SYLLABUS FOR TWO-YEAR

Master of Education

M.Ed. COURSE

As per N.C.T.E. Regulation 2014

SIDO-KANHU MURMU UNIVERSITY

DUMKA

SEMESTER 1

Paper I: Psychology of learning and development

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
- To understand psychology of development.
- To develop understanding about school of psychology.
- To develop understanding about theories of learning and its educational implications.
- To understand individual difference and pupil's readiness towards learning.

Unit I Nature and scope of Educational Psychology
- Nature and scope of Educational Psychology. Relevance of Educational Psychology for Theory and practice of Education.
- School of Psychology.
- Methods of Educational Psychology-observation, experimental, differential: longitudinal and cross sectional.
- Recent trends in Educational Psychology.

Unit II Psychology of development
- Development – concepts, stages, factors influencing development.
- Theories of development:
    - Piaget: cognitive development
    - Vygotsky: social development
    - Erikson: theory of socio emotional development
    - Having hurt: developmental task
    - Khohlbergs: moral development
- Cognitive development: concept and development of thinking and problem solving
- Affective development: concept and development of attitudes, interests and values
- Psychomotor development: development of skills and objectives
- Language development with reference of syntax and structure: theory of Chomsky on language development.

Unit III Understanding the Learning and Motivation of the Learner

Learning in the classroom, individual differences in acquisition and performance – educational implications.

3.1   Learning style – concept, its implications to teaching.
3.2   Approach to learning
   a) Behavioural approaches (E.L. Thorndike – Basic laws of learning; Skinner; operant conditioning).
   b) Cognitive approaches (Burner – Discovery Learning)
   c) Social learning approaches – (Rogers – Humanistic & Interpersonal Learning, Bandura – Social learning)
3.3   Principal of effective learning
3.4   a) Humanistic vs. Behaviouristic view on motivation – intrinsic vs. extrinsic motivation.
     b) Motivational variables and achievement in schools.
     c) Achievement Motivation and role of teacher and school.

Constructivism and learning, Brain base learning

Unit IV Individual difference
- Concept and types of individual difference determines of individual difference learning maturation, handily and intelligence: Stenberg's of triarchic theory
- Gardens multiple intelligence

    Personality development – Indian view – concept of Sthitha Pragna – its implications for education.
    Concept of Emotional Intelligence.
    Concept of Mental Health and Hygiene.
    Role of school in the preservation and promotion of the mental health of students.
    Life Skills – goal setting, time management and positive thinking, development of pro-social behaviour.

Paper II: History & Political Economy of Education

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
- To develop understanding about Indian Education system in social, historical and political economy context.
- To Justify the stance of socially and economically disadvantaged sections of the society.
- To understand the relationship of education with democracy, freedom, national integration international understanding.
- To describe social theories.
- To explain education as related to social equity and equality.

Unit I the Indian Education system with a view to comprehend its social, political and economic background
- A historical view of the Indian Education system with a view to comprehend its social, political and economic background.
- Nature of India education system – merits, demerits.
- Education and social stratification: social classes, tension and role of education in their solution.
- Social context of students unrest: Educational backwardness of various social groups schedule castes, schedule tribes, other backward classes, women and minorities.

Unit II Educational opportunity
- Sociology of the Educational Profession: social backwardness of teachers, teacher's motivations – professionalization, problems facing by the educational profession.
- Education and inequality: Education as an agent of increasing inequality, school based on inequality of wealth-rural and urban differences.

Unit III Education in relation to
- Education in relation to national integration and international understanding.
- Totalitarian: meaning main features aims of education, curriculum methods of teaching and school administration.

- Democracy: meaning, values main features of democratic education, aims, curriculum methods of teaching and school administration.
- Globalization: development and education.

Unit IV Social Theories with special reference to social change
- Marxism
- Integral Humanism (based on swadeshi) and
- Functional – Emile Durkhim and Talcott parsons.

Paper III: Educational Studies

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
- To understand the nature of education as a discipline/an area of study.
- To examine issues related to education as interdisciplinary knowledge.
- To 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.
- To examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.
- To reflect on the multiple contexts in which the school and teacher education institutions are working.
- To discuss the emerging dimensions of school and teacher education.

Unit-I: theoretical perspectives of education as a discipline
- Critical analysis of education as discipline/area of study.
- Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, such as, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc. and their linkage to pedagogy and practices.
- School education: contemporary challenges
- Procedure of linking:
    - Content knowledge with pedagogy knowledge.
    - School knowledge with life outside the school.
    - School knowledge with community knowledge.
    - Experiential knowledge with empirical knowledge.
    - Knowledge on action and reflection on outcome of action.
    - Theoretical knowledge and contextual knowledge.
    - Universal knowledge and contextual knowledge.
- Need for developing a vision of school education and teacher education:
    - Emerging dimension of school education and teacher education.

Unit II: education as interdisciplinary knowledge

- Interdisciplinary nature of education; relationship 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 value, aesthetics in education.
- Dynamic relationship of education with the political process.
- Issues related to planning, management and monitoring of school and teacher education.

Unit III: changing political context of education: school context

- Multiple schools context – rural/urban, school affiliated to different boards.
- Changing role of personals in school management: teacher, headmaster and administrators.
- School as site of curricular engagement.
- Teacher's autonomy and academic freedom.
  (Discussion on these issues with the help of case studies and examples).
- School as site for struggle and social change.

Unit IV: support system of education

- Principles and guidelines in organizing the support systems.
- Department of public instruction, ministry and other government agencies, academic institutes: role, involvements, issues related to control and autonomy.
- Complementarily in participation of different stakeholders in school education-role of media, use of technology, NGOs, civil society groups, teacher organization, family and local community.
- Support to curricular engagement in schools.
- Monitoring an evaluation of schools.

Paper IV: Research Method in Education

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
- To describe the nature, purpose, scope, areas and types of research in education.
- To explain the characteristics of quantitative, qualitative and mixed research.
- To select and explain the method appropriate for a research study.
- To conduct a literature search and develop a research proposal.
- To explain a sampling design appropriate for a research study.
- To explain tools, design and procedure for collection of data.
- To explain the importance of documentation and dissemination of research in education.

Unit I – Research in education: Conceptual Issues
- Meaning purpose and areas of educational research.
- Kinds of educational research: basic & applied research, evaluation research and action research, land their characteristics.
- Source of knowledge generation: historical perspective, the scientific approach to the knowledge generation: basic assumptions of science, scientific methods, theory, nature and function, the principle of evidence, scientific methods applied to research in social science and education.
- Research paradigms in education: quantitative, qualitative, missed ad their characteristics.

Unit II – Preparation of research proposal
- Planning the research study: sources of research problems, review of the literature-purpose and resource; conducting the literature search: using databases and internet, internet search tools and quality of internet resources.
- Identification and conceptualization of research problem: statement of problem, purpose, and research question in qualitative and quantitative research.
- Hypotheses importance, characteristics, formulation and forms.

- Preparation of research proposal: framework of the research proposal and strategies for writing the research proposals.

Unit III – Quantitative methods of Research

Types of research: survey studies, descriptive studies, co-relational studies. Developmental studies, comparative studies, casual – comparative and correlational research: necessary conditions for causation.

- Techniques for control: matching, holding the extraneous variable constant and statistical control.
- Classification by time: cross-sectional, longitudinal (trend and panel studies), and retrospective; and classification by research objectives descriptive, predicative and explanatory.

Experimental Research

- Nature of experimental research, variables in experimental research – independent, dependent and confounding variable; ways to manipulate an independent variable, purpose and methods of control of confounding variables.
- Experimental research design: single-group pre-test post-test design, pre-test post-test control-group design, post-test only control group design and factorial design.
- Quasi – experimental design: nonequivalent comparison group, and time-series design.
- Internal and external validity of results in experimental research.

Unit IV – Qualitative methods of Research

- Qualitative research: meaning, steps and characteristics.
- Qualitative research approaches – phenomenology, ethno – methodology, naturalistic enquiry: case studies and grounded theory.
- Historical research – meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source.
- Mixed research – meaning, fundamental principles, strengths and weakness, limitations.

SEMESTER 2

Paper V: Philosophy of Education

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
- To define the concept of Education and Philosophy.
- To explain the relationship between education and philosophy.
- To write a critical note on the contribution of philosophy to the field of education and vice versa.
- To describe the contribution of various Indian and Western schools of philosophy to the field of education.

Unit I
(A) Meaning, Nature and Characteristics of Philosophy:
  - Concept of philosophy and philosophical minded person.
  - Philosophy and other branch of studies – Philosophy and Arts – Philosophy and Science – Philosophy and Religion.
  - The problems of Philosophy – Metaphysics, Epistemology and Axiology
  - Logical Positivistic view of Philosophy.
(B) Philosophical perspective of Education:
  - Philosophy and Education – Relationship between Philosophy and Education – transfer between Theory and Practice.
  - Meaning of Philosophy of Education.
  - Nature of Educational theory – Descriptive and Prescriptive.
  - Educational theories and Educational practices – critique of Educational theories – logical structure of Educational theory.
  - Place of Educational Aims.
  - Assumption about human nature in Educational theory.

Unit II
School of thoughts:
  (A) The Indian School of thought:
  - Vedic and Upanishadic thought – philosophical ideas of Vedic and Upanishadic period – Metaphysics, Epistemology and Axiology.
  - Vedic Educational Ideas: Aims of Education, curriculum, Methods of Education, Guru & Gurukula.

