). Application of tools of data collection and process of data collection as per the research paradigm applicable to research. Application of data analysis techniques as per the paradigm of research and requirement of proposal.

OBJECTIVES:

Enable students to;

- Prepare a draft proposal in consultation with the allotted research guide
- Writing of research proposal
- Process of review of related literature or related studies
- Developing rationale of the study based on evidences
- Designing methodology, tools and analysis of the study based on the review
- Writing the bibliography, webliography
- Presenting the Prepared proposal, receiving feedback and modifying it after consulting the guide.

UNIT I: Introduction to proposal writing

5 Hours

- Identifying the area of research
- Where to look for trends in educational research?
- What are the trends in the chosen area?
- Who are the eminent authors in the chosen area, what are some of the seminal work done by them?
- Look at the statistics related to the area globally, nationally and at state level.
- Build an argument, why do you want to do research, How will it contribute to the body of knowledge?
- Which paradigm will be suitable to study the chosen problem?
- Which research method will be more amenable to the given problem?
- Building scenario related to problem in your chosen territory.

UNIT II: Review of related literature

2 Hours

- Stages of review
 - a. Prior to research proposal preparation
 - b. During drafting the research proposal
 - c. After completion of data collection/ before the writing of the thesis
 - d. Sources to find review

e. Formulation of Rationale and Research Questions

UNIT III: Application of Methodology of Research

5 Hours

- Writing objectives of research
- Population
- Method of research and research design
- Variables
- Hypothesis
- Sampling and sample size
- Delimitation and Limitation
- Tools and techniques, process of its validation
- Process of data collection and choice of data analysis.
- Approximate timeline required for executing the research design

UNIT IV: Ethics of Research

3 Hours

- Plagiarism check
- Ethics committee
- Taking informed consent from the sample
- Citing the Primary or secondary source intext as well as reference

UNIT V: Presentation of Research proposal (Practical task)

15 Hours

PRACTICUM:

1. Preparing a one pager of research proposal with title Objectives, population, sample and method.
2. Preparing the review of related study for the chosen research.
3. Organizing the conceptual or theoretical background.
4. Getting the Research Proposal approved by respective guides.
5. Seeking feedback and modifying it further.

REFERENCES:

- Babbie Earl. (2002) “The Basics of social research”, Wadsworth.
- Best J.W., and Kahn J.V., (2003) “Research in education” Ninth edition, Prentice Hall of India.
- Bell Judith., (2004) “Doing your research Project-A guide for first time researchers in education and social science”, Viva Books.
- Bernard H. Russell., Ryan W. Gery., (2010) “Analyzing Qualitative Approaches”, Sage Publication.
- Garett H. Henry., (2008) “Statistics in psychology and education”, Surjeet Publications.
- Gillham Bill., (2000) “Case Study Research methods” Continuum Publication.

Assessment Scheme:

Evaluation	Credit	Marks
Internal	1	25

Year I	15. DISSERTATION PROPOSAL PRESENTATION	CREDIT: 2
Semester II	Course Code: EEA 2249 C05	HOUR: 60

Course Description: Students are expected to present the developed research proposal. They are expected to play various roles from coordinator, chair-person, speaker, member of the house, participant, etc. Students should learn about protocol and the use of appropriate language to be used during discussion. Discussion after the proposal presentation will enable students to find logical fallacies and any other gaps in the style and format of research proposal writing and presentation. Students should learn to accept feedback and modify proposal in the light of feedback in consultation with respective guides.

Pre-requisites: Students should have passed in the course on research proposal writing. Also, they have learnt the art of preparing power point presentation and citations as well.

OBJECTIVES:

Enable Students to;

- Present the prepared research proposal
- Follow the expected protocol
- Have a healthy and constructive discussion
- Seek and accept feedback on research proposal
- Modify proposal in the light of feedback

UNIT I: Protocol for presentation of Research Proposal

3 Hours

- Role of coordinator
- Role of chairperson
- Role of speaker
- Role of Introducer
- Role of member
- Formal demeanor

UNIT II: Participation in Discussion

3 Hours

- Tracking participation
- Avoiding conflict
- Building a nurturing environment
- Building a non-threatening environment
- Asking questions, or sharing a concern
- How to deal with shy or non-participative people?
- How to deal with domineering people in discussion?

