

राज ऋषि भर्तृहरि मत्स्य विश्वविद्यालय
Raj Rishi Bharthari Matsya University



FACULTY OF EDUCATION
SYLLABUS AND SCHEME OF EXAMINATION
M.Ed. (TWO YEAR)

Ordinances for Admission of Students to the Examination of Master of Education (Two year programme):

0.327. The candidates seeking admission for the degree of Master of Education (Two year programme) should have obtained at least 50% marks or an equivalent in the following programme of this university or another university recognized by the syndicate for the purpose, a regular course of the study;

- i) B.Ed.
- ii) Shiksha Shastri
- iii) Graduation and B.Ed. (Four year course)
- iv) B.El.Ed, (Four year course).

N.B.: Candidate passing Shiksha Shastri Examination and seeking admission to M.Ed. Course shall be considered eligible for admission to M.Ed. if the candidate has passed Shiksha Shastri examination with courses of study as are identical to B.Ed. This shall be operative From the session 2021-23

Reservation and relaxation for SC/ST/OBC/PWD, EWS and other applicable categories shall be as per rules of the central/state government whichever is applicable.

0.328. The Master degree in Education (M.Ed.) programme is for a period of two year regular full time consisting of two parts viz. M.Ed. (Part-Ist) and M.Ed (Part-II) To complete the M.Ed. programme maximum time period will be three years from the date of the admission as per NCTE regulations.

0.328 A. The objectives of the M.Ed. Course are:

1. To prepare professional personnel required for staff colleges of education at the pre primary and secondary levels.
2. To prepare professionals, administrators and supervisors for the various positions of responsibility in Educational institution, Department of Education and Educational Planning and Supervisory Educational Services.

3. To train persons for various psychological services such as psychological, testing, personal educational and vocational guidance, statistical services with an educational orientation
4. To train persons for participation in programmes of examination reforms and educational evaluation.
5. To train persons for organizing curriculum development and preparation of instructional materials.
6. To prepare personnel through systematic study and research which will contribute to the development of educational literature and lead to the growth of education as a discipline.
7. To understand the Socio-economic-cultural background and academic of entrants to B.Ed course.
8. To master the methods and techniques of developing competencies, commitments and performance skills of a teacher.
9. To explain the nature of issues and problems faced by the state system of education and some innovative remedies to solve them.
10. To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country and the ways and means to equip would be secondary teachers for the same.
11. To understand, in the light of recent global developments, the new thrusts in education, the ways and means to inculcate intellectual, emotional and performance skills among secondary level teachers, the "Global citizens of tomorrow".
12. To imbibe them attitudes and skills required for life-long learners on the ICT influenced world of today and tomorrow.
13. To acquire the skills required of a 'consumer' and 'practitioner' of Educational Research and Innovations.

The objectives are expected to be achieved through (a) a closer study of fundamental basic subjects, (b) specialization in subjects allied to the selected field and (c) some research or investigation.

The course as a whole is flexible enough to provide (i) Specialization in a field of education (ii) broad study of education according to the needs and interest of the students.

0,329. The Examination for the Degree of M.Ed. shall consist of the following:

Part 1- Theory paper and ISB, Demonstration, Internship and Practical Work.

Part II- Dissertation

Dissertation:

0329A. The dissertation in the 1st year shall be closely related to the optional papers offered by the candidate. The topic and the plan of the dissertation will be decided in consultation with the faculty members appointed by the Principal of an affiliated college and Head of the department, Education of the University. The topic is finally approved by the Principal in case of affiliated college and by the Head of the department of Education in case of university. In special case the Principal/ Head of the university department, Education of the university may permit a student to select any other field for his/her dissertation.

Every candidate for the M.Ed. examination in the 1st year shall, at the time of submitting the dissertation will produce a certificate from the Head of the Institution/Head of the university department of Education, where he/she has studied to the effect that the dissertation work of the candidate is genuine and is fit to examine.

The dissertation together with two copies of the summary shall be submitted to the Principal of the College/Head of university department of Education, who will forward the same to the Registrar of the University before 2nd year examination.

In case of candidate having offered dissertation involving interdisciplinary approach to more than one subject, the Supervision by more than one person is permitted and such supervision be termed as joint supervision.

O.329 B. There shall be an examination at the end of year, in the month of May/June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in next year.

O.329 C. If in the examination both parts of which are taken simultaneously by a candidate, if dissertation is adequate but he/she has not reached the required standard in the written part of the examination, the candidate shall be exempted

from re-entry on the presentation of a dissertation, similarly if the candidate has reached the required standard in the written papers, but the dissertation is not adequate, he/she shall be exempted from re entry in the written part of the examination.

0.329 D. A candidate who has passed the M.Ed. Examination of the University of any other University recognized by Syndicate may be permitted to appear for the examination in the remaining paper/papers in the area of specialization paper X already offered by him (without attending a affiliated college), or the papers in any other area of specialization under Part I (B) provided he/she studies at a Post-Graduate Teachers Training College affiliated to the University for at least six months and completes the required amount of Theoretical, Practical, Sessional work if the area of specialization which he/she wishes to offer is different from the one in which he/she submitted the dissertation during the M.Ed. Examination.

43:- SCHEME OF EXAMINATION

Theory papers and ISB, demonstration, internship, practical work.

| | | | |
|------------------|---------------------------|---------|----------------------|
| Ist Year | Paper 1,2,3,4 Course Work | | |
| | 5,6,7,8 | ISB I | |
| IInd Year | Paper 9,10,11,12 | ISB II | a) Dissertation work |
| | | | b) Internship |
| | (* Internship) | | |
| | Paper 14,15,**16 | ISB III | a) Dissertation |
| | | | b) Academic Writing |
| | (** Dissertation) | | |

Programme Outline of M.Ed. Ist Year

| Paper | Course Code | Course Title | Credits | Evaluation | | Total |
|-------------|----------------------------------|--|---------|------------|---------------|-------|
| | | | | External | Internal | |
| I | M.Ed.-01 | Psychology of Learning and Development | 04 | 75 | 25 | 100 |
| II | M.Ed.-02 | Historical, Political and Economical Perspective | 04 | 75 | 25 | 100 |
| III | M.Ed.-03 | Educational Studies | 04 | 75 | 25 | 100 |
| IV | M.Ed.-04 | Introduction to Research Methods | 04 | 75 | 25 | 100 |
| Course Work | Course Work | Internship :- (Practicum Work with B.Ed. Students) Seminar/ Workshop / Conference (attend & organize) Lecture on any one innovative Method, one P.P.T. Presentation on Current Educational Issues. | 04 | - | 10x10= 100 | 100 |
| ISB-1 | *ISB I (Inter Semester Break) | Communication and expository Writing :- | 04 | - | 100 | 100 |
| | | Part I- A, Review of Related Literature on any area of Education Research | 01 | - | 20 | 20 |
| | | B. Disertation Work :- 1. Synopsis Presentation of Research Study (PPT) 2. Student orientation on Tools development related to current issues in Education areas | 02 | - | 50 | 50 |
| | | Part II- Self Development Programme (Any Two) 1. Personality Development – Meaning type, Factors, Approaches, Techniques to enhance the personality 2. Communication Skills – Meaning, components, types, barriers and ways of improving C.S. and its importance 3. Creative writing Skills – Meaning, Types, elements, forms and Techniques to improve the C.W. Skills 4. Decision making Skills- Meaning, Types, steps involved in decision making, Techniques to improve the D.M. Skills. 5. Interpersonal Skills – Meaning, Types Techniques to improve & its importance. 6. Management Skills – Meaning, Characteristics, competence & its Importance. 7. Research Skills- Meaning, Types, Characteristics, components, ways of improving R.S. and its importance 8. Analytical Skills- Meaning, Types, Characteristics, Techniques to improve the Analytical Skills. 9. Time Management- Meaning, Types, Characteristics, components, ways of improving T.M. and its importance. | | | 30 | 30 |
| | | | | | | |