- Buddhist school of thought – Philosophical Ideas: Metaphysics, Epistemology and Axiology.
- Educational ideas of Buddhism – Aims of Education, curriculum, methods and process of Education.

Unit III – The Western School of thought:

Idealism, Naturalism, Realism, Pragmatism, Existentialism, logical positivism, Existentialism,

Reconstructionism and Progressivism – Philosophical concepts: Metaphysics, Epistemology and Axiology

– Educational implication: Aims of Education, curriculum, Methods of Teaching, Teacher and Child.

Unit IV – Educational Thinkers:
  (A) Indian Thinkers:
  - Ravindranath Tagore
  - Swami Vivekananda
  - M.K. Gandhi
  - Sri Aurobindo
  - Jiddu Krishnamurthy
  (B) Western Thinkers:
  - John Dewey
  - Bertrand Russell
  - Paulo Freire
  - Ivan D. Illich

Paper VI: Sociology of Education

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
1. To familiarize the students with sociological inquiry.
2. To make the students understand education as a social process.
3. To Social Interactions and their educational implications.
4. To Education as a means of social changes.

Unit I – Sociology and Education
- Meaning and natures of educational sociology.
- Inter relationship between education and social variable.
- Sociology of education.
- Political education – process of socialization.
- Education and family, school, peer group.
- Education and culture, religion, caste, gender, class.
- Sex education.
- Education and constitution.

Unit II – Social Interaction and their educational implications
- Social group – inter group relationship, group dynamics.
- Social Stratification and Education.
- Social Mobility and Education.
- Education for emotional and social integration.

Unit III – Education as a means of social changes
- Social change; its meaning and concept with special reference to India.
- Concept of urbanization, modernization, westernization and sanskritisation with special reference to Indian society and its educational implications.
- Social principles in Education.

Unit IV- Social forces and Education
- Education for nationalism and international understanding.
- Meaning and need of equality of educational opportunity and social justice with special reference with Indian society.

- Education of socially, economically and under development society.
- Education for maintaining the peace in diverse religious belief.
- World problems and terrorism its causes, its impact on society and remedies through education.
- Concept of secularism in India and world prospect and building of secularism through education.

Paper VII: Curriculum Studies

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
- To define curriculum.
- To identify the components of curriculum.
- To describe the various principles of curriculum development.
- To explain various determinants of curriculum.
- To describe and analyze various approach to curriculum development.
- To explain and compare various types of curriculum.
- To state the meaning of curriculum development.
- To state major issues to be addressed through curriculum
- To describe various modes of curriculum development.
- To explain various considerations for curriculum development.
- To describe various guiding principles for selection and organization of learning experiences.

Unit I – Nature, Principles and Determinants of Curriculum
- Meaning and concept of curriculum.
- Curriculum as a body of organized knowledge, inert and live curriculum.
- Components of curriculum: objectives, content, transaction mode and evaluation.
- Philosophical and ideological basis of curriculum.
- Principles of integration.
- Theories of curriculum development.

- Preservation of culture.
- Determinants of curriculum.

Unit II – Approaches and types to Curriculum Development
- Subject centered.
- Core curriculum.
- Learner centered.
- Curriculum frameworks of school education and teacher education.
- Humanistic curriculum: characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum.
- Social reconstructionist curriculum

Unit III – Models of Curriculum Development
- Tylers – 1949 model
- Hilda taba – 1962 model
- Need assessment model
- Futuristic model
- Vocational/training model.

(with special reference to analysis of needs, selection of objectives, selection and organization of content/learning experience and evaluation).

Unit IV – Selection and Organization of learning experience
- Principles and criteria for developing learning experiences.
- Points to be considered while selecting learning experiences.
- Designing integrated and interdisciplinary learning experiences.
- Integration of learning experience related work experience, sensitivity to gender parity; peace oriented values, health and needs of children with disabilities, arts and India's heritage of crafts.
- Infusion of environment related knowledge and concerns in all subjects and levels.
- Learning to draw upon resources other than text books including local history and geography.
- Diversity among teachers in their competences.
- Problem of curriculum load.

Paper VIII: Teacher Education conceptual framework

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
On completion of this course the students will be able to:
- Understand the role and responsibilities of teachers and teacher educators.
- Use various methods of teaching for transacting the curriculum in schools.
- Prepare teachers for reflective teaching.
- Critically examine the role and contribution of various regulating bodies and
- Support institutions for improving quality of teacher's education,
  gain insight into the status of teachers in-service education in the country.
  - Develop understanding of the process in-service education in the country.
  - Reflect on the issues and problems related to teacher education in the country, examine the nature and objectives of teacher education.
  - Critically examine the growth and development of teacher education in the country.
  - Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum.
  - Use various methods and techniques for transaction of curriculum.
  - Develop understanding regarding organization and supervision SEP.
  - Critically examine the role and contribution of various Regulatory Bodies and support institution for improving quality of Teacher Education.

Unit I
- Need, concept and scope of teacher.
- Historical development of teacher education.
- NPE (1996) commission and committee.
- Recent development in teacher education (NCFTE, NKC)

Unit II – Structure, Curriculum and modes of pre-service teacher education
- The Structure of teacher education curriculum document of NCERT and NCTE
- Components of pre-service teacher education curriculum and its vision in curriculum documents of NCERT and NCTE.

- Components of pre-service teacher education – foundation course, specialization and pedagogy, special fields, school based practicum and internship, weightages in course work and evaluate.
- Modes of pre-service teacher education face to face, distance and online relature merits and limitations.

Unit III
Structures, concept and modes of In service teacher education in India
- Concept, need for professional development of a teacher, purpose of an in service teacher education programme, orientation, refresher workshop, seminar and conference, their meaning and objectives.
- The structure for in service teacher education – sub district, district, state, regional and national level agencies and institutions.
- Modes and models of in service teacher education.

Unit IV
- Planning an in service teacher education programme.
- Designing an in service teacher education programme – steps and guidelines, training curriculum preparation of courses material.
- Organizing an in service teacher education programme.
- Qualities and characteristics of an in service teacher educator.

SEMESTER 3

SELECT ANY ONE OF THE TWO

PAPER – IX A : - ELEMENTARY EDUCATION

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
On completion of this course the students will be able 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 reflect on the relevance of strategies and programme of UEE.

  Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage.
  Reflect on the need and importance of work experience, art education, health physical education and working with the community.
  Understand the importance of teaching of language and mathematics at elementary level.
- Understanding of underlying principles of curriculum development and evaluation at elementary stage.
  Reflect on the need and importance of work experience, art education, health physical education and working with community.

Unit – I: Perspective and Context of Elementary Education
- Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood (only implications form theories to be referred)
- Influence of home, school and community related factors on child's development.
- Conceptual analysis of the concepts in elementary education like learner/learning centered approach, activity centered approach, freedom and discipline; refection of present practices.

Unit – II: Development of Elementary Education
- Nature and focus of elementary education after – independence.
- Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education.
- Constitutional provision for education and Directive Principle related to elementary education and their implications.
- Right to education as fundamental right: provision in RTE Act and related issues.
- Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum framework (NCF)- 2005.

Unit – III: UEE, Objective and challenges
- Concept, objectives, meaning and justification of UEE.
- Critical appraisal of current status of UEE (access enrolment, land retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
- Access and enrolment of different types of learner-issues and challenges.
- Enrolment and dropout: meaning and assessment and related issues and dropout.
- Achievement levels of different types of learners-status and issues.
- Differently abled children – types, access, issues and challenges; critical appraisal of inclusive educational as a solution.

Unit – IV Strategies and Programme in Elementary Education
- Panchayatraj and community involvement in education planning and management related issues.
- Participation of NGOs in achieving goals of UEE.
- ECCE programme, women empowerment as support services.
- Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts.
- District primary education programme-goals and strategies.
- Sarva shiksha abhiyan – goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention / participating and achievement.
- Monitoring, research and evaluation of specific scheme like mid-day meals, establishment of VEC and different incentive schemes and achievement levels.
    Curriculum and evaluation of Elementary education.

or

Specialization on secondary and higher secondary education

PAPER – IX B : - Preparation of secondary and higher secondary teacher: pre-service and in-service

Total Marks 100 *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
On completion of the course the student-teacher will be able to:
- Understand the nature – scope and systems of secondary and senior secondary education.
- Examine the status of development of secondary and senior secondary education in India after independence.
- Understanding the problem and challenges related to secondary and senior secondary education.
- Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
  - o Understand the nature of education for multiple intelligence
  - o Learn the modalities of educational projection.
  - o Understand the modalities of secondary education management information system.
  - o Identify critical issues related to universalization of secondary education.
  - o Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education.

Unit I
Nature, scope, function and systems of secondary and senior secondary education

Status of secondary and senior secondary
- Process of teaching-learning of adolescent.
- Exposure to integrated and subject specific streams guidelines and counseling strategies to meet changing physiological and sociological requirements.
- Education for multiple intelligence
- Educational projection.

Unit – II: Problem and challenges of secondary education
- Problems and challenges related to universalization of secondary education.
- Problems and strategies of alternative schooling at secondary stage.
- Problems/challenges/strategies/intervention in relation to access enrolment, dropout, achievement equality of educational opportunities.
- Problems of education for girls, disadvantaged and differently abled children and show learners and interventions to solve the problem.
- Classroom problems discipline, under achievement, lack of motivation slow learners, delinquency and maladjustment.
- Issues of quality in secondary and senior secondary education management system of secondary education, department of education, directorate, inspectorate and private agencies.