UNIT III: Providing Feedback

3 Hours

- Difference between expected and actual performance bridge
- Positive manner
- Corrective in nature
- Educative process
- How to take feedback?
- What to do with received feedback?

- *Note: 51 hours or Dissertation Proposal Presentation and feedback

PRACTICUM:

Presentation of Research Proposal

Assessment Scheme:

Evaluation	Credit	Marks
Internal	2	50

SECOND-YEAR SEMESTER I

Year II	17. HISTORY AND POLITICAL ECONOMY OF EDUCATION	CREDIT: 3+1
Semester III	Course Code: 2301 COI	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

9 Hours

- Education in the Ancient Period with special reference to Vedic, Buddhist, Jainism and Islamic period
- Education during British Period with reference to 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, 2020)
Constitutional Provisions of Education
- Article-14 Free and Compulsory Primary Education
- Right to Education Act (2009)

UNIT II: Political Economy of Education

10 Hours

- Understanding the power of Union and state for Political Economy of Education
- Influencing Ideology of state and catering diversity in the democratic society
- Economic Rationality and Education
- Policy on Education Narratives adopted to promote the Policy under various Five Year Plans

UNIT III: Education and Economics (Micro Level)

10 Hours

- Nature of Education: public good, merit good, private good, consumption good , Investment good ((from perspective of individual)
- Education : basic need as a human right
 - Demand and Supply of Education (Working of Market Mechanism)
- Failure of Market Mechanisms and Education for Profit
- Neoliberal perspective and Advocating Poor and Marginalized
 - Educational Planning at Micro Level, Institutional Level

UNIT IV: Education and Economics (Macro Level)**8 Hours**

- Linkage Between Education, Economics and Growth of the Nation
 - Education as an indicator of Development
 - Relationship between Education, Poverty and Inequality
 - Nature of Education, Public Good, Investment Good (From perspective of Society)
 - Educational Planning at Macro Level
 - Educational Financing, concept, types, budgets and issues
 - Comparative Analysis of Developed and Developing Countries
- Education and Globalization: Challenges and Opportunities
- Educational Policy Making in the context of Globalization

UNIT V: Issues, Debates and Concerns of Education**8 Hours**

- Human Capital Theory: Relevance and Critique in the Context of
- Labour Market and Job Competition
- Human Development and Capability Approach
- Resource Constraints and Resource Mobilization
- Public-Private Partnership
- Marketization and Commodification of Education
- GATS and Education
- Autonomy, Accountability and Accreditation in Education

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 that 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* Shipra.
- Aggarwal, J.C. (2004) *Modern Indian Education*. Shipra.
- Banerjee, J.P. (1979) *Education in India: Past, Present, Future*. Gupta and Co. (Pvt.) Ltd.
- Basu, A.N. (1947) *Education in Modern India*. Orient Book Co.
- Blaug, M. (1970) *Economics of Education*. Penguin Books Limited.
- Shrivastava, B.D. (1963) *The Development of Modern Indian Education*. Orient Longmans.
- Desai, D.M. (1957) *A Critical Study of Primary Education in India*. The Maharaja Sayajirao University of Baroda.
- Dongerker, S.R. (1955) *Thoughts in University Education*. Popular Book Depot.
- Kabir, H. (1959) *Education in New India*. Allen and Unwin Ltd.

- Keay, F.F. (1973) *A History of Education in India and Pakistan*. Oxford University Press.
- Ministry of Education and Social Welfare (1953). *Report of the Secondary Education Commission*. Ministry of Education and Social Welfare. Government of India.
- Ministry of Education (1949) *Report of the University Education Commission*. Government of India.
- Mukherjee, L. (1975) *Comparative Education*. Allied Publishers.
- Mukherjee, S.N. (1964) *Education in India, Today and Tomorrow*. Acharya Book Depot.
- Mukherjee, S.N. (1966) *History of Education in India: Modern Period*. Acharya Book Depot.
- Naik, J.P. (1965) *Educational Planning in India*. Allied Publishers.
- Naik, J.P. (1965) *Elementary Education in India: The Unfinished Business*. Asia Publishing House.
- NCERT (1966) *Report of the Education Commission: Education and National Development*. New Delhi: NCERT.
- NCERT (1964) *Indian Year Book on Education: Elementary Education*. NCERT.
- Nurullah, S. & Naik, J.P. (1975) *A Student's History of Education in India (1800-1961)*. (3rd Ed). MacMillan and Co. Ltd.
- Panikkar, K.M. (1963) *The Foundations of New India*. Allen and Unwin.
- Rao, V.K. & Roa, V. (1966) *Education and Human Resource Development*. Allied Publishers Pvt. Ltd.
- Saiyuddin, K.G. (1962) *Problems of Educational Reconstruction*. Asia Publishing House.
- Sharma, R L. (2006) *Comprehensive History of Modern Education*. Cyber Tech Publications.
- Sharma, S. (2005) *History and Development of Higher Education in free India*. ABD Publishers.
- Shrimali, K.L. (1961) *Problems of Education in India* Publications Division, Govt. of India.
- Shrimali, K.L. (1965) *Education in Changing India*. Asia Publishing House.
- Singh, B.P. (1990) *Aims of Education in India*. Ajanta Publication.