| | | | | | | |
|--------------|----------|-------------------------|-----------|----|----|-------------|
| V | M.Ed.-05 | Philosophy of Education | 04 | 75 | 25 | 100 |
| VI | M.Ed.-06 | Sociology of Education | 04 | 75 | 25 | 100 |
| VII | M.Ed.-07 | Curriculum Studies | 04 | 75 | 25 | 100 |
| VIII | M.Ed.-08 | Teaching Education- I | 04 | 75 | 25 | 100 |
| Total | | | 40 | | | 1000 |

Aggregate of I Year

1 credits = 12 hours

Total credits = 32+8= 40 credit

Total hours= 40x12= 480 hours

Total Marks 100x9=900

ISBI = 100

= 1000 Marks

Programme Outline of M.Ed. 2nd Year

| Paper | Course Code | Course Title | Credits | Evaluation | | Total |
|--------|-------------|---|---------|------------|---|-------|
| | | | | External | Internal | |
| ISB-II | *ISB-II | Course of Professional Development A. Internship in TEI i. Prepare Administration and Standardize of any one Psychology Test. ii. Case study on basis of Individual differences iii. Observation of One Educational Training Institution and Its Report writing. iv. Development Skills to maintain Institution Office records. | 04 | - | 100 1x25 1x25 1x25 1x25 | 100 |
| IX | | Specialization on courses :- On the basis of two levels i.e. Elementary Education, Secondary and Sr. Secondary Education) (Any One)-opt any one following paper with one level | 04 | 75 | 25 | 100 |
| | M.Ed.-09 | (a) Pedagogy of Science Education (b) Pedagogy of Mathematics Education (c) Pedagogy of Language Education (d) Pedagogy of Social Science Education | | | | |
| | M.Ed.-10 | Specialization on courses (Any One) i. Guidance and Counseling -I ii. Curriculum Pedagogy and assessment-I iii. Education Policy, Economics and Planning-I iv. Educational Management, Administration and Leadership-I V. Education Technology –I VI. Theme based on Institutional Strengths (Any One) a) Life Long Education-I | 04 | 75 | 25 | 100 |

| | | | | | | |
|----------------|----------------|--|-----------|----|------------|------------|
| | | b)Value Education and Human Rights-I c)Peace Education-I d)Yoga Education-I e)Inclusive Education-I | 4 | 75 | 25 | 100 |
| XI | M.Ed.-11 | Advanced Research Methods | 04 | 75 | 25 | 100 |
| XII | M.Ed.-12 | Teacher Education-2 | 04 | 75 | 25 | 100 |
| ISB III | ISB III | A. Dissertation (2 Credits) i. Data Collection ii. Introduction of Excel / SPSS for Data Analysis iii. Presentation by students of statical techniques used in data analysis using Excel/ SPSS B. Academic Writing (2 Credits) i. Abstract writing of two research paper of dissertation work. ii. Library based Self directed study notes (any two topics) | 04 | - | 100 | 100 |
| XIII | M.Ed.-13 | Specialization on courses :- On the basis of two levels i.e. Elementary Education, Secondary and Sr. Secondary Education (Any One) opt any one following paper with one level (a) Pedagogy of Science Education (b) Pedagogy of Mathematics Education (c) Pedagogy of Language Education (d) Pedagogy of Social Science Education Practical Work- Project work on topic of above papers | 04 | 75 | 25 | 100 |
| | | | 02 | | 50 | 50 |
| XIV | M.Ed.-14 | Part (A) Specialization on course (Any one) i. Guidance and Counseling –II ii. Curriculum Pedagogy and assessment-II iii. Education Policy, Economics and Planning-II iv. Educational Management, Administration and Leadership-II v. Education Technology-II vi. Theme based on Institutional Strengths (Any one) a) Life long Education-II | 04 | 75 | 25 | 100 |

| | | | | | | |
|--------------|----------|---|----------------|---------------|----|-------------|
| | | b) Value Education and Human Rights-II c) Peace Education d) Yoga Education-II e) Inclusive Education-II Practical Work- Project on topics of above papers | 02 | | 50 | 50 |
| XV | M.Ed.-15 | Dissertation - Dissertation writing - Dissertation (Pre-submission Presentation) - Final Presentation and Viva-Voce | 02 01 01 | 50 - 25 | 25 | 100 |
| Total | | | 40 | | | 1000 |

Aggregate of IInd Year

Total credits 40 credit

Total hours= 40x12= 480 hours

Total Marks 900

ISB II 100

1000 Marks.

ISB III-100

| | |
|---|--|
| Total Credits = IYear + 2 Year 40 + 40 = 80 credits | Total Marks = 1000+1000 = 2000 Marks Total hours = 480+480 = 960 hrs. |
|---|--|

Evaluation of M.Ed. Examination

- Each theory paper in Ist year I,II,III & IV, V, VI,VII,VIII carry 100 marks out of which 75 marks will be of theory paper and 25 marks to be assessed on sessional work.
- In each year the duration of each paper shall be three hours. Internship programme in first year I will carry 100 marks equal valent to one paper.
- ISB-1:** Ist Year will be of 100 Marks, out of which 20 marks will be for Part 1 -(a) Review of Related Literature on any area of Education Research, 50 marks will be for (b) Dissertation Work and 30 marks will be for Part II- Self Development Programme.
- ISB-2:** 2nd Year will be of 100 Marks, out of which 100 marks will be Internship in TEI.
- ISB-3:** 2nd Year will be of 100 Marks, out of which 50 marks will be of Dissertation and 50 marks will be of Academic Writing.

6. 100 marks will be carry in ISB Ist year II, 100 Marks will be carry in ISB II 2nd year 100 Marks will be carry in ISB-III IInd Year 100 marks out of which 50 of dissertation writing as external assessment, 25 marks of dissertation (Pre submission presentation) as internal assessment & 25 marks of final Presentation and viva-Voce as external assessment.

QUESTION PAPERS:

1. Each theory paper shall carry 100 marks and will be of 3 hours. Part A of theory paper, shall contain 15 short answer questions of 30 marks, based on knowledge, understanding and applications of the topics/texts covered in the syllabus. Each question will carry two marks for correct answer.
2. Part B of paper will consist five questions; in which candidate will attempt any three questions of 45 marks (Each question will carry 15 marks). Limit of the answer will be five pages.
3. Each practicum will be of four/six hour's durations and will involve laboratory experiments/ exercises.
4. These marks will be divided further as:

Theory Paper
Sessional Work

75 Marks
25 Marks

The Sessional work shall be examined by both the external and the internal examiner and an average of the marks awarded by them shall be considered. In case there is difference of more than 20% Marks than the same shall be examined by the third examiner and the nearest average shall be considered.