Unit – III: Secondary Education Management Information System (SEMIS) and Assessment and Evaluation
- CCE in teacher education.
- Formative and summative evaluation; norm referenced and criterion reference evaluation.
- Evaluation of school experience / internship programmes.
- Assessment of teaching proficiency: criterion, tools and techniques.
- Organization and regulation of internal assessment in PSTE: preparation of guidelines and scheme of internal assessment.
- Portfolio assessment.
- Structure of MIS school mapping at secondary level.
- Course mapping at senior secondary level.

Unit – IV: Curriculum and Evaluation of Secondary Education
- Principles of school curriculum development at secondary and senior secondary level.
- CCE in teacher education.
- Formative and summative evaluation; norms reference and criterion reference evaluation.
- Evaluation of school experience / internship programmes.
- Organization and regulation of internal assessment in PSTE: preparation of guidelines and scheme of internal assessment.
- Portfolio assessment.

PAPER X

Specialization : Elementary Education

PAPER –X A : - Early Childhood Care and Education

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives

On completion of this course the student will be able to:
- Understand the need and significance of early childhood care and education.
- Understand the policy perspectives on ECCE in India and world.
- Understand social and personal development of children (3-6 years)
- Understand the quality dimensions i.e. curriculum, programmes and work force for ECCE.
- Develop knowledge and skills for research and evaluation in ECCE and training of personnel.

Unit I - ECCE: Policy and Perspectives
- Concept, significance and objectives of ECCE.
- ECCE in India: Policies and Programmes in National Policy on Education (NPE, 1986) and POA (1992), National plan of action for children, 1992 and 2005; national curriculum framework (2005), National Curriculum Framework for Teaching Education (2009)
- 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
- Development characteristics and norms – physical, cognitive, language and socio-emotional during early childhood.
- Transition from home to school – issues and concerns.
- Socio-cultural contexts in school and home and child-rearing practices in different cultures.

Unit III – Curriculum for Pre-school Education

- Curriculum for school readiness – physical, cognitive, socio-emotional dimension; characteristics of learning experiences and approaches.
- Different types of pre-school curriculum / Montessori, Kindergarten, balawadi and anganwadi centres.
- Supports of workforce: teacher, parents and community supports in functioning of ECCE centres.

Unit IV – Strategies / Approaches and Resources
- Characteristics of programmes for different settings – pre-primary and early primary grade children-need emphasis and rationale.
- General principles to curricular approaches – activity based / play – way, child – centered, theme – based, holistic, joyful, inclusive using story – telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as method in primary and early primary stages – meaning, rational, method of transaction in specific contexts.
- Local specific community resources – human and material & their integration to curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of ECCE programmes.
- Information evaluation through observation & remediation; training of ECCE workers.

Unit V – Training, Research & Evaluation in ECCE
- Need and significance of personnel involved in ECCE programme.
- Status & nature of training programmes – pre-service & in-service – a critical evaluation, issues, concerns and problems.
- Areas of research studies in ECCE.
- Evaluation of ECCE programmes, methodology and implications.

Specialization : Secondary and Senior Secondary Education

PAPER – X B : - Curriculum and Evaluation at Secondary and

Senior Secondary level

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives

On completion of this course, the students will be able to:
- Reflect on the need and importance of work experience, art education, health physical education and working with the community.
- Understand the importance of teaching of language, science and mathematics at secondary level.
- Develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level
  - Develop research insight for curriculum development in elementary education.
  - Understand the nature and uses of different types of tools and techniques of evaluation in education.
  - Acquire the skill to construct the achievement and diagnostic tests.
  - Administer the tests and interpret the best scores and its implication to students and parents.
  - Undertake action research and interpret the result.

Unit I – Principles of school curriculum development at secondary and senior secondary level

Concepts, components and determinants of curriculum; principles of curriculum construction, criteria for selection and organization of content and learning activities; designing integrated and interdisciplinary learning experience different – principles of school curriculum development at secondary and senior secondary level.
- Perspective to curriculum transaction and their synthesis – behaviouristic, cognitive and constructivist; evaluation of curriculum – formative and summative; the relevance to NCF, 2005 and autonomy I developing curriculum with regard to local specific issues and challenges.

Unit II – Language Curriculum
- Focus on three (3) language formula emphasing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction English needs to find its place with other Indian languages –
- Multilingual character of the classroom.

Unit III – Science Curriculum
- Science as a composite discipline at secondary stage.
- Systematic experimentation as a tool to discover / verify theoretical principles and working on locally significant projects involving science and technology.
- Introduction of science as separate discipline such as physics, chemistry, mathematics, biology etc. with emphasis on experiments / technology and problem solving.
- Rationalization of curriculum load to avoid steep gradient between secondary and higher secondary syllabi.
- Need to identify core topics of a discipline at +2 level taxing into account recent advance in the field.

Unit IV – Social Science Curriculum
- Focus on conceptual understanding rather that living up facts, ability to think independently and reflect critically on social issues.
- At secondary stage social science comprise history, geography, sociology, political science and economics.
- At +2 stage discipline like political science, geography, history, economics, sociology and psychology will be introduced.

Unit V – Educational Evaluation – Tools and Techniques
- Meaning, nature and function of evaluation, difference between measurement, and evaluation – formative, diagnostic and summative evaluation, assessment, testing, appraisal and examination, type of evaluation – formative, diagnostic and summative evaluation, continuous and comprehensive evaluation. Testing and non-testing tools of evaluation-essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list attitude scale, interest inventories, socio-metric techniques, anecdotal records question bank, grading.
- Characteristics of good test-objectivity, validity, usability, written, oral and observation, planning of tests; content – analysis, writing objective in behavioral terms; construction of blue-print of test writing of test items; assembling the test items and writing directions; planning key / scheme of

Evaluation; tryout and item analysis, difficulty value and discrimination power, construction of diagnostic test – steps and guidelines.

- Construction of achievement test, objective types, short answer type, multiple choice type, essay, interpretation of test result – norms-referenced and criterion-referenced, use of tests.

PAPER –XI : - Research Method in Education II

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
On completion of this course, the students will be able to:
- Explain the characteristics of qualitative research.
- Select and explain the method appropriate for a research study.
- Conduct a literature search and develop a research proposal.
- Explain a sampling design appropriate for a research study.
- Explain tool, design and procedure for collection of data.
- Write educational research report.

Unit I – Sampling in Qualitative, Quantitative and Mixed Research
- Concepts of population and its types, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples.
- Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling.
- Non-random sampling techniques: convenience sampling, purposive sampling, quota sampling, snowball sampling, theoretical sampling, incidental and critical case.
- Determine the sample size when using random sampling.

Unit II – Method of Data Collection
- Tests, inventories and scales: types and construction and uses identifying a tool using reliability and validity information.
- Questionnaire: form, principles of construction and their scope in educational research, administration of questionnaires.
- Interview: types, characteristics and applicability, guidelines for conducting interviews.
- Qualitative process and quantitative process, observation: use of the checklist and schedules, time sampling field notes, role of researchers during observation, focus group discussion.

Unit III – Educational Research Report Writing

- Format, style, content and cauterization.
- Bibliography, Appendices.
- Characteristics of a good research report.
- PRACTICAL WORK: (any one)
- Review of Educational research report/article.
- Data analysis using computer.

Unit IV – Hypotheses Testing

Hypothesis testing I parametric

Significance of difference of Means

Hypothesis testing II parametric

Analysis of variance
Non Parametric statistics: Chi – (x^2) test

PAPER –XII : - Teacher Education Issues and Challenges

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
On completion of this course, the students will be able to:
- Gain insight and reflect on the concept of teaching and the status of teaching as a profession.
- Develop understanding of various strategies of teacher's professional development.
- Use various methods and techniques for the identification on training needs.
- Use various techniques for the evaluation of teacher education programmes.
- Reflect on issues, concerns and problems of teacher in-service education of the teachers.
- Appreciate the use of ICT for the professional development of the teachers.

Unit I: Major Issues and Problems of Teacher Education
- Maintaining Standards in Teacher Education – Admission Policies and Procedures, Recruitment of Teacher Educators.
- Service Conditions of Teacher Educators.
- Quality Management of Teacher Education.
- Privatization, Globalization and Autonomy in Teacher Education.

Unit II: Innovative Practice in Teacher Education
- Cooperative and collaborative Teacher Education.
- Constructivist and Reflective Teacher Education.
- e-Teacher Education.
- Methods of value oriented Teacher Education – Value Clarifying Discussions, Contrived Incidents.

Unit III: Research in Teacher Education
- Nature and scope of Research in Teacher Education.
- Areas of Research in Teacher Education (Teaching, Teacher Characteristics, Teacher Performance, Teacher Education, Teacher Educators and Teacher Education Institutions)
- Trends in Research in Teacher Education.

- Implication of Research for Teacher Education.

Unit IV: Teacher Education as a Profession
- Concept of Profession and Professionalism.
- Developing Professionalism, Professional Ethics and Professional Code of Ethics for Teacher Educators.
- Meaning and Components of Teacher Effectiveness.
- Enhancing and Evaluating Teacher Effectiveness through Performance Appraisal of Teacher and Teacher Educators.