Year II	18. CURRICULUM STUDIES	CREDIT: 3+1
Semester III	Course Code: EEA 2302 C02	HOUR: 45+30

OBJECTIVES:

Enable Students to;

- Understand the meaning and concept of the 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

- Introduction to curriculum
- Meaning and concept of curriculum
- Bases of curriculum: A critical view
- Historical
- Philosophical
- Sociological
- Psychological

UNIT II: Curriculum development

10 Hours

- Principles of Curriculum Planning
- Curriculum Development Process (Designing, Developing, Implementing and Evaluating)
- Types of curriculum organization
- Subject centered, Learner centered, Problem centered
- 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

- Meaning & concept of curriculum transaction
- Factors influencing curriculum transaction
- Modes of curriculum transaction: Face to face, blended, online, distance
- Instructional Planning (Method, Media, Material & Assessment)

UNIT IV: Curriculum Evaluation**9 Hours**

- Concept of curriculum evaluation
- Curriculum evaluation: Nature and purpose
- Approaches to curriculum evaluation
- Curriculum evaluation models: A critical analysis
- Tools and techniques of curriculum evaluation
- Evaluating the curriculum of Developing and Developed countries

UNIT V: Curriculum Research and Issues**10 Hours**

- Research methods for curriculum studies
- 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.
- Cooperative action research for curriculum improvement.
- 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:

Lecture, Discussion, Group Activity Review of Report Library Work

REFERENCES:

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Elective Courses

Year II	18. INTRODUCTION TO EDUCATIONAL TECHNOLOGY	CREDIT: 3+1
Semester III	Course Code: EEA 2302 E02	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**

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

UNIT II: Hardware, Software and Systems approach in Education **10 Hours**

- Hardware Approach
- Software Approach
- Systems Approach
- Computer and Internet Technology

UNIT III: Application of Educational Technology **8 Hours**

- Formal system
- Open learning system
- Empowering teachers for Educational Technology
- Convergence of Technology (Consortium, emerging technologies)

UNIT IV: Agencies, Policies and Future of Educational Technology **9 Hours**

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

UNIT V: Adaptive and Assistive Technologies **8 Hours**

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

PRACTICUM: **(Credit-1: 30 Hours)**

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

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

TRANSACTIONAL MODE:

Lecture, Discussion, Seminar, Group Activities and Visits

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Year II	19. INSTRUCTIONAL TECHNOLOGY	CREDIT: 3+1
Semester III	Course Code: EEA 2308 E08	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

- Concept of Instructional Design
- Models and Taxonomy of Instructional Design
- Various Instructional Designs
- Steps of Instructional Material Development

UNIT II: Communication and Media 9 hours

- Meaning and Nature
- Effective communication
- Models of Communication
- Networking –concept, types and educational uses
- Media, mass media and multimedia

UNIT III: Developing Instructional Materials 9 hours

- Types of Teaching Learning Materials
- Self-learning materials
- Audio Video Scriptwriting
- Interactive Multimedia Materials
- Evaluating Instructional Material

UNIT IV: Computer Aided Instruction 9 hours

- Computer Assisted Instruction
- Concept and Principles of CAI, CAL, CMI
- Programming and Programming Languages
- Developing Program using Programming Languages (C/C++/ Visual Basic)

UNIT V: Parallel Educational Systems 9 hours

- Distance Education – concept, different models, student support services, counselling model and evaluation strategies.
- Mass media – Educational TV and Radio, Social Networking sites, and web Resources.
- 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. 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