Part-II Dissertation

200 Marks

The dissertation shall be examined on the following line:

| | |
|-------------------|---|
| External Examiner | 75 Marks (Final Report 50, Viva 25) |
| Internal Examiner | 125 Marks (ISB PART-2 (50MARKS), ISB-3(50 MARKS), (Pre-submission presentation 25 marks). |

Working out the result and awarding division:

The successful candidate shall be classified into two classes.

Class-1-Those obtaining 60 percent of the aggregate marks or more.

Class-II- Those obtaining at least 48 percent of the aggregate or more but less than 60 percent. The minimum passing marks in each paper except Dissertation shall be 30 per cent. In dissertation the minimum passing marks shall be 48 percent.

0.8 B Credits:

The term 'Credit' refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. For instance, in case of Internship programme, symposium, seminar, workshop, communication skill and internal exams assigned 80 Credits in each year. However, in no instance the credits of a course can be greater than the hour allotted to it. One credit refers to 12 hours. Total 960 hours in two years. The total minimum credits, required for completing a PG M.Ed. Programme is 80 credits. Credit marks in I and 2 Year 40. Total credit marks will be 80.

M.Ed - 01

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Objectives

100 Marks

After completing the course the students will be -

1. To enable the students to understand the psychological foundation of education.
2. To develop an understanding about theories of learning.
3. To develop an understanding about learners cognitive thinking and learning styles.
4. To develop an understanding of theories of personality and its measurement.
5. To understand psychological measurement, of all aspects of educational psychology.
6. To develop an understanding of concept, models and types of Meta-cognition.

Course content

Unit-I Educational psychology and issues to Human Development 10 HOURS

A. Meaning and concerns of education psychology, Contribution of various schools with reference to teaching -learning: Structuralism, Functionalism, Behaviorism, Gestalt, Psychoanalytic, Humanistic, and Constructivism

B. Methods in psychology- Survey, Observation, Clinical, Case Study and Experimental

C. Concept of Growth & Development of the learner (Physical, Social, Mental & Emotional Development) and their Implications for learning. Role of heredity and environment in Growth & Development. Individual differences:- meaning, causes and their Educational Implications (with special reference to mental retarded, gifted & delinquent).

Unit-II Cognitive aspects of an individual 10 HOURS

A. Cognitive development:

- Cognitive process-Perception, Attention, Memory, Development of concepts, Logical Reasoning, Critical-Thinking, Development of concepts, Strategies for Teaching concepts, Problem Solving, Decision Making. Study of

consciousness: Sleep, Wake Schedule, Dream, Stimulus Deprivation, Role of meditation in quality sleep,

- Critical appraisal of views of Piaget, Bruner & Vygotsky with reference to multiple school contexts of Bharat.

B. Intelligence - Nature, Impact of Heredity and environment on intelligence, Concept of intelligence according to Indian culture, Impact of culture on (Multiple intelligence, Triachic, Fluid and crystallized, PASS (Planning, Attention - Arousal and simultaneous successive model), Types of intelligence- Emotional, Social, Spiritual and Artificial. intelligence, Theories

C. Creativity -Effect of school environment on creativity, Curriculum for pupils teachers based on Creativity Enhancement, Measurement of creativity, and Co relation of creativity with intelligence

Unit - III Paradigms of Learning

8 HOURS

A. Learning: - Meaning, affecting factors, types and learning styles

B. Learning theories with educational Implication: Hull's Reinforcement theory, Guthrie's Theory, Tolemen's Theory, Verbal Learning, Concept Learning, Skill Learning.

C. Transfer of Learning:- Factors, theories & their implication for teachers

Unit - IV Personality and Motivation

10 HOURS

A. Personality:- Definition and nature, Theories-Psychoanalytical classical and Neo Freudian, Humanistic: Roger and Maslow's, Biological, Genetic: Eysenck Arousal Theory and Zuckerman's Theory, Social - Cognitive Theory: Bandura's Theory, Personality Traits by Carl- Jung's-(Extroversion v/s introversion, Sensing v/s Intuition, Thinking Personality. v/s Feelings, Perceiving v/s judging),Measurement of

B. Motivation: Instinct, Need, Drive, Motives, Maslow's Need Hierarchy, Reinforcement, Punishment-reward, Achievement Motivation by Mc- Clelland

and educational implications, interest and aspiration, Measurement of Motivation.

Unit V-Applications of psychology to health and education 10 HOURS

A. Adjustment: Concept and definition, Factors affecting, adjustment (Frustration & Conflict), mechanism of adjustment, Ego-Defense mechanism, Identification and education of mal-adjusted children.

B. Stress, Sources of Stress, Stress management technique, Anxiety, Forms of Anxiety: panic and phobia, Vocational Guidance & Career Counseling.

C. Promoting of positive health and well being:- mental-health& hygiene Resilience, Theory of Seligman, Positive thinking.

Sessional Work:

25 marks

Active participation in routine class instructional deliveries (Practical work, tutorial, field work etc.)

- Prepare Administration and scoring of psychological tests. (anyone)
 - i. Personality
 - ii. Case study
 - iii. Intelligence

References:

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11. Joyce Bruce and well Marsha (1985). Models of Teaching prentice Hall of India Ltd.
12. Mangal S.K.: advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt. Ltd.
13. Michael Green (1989): Theories of Human Development prentice Hall, englewood cliffs, New Jersy.
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16. Wordsworth B.J. piaget's (1989): Theory og cognitive and affective Development, New York, Longman incorporated.

Ist Year
M.Ed. - 02
HISTORICAL, POLITICAL AND ECONOMICAL PERSPECTIVE

MARKS-100

Objectives:

After completing the course the students will be able -

1. To understand the development and role of Education in Historical, Political and Economical aspects in India.
2. To understand about multidisciplinary approach in relation to Education with other 3. To understand the relationship between political institutions, economic policies and aspects. historicism.
4. To understand the educational contribution of great thinkers.
5. To understand the role of central agencies in development of education in India.
6. To acquaint with the experiments and their contribution in education.
7. To understand the importance of democratic values and constitutional provisions for Education in India.
8. To understand the global trends of education in changing nature of global society like open learning system, scientific & technical invasion, economic and social challenges.

Course Content:

Unit-I: Historical Aspects

8 HOURS

A. Comparative study of the development of Education in ancient, medieval and modern reign with special reference to aims, objectives, curriculum, methods and Evaluation techniques, Impact of colonialism on Indian Society, economy, polity and education.

B. Experiments and contribution in Indian Education: Gujarat Vidya Peeth, Shanti Niketan, Pondichari Ashram, Chitrakoot Gramodyog Vishva Vidhyalaya, Riverside School.

Unit-II: Political Aspects

10 HOURS

A. Educational Contribution of prominent thinkers in brief. M.K. Gandhi, Vivekanand, Maulana Abul Kalam Azad, Dr. A.P.J. Kalam and Jyotibha Phoolle.