SEMESTER 4

Specialization

Select one out of four

PAPER – XIII A : Pedagogy of Science Education

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

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

Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;

- Understand the difference and complementarities between Science and Technology.
- Understand the need to evaluate curricula and evaluate the same on the basis of different validities;
- Know about and critically study innovative curricular efforts in India and abroad;
- Understand diversity of instructional materials, their role and the need for contextualization in science education.
- Appreciate the role of co-curricular activities in science education.
- Understand the constructivist approach to science instruction;
- Understand the role of assessment in the teaching-learning process in science;
- Familiarize with innovative trends in assessment;
- Analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Unit I – Nature of Science

- Evolution of science as a discipline, science as a dynamic expanding body of knowledge; development of scientific knowledge; scientific methods explanations.
- Science and technology, complementarities between science and technology; Science and Mathematics and their complementarities, role of mathematics in science.
- Common misconceptions of pupils about the nature of science; characteristics of different disciplines of science, their interrelationship and integration.

Unit II – Curriculum of Science Education

- Trends in science education from the beginning of the nineteenth century to the present – at national and international level.
- Criteria of validity of science curriculum: content, ethical environmental, process, cognitive, historical.
- Taxonomy for curriculum development in science education.
- Science curriculum at different stages of school education – at primary, upper primary secondary, higher secondary.
- Integrating co-curricular activities with science education.

Unit III – Approaches to Teaching-Learning of Science

- Approaches to concept learning, conceptual change model (reconstructing alternative concepts in science)
- Constructivist paradigm and its implications for science learning.
- Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development investigatory approach, guided discovery approach; inductive method, project based learning, planning different types of projects, cooperative collaborative learning, learner centered activity-based participatory learning, role of experiments in science, integration of theories and experiments in science: development of laboratory design, planning and organization of laboratory work reporting skills, procedural knowledge, improvisation in the laboratory and low cost science experiments.
- Encouraging and respecting children responses, introducing alternative approaches in science learning, integrating science across different disciplines and with real life situations.
- Reflective enquiry.

Unit IV – Assessment in Science Education

- Continues and comprehensive evaluation in science.
- Assessment of affective measures n science: use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- Planning and assessment of portfolio in science learning.
- Assessment of curricular activities; assessment of content knowledge through activities and experiments.
- Assessment of laboratory skills.

Unit V – Contemporary Issues in Science Education
- Contribution of women in science.
- Scientific and technological Literacy.
- Ethical aspects of Science.
- Innovation and Creativity in Science.

PAPER – XIII B : Pedagogy of Mathematics Education

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
On completion of this course, the students will be able to:
- Distinguish between science and mathematics.
- Appreciate the abstract nature of mathematics.
- Distinguish between the roles of pure and applied mathematics.
- Develop the skill of solving real-life problems through mathematical modeling as an art.
- Develop the understanding of using constructivist approach in mathematics
- Develop the skill of using various methods of teaching mathematics.
- Develop problem solving skills.
  - Highlight the significance of mathematical laboratory.
  - Enable to distinguish between induction and mathematical induction.
  - Develop the skills required for action research in mathematics.

Unit I – Nature, Development and Significance of Mathematics
Abstractness of mathematics; Distinction between mathematics and science; Distinct role of pure and applied mathematics; mathematization; aesthetic aspect of mathematics; historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc; teaching of mathematical modeling.

Unit II – Objectives and Strategies of Teaching-learning mathematics
Aims and Objectives of teaching mathematics at various school levels, Instructional objectives in teaching mathematics; constructivist approach in teaching of mathematics; methods of teaching mathematics- inductive and deductive methods, analytic and synthetic methods; problem solving skills- stages in problem solving techniques to improve problem solving skills (Poly method); competence based approach in teaching mathematics; teaching gifted/slow learner in mathematics, pedagogical analysis of mathematics, reflective discussion Recreational aspect of mathematics- mathematical games, puzzles and amusement; computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematical Laboratory and mathematics club.

Unit III – Curriculum of mathematics at different stages

Preprimary, primary, upper primary, secondary & higher secondary.

Unit IV – Structure of Mathematics
Undefined terms and axioms; proofs and verification in mathematics and distinction between them; types of theorems such as existence and uniqueness theorem etc; types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction; role of examples, counter examples and non-examples in mathematics; conjectures; scope and limitations of Intuition in mathematics; Sets and Venn diagrams as a representative of mathematical properties and their relations.

Unit V – Evaluation in Mathematics
Concept of evaluation in teaching – learning process (formative, summative, criterion, diagnostic); Types of mistake in mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of test items in mathematics such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and precaution taken while constructing test items; action research in mathematics.

PAPER – XIII C : Pedagogy of Language Education

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
On completion of this course, the students will be able to:
- Gain an understanding of the nature, function and the implications of planning for teaching language/languages.
- Understand the psychology of language learning.
- Gain and understanding in the pedagogy of language learning.
- Study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.
- Examine various areas of research in language education.
- Survey various problems with respect to language learning.
- Identify and reflect on factors affecting language policy.

Unit I – Conceptual Issues Language Learning
- Language acquisition and communication – factors affecting language learning and language acquisitions and communication.
- Linguistic, psychological and social processes involved in learning of languages.
- Models of language Acquisition: Chomsky-Language Acquisition Device, Piaget- Cognitive Constructivism and Language, recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.
- Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.
- Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels.
- Innovative techniques for teaching grammar, reading comprehension and written expression.
- Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.

- Met linguistic awareness with a focus on listening, speaking, seaving, comprehension at writing.

Unit II – Individualization of Language Learning
- Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction

Unit III – Pedagogy of Language
- First language
- Second language
- Third language

Unit IV – Teaching Learning of Languages
- At referent stage of school education- primary, upper primary, secondary, and higher secondary.
- Pedagogical study of languages.

Unit V – Contextual Problem in Language Learning
- Multilingual Classroom- problem of curriculum text above development.
- Three language for rule constitution provision regarding language.
- Medium of instruction-recommence recommendation of NPE 1986/1992, NCF (2005)
- Preservation of heritage language
- Home language & school language- problem of tribal dialects.

PAPER – XIII D : Pedagogy of Social Science Education

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
On completion of this course, the students will be able to:
- Develop an understanding about the meaning, nature, scope of social science and social science education.
- Find out the distinction and overlap between social sciences, humanities and liberal arts.
- Understand of role of various methods and approaches of teaching social sciences.
  - o Employ appropriate for transaction of social science curriculum effectively.
  - o Use different media, materials and resources for teaching social sciences.
- Construct appropriate assessment tools for teaching – learning of social sciences and undertake evaluation.

Unit I – Conceptualisation of Social Science Education
- Concept, nature and scope of social sciences: existing approaches of teaching-learning of social sciences;
- Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences.
- Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education.
- Research perspective in pedagogy of social science education.

Unit II – Social Science Curriculum
- Approaches to organization of social science curriculum; social science curriculum at various stages of school education.
- Methodology of development of curricular materials viz., textbooks, teacher handbook, teacher's education manuals, other content enrichment materials – their conceptualization and processes.

Unit III – Approaches to Pedagogy of Social Science

- Critical appraisal of approaches to teaching learning social sciences – behaviourist approach; constructivist approach; inter disciplinary approach, integrated approach; child-centered approach; environmental approach; the overlap between these approaches.
- Critical appraisal of various teaching learning strategies viz., lecture cum-discussion, project method, investigative project, field survey problem solving, role-play, appraisal, field visits and case studies; action research etc.
- Critical appreciation of various learning-strategies- SQ3R (Survey, Questioning, Reading, Recite and Review) RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning.
- Pedagogical analysis of social science.

Unit IV – Media, Material and Resource for Teaching-Learning of Social Science
- Effective use of print media and audio-visual materials for social science;
- Integration of ICT in teaching-learning of social science, development of teaching-learning materials; workbook; activity book and self instructional materials.
- Effective utilization of resources for teaching social science textbooks and supplementary materials; literature and biographies, environment and community resources;
- Development of low cost improvised teaching aids.

Unit V – Evaluation in Social Science Education
- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnostic test and remediation; assessment tools; construction of achievement test.
- Alternative assessment: rubrics, portfolios and projects.
- Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- Evaluation of attitude, valves, hot, its disposition etc.

Specialization

Select any one out of the following Courses

PAPER – XIV

1. EDUCATIONAL ADMINISTRATION

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives

On completion of this course, the students will be able to:
- Develop thought in Administration and Implications in Educational Administration.
- Acquaint the students with changing concept of educational management along with is significance.
- Understand educational administration as a process at various levels.
- Develop administrative skill.

Unit I : Concept of Educational Administration
- Related concepts: Organization, Structure, Management.
- Definition of Educational Management.
  Educational Administration as a Process
- Planning, Organization, Staffing, Co-ordinating, Directing and Controlling.
  The importance of communication and Decision making

Unit II : Development of thought in Administration and Implications in Educational Administration

     Scientific Management: F.W. Taylor
     Bureaucratic Model: Max Waber
     Human Relation and Human Resources Model: Eltan Mayo
     Contingency Model

Unit III : Administrative Skills

     Task / Responsibility Areas
- Administrative Skills – Conceptual, Human, Technical.