REFERENCES:

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- Brown, J. W., Lewis, R. B. (1977). *Instructional Technology: Media and Methods*. McGraw Hill Book Company.
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Year II	21. PRINCIPLES AND PRACTICES OF GUIDANCE AND COUNSELLING	CREDIT: 3+1
Semester III	Course Code: EEA 2301 E01	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

9 Hours

- Misconceptions of Guidance
- Meaning, Nature and definition of Guidance
- Characteristics of Guidance
- Scope of Guidance
- Services of Guidance Programme
- Principles and Basic Assumptions in Guidance

UNIT II: The Need for Guidance

9 Hours

- Changing Conditions of home, society, population, labor & industry, leisure time.
- Changing religious and moral values.
- Individual Needs

UNIT III: Types of Guidance

9 Hours

- Educational Guidance.
- Vocational Guidance and Vocational Development.
- Personal Guidance

UNIT IV: Nature of Counselling

9 Hours

- Meaning and definition of counseling
- **Counselling Approaches:** (Main features, uses and limitations of)
- Directive counseling
- Non-Directive counselling
- Eclectic counselling

UNIT V: Individual and Group Guidance

9 Hours

- Difference between counseling and guidance, Education and psychotherapy.
- Purpose and Programme

- **Some Techniques of Environmental Treatment**
- Home Environment.
- School Environment.
- Social Environment.

PRACTICUM

(Credit-1: 30 Hours)

1. A survey of Guidance needs in different age group
2. To develop educational, vocational and personal Guidance program for students.
3. Develop an Educational Guidance Program
4. Develop a Vocational Guidance Program for Secondary School level
5. Develop a pre vocational program for primary students.
6. Develop a matrix of all services and all three different types of Guidance with various activities

TRANSACTIONAL MODE:

Lecture, Discussion, Case Study, Assignment, Film Show

REFERENCES:

- Barki, G.G. and Mukhopadhyay B. (1991) *Guidance and Counselling - A manual*. Sterling publishers Pvt. Ltd.
- Choudhary Monisha (2015) *Educational Counselling*, Wisdom Press
- Choudhary Monisha (2015) *Handbook of Educational & Vocational Guidance*, Wisdom Press.
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Year II	22. ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES IN INDIA	CREDIT: 3+1
Semester III	Course Code: EEA 2307 E07	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

- Organization of Guidance Program: Need, Nature and objectives
- Principles of organization
- Types of organizational patterns
- Responsibilities of Guidance Personnel.

UNIT II: Organizing Guidance Services 15 hours

- Orientation/Induction Service
- Individual Inventory service
- Information Service
- Counseling service
- Placement Service: Curricular placement, Co-curricular placement, Training placement, and Job placement.
- Follow-up for school leavers, Pupils in school and other guidance services.

UNIT III: Administration of Guidance Services 8 hours

- Administrative relationships
- Planning and executing Guidance Services throughout the year.
 - Establishment of Guidance Centre in the school
 - Need
 - Objectives
 - Infrastructure
 - Guidance services
 - Modes of functioning
- Evaluation of Guidance service: Need, Criteria and techniques of Evaluation

UNIT IV: Status of Guidance Services Globe Over 7 hours

- Scenario Building
- Face to Face and Online Guidance Services

UNIT V: Problems and issues**5 hours**

- Organization and administration of Guidance Services
- Guidance Services for Special Groups.
- 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 Program.
4. To prepare a plan for organizing a Vocational Guidance Program.
5. To prepare a plan for organizing a Personal Guidance Program.
6. Study the Guidance Program of Developing Country
7. Study the Guidance Program of Underdeveloped Country
8. Study the Guidance Program of Developed Country

TRANSACTIONAL MODE:

Lecture, Discussion, Case Study, Assignment, Film Show

REFERENCES

- Barki, G.G. and Mukhopadhyay B. (1991) *Guidance and Counselling-a manual*. Sterling publishers Pvt. Ltd.
- Choudhury Monisha (2015) *Educational Counselling*, Wisdom Press
- Choudhury Monisha (2015) *Handbook of Educational & Vocational Guidance*, Wisdom Press,
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Year II	23. EDUCATIONAL MANAGEMENT, PLANNING, AND FINANCE	CREDIT: 3+1
Semester III	Course Code: EEA 2303 E03	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