B. Democratization of Education, role of democracy and education in multicultural & multilingual societies, Constitutional provisions for Education in India, Human Rights (U.N. declaration) with special reference to Child Right..

C. New trends, problems and their possible solutions of Indian Educational Administration, world Problems and Terrorism: its causes, impact on society, remedies through Education.

Unit - III: Economical Aspects

10 HOURS

A. Meaning, Concept, Importance of Economic Growth and Economic development, Planning, Role of Education for it, Economy and Education: Impact of LPG (Liberalization, Privatization, globalization) and concept of PPP (Public Private Partnership).

B. Economics and Migration, The Economics of Brain Drain, Economic threatening : Poverty, Unskilled labour, lack of resources, inequitable growth, unemployment, Economic Underdevelopment.

C. Contribution of Education for development: Skill development, Man power planning, Human Resource management and its relevance to Education, Niti Aayog: Origin concept, objects, role, functions and challenges.

Unit - IV: Global Aspects

10 HOURS

A. Economic and historical forces in shaping the aims of Education, Dominance conflict and resistance in the concept of Education. Dellor's commission Report 1996, Citizenship Education: Meaning, Concept, Qualities, Need and importance, Role of culture.

B. A study of secularism, Nationalism and Universalism, Scientific, Technical and Cultural invansion, its impact on society and education.

C. Open learning society and open learning system: origin, meaning, concept, objectives, merits and challenges.

UNIT V: CENTRAL AGENCIES OF EDUCATION

10 HOURS

A. Introduction: MHRD, NCTE, NCERT, CBSE, CABE, NUEPA, UGC, NAAC.

B. Functions of Central agencies

C. Educational Implications in reference to quality enhancement in present teacher training challenges.

SESSIONAL WORK:

Attempt any two of the following.

25-MARKS

1. Power point presentation on any topic of the syllabus of this paper (units 1-5).
2. Seminar on any topic related to political and economic issue based on education.
3. Three abstract of recent articles related to subject published in reputed journals.
4. Write two term papers on global aspects of education.

References:

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24. Sharma, Y.K.(2002)The Doctrines of the Great Indian Educators, New Delhi, Kanishka Publishers, P.371.
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26. शुक्ला सी. एस. भारत में शिक्षा प्रणाली का विकास, इण्टरनेशनल पब्लिशिंग हाउस, मेरठ।

**Ist Year
M.Ed-03
EDUCATIONAL STUDIES**

Objectives

MARKS 100

After completing the course the students will be able

1. To develop an understanding about the concept of Educational Studies.
2. To develop insight into different areas of Educational Studies.
3. To enrich their professional life by the study of comparative education.
4. To help them perceive the wide variety of education tasks and arrangement in different countries.
5. To acquaint them with the recent research done in different fields of Education.
6. To acquaint with contemporary concerns of Education.
7. To develop skill in analyzing research paper.
8. To understand recent education policies and acts.

Course Content:

UNIT-I Areas & Analysis of Educational Studies -

9 HOURS

A. Pedagogical, Philosophical, Psychological, Health, Curriculum, Gender issues, Action Research, School Administration, Technological development, Drama Arts, Special education and Environmental Scenario.

B. Analysis of Educational Studies from reputed and recognized, educational journals.

UNIT II-Changing Socio-Cultural Context of Education

10 HOURS

A. Education in the present Socio-Cultural Perspective, Understanding Contemporary Indian society with reference to multilingual, multicultural gender, equity, poverty, diversity, human rights and rights of child, appropriate approaches for teaching, young children in the context of diversities and Constitutional provisions of education

B. Process of socialization and acculturation of child-critical appraisal of the school, parents, peer group and the community, Young children and social policy, Social context as a source for rejuvenating teaching and learning and classroom as a social context

UNIT -III Comparative Education

A. Concept, Meaning, Nature and Importance Comparative Education. **9 HOURS**

B. comparative study of Educational system at Primary, Secondary, Higher and Teacher education of India with reference U.S.A, U.K. and Russia

UNIT-IV Contemporary Concerns of Education - 10 HOURS

A. Impact of prevailing examination system on students and stake holder, Past exam reforms,-Secondary Education Commission (1952-53), Education Commission (1966), NPC (1986), National Focus Group Position Paper on exam reform, (Improving quality through range of question, grading, credit system, mode of certification and role of ICT

B. Public Private Partnership issues and challenges, Professional development of teacher through quality training, Interpersonal relationship, Financial Status, Job satisfaction, Education for skill development, Delinking of Jobs with degree (emphasis on professional skills and life skills), Environmental Education, Gender Sensetazitation.

UNIT-V Recent Education Policies and Acts 10 HOURS

A. RTE Act (2009) (Approaches to education, economic reforms, Human rights, Lifelong education), NCF 2005 and 2009, Ninth Five Year Plan on Education (1997 - 2002), Tenth Five Year Plan on Education (2002-2007)

B. Constitutional Provision in Education

Sessionals-

Any two

25 marks

- Evaluation of Research Paper.

- Action Research on any one educational topics
- Review of NCF 2005 & 2009.
- A comparative study of professional life on the bases of India & abroad.

References:-

1. Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon. Bruubacher
2. Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.
3. Butchvarov, P. (1970) The Concept of knowledge, Evanston, Illinois, North Western University Press. Debra Heyes
4. Delors, Jacques, et al. (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO
5. Freire, Paulo (1970). Pedagogy of the oppressed. New York: Continuum.
6. John S.; (1969) Modern Philosophies of education, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
7. Martin Hills, Pam Chistic and Bob Lingard (2007) Teachers and schooling: Making a Difference, Allen and Unwin, Australia..
8. NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
9. NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
10. NCERT (2005): National Curriculum Framework, New Delhi,
11. NCTE, (2004): Teacher Education Curriculum, New Delhi.
12. Singh, L.C. (Ed.) (1987): Teacher Education - A Resource Book, NCERT, New Delhi.

**Ist Year
M.Ed.-04
Introduction to Research Methods**

Objectives:

Marks 100

After undergoing this course the students will be able to:

1. Explain and describe the meaning of Scientific Method, Scientific Inquiry and their implications for educational research.
2. Describe characteristics of philosophical, psychological and sociological paradigms as they apply to educational research.
3. Explain and adopt different strategies of research to solve educational problems.
4. Understand mechanics of writing research proposal research papers.
5. Select research problem, preparation of research proposal, doing research and its report writing.
6. Understand recent research trends in India & abroad.

COURSE CONTENT

UNIT I Structuring Educational Research

10 Hours

A. Nature of research, knowledge and inquiry: Nature of knowledge and its sources (Instinct, reason, intuition etc). Scientific method of inquiry (Authority, Intution, Tenacity, Rationalism, Empiricism) and their role in knowledge generation, Meaning, nature & need of research nature, scope and significance of Educational Research, Major orientation in

Educational Research: Philosophical, Sociological, Psychological, Technological and Management etc. Types of Researches: Fundamental, Applied & Action Research, Quantitative & Qualitative.

B. Research Problem: Sources for identifying the research problem, Characteristics of a good research problem, Scientific Steps of Research, Reviewing Literature (online database, encyclopedia, etc), Ethical issues in Research-Plagiarism, APA guidelines for human participants in research.