Issues in Educational Administration
- Comparison with Industrial Management.
- The Accountability Factor.
- Existing research and needed study areas.

Unit IV : The Concept and Nature of Educational Planning.

The Need and Importance of Educational Planning

(i)   The Goals of Educational Planning

(ii)   Approaches to Educational Planning (a) Social Demand Approach, (b) Manpower Approach, (c) Rate of Return Approach.

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PAPER – XIV

2. Inclusive Education for Children with diverse Needs

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Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives

On completion of this course, the students will be able to:
- Understand the global and national commitments towards the education of children with diverse needs.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
- Understand the nature of difficulties encountered by children and prepare conductive teaching learning environment in inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned.
- Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- Seeking parental and community support for utilizing available resource for education in inclusive setting.

Unit I – Introduction to Inclusive Education
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for the individual and society.
- Recommendation of education commissions and committees on restructuring policies and practices to respond to diversity in educational situations.
- National and international initiatives for inclusive education.
- Current laws and policy perspectives supporting IE for children with diverse needs.

Unit II – Preparation for Inclusive Education

- Concept and meaning of diverse needs.
- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
- Brief account of existing special, integrated and inclusive education services in India.
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- Creating and sustaining inclusive practices.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Unit III – Children with Diverse Needs and utilization of Resources
- Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children and mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental / ecological difficulties and children belonging to other marginal groups.
- Importance of early detection, functional assessment for development of compensatory skills.
- Role of teachers working in inclusive setting and resource teacher in developing and enriching academic skills for higher learning.
- Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs to children from sensory, intellectual, learning disabled rural, tribal, girls, SC ST and linguistic and other minority groups.
- Identifying the required resources for children with varied special needs.

Unit IV – Curriculum adaptations and evaluation for children with diverse needs
- Concept meaning and need for curriculum adaptation for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental / ecological difficulties and children belonging to other marginal groups.
- Guidelines for adaptation for teaching / practicing science, mathematics, social studies, languages, physical education yoga, heritage arts theatre, drama etc. in inclusive settings.

- Utilization of records / case profiles for identification, assessment and intervention for inclusive classrooms.
- Techniques and methods used for adaptation of content, laboratory skills and play material.

Unit V – Teacher Preparation for Inclusive Education
- Skills and competencies of teachers and teacher educator for secondary education in inclusive settings.
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educator.
- Evaluation and follow up programmers for improvisation of teacher preparation programmes in inclusive educational programmes.
- Role of different national and international agencies {institutions, universities} in promoting inclusive education.

PAPER – XIV

3. Education of the Disadvantaged Groups

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
On completion of this course, the students will be able to:
- Understand the policy perspectives related to education of socially disadvantaged section in India.
- Analyze the status of education of the socially disadvantaged children in the country develop knowledge and skill to address issues like social group inequality in school and society.
- Understand the schemes and programmes for education of socially disadvantaged groups identify research priorities and conduct research in the area of education of socially disadvantaged groups. Understand the concept and importance of gender justice and equality.
- Analyze the status of education of girls in schools: access, enrolment, achievement develop an insight into policy, perspectives, issues and concerns of girl's education in India.
- Reflect on various schemes programmes for girls education identify research gaps in the area of girls education.

Unit I – Socially Disadvantage children in India: status and provisions
Meaning of Socially disadvantaged children: socially disadvantaged section in India-the schedule castes, schedule tribes, educationally backward minorities and slum children. Provisions in the constitution of India for social group equity and education of socially disadvantaged sections, national policy on Education (1986), POA, 1992, national curriculum framework, 2005

Relevance of International perspectives Dakar: framework of action (2000), millennium development goals (2000) to Indian context.

Status of enrolment dropout and retention of children belonging to socially disadvantaged groups at elementary and secondary stage with reference to social group equity, different access in habituations, class, caste, tribe, and other disadvantages groups.

Achievement of socially disadvantages children

Unit II – Problems of education of disadvantaged sections and addressing social group inequlity

Problems/constraints in education of socially disadvantaged children

Multicultural education

Organization and management of schools to address socio-cultural diversity

Bias in textbooks, hidden curriculum (teacher attitude, expectations)

Teaching-learning process and support materials, curriculum and curricular activities for meeting diverse needs of children

Addressing language issues

Schemes, programmes for education of socially disadvantaged section

Unit III – Status, Problems and Issues of Girls Education in India

Position of India in Human Development Index (with focus on gender)

Status of girls' / women in India society

Status of access, enrolment, retention of girls' at pre-school, elementary and secondary stages

Status of access, enrolment, retention and achievement of girls' coming from disadvantaged sections and first generation school goers

Social construction of gender: socialization, family, and gender identity, media, gender roles; caste, class, community and gender relations

Gender inequality in schooling: organization of schooling, gender bias in text books, curricular choice and the hidden curriculum (expectation of teacher – student interaction)

Co-education – its educational implications

Strategies and Programmes on Girls' Education

Unit IV – Research priorities in the area of education of disadvantaged sections

Evaluation of centrally sponsored schemes of education of SCs STs and minorities

Status study of education of SCs, STs, minorities and other marginalized groups study of teaching – learning practices in school for disadvantaged children

Case studies on innovative practices on education of children belonging to disadvantaged groups.

Identification of priority areas of research on girls' education evaluation of centrally and state sponsored schemes on girls' education.

Case studies of KGVB, Mhila samakshya, and their programmes

PAPER – XIV

4. Educational Technology

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives
On completion of this course, the students will be able to:
Understand the nature and scope of educational technology and also about the various forms of technology.
Understand the system approach to Education and communication theories and modes of communication.
Know the instructional design and modes of development of self learning material develop the ability for critical appraisal of the audio-visual media.
Develop basic skills in the production of different types of instructional material, know the recent innovations and future perspectives of Education Technology.

Unit I – Nature and Scope
Educational technology – concept, product Vs process;
Forms of educational technology: teaching technology, instructional technology and behavior technology;
Approaches of educational technology: Hardware and Software;
Transactional uses of educational technology: integrated, complementary, supplementary, standalone (independent); Historical development – programmed learning stage; media application stage and computer application stage; Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU,SIET, Consortium of Educational Communication (CEC), UGC, their role in education.

Unit II – Systems Approach to Education and Communication
System approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;
Instructional Strategies and Media for Instruction;
Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication;
Education and training: Face-to-face, Distance and other alternative modes

Unit III – Instructional Design

Instructional Design: Concept, Views.

Process and stages of Development of Instructional Design

Programme instruction: origin, principles and characteristics

Development of a programme; preparation, writing, try out and evaluation.

Unit IV – Audio Visual Media in Education

Audio-visual media – meaning, importance and various forms

Audio/Radio: Broadcast and audio recordings – strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference.

Video/Educational Television: Telecast and Video recordings – Strengths and limitations, use of Television and CCTV in instruction and Training, Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes.

Use of animation films for the development of children's imagination.

Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions.

PAPER – XIV

5. Educational Measurement and Evaluation

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives

    Concept, scope and need

    Levels of measurement

    Evaluation; functions and basic principles of evaluation

    Inter relationship between measurement and evaluation

Unit I – Educational Measurement and Evaluation

Concept, scope and need

Levels of measurement

Inter relationship between Measurement and Evaluation

New trends in measurement and evaluation

Tools of measurement and evaluation

Characteristics of a good measurement instrument

Unit II:
Biserial and Point-Biserial correlation; Tetrachoric partial correlation, canonical correlation, Regression and Prediction- linear and multiple

Concept of Variance: Partitioning of variance; Anova as a technique of multi-variate analysis; Use effects;
One way analysis, and multiple way analysis. Analysis of Covariance; Application of ANOVA and ANCOVA techniques in experimental and other types of educational research.

Unit III:

Meaning and purpose of Factor Analysis; Correlation Matrix, Geometrical interpretation of factors; Different approaches to extract factor Loading, Commonality and Rotation. Interpretation of factors.

Unit IV:

Difference between Parametric and Non-Parametric techniques, Assumptions in the use of Non-Parametric techniques, Sign test, Median test, Chi-square, Spearman's rho, contingency coefficient, Application of Non-parametric techniques in Educational research.

Unit V: Experimental Design

Dependent and Independent variables, Experimental variables (Treatment), Controls in experimentation; Randomization, Replication, Equivalence of groups. Certain illustrative designs of experiments-pre experimental quasi-experimental, and experimental Efficiency of an experimental design, External and Internal sources of Validity.

Practical Work:

Exercise involving data processing including computation of a few statistical indices and interpreting the result obtained.

PAPER – XIV

6. Computer Education

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives:
1. To develop awareness about uses of computers in teaching, learning, research, evaluation and administration.
2. To develop understanding about the various aspects multimedia development in education.
3. To develop various skills in the use of Internet in education.
4. To inculcate interest about the use of Management Information System and Decision Support Systems.
5. To make them understand the integration of Information Communication Technology in educational research.

Unit I: Introduction to Computer in Education
1.1   Computers in Teaching
1.2   Computers in Learning
1.3   Computers in Research
1.4   Computers in Evaluation
1.5   Computers in Administration

Unit II: Multimedia in Education
2.1   Introduction to Multimedia
2.2   Development of Multimedia lesson in education
2.3   Building block: Text, Graphics, Digital Video or Animation & Digital Audio
2.4   Software tools: Basic tools, authoring tools & Software drivers
2.5   Application in Education: Multimedia in Teaching, Self-instructional procedures, Presentations, Integration of multimedia in Education.