- Concept of Educational Management
- Nature and scope of educational management
- Theories of Administration
- Scientific Management: F.W Taylor
- Bureaucratic Model: Max Weber
- Human Relations and Human Resources Model: Elton Mayo
- Political and Decision-making model
- Contingency Model

UNIT II: The Concept and Nature of Educational Planning

10 Hours

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

UNIT III: Financing of Education

8 Hours

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

UNIT IV: Educational Expenditure**5 hours**

- Educational Expenditure: meaning and types
- Concept of Cost of Education and Expenditure on Education
- The Determinants of Expenditure on Education
- Grant-in-Aid Policy in Education

UNIT V: Recent Trends in Educational Management**10 hours**

- Globalization and internationalization and their impact on Educational policies, Planning, Financing and Management
- Accreditation of higher education institutions
- Quality Assurance in Educational Management
- 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

REFERENCES:

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- Singh, B. (1967) *Education as Investment*. Meenakshi Prakashan.
- UNESCO (1963) *Economic and Social Aspects of Planning*.

Year II	24. EDUCATIONAL LEADERSHIP	CREDIT: 3+1
Semester III	Course Code: EEA 2306 E06	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

- Meaning and Definition of leadership.
- Leading vs. Managing
- Types of leadership
- Leadership theories

UNIT II: Power and Politics In Leadership 8 Hours

- Definition of power,
- Bases of power
- Power tactics
- Power in groups: Coalitions
- Sexual harassment: Unequal power in the workforce

UNIT III: Managing Conflict 8 Hours

- Meaning and concept of conflict
- Transition in conflict thought
- Functional v/s dysfunctional conflict
- The conflict process
- Conflict resolution techniques

UNIT IV: Leadership and Motivation 10 Hours

- Motivation: meaning and concept
- Theories of motivation
- Types of motivation
- Motivation process
- Strategies of motivating educational personnel

UNIT V: Women in Educational Leadership 8 Hours

- Status of women in leadership
- Status of women in educational leadership
- Need and importance of women in leadership positions

- Barriers faced by women in leadership position
- Strategies adopted by women administrators

PRACTICUM

(Credit-1: 30 Hours)

1. Conduct a survey to understand the 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

- Choudhary R (2011) *Case studies of Women Administrators in higher education system of India*. Lambert Academic publishing
- Craigs, M.W. (1995) *Dynamics of Leadership*. Jaico Publishing House, Bombay.
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Year II	25. INTERNSHIP IN TEACHER EDUCATION INSTITUTIONS	CREDIT: 4
Semester I	Course Code: EEA 2303 C03	HOUR: 120

OBJECTIVES:

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 program will be planned for four weeks in different time phases of two years duration of M. Ed. Program.

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 II

Year II	26. ICT IN EDUCATION	CREDIT: 3+1
Semester IV	Course Code: EEA 2403 E03	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)**

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

TRANSACTIONAL MODE:

Lecture, Discussion, Seminar, Group Activities and Visits

REFERENCES

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Year II	27. MEASUREMENT FOR GUIDANCE AND COUNSELLING	CREDIT: 3+1
Semester IV	Course Code: EEA 2402 E02	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

- Meaning, nature and scope of psychological measurement.
- Difference between psychological measurement and physical measurement.
- Need of psychological measurement for Guidance and Counselling.

UNIT II: Psychological Tests with reference to Guidance and Counseling

12 Hours

- **Psychological Test**
- Meaning, Nature, scope, advantage and limitations of psychological tests.
- Characteristics of good psychological tests, Reliability, validity, Norms, Ease of Administration
- Types of Psychological tests: individual and group tests; standardized and teacher-made tests; verbal and non-verbal tests; speed and power tests.
- Use of psychological tests in guidance and counseling.
- Sources of psychological tests.
- **Administration of Psychological Tests**
- Procedure of test administration
- Scoring and analysis of test result
- Interpreting the test result in the light of Guidance and Counseling
- 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**
- **Tools**
- Intelligence: IQ and EQ

- Aptitude
- Interest
- Achievement
- Personality
- **Techniques of psychological Measurement with reference to guidance and counselling**
- Testing Techniques: Standardized tests, Teacher-made tests.
- Non-Testing Techniques: Observation, Personal Records, Rating Scales,
- Socio-metric techniques, Projective Techniques, Questionnaires, Interview, Inventories.