UNIT II Design in Educational Research

10 Hours

A. Quantitative Research: Descriptive research. Subcategories of Descriptive Research: Surveys, Correlation Studies, Ex-post facto research, Historical research (meaning, steps, significance, primary and secondary sources and internal and external criticism). Experimental Research. Experimental design, Quasi Experimental Design, Factorial Design, Single-subjects design, Controlling, extraneous and intervening variables.

B. Qualitative Research: Case studies (Developmental and longitudinal), Ethnographic studies, Phenomenological research and naturalistic inquiry, Grounded theory, Policy research.

C. Mixed Research-meaning, fundamentals principals, strength and weakness, types and limitations

UNIT III Variables, Hypothesis, Population & Sample

10 Hours

A) Variables: Meaning definition and types of variables. (Independent, Dependent, Extraneous, Intervening, Confounding etc.)

B) Hypothesis: Meaning and difference between assumptions, postulates and hypotheses, Meaning and types of hypothesis: difference between Positive and Null Hypothesis, Characteristics of good hypothesis, Hypothesis testing. Types of errors: Type I and Type II

C) Populations and Samples: Population and Sample, Characteristics of a good sample, Sample procedure

UNIT IV: - Tools and Methods of data collection**8 Hours**

A) Tools: Types of Tools, Standardize & Non-Standardize Tests, Construction of a Test Questionnaire, Interview, Rating Scale, Observation, Attitude Scale, Schedule, and Sociometry.

B) Validity, Reliability & Objectivity of a Test, Adaptation of a Test

UNIT V Writing of Research Proposals, Recent trends in Education**10 Hours**

A. Writing of Research Proposals - Identification of a research topic: Sources and need, Review of related literature, Rationale and need of the study, Conceptual and operational definition of the term, Variables, Research question, aims objectives and hypotheses,

Delimitation, Methodology, samples, tools, Scope, limitation, delimitation, Significance of the study, Bibliography, Time frame, Budget if any and chapterisation

B. Recent trends in Education- History of Research, Education Research in India, Education Research in Abroad, Futuristic Trends of educational Research

Sessional:**25 marks**

- 1 Review of literature on any area of research(Reference and bibliography)
2. Concept map of any area of research methods.

References:

1. Best, John W.: Research in Education
2. Dalen, Deobold B. Van: An Introduction to Educational Research. 3. Fisher, R: Designs of Experiments.
4. Garrett, H.E.: Statistics in Education and Psychology..
5. Good, C.V.. Introduction to Research.
6. Guilford, J.P.: Fundamental Statistics in Psychology and Education. 7. Keeves, John P. (Ed.): Educational Research, Methodology and Measurement: An International Handbook.
8. Kerlinger, Fred N: Foundations of Behavioural Research.
9. Mouley, George J.: The Science of Educational Research.
10. Myros J.K.: Fundamentals of Experimental designs.
11. Verma, M.: An Introduction to Educational and Psychological Research.

2nd Year
M.Ed.-05
Philosophy of Education

Objectives:

Marks: 100

After completing the course the students will be able -

1. To understand the relevance of philosophy as a discipline.
2. To develop a deeper understanding of the relationship between education.
3. To understand the scope and application of educational philosophy.
4. To acquaint with the philosophical theories underlying educational principles.
5. To appreciate the contribution of western philosophy and Indian Philosophy to Education.
6. To develop the capacity to do independent thinking and a deeper insight into the philosophical roots and educational problems.

Course Content:

Unit 1 Educational Philosophy

8 HOURS

A.Philosophical Foundation of Education: Meaning & scope of Philosophy, Need of philosophy in life and for a Teacher its Practical Meaning & Various definitions of education.

B. Interrelationship between philosophy & Education, Modern Concept of Philosophy: Analysis Logical empiricism & positive relativism, Scope- Functions of Educational Philosophy

Unit 2 Fundamental philosophical Issues: -**10 HOURS**

A. Metaphysical Issues: The issues with special reference to ontology, cosmology and theology, Epistemological and axiological issues.

B. The issues special reference to reality and objectivity worth of knowledge and truth

C. Axiological Issues: Ethics and aesthetic issues, their origin and scope. Nyaya, Yoga, Samkhya.

Unit3. Comparative Study of the western Schools of Philosophy**10 HOURS**

A. Study of western schools of Philosophy on the basis of following point: Principles and general maxims, Aims of Education, Curriculum, Teaching Methods, Discipline, Teacher pupil relationship and their place in education, Beliefs about nature of knowledge, Morality and Values.

B. Naturalism, Pragmatism, Idealism, Existentialism and Realism

Unit 4. Impact of Educational Philosophy of some Indian Philosopher**10 HOURS**

A. Study of Indian Philosophers keeping in mind the following points: - Concept of education and Effect of their contribution on philosophies.

B. Specific contribution and its relevance with contemporary educational practice:- Dr. Jakir Hussain, Dr. S. Radhakrishnan, J. Krishnamurti, Dr. B.R. Ambedakar

Unit 5. Indian School of philosophy**10 HOURS**

A. Study of Indian Schools of philosophy keeping in mind the following points :-Thematic Concept, Aims of Education, Curriculum, Teaching Methods and Discipline

B. Upanishad, Bhagvad Gita, Jainism, Buddhism, Vedanta Philosophy and Islamic Philosophy

Sessional Work:

Any two of the following:

25 Marks

- One term paper on any topic related to educational philosophy.
- Report writing of a panel discussion or college of educational philosophy.
- Abstract of two recent educational philosophical research paper.

References:

1. Broadly Harry (1967). Building a Philosophy of Education, Englewood; Cliffs, Prentice Hall Inc.
2. Brubacher G.S. (1962). Modern Philosophy of Education (International Student Edition) Tokyo; McGraw Hills.
3. Brubacher, John S. (1962): Modern Philosophy of Education: Prentice-Hall Inc., Englewood Cliffs, N.J.
4. Chaube S.P. (1981). A Philosophical and Sociological Foundations of Education, Agra; Vinod Pustak Mandir
5. Hiriyanna, M. (1995): The Essentials of Indian Philosophy. Motilal Banarasidas Publishers.
6. Noddings Nel (2012) Philosophy of Education, West View Press
7. ओड लक्ष्मीलाल के. (1973). शिक्षा की दार्शनिक पृष्ठभूमि राजस्थान हिन्दी ग्रन्थ अकादमी।
8. Pandey, R.S. (1997): East West Thoughts on Education: Allahabad, Horizon Publishers
9. Pareek, M. & Sharma Rajni, (2005). Udaiman Bhartiya Samaj mein shikshek avam Shiksha, Shiksha Prakashan, Jaipur
10. Rurk Robert R. (1956). The Philosophical Bases of Education, Bosten; Houghton Mifflin.
11. शर्मा आर.ए. (2014) तत्त्वमीमांसा, ज्ञानमीमांसा, मूल्यमीमांसा एवं शिक्षा, आर लाल बुक डिपो, मेरठ।
12. Thomson Godfrey (1957). A Modern Philosophy of Education, London; Gersrge G. Garper & Colts.
13. Wynee John P. (1947). Philosophy of Education, New York: Prentice Hall Inc.