Unit III: Internet and Education
3.1   Concept & types of networks, Protocols
3.2   Internet and World Wide Web: Introduction, Uses, Procedures
3.3   Browser and Search Engines: Meaning, types and procedures

3.4   Internet Application in Education: Internet in Teaching – Learning process (IBTL), E-learning & its pitfalls, Virtual Classroom

3.5   Web-based teaching learning: Directed studies (synchronous self-study) & Instructor based events (synchronous live, real time learning)

Unit IV: Management Information System & Decision Support System
4.1   Files and database management with MS Access
4.2   Management information system in the field of education
4.3   An overview of Decision support system
4.4   Management Information System and Educational policy
4.5   Study of current Official Management Information Systems

Unit V: Computers in Educational Research
5.1   Data analysis using MS Excel
5.2   Graphical and diagrammatic representation of data
5.3   Descriptive and inferential statistical analysis using MS Excel
5.4   Introduction to SPSS applications in educational research
5.5   Integration of Information and Communication Technology in educational research

Specialization

Select any one out of the following Courses

PAPER – XV

7. Adult Education

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives:
1. To develop an understanding of different types of educational systems.
2. To develop among the students a deeper understanding of the scope and Nature of Non-formal Education.
3. To develop insight into the adult education and Development among the students.
4. To develop and deeper understanding of different types of adult education programmes implemented in India.
5. To develop a deeper understanding of lifelong education/continuing education concept.
6. To provide a practical experience to students in adult education programmes;
7. To give a live experience to students in developmental programmes.

Course Contents:

Unit I – Introduction

1.1   Types of Education System
1.2   Meaning and Definition of Non-formal Education
1.3   Objectives of Non-formal Education
1.4   Nature and scope of Non-formal Education
1.5   A brief history of Non-formal Education in India and Abroad

Unit II – Adult Education and Development

2.1   Literacy and Development
2.2   Social Education: Gramshiksha Mohim
2.3   Functional Literacy Programmes: Farmer's Functional Literacy Programmes
2.4   National Adult Educational Programme (NAEP)
2.5   Total Literacy Campaigns

2.6   Sarva Shiksha Abhiyan (SSA)

Unit III – Methods and Techniques in Adult Education

3.1   Psychology of Adults: their characteristics, needs and problems
3.2   Individual Methods – Lecture, Role-play
3.3   Group Methods – Discussion, Demonstration, Dramatization
3.4   Methods of teaching literacy – Analytic, Synthetic and Analytico-synthetic
3.5   Role of mass media in Adult Education

Unit IV – Lifelong / Continuing Education

4.1   Meaning, Definition and growth of the concept.
4.2   Nature and Scope of continuing education.
4.3   Importance of continuing education
4.4   Problems in continuing education

Unit V – Research and Evaluation in Non-Formal Education

5.1   Concept of evaluation in non-formal education
5.2   Need and importance of evaluation
5.3   Scope of evaluation
5.4   Types of evaluation
5.5   Research priorities in non-formal education.

Practicum

Activities:
1. Helping five illiterates to become literates;
2. Participation in literacy or other developmental awareness programmes in a village / mandal / neighbourhood;
3. Participation in bridge school programmes in a village / neighbourhood;
4. Visiting a distance education study centre and studying its functioning;
5. Participation in Sarva Shiksha Abhiyan programmes;
6. Helping the local functionaries in organizing open school programme in a village / mandal / neighbourhood;

PAPER – XV

8. Environmental Education

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives:
1. To make student teachers understand about the concept, scope and objectives of environmental education
2. To help student teacher understand environmental education at various levels of education
3. To orient student teacher with various components and use and abuse of natural resources
4. To enable the student teachers understand the concept and strategies of sustainable development
5. To enable the student teachers to understand about various activities related to protection of environment
6. To orient the student teachers about the environmental law in India

Unit I – Environmental Education
1.1   Environmental education: concept, scope and objectives
1.2   Environmental management: concept, characteristics and importance
1.3   A brief history of conservation and environmentalism – global environmental citizenship
1.4   Environmental education at Primary, Secondary and Higher education levels
1.5   Making environmental education relevant: concept, practice, new dimensions and constraints

Unit II – Natural Resources
2.1   Soil resources with an emphasis on the ways we use and abuse soil
2.2   Biological resources: concept and ways humans cause biological losses
2.3   Earth and its crustal resources with a view to conserving mineral resources
2.4   Air resources: atmosphere, climate and weather with an emphasis on Human-caused global climate change
2.5   Water resources, use and management

Unit III – Sustainable Development
3.1   Sustainable Development: concept, individual accountability including Green politics
3.2   Towards sustainable development
3.3   Environmental education: the tool for sustainable development

3.4 Sustainable energy: Tapping solar energy; Energy from biomass, and Energy from earth's forces

3.5 Sustainable energy: production and uses with an emphasis on Integration of environmental concerns in energy policies and plans

Unit IV – Environment Protection

4.1 National environmental awareness programme

4.2 Biodiversity conservation in India – Ecosystem, Species & Genetic Diversities

4.3 Solid waste management: Challenges and priorities with an emphasis on municipal solid wastes – generation & characteristics; storage & collection; and treatment, processing & disposal

4.4 Ecotourism

4.5 Environmental ethnology

Unit V – Environmental Law in India

5.1 Indian Forest Act of 1927 & Wildlife Protection Act of 1972

5.2 Archeological and historic preservation act of 1974

5.3 The water (Prevention and control of pollution) act of 1974

5.4 The air (Prevention and control of pollution) act of 1981

5.5 The environment (protection) act of 1986

Practicum

Activities:

I. Protection of Environment

1. Study any one of the environmental awareness programme conducted by State or NGO

2. Survey the 'Solid waste management' techniques adapted by municipal corporations of your locality covering the aspects like solid wastes generation & characteristics; storage & collection; and treatment processing & disposal

3. Visit places of ecological importance (Botanical, Zoological, Safari parks or lakes) of your locality

II. Environmental Law in India

1. Survey the vegetation cover by your locality, compare with the standards laid in the Indian Forest Act of 1927 and write a report

2. Study the archaeological sites of your locality, compare with the criteria laid in the Archaeological and historic preservation act of 1974 and generate a report

3. Visit any one industry / factory in an industrial area (Jeedimetla, Nacharam, etc.) and find whether they adhere to the norms prescribed by the Environment (Protection) act of 1986. Write a report

4. Study the suspended particulate material and air pollutants (carbon dioxide, carbon monoxide, sulfur dioxide, etc.) of an urban area for about a week (data can be taken from a Newspaper or other agency) and comment on the observations

PAPER – XV

9. Human Right and Education

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives:
1.   To understand the need and importance of value in education.
2.   To develop broad view on different types of values.
3.   To develop a comprehensive view on strategies and approaches to inculcate values.
4.   To develop an insight into the concept, and importance of Human Rights.
5.   To probe into various strategies of teaching Human Rights.
6.   To explore various agencies which contribute for preserving Human Rights.
7.   To acquire the ability and skills of organizing and conducting programmes on human rights.
8.   To develop interest and extend guidance to the community on Human Rights.

Course Content:

Unit I – Human Rights Education
1.1   Concept, objectives and principles of Human Rights Education.
1.2   Indian Constitution and Human Rights.
1.3   Importance of Human Rights in India.
1.4   Agencies promoting Human Rights in India
       a. The media   b. NGO's
       c. The media   d. National Human Rights Commission (NHRC)

Unit II – Historical Perspective of Human Rights in India
2.1   Human Rights in Ancient and Medieval India
2.2   Human Rights in Islamic Era
2.3   Human Rights in British India
2.4   Human Rights in Contemporary India.

Unit III – Human Right Education
3.1   Strategies of teaching Human Rights, Role play, Brain storming, Forming pairs and groups, Discussion, Questioning, Buzz session

Activities based on: picture, drawings, cartoons and comics

Cooperative learning
3.2   Human Rights education and co-curricular activities.
3.3   Training teachers for Human Rights education.
3.4   Human Rights Education at the secondary level.

Unit IV – Values and Value Education
4.1   Concept, need and objectives of values
4.2   Types of values
4.3   Inculcation of Human values – Approaches and strategies
4.4   Status of value education in schools.

Unit V – Perspectives on Value Educaton
5.1   Islam
5.2   Sikhism
5.3   Christianity
5.4   Hinduism
5.5   Jainism

Practicum

Activities:
1.   Write a report on implementation of Human Rights in a school of your choice – related to students, teachers and principal.
2.   Conduct a programme on awareness of social value in your community.
3.   Conduct a programme on awareness of Human Rights amongst secondary school teachers.
4.   Conduct a survey on issues related to violation of social values and writes a report on the same.

PAPER – XV

10. Guidance and Counseling

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives:
1. To enable the students to understand and appreciate the need for guidance in our present day society.
2. To enable the students to understand the nature, basic principles and underlying assumption in guidance.
3. To enable the students to understand the factors influencing vocational development.
4. To enable students to know the types of guidance.
5. To equip students with knowledge of theories and practices of counseling.
6. To enable students to acquire the knowledge regarding different techniques of counseling.
7. To enable students to conduct case-study.