UNIT IV: Administration of Psychological Test **9 Hours**

- Procedure of test administration, Scoring, and analysis of test results
- Interpreting the test results in the light of guidance and counseling
- Reporting test results of Teacher, Students, and Parent

UNIT V: Preparation and Training for Counselling with reference to **5 Hours**

- Academic preparation
- Qualities of a good Counsellor
- 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 Stakeholders

TRANSACTIONAL MODE:

Lecture, Discussion, Demonstration

REFERENCES

- Anastasi, A.(1968). *Psychological Testing*. Mac-Millan.
- Cronbach, L.J. (1965). *Essentials of Psychological Testing*.
- Freeman, F.S. (1971). *Theory and practice of Psychological Testing*. Oxford
- Garrett, H.E. (2006). *Introduction to statistics in psychology and education*. Cosmo publication.
- Nunnally, C. (1972). *Introduction to psychological measurement*. McGraw Hill.
- Pareek, U., and Rao, T.V. (1974). *Handbook of Psychological and Social Instruments*. Samasthi.
- Thorndike and Hagen. (1963). *Measurement and Evaluation in psychology and Education*. New Delhi: Willey Eastern (Pvt.) Ltd.

- Meaning & concept
- Need & Importance
- Performance Management process
- Appraisal Methods
- Appraisal Process at elementary and secondary level

UNIT V: Educational Supervision

10 Hours

- Meaning and Nature
- Functions of supervision
- Supervision v/s inspection
- Planning, Organizing and Implementing a Supervisory Program
- Issues and challenges in Educational Supervision

PRACTICAL WORK:

(Credit-1: 30 Hours)

1. Visit schools to understand the performance appraisal system
2. Visit schools to understand the supervisory practices followed
3. Conduct a survey and find out the different program conducted for the training and development of human resources in educational institutions
4. Conduct a study on the recruitment process being followed by the different educational institutions.
5. Plan the training and development program 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 administrators.

TRANSACTIONAL MODE:

Lecture, Discussion, Seminar, Group Activities and Visits

REFERENCES

- David, A.D. and Stephen, P. R. (1997) *Personnel/Human Resource Management*. Prentice Hall of India.
- Dessler, G. (2005) *Human Resource Management*. Pearson Prentice Hall.
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- Kohli, A S and Deb, T. 2008. *Performance Management*. Oxford University Press.
- Pattnayak, B. (2005) *Human Resource Management*. Prentice Hall of India (Pvt.) Ltd.
- Rao, T.V. (1999) *Appraising and Developing Managerial Performance*. Excel Books.
- Saiyadain, M. (2003) *Human Resource Management*. Tata Mc. Graw Hill Publishing Co. Ltd.
- Singh, N.K. (1999) *Human Resource Management*. Excel Books.

Year II	29. DISSERTATION EVALUATION AND REPORT WRITING	CREDIT: 1
Semester IV	Course Code: EEA 2402 C02	HOUR: 30

Course Description:

This course deals with evaluation of a prepared thesis at master level. The aim is to equip master level students to critically analyze the prepared thesis as per the given pointers.

OBJECTIVE:

Enable Students to;

- To critically analyse a prepared research thesis/ Dissertation
- To familiarize students with the format of report writing
- To prepare a report based on the basis of thesis evaluated
- To check the content of the thesis as per APA 7th edition requirements

UNIT I: Preliminary pages

2 Hours

- Title page
- Declaration
- Certificate
- Acknowledgement
- Table of Content
- List of tables
- List of figures
- Check pagination

UNIT II: Body of Dissertation

5 Hours

- Chapter 1
- Introduction – statement of the problem
- Development of Conceptual framework/ Theoretical background
- Area of research
- Logical sequence and flow
- Connections in paragraphs
- In-text Citations
- Research Question
- (Look at the chapter from Historical, psychological, sociological, philosophical, legal, literature and research perspectives)
- Chapter 2: Review of related literature / Review of Related Studies
- Classification of review
- Recency of review
- Summary of review
- Research Gap
- Implications for the research
- Rationale of the study