2nd Year
M.Ed.-06
SOCIOLOGY OF EDUCATION

Objectives:

Marks 100

After completing the course the students will be able

1. To understand the concept of Educational Sociology and Sociology of Education.
2. To understand the relationship among Education, Society and social substance.
3. To understand the contribution of great educator's to society and education.
4. To understand the process of socialization relationship between culture, society and education.
5. To analyze, interpret and synthesize various concepts of sociological principles related to educational phenomena.
6. To understand the concept and process of social stratification and social change..
7. To understand the issues of excellence, equality and inequalities.
8. To understand emerging trends of society in global perspectives.
9. To understand the process of social change, modernization and role of education in the transmission of the national and cultural heritage.

Course Content:

Unit-I: Education and Sociology

8 HOURS

A. Meaning, Nature, Scope of Educational Sociology, Difference and relationship between Education Sociology and Sociology of Education.

B. Nature of Sociological Inquiry, Relationship of Education and society, social-system, Education as a subsystem of society and its relationship with other subsystems: Family, caste and state. Theoretical approaches and contribution of sociology of Education: Antonio Gramsci, Paulo Freire, Talcott Parson's.

Unit-II: Socio- Cultural Context of Education

10 HOURS

A. Relationship of Education with culture, change, cultural conflict, cultural relativity, cultural pluralism, VIS-A-VIS Education, Indian culture in global perspectives.

B. Process of socialization and acculturation of the child, critical appraisal of the role of school, parents, peer groups and the community.

C. Meaning & process of modernization, Concept of post modernism, Impact of modernization on education and culture, role of education for making composite culture.

Unit-III: Education as a Social Process

10 HOURS

A. Concept of change, planned change and process of planned change.

B. Education as related to social change, social mobility and social stratification.

C. Education for sustainable development: Meaning, Dimensions, Principles, strategies and role of Education in sustainable development.

Unit IV: Social Dimensions of Education

10 HOURS

A. Meaning and concept of social ecology and contribution of education to maintain harmonious social ecology.

B. Social structure and education: conflict, Crisis within Indian social structure.

C. Unity and diversity in India, Education and Inequalities; caste, class, gender, education for the oppressed, issues of equality of Education opportunity and excellence in Education.

UNIT-V Futuristic Society and Education

10 HOURS

- A. Meaning of futuristic society, goals of education in global perspective.
- B. Social hindrance in educational upliftments as caste, religion, regionalism, poverty perspective
- C. Challenges of education in future social perspective.

SESSIONAL WORK

Attempt any two of the following :

(25 marks)

- a. Survey of any social problem and present a report.
- b. Case study of any social institution.
- c. Conduct a social awareness programme in an educational institution.

REFERENCES :

1. Anand C.L. and Et.al., The Teacher and Education in Emerging Indian Society, NCERT, New Delhi. (1983)
2. Banerjee A.C. & Sharma S.R. (1999), Sociological and Philosophical Issues in Education, Jaipur: Book Enclave.
3. Bhatia, K.K. (2005). Education in Emerging Indian Society. Ludhiana: Kalyani Publishers.
4. Bhatia, K.K. and Narang, C.L. (1992). Teacher and Education in Emerging Indian Society. Ludhiana: Tandon Publications.
5. Bhatia, K.K. and Narang, C.L. (2008). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
6. Brown J.F.: Educational Sociology
7. Chaube, S.P. (1981). Philosophical and Sociological Foundations of Education. Agra: Ravi, Noudarnalya.
8. Dash, B.N. (2004). Theories of Education & Education in the Emerging Indian Society. New Delhi: Dominant Publishers and Distributors.
9. Dubey, S.C. (1994) Indian Society, New Delhi, NBT, Pp.
10. Francis M. Abraham (1982), Modern Sociological theory An introduction, Oxford University Press, Delhi.
11. Haralambos M., Sociology: Themes and Perspectives, Oxford University Press, New Delhi. (1980)

12. Harlambos N., R.M. Heald (1980). Sociology-themes and perspectives, Oxford University Press.
13. Jonathan.H.Turner (1995), The structure of sociological theory, Rawat publications, Jaipur.
14. Kenkel, W.F., Society in Action (1980), Introduction to Sociology. New York: Harper and Row.
15. Mathur S.S.(2008), A Sociological Approach to Indian Education, Agra: Vinod Pustak Mandir.
16. Mathur, S.S. (1985). Sociological Approach to Indian Education. Agra: Vinod Pustak Mandir.
17. Mohanty, J. (1994), Indian Education in the Emerging Society. New Delhi: Sterling Pvt. Ltd.
18. Pandey, R.S. (1997), East West Thoughts on Education, Allahabad: Horizon Publishers.
19. Sachdeva Vidya Bhushan (2003), An introduction to sociology, Kitabmahal, New Delhi.
20. सक्सेना एन. आर. स्वरूप (2013) : शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत, आर. लालबुक डिपो ।
21. शर्मा, आर. ए. (2014) शिक्षा के दार्शनिक एवं सामाजिक एवं मूल आधार, आर. लाल बुक डिपो
22. Singh Yogender, Social Stratification and Change in India, Manohar Book Service, New Delhi. (1977)
23. Sodhi T.S. & Suri A.(1998), Philosophical and Sociological Foundation of Education, Patiala: Bawa Publications.
24. Srinivas M.N.: Social Change in Modern India
25. Weber, C.O. (1960), Basic Philosophies of Education, New York: Holt, Rinehart & Wins

26. Wilbur, B. Brookover, D. Gottlieb (1964). A Sociology of Education, New York: American Book Company.

2nd Year
M.Ed -07
Curriculum Studies

Objectives:

MARKS 100

After completing the course the student will be able:

1. To understand the concept of curriculum and curriculum development.
2. To develop an understanding about important principles of curriculum construction.
3. To get acquainted with the curriculum design, it's theories and procedures.
4. To acquaint the students with the existing approaches to curriculum design.
5. To acquaint the students with the process of curriculum development.
6. To enable the learners to reflect on various trends in curriculum development.
7. To enable the learner to appreciate the need for evaluation of curriculum.
8. To develop competencies to design and evaluate curriculum.

Course Content:

Unit I Concept and Meaning of Curriculum:

8 HOURS

- Concept, meaning and characteristics of curriculum..
- Determinants of curriculum. - Philosophical (national democratic), Sociological (socio cultural reconstruction) and Psychological. (learner's need and interests).
- Approaches to Curriculum-Subject, Learner, Community centered and interdisciplinary curriculum.

Unit II Curriculum development and theories**10 HOURS**

- History, Guiding Principles, Stages and Strategies of Curriculum development.
- Curriculum and Constructivism.
- Curriculum and Critical Theory.
- Curriculum and Poststructuralist Theory.

Unit III Conceptions and Designing of the Curriculum:**10 HOURS**

The Humanistic, Social Reconstructionist and Technological Curriculum.

- Organization, Components, Sources, Principles and Approaches of curriculum design.
- Plan and implementation of technology in curriculum design.

Unit IV Evaluation and trends in Curriculum**10 HOURS**

- Concept, Meaning, Need, Importance and Aspects of Curriculum Evaluation.
- Models of Curriculum evaluation consensus-Pluralistic.
- Trends in Curriculum Research.