Unit 1: Nature & Scope of Guidance
- Misconceptions of Guidance
- Meaning, Nature and definition of Guidance
- Characteristics of Guidance
- Scope of Guidance
- Service of Guidance Programme

Unit 2: The Need for Guidance
- Changing Conditions of home, society, population, labour & industry, leisure time.
- Changing religious and moral values.
- Individual Needs.

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

Unit 3:

A. Nature of Counseling
    a) Meaning and definition of counseling.
    b) Different between counseling and guidance, Education and psychotherapy.

B. Preparation and Training for Counseling
    a) Academic preparation
    b) Qualities of a good counselor
    c) Professional Ethics for counselor

Unit 4: Counseling Approaches

(Main features, uses and limitations of)
    a) Directive counseling
    b) Non-Directive counseling
    c) Eclectic counseling

Counseling Process

Preparation of Counseling
- Counseling skills
- Factor affecting counseling process.
- Case study and case conference: Purpose, Plan, Procedures, and Precautions

<u>Activities:</u>
- To undertake a case study.
- To arrange a case conference.
- To conduct a Group Counseling.

PAPER – XV

11. Tribal Education

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives:
1. To enable the student teachers to understand the concept of Tribe and their status.
2. To provide a deeper understanding of Tribal Welfare programmes in India & Jharkhand.
3. To provide insight into the growth and development of Tribal Education in India & Jharkhand.
4. To enable the student teachers to understand the issues and trends in contemporary Tribal.
5. To give a practical experience to students in Tribal Education programmes.

Unit I – Introduction
1.1   Concept of Tribe (Meaning and Definition)
1.2   Historical development of Tribes in India.
1.3   Characteristics of Tribes.
1.4   Classification of Tribes in India.

Unit II – Tribal Welfare in India
2.1   Constitutional provisions to Tribal Development of India.
2.2   Status of Tribal Population.
2.3   Development policies and programmes formulated for Tribal Development in India.

Unit III – Tribal Welfare in Jharkhand
        Tribal Welfare Programme in Jharkhand (Health, Social and Economic programmes)
3.1   Tribal Education policies and programmes in Jharkhand.
   a) Higher Education
   b) Secondary Education
   c) Primary Education
   d) Pre-Primary Education
3.2   Recent Trends & Issues in Tribal Education.

Unit IV – Education and Welfare of Tribal Women

4.1   Educational Status of Tribal Women

4.2   Problems of Adolescent Tribal girls

4.3   Empowerment of Tribal Women

Unit V – Health Education and Tribal Welfare

5.1   Health Status of Tribes in Jharkhand

5.2   Common Health Problems in Tribal communities

5.3   Government Initiatives for the development of health in tribal areas

5.4   Role of NGOs in improvement of health status of tribes

Practicum

Activities

1. Helping at least five (5) illiterate tribal to become literates.
2. Participation in literacy or other development awareness programmes in tribal Settlements.
3. Visiting ashram/tribal welfare residential school/tribal welfare department/ITDA and studying its functions.
4. Participation in bridge school Programmes in Tribal settlement/village/area/ neighbourhood.
5. Participation in Sarva Shiksha Programme in tribal areas.

PAPER – XV

12. Foundation of Distance Education

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80

Objectives:
On completion of this course, the students will be able to:
- Understand the concept of distance education,
- Distinguish between correspondence education, distance education, and open learning.
- Reflect on the socio-economic and socio-political issues which the institutions of education in India are currently faced with.
- Discuss the socio-academic relevance of distance education.
- Develop an insight and examine critically the objectives of distance education,
- Understand the nature of distance learners and distance learning process.
- List the importance of self learning material and relevant comprehension skills.
- Discuss various evaluation techniques and its relevance to distance learning.
- List different kinds of support to distance learners.
- Discuss the various features of a LSS in DE & OL.
- Describe and differentiate the different dimensions i.e. academic/pedagogical and operational dimension.
- Describe the role of study centre in providing support to learners.
- Describe the broad structure and management of any DE&OL institutions.
- Understand the management of operational sub-systems like course design and development.
- Management of learning resources and learner support system management of admission and evaluation system.

Unit I – Growth and Philosophy of Distance Education
- Distance Education: significance, meaning, concept and epistemology.
- Goals and objectives of distance education.
- Philosophy of distance education.

- Growth of distance learning system in India, International Council of Correspondence Education, International Council of Distance Education.
- Issues in Distance Education- quantity, quality, relevance and effectiveness.
- Conventional mode of distance learning, relative effectiveness of conventional distance mode of learning.
- Present status of distance education system.
- Quality assurance and challenges in distance education.

Unit II – Learning Process and Self-Learning Materials (SLM) in Distance Education
- Distance learners: nature and characteristics and types of learners-successful, non-starter and mid-course dropouts.
- Distance Education process: nature of adult learning, Andragogy of distance learning: role of self-learning in distance education.
- Significance of study skills in distance learning.
- Problems of distance learners.
- Types of SLM in distance learning-print, audio, video, interactive, online and web-based.
- Instructional materials in distance education- SLMs, assignment, audio-visual aids, use of ICT.
  - Self-learning materials: meaning, scope, importance and characteristics
  - Role of SLM in distance education (print and non print).
  - Course design-need assessment, planning of SLM.

Unit III – Instructional Process and Evaluation Procedure in Distance Education & Open Learning
- Two way communication in distance education and open learning.
- Supplementary communication in distance education and open learning-need, significance, type and importance.
- Concept and need of evaluation in distance education.
- Difference between evaluation in traditional and distance learning.
- Comprehensive and continuous evaluation in distance learning.
- Formative evaluation in distance learning.
- Role of tutor comments in motivation of distance learners.
- Summative evaluation.
  Techniques of evaluation in distance education.
  Management Information System (MIS) in DE &
  Management Issues in DE & OL System

Unit IV – Counseling in Distance Education
- Concept and importance.
- Need of counseling in DE.
- Categories of counseling- development and problem solving
- Academic and non-academic Counseling.
- Procedure of counseling- decision points, barriers- study related, and time related, personal and institutional.
- Theories of counseling, media of counseling, qualities of counselor.

PAPER – XVI

DISSERTATION

Total Marks 100   *contact hours per week-4*

Internal assessment 20

External assessment 80 (Viva-Voce)

The dissertation should preferably be in the area of specialization that a student opts or in the area introduced in the perspective courses. The these should be written on both side of the A4 size paper, margin 1.5" left 1" top, 1' bottom, it should be typed with double space in Times New Roman- 12 font, Hindi: Kruti Dev 014 font in 15000 to 20000 words, composed in MS word on both side of the paper.

The dissertation will be assessed by
(i)   An external examiner appointed by Vice-Chancellor shall submit his/her written evaluation report and grade assigned to the Chairman of Viva-voce Committee;
(ii)   The guiding teacher in consultation with two internal co-examiners appointed by the Head, Department of Education (CASE) will evaluate the dissertation.

The guiding teacher and the two internal Co-examiners will submit their grade along with a written evaluation report indicating the strengths and weakness of the dissertation to the guiding teacher. The guiding teacher shall submit the consolidated grade and the three evaluation reports to the Chairman of the Viva-voce Committee.

In case where grade assigned to the dissertation by the internal and external examiner do not differ by more than two grade points, the final grade will be decided by the average of the two grades.

In case where the grades assigned by the external and internal examiner differ by more than two grade points, the external and internal examiner will decide the final grade in consultation with the Chairman of the Viva-voce committee considering the evaluation reports.

PRACTICUM COURSES

(Organized during inter semester break)

INTERNSHIP: PAPER XVII

The internship has been conceptualized in two parts, first part involves a compulsory attachment with a teacher education institution during summer, the second part involved associating it with a field site relevant to the area of specialization. Both these internships will be organized for duration of three to four weeks each.

PAPER XVII: INTERNSHIP – Inter semester break-II

Total Marks 100
Internal assessment 100

This part involves a compulsory attachment with a teacher education institution during summer, this will be organized for duration of three to four weeks during Inter semester break II. M.Ed. students have to perform following assignment during first phase-

1. 10 classes in the TEI (B.Ed.) will be taken by the M.Ed. Student under the supervision of faculty/mentor teacher.

   > 4 marks x 10 classes = 40 marks

2. Observation of Pupil teachers' two lessons on Flander's Interaction Analysis system.

   > 2 lessons x 10 marks = 20 marks

3. Construction and standardization of an Achievement test in one of the teaching subject

   > 1 test x 10 marks = 10 marks

4. Administration, Scoring and Interpretation of any two of the following;
   a. Intelligent test, b. Personality test, c. Creativity test, d. Study habits test,
   e. Adjustment test.

   > 2 test x 10 marks = 20 marks

5. A Project related application of ICT

   > 1 project x 10 marks = 10 marks

PAPER XVIII: INTERNSHIP – semester-III

Total Marks 100   *external assessment 50 (viva-voce)*
Internal assessment 50

This part involves associating it with a field site relevant to the area of specialization

(COMMUNITY PARTICIPATION PROJECT – I)
(Number of days = 10; Maximum marks = 25)

Objectives
i.   Sensitize students about community.
ii.   Acquaint themselves with various aspects of community.
iii.   Enable the students interact with community to assess its felt needs.
iv.   Plan and conduct a survey (family wise) to collect required information on school, literacy and human development aspects.
v.   Conduct interview with parents to understand their perception on their children's education and institutes/teachers etc.
vi.   Observe the functional aspects of various institutions at village/ward and nearby locality.
vii.   Live in the community & to participate in socio-economic cultural activities of the community.
viii. Document the entire programme / process and develop a report on the project undertaken.
ix.   Work collaboratively to reflect and share their work with students and staff.