Chapter III: Procedure of research

5 Hours

- Statement of the problem
- Objectives of the study

- Operational Definition of terms/ Explanation of terms
- Limitation
- Delimitation
- Variable, Hypothesis
- Research Method
- Research Design
- Population, Sample, Sampling technique
- Source of data, nature of data
- Tools and techniques of data collection
- Process of tool validation
- Process of data collection
- Process of data analysis

Chapter IV: Data Analysis and interpretation

3 Hours

- Objective wise analysis of data
- Tables
- Figures
- Interpretation of data
- Statistical Analysis and its presentation
- Acceptance or rejection of Hypothesis
- Chapter 5: Summary, Findings and Conclusions
- Brief restatement of problem and procedure
- Findings objective wise
- Discussion of findings
- Implications of the study
- Suggestions for further research
- Conclusion/ Emerging thesis
- Reference
- Bibliography
- Webliography

Appendices

1. Permission letter
 2. List of experts (tool validation)
 3. Final tools
 4. Final translated tools (if required)
- Note: 15 hours for evaluating M.E level thesis

Assessment Scheme

Evaluation	Credit	Marks
Internal	1	25

REFERENCE:

Van Dalen D.B. (1979) Understanding Educational Research, Mc. Graw Hill, New York.

Year II	30. ACADEMIC WRITING	CREDIT: 2
Semester IV	Course Code: EEA 2403 E03	HOUR: 60

Course Description:

The objective of this is to enable students to develop the skill of writing Seminar Paper. Students will be taught the process of academic writing; Pre-writing phase, writing phase and post-writing phase. Students will be oriented to the skill of summarizing, paraphrasing and quoting text. Students will be introduced to sources of data along with plagiarism and ethics in writing. Students will be informed about publication guidelines and formatting required by journals in general. Students will be asked to develop a Conceptual Seminar paper.

OBJECTIVES:

Enable students to;

- Formulate a concept for the paper
- Write a conceptual paper
- Format the developed paper
- Revise paper keeping in mind evidence and ethics
- Present the paper after peer review

Learning Outcomes:

After the completion of course students will be able to

- Develop a conceptual paper on a theme related to teacher education
- Present the developed paper after peer review
- Present research proposal in front of group members and jury

UNIT I: Conceptual Paper Writing

4 hours

- Ideation - reading in the area of interest and making annotated bibliography
- Pre-writing phase – Organizing thoughts in graphical structure and looking for logical sequence.
- The writing phase: Introduction, body (use of figures and tables), use of data, building argument and substantiating, conclusion and references
- Post- writing phase: Look for inter- textuality, format, punctuation's, support, check grammar and spellings

UNIT II: Reading, Thinking and Writing

2 hours

- Summarizing
- Paraphrasing
- Quoting text Prior to research proposal preparation
- Weaving different sources into paper

UNIT III: Literature review

2 hours

- Looking for similar articles
- Looking for latest data
- Citing the sources properly

UNIT IV: Publication and referee feedback

3 hours

- Publication guidelines and formatting
- Referee feedback and incorporation of feedback
- Formats of journals in general
- Looking at global revision and review of developed paper

UNIT V: Checking for use of words and language

4 hours

- Correcting sentence fragments
- Correcting punctuations
- Correcting errors in subject – verb agreement
- Editing and Proofing draft

PRACTICUM

1. Prepare annotated bibliography
2. Prepare Draft paper
3. Get if peer reviewed
4. Present the developed conceptual paper with suitable power point presentation

Evaluation	Credit	Marks
Internal	2	50

Year II	31. DISSERTATION WRITING	CREDIT: 4
Semester IV	Course Code: EEA 2401 C01	HOURS: 120

Objectives:

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	32. INTERNSHIP IN SCHOOLS	CREDIT: 4
Semester IV	Course Code: EEA 2404 C04	HOUR: 120

OBJECTIVES:

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 program. 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 team. 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

2 Special Features of M. Ed. Program/ CASE:

- **Researchers' Forum:** The department has a Researchers' Forum which is one of the important aspects of the Department. This forum helps in grooming young researchers. It's a forum of the Researcher for the researcher. It is managed by the Researchers themselves. The basic idea behind the Researcher's forum is to enhance their research ability and confidence by sharing their ideas with 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 proposals in this forum before they go to Tuesday's 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 the Department. Every year national seminar is organized by provision of Revenue Grant of University, UGC-CAS program 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 workplace.