UNIT V-Models of curriculum design:**10 HOURS**

- The Taba Model,
- The Saylor and Alexander's models.
- Goodlad's model of curriculum design.
- Models of Curriculum Evaluation : Tyler's, Stake's, Scriven's and Krikpatrick's Model

Sessional Work: -**25 marks**

Following two:

- Report writing on different factors which affect curriculum development in our country.
- Analyze senior secondary curriculum of state board of any subject of your choice.

REFERENCES:

1. Aggrawal, J.C(1990): Curriculum Reforms in India: Doaba house.
2. Anning, Angela(1995): "A National Curriculum for the Early Years", Open University Press, Buckingham, Philadelphia.
3. Audrey & Howard Nocholls(1978):" Developing Curriculum", A practical guide George Allen&Unwin, Boston, Sydney, London.
4. Bhatt, B.D. - Curriculum reform, Kanishka Publishers, New Delhi.

5. Bhatt, B.D and Sharma, S.R(1992) Principle of curriculum Construction, Delhi, Kanishka Publishing House.
6. Curriculum Development and Educational Technology, New Delhi: Sterling Publishers.
7. D. Warwick (1975): Curriculum structure and Design, University of London press.
8. Davies, Iron, K.(1976)." Objectives in Curriculum Design", Megraw Hill Book Company Limited, England.
9. Denis Lawton(1986)." School curriculum planning". Hodder & Stoughton, London, Sydney,
10. Edward, A. Krug(1960): The Secondary School Curriculum", Harpaer and Row Publishers, New Your & Evauston.
11. Erickson, H.Lynn(1998): Concept-based curriculum and instruction, Corwin Press, Inc.
12. Gakhar, S.C.(2009): Curriculum Development, Panipat, N.M.Publications
13. Khan, M.I., 1.B.K. Nigam, Evaluation and Research in Curriculum Constriction Kanishka Publisher, New York.
14. Mamidi, M.R. and Ravishankar, (1984).
15. Molhotra, M.M(1985) Curriculum Evaluation and Renewal, manila Publication.
16. IGNOU (2005): Curriculum and Instruction (ES-331) Block-1, New Delhi CPSC

2nd Year
MED-08
TEACHER EDUCATION 1

Objectives:

MARKS 100

After completing the course the students will be able -

1. To create awareness of various problems of Teacher Education..
2. To acquaint with the teacher education programmes at all levels.
3. To develop skills in organizing practice teaching and in selecting teaching strategies and teaching models.
4. To acquaint with the responsibilities pertaining to school organization and classroom management.
5. To appreciate the need for research in Teacher Education.

6. To acquaint with the various statutory bodies regarding Teacher Education.

Course Content:

Unit 1: Context of Teacher Education:

10 HOURS

- a) Meaning, Nature, Scope and Significance, Teacher Education and Social Intervention.
- b) Aims and Objectives of teacher Education at different level.
- e) The Context of Teacher Education - The Dynamics of Social, Psychological, Political and Economic Changes in Society. Teacher Education. (Preparation of Teachers for
- d) Futuristic Views of Schools, Inclusive Classrooms and the Global Context)

e) Curricular Areas of Initial Teacher Education National Curriculum Framework (NCF) 2009. Training of special teacher-Arts, Crafts, Physical Education, Home Science, Vocational. Technical and work experience.

Unit 2: Knowledge based Teacher Education: 10 HOURS

a) Qualifications of teachers-pre-primary, primary, Secondary, Higher Secondary, Higher Education.

b) Meaning and Types of Knowledge, Habermas's Theory of 'Knowledge - Constitutive Interests, Deng and Luke's Conceptions of Knowledge, Shulman's Theory of 'Knowledge-base for Teaching'. The Knowledge Continuum - the General Principles of Teacher Effectiveness.

c) Reflective Teacher Education Meaning, Strategies for Promoting Reflection, Reflective Thinking v/s Reflective Action, Reflective Practice leading to Reflective Teaching. The Reflective Teaching Model. Need for Reflective Teaching, Difference between Reflective Teaching and Action Research.

Unit 3: Models of Teacher Education and Instructional Methods 8 HOURS

a) Models of Teacher Education - Behaviouristic Teacher Education Model, -based Model, Personalistic Model, Traditional Craft in Teacher Education, Competency Inquiry-oriented Teacher Education, Knowledge Building Community Model. b) Large and Small Group Teaching Methods, Collaborative and Cooperative Teaching.

Unit 4: Managing Practicum in Teacher Education: 10 HOURS

a) Integration of Theory and Practice.

b) Organization, Observation, Supervision and Assessment of Practice Teaching.

c) Concept and Types of Feedback to Student Teachers.

d) Principles and Organization of Internship. e) Mentoring and Coaching in Teacher Education.

Unit 5: Issues and Concern in Teacher Education: 10 HOURS

a) Developmental concept of a teacher.

b) Problems of teacher education at school levels. c) Quality assurance and accreditation in teacher education.

d) Application of ICT in teacher education.

e) Code of teacher education.

Sessional Work: - 25 Marks

A critical study of one teacher training college.

Contribution of UGC, NAAC, CTE, & IASE for quality enhancement.

REFERENCES:

1. Chakrabarti, Mohit Teacher Education modern Trends.
2. Chaurasia, Dr. G. - New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
3. Dikshit (Dr.) S. S. Teacher education in modern Democracies- Sterling Publishers Pvt., Ltd., Delhi.
4. Four Year Courses in Teacher Education- All India Association of Teacher Educations, B-1/G-A, and Model Town, Delhi-9.
5. N.C.E.R.T., Investigations, Studies, and Projects Relating to Internship in teaching. New Delhi
6. Mukarjee (Editor) S.N. - Education of Teachers in India, Volume 1 e I&II-S. Chand & Co., Delhi
7. Report of the study Group on the Education of Secondary Teachers in India Association of Training College.
8. Shrimali K.L. -Better Teacher Education. Ministry of education, Government of India
9. Sharma, R.A. Teacher education- Theory, Practice & Research.
10. Sharma, R.S. Emerging Trends in Teacher Education.

SEMESTER-III

Specialization select one out of four paper

M.Ed. 09 (a)

Pedagogy of Science Education-I

Objectives:

marks-

100

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

- To understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- To understand the difference and complementarity between science and Technology;
- To understand the need to evaluate curricula and evaluate the same on the basis of different validities;
- To understand diversity of instructional materials, their role and the need for contextualization in science education;
- To appreciate the role of co-curricular activities in science education;
- To familiarize with innovative trends in assessment analyze issues in science education pertaining to equity and access, gender, special, groups and ethical aspects;

Unit 1 – 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.

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, cognitive, historical

Unit III- Approaches to Teaching- Learning of Science-I

- Approaches to concept learning

- Constructivist approaches to science learning
- Inquiry method, problem solving strategies
- Concept, development investigatory approach
- Inductive method, project based learning
- Planning different types of projects
- Use of ICT in teaching- learning of science concepts at secondary level.

Unit IV- Assessment in Science Education

- Continuous and comprehensive evaluation in science.
- Assessment of affective measures in 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.

Unit V- Contemporary issues in Science Education

- Contribution of women in science
- Scientific and technological literacy.
- Ethical aspects of science.