Course Content / Activities:
1.   Visiting the community and take up awareness programmes on various issues pertaining to community;
2.   Identifying the needs of the community;
3.   Social mapping
4.   Family Survey
5.   Institutional Survey
6.   Understanding perceptions of people
7.   Adult Literacy
8.   Enrolling out of school children
9.   Community living and participation
10. Any other related to community development activity

A college offering M.Ed. course has to identify nearby localities / slums / villagers for undertaking this programme. A candidate shall work in a group (2 members) by selecting any

one activity under the areas mentioned above. The duration of the programme is 10 instructional day (10 x 6 hrs. = 60 hours)

A detailed format may be worked out in consultation with the members.

Note: No two groups should select the same topic in the same locality / village / slum for this project work. The principal of the college is expected to forward the list of topics selected under this project by different groups to the Head, Department of Education of the University.

Evaluation

Every group (pair) has to work on a topic and has to submit a detailed report. The students shall select any activity in consultation with the mentor and workout the modalities of planning, date collection and data interpretation etc and submit a report reflecting the objectives and appropriate tools evolved along with the study conducted. Two copies of the report must be submitted duly certified by the Principal and the concerned mentor. The group has to showcase the project before the jury. The Principal/Head for the purpose of evaluating the project shall constitute a jury comprising of two members. The average marks of the two examiners will be forwarded to the Principal of the concerned college and the Head, Department of Education. A copy of the evaluation report should be submitted to the Head, Department of Education.

INSTITUTIONAL STUDY PROJECT
(Number of days = 10; Maximum marks = 25)

Objectives
i.   Study an institution / its vision and its mission.
ii.   Understand institutional climate and its various functions.
iii. Assess institutional strengths and achievements.
iv.   Understand the historical evolution and growth of an institution.
v.   Study the contextual background of an institution.
vi.   Examine the contribution made by an institution.

Course Content / Activities:
   a) Identification of institution like: Pre service education programme, In service training programme, Special school, Integrated school, Juvenile Home, Open school, Distance Education Centre, Voluntary organization, Old age home, Crisis management institutions, State and National Institutions, etc.
   b) Any other related institution.

A college offering M.Ed. course has to identify nearby locality / slum / village for undertaking this programme. A candidate shall work in a group (2 members) by selecting any

one activity under the areas mentioned above. The duration of the programme is 10 instructional days (10 x 6 hrs. = 60 hours)

A detailed format may be worked out in consultation with the mentors.

Note: No two groups should select the same topic in the same locality / village / slum for this project work. The Principal of the college is expected to forward the list of topics selected under this project by different groups to the Head, Department of Education of the University.

PAPER XIX A: COMMUNICATION AND EXPOSITORY WRITING – Inter Semester break – 1

Total Marks 50
Internal assessment 50

A short workshop is intended to enhance the ability of the graduate to listen, converse, speak, present, explain and exposit ideas in groups and before an audience – as this is one of the essential expectations from all professionals in education. The workshops should also involve training in ICT and educational technology.

Students are supposed to write an expository writing with power point presentation in the workshop out of the following topics-
This includes articles, biographical writing, or extract from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various science, mathematics, history, geography, literature/language pieces)

Writing a review or a summary of the text, with comments and opinions (individual task)

Newspaper or magazine articles on topics of contemporary interest.

Evaluation 25 marks in writing and 25 marks in viva-voce.

PAPER XIX B: ACADEMIC WRITING – Inter Semester break – 3

Total Marks 50
Internal assessment 50

The academic writing component is meant to focus on question such as: What are the different kinds of writings and writing styles? What are the essential requirements of academic writing? What distinguishes a good academic writing from others? What are academic sources and how to refer to them? How to cite a source, paraphrase and acknowledge the source? How to edit one's own writing?
Different kinds of writing, writing style, essential requirements of academic writing etc.

Students should engage in following activity and prepare a writing of the following-

Selected text could be drawn from the wide range of popular educational writing in the form of well-written essay, extracts of chapters from authors who deal with themes from educations, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of above themes. Student teacher can be grouped randomly for this unit.
Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs) analyzing the structure of the argument – identifying main ideas, understanding topic sentence of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion) discussion of the theme, sharing Reponses and point(s) of view (small group discussion) writing a response paper (individually or in pairs) presentations of selected papers, questions and answers (large group)

Evaluation 25 marks in writing and 25 marks internal viva-voce.

PAPER – XX A/B

DISSERTATION

Total Marks 100   *contact hours per week-2*

Internal assessment 100

Semester – III

Dissertation   (4 Credits)

Dissertation work includes following courses:
1. **Preparation of synopsis -**   **25 marks**
2. **Presentation of synopsis -**   **25 marks**

Preparation of synopsis and Presentation of synopsis will be organized during **inter semester break II – workshop – 1 –** Each student is expected to prepare a draft research proposal in consultation with his/her guide and make a presentation before the seminar committee and the same committee will evaluate the presentation. Minimum passing grade is 'D'.

Semester – IV

Dissertation work includes following courses:
1. **Preparation of Research tools -**   **25 marks**
2. **Presentation of Research tools -**   **25 marks**

Preparation of Research tools and Presentation of Research tools will be organized during **inter semester break III – workshop – 2 –** Each student is expected to prepare a Research tools in consultation with his/her guide and make a presentation before the seminar committee and the same committee will evaluate the presentation. Minimum passing grade is 'D'.

Scheme of Evaluation

Mid – term test and semester end examination

(A)   The performance of each candidate in all the Courses will be evaluated in terms of grades. The details regarding grades along with its grade points and equivalent range of grade points and percentage and class are us under:

Note:

Grade	Grade Points	Range of Grade Points	Range of Percentages	Division	Description
O	10	9.01 to 10.00	90.1 to 100.0	First Class with Distinction	Outstanding
A	9	8.01 to 9.00	80.1 to 90.0	First Class with Distinction	Excellent
B	8	7.01 to 8.00	70.1 to 80.0	First Class with Distinction	Very Good
C	7	6.01 to 7.00	60.1 to 70.00	First Class	Good
D	6	4.5 to 6.00	45.0 to 60.0	Second Class	Fair
F			Below 45.0	Failed	Dropout

Equivalent Percentage should be calculated with only ONE Decimal precision.
1. First Division with Distinction   CGPA 7.00 onwards
2. First Division   CGPA 6.00 up to 6.99
3. Second Division   CGPA 45.0 up to 5.99

(B)   Each candidate shall also take internal external viva-voce test.
Internal Viva-Voce test shall be conducted twice during the course by committees of teachers appointed by the Head, Department of Education.
The Viva-voce test will focus on candidate's grasp of knowledge in various courses offered by him/her, dissertation and participation in seminars organized throughout the M.Ed. Programme.

External Viva-voce test: The Board of examiners consisting of three internal and five external examiners to be appointed by Vice-Chancellor shall assess the performance of such candidate and hold a viva-voce test of each candidate. The viva-voce test will focus on candidate's dissertation topic and project report prepared by the students during second part of Internship.

(C)   M.Ed. 6: Standard of Passing:
To qualify for appearing in the comprehensive test the candidate must fulfill the following requirements:

(i)   The mid-term test and practical work in each of the courses he/she offered.

(ii) The candidate failing to fulfill the specific requirements for appearing at the semester end examination of the first semester will not be allowed to appear at the said examination.

(iii) To qualify for the degree of Master of Education, the candidate must obtain at least D in each foundation, core and elective courses, dissertation and in Viva-Voce.

(iv) The details regarding Standard of passing in each course group are given below.

Foundation, Core and Elective Courses:

a. A candidate must obtain at least D grade in semester end examination and an aggregate grade of D in each of the courses.

b. If a candidate fails to obtain D grade in semester end examination he/she shall have to appear in the comprehensive test of the concerned course/courses at the end of subsequent semester within a period of three years.

   His/her grade in mid-term and practical work assessment will be carried over for calculating aggregate grade of D or higher I the concerned course he/she shall be declared to have passed.

c. If a candidate fails to obtain D grade in mid-term test and also in semester end examination he/she shall have to appear in semester end examination at the end of subsequent semesters within a period of three years. He/she can take the mid-term test if he/she desires and then appear at the semester end examination of the same course. If he/she takes mid-term test his/her new grades will be considered in calculating an aggregate grade. If he/she gets D grade in semester end examination also, and an aggregate grade of D he/she shall be declared to have passed in the concern course/s.

d. If a candidate obtains D grade in semester end examination but fails to obtain an aggregate grade of D in any course he/she may take the mid-term test and/or semester end examination in the concerned course in the subsequent semester within Three years. If he/she gets an aggregate grade of D he/she shall be declared to have passed in that course.

If a candidate fails to obtain E grade in the dissertation he/she shall revise and rewrite it and submit it to the Faculty of office in subsequent semester within a period of three years, and if he/she gets C grade, he/she shall be declared to have passed.

(D) Viva-Voce:

If a candidate obtains less than D grade in Viva-voce test, he/she shall appear in internal and external viva-voce test respectively and if he/she obtain D grade in aggregate he/she shall declared to have passed.

Every candidate must have 80% attendance in each of the courses offered.