SESSIONAL WORK 25 MARKS

- Group discussion/ lecture-cum discussion/panel discussion/symposium/school visits and sharing of experiences or experimentation on any topic with kits and laboratory work project and assignments focusing in observation and interaction with children

REFERENCES:-

1. Alan J. Mc Cormack. Trends and issues in Science curriculum in Science Curriculum Resources Handbook: A practical guide to k12 science curriculum Kraus international publications.
2. Bhanumathi, S. (1994) Small Scale Chemical Techniques- Chemistry Education (April/June)20-25
3. Bhatnagar SS. (2003) Teaching of Science, Meerut: surya publication.
4. Black, P (1998) Testing: Triend or Foe? Theroy and practice of Assessment and testing. London: Falmer press.
5. Carey, S. (1986). Cognitive Science and Science Education. American Psychologist 41 (10), 1123-1130

6. Chalmers, A (1999). What is the thing called Science 3rd Ed. Buckingham: Open University press.
7. Das R.C (2012). Science teaching in schools New Delhi: Sterling publications.
8. Driver. R, Leach. J, Millar, R and Scott, P (1996) Young peoples' image of science. Buckingham: Open university press 39
9. Gipps, C.V (1994) Beyond Testing London: Falmer press.
10. International journal of science education.
11. Journal of Research in Science Teaching (Wiley-Blackwell)
12. Kaur. R. (2007) Teaching of science, Patiala: Twenty first century publications.
13. Kohli V.K (2003) How to teach science, Ambala: Vivek publishers.
14. Kulshreshtha S.P. (2009) Teaching of Science Meerut: Vinay Rakheja Publication.
15. Minkoff, E.C & Baker, P.J. (2004) Biology Today: An issues Approach, Garland Science, New York. Pp 1-32. Biology, Science & Ethics,

M.Ed. 09(b)

Pedagogy of Mathematics Education-I

Objectives:-

Marks-100

On completion of this course student's teacher will be able to:

- Distinguish between science and mathematics appreciates 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 mathematics 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

- Distinction between mathematics and science
- Distinct roles of pure and applied mathematics
- Mathematization- aesthetic aspect of mathematic
- Historical development of mathematical concept 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 skill

Unit-III – Curriculum of mathematics at different stages

Analyze the curriculum at-

- Pre-primary, primary
- Upper primary
- Secondary & higher secondary

Unit –IV Structure of Mathematics

- Undefined terms and axioms; proofs and verification in mathematics distinction between them
- Types of theorems such as existence and uniqueness theorems 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.

Unit-V Evaluation in Mathematics-I

- Concept of evaluation in teaching
- Learning process (formative, summative, criterion, diagnostic)
- Types of mistakes in mathematics, their identification
- Analysis with a purpose of preventing and remedial measures.

- Group discussion/ lecture-cum discussion/panel discussion/symposium/school visits and sharing of experience or experimentation on any topic with kits and laboratory work project and assignments focusing in observation and interaction with children.

REFERENCES:-

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M.Ed 09 ©

Pedagogy of Language Education-I

Objectives:-

Marks-

100

On completion of the course students teachers will be able to:

- Gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- Understand the psychology of language learning gain an 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.

Unit-I- Conceptual Issues Language Learning-I

- Language acquisition and communication
- Factors affecting language learning and language acquisitions and communication linguistic, psychological and social process 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.

Unit –II individualization of Language Learning

- Need, techniques, viz differential assignments, classroom tasks, personalized system of instruction.
- Development of language curriculum and the syllabus: dimensions, factors.

Unit-III Pedagogy of Language

- First language
- Second language
- Third language

Unit –IV- Innovative Teaching Learning of Languages

- At-primary
- Upper primary
- Secondary,
- And higher secondary
- Pedagogical study of languages.

Unit-V Contextual Problems in Language Learning

- Multilingual class room
- Problem of curriculum text above development
- Three language for rule constitution provision regarding language.

SESSIONAL WORK

MARKS-25

- Group discussion/lecture-cum-discussion/panel discussion/symposium/school visits and sharing of experience and assignments focusing in observation and interaction with children.

References;-

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M.Ed 09(d)

Pedagogy of Social Science Education-I

Objectives:-

Marks-

100

After completion of the course the students be able to:

- Develop an understanding about the meaning, nature, scope of social science and social science education.

- To find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences employ appropriate for transaction of social science curriculum.
- Effectively use different media, materials and resources for teaching social science.
- Construct appropriate assessment tools for teaching learning of social sciences and undertake evaluation.

Unit- I Conceptualization 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.
- Various national curriculum framework concerning teaching learning of social science

Unit – II Social Science Curriculum Approaches of organization of social science

- Curriculum; social science curriculum at various stages of school education.
- Methodology of development of curricular materials viz, textbook workbooks, teacher handbooks,
- Teacher's education manuals other context enrichment materials their conceptualization and processes.

Unit-III – Approaches to pedagogy of social science

- Critical appraisal of approaches to teaching learning social sciences behaviorist 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,

Unit- IV Media, Materials and Resources for Teaching Learning

- 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.

Unit-V- Evaluation in Social Education

- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation.
- Diagnostic test and remediation; assessment tools.

SESSIONAL WORK

MARKS-25

- Group discussion/lecture-cum-discussion/panel discussion/symposium/school visits and sharing of experiences or experimentation on any topic with laboratory work project and assignments focusing in observation and interaction with children.

REFERENCES:-

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SEMESTER-III

M.Ed.-10 (1)

Guidance and Counseling-i

Objectives:-
100

Marks-

After completing the course the students will be-

- To develop understanding of bases meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual
- To get acquainted with the need and various ways of collection and dissemination of occupational information.
- To develop understanding of meaning characteristics and types of counseling
- To get acquainted with process and techniques of Counseling.
- To get acquainted with meaning, purposes and out-line of job-study.

COURSE:-

Unit-I Guidance

- Bases of guidance- philosophical, sociological, pedagogical, psychological

- Concept of guidance-meaning basic assumptions, Need of guidance, influence of family and Community on guidance.
- Functions and purposes of Guidance.
- Types of guidance, Major guidance areas-personal, educational, Career, Social Health, Marital, Moral
- Adjective guidance, identification of maladjusted children and the principles of dealing with them.

Unit-2 Appraisal of an individual

- Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality
- Inventories, Interest Inventories, Attitude Scale
- Non testing devices- Cumulative record card, Sociometric techniques, projective techniques, Rating Scale, Case Study, Anecdotal Record Autobiography.

Unit-3 Counseling

- Meaning, need, characteristics
- Principles of Counseling
- Process and types of Counseling

Unit-4 Counseling theories

- Client centered Therapy (Carl Rogers)
- Relation Emotive Behaviour Therapy (REBT) (Albert Ellis)
- Behavior Therapy (B.F Skinner)
- Gesalt Therapy (Fredric Pearls)
- Psychoanalytic Therapy (Sigmund Freud)

Unit -5 Techniques of Counseling

- Individual counseling: Counseling interviews- Meaning, purpose conditions of interview
- Qualities and responsibilities of an interviewer, evaluation through an interview.
- Group Counseling: Meaning, purpose, Importance types of group counseling- regular subject classes, core curriculum classes, special groups, school assemblies, clubs.

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