

M.Ed. SCIENCE CURRICULUM

(TWO YEAR SEMESTER)

As per

NCTE Regulation - 2014

RANI DURGAWATI -VISHWAVIDYALAYA

JABALPUR

RANI DURGAWATI VISHWAVIDYALAYA, JABALPUR

**CURRICULUM FOR
MASTER OF EDUCATION PROGRAM: FROM SESSION 2015-16
(TWO YEAR – FOUR SEMESTERS)**

OBJECTIVES

To help students gain a grasp of major philosophical options available in the field of education.

To develop among students an insight into modern theories of learning and development.

To help them understand and appreciate various social, cultural and ideological perspectives on education in a multicultural and multilingual Indian society.

To help students to acquire research and data-analysis skills using computers essential to shape them into effective educational researchers.

To help students to develop research and presentation skills expected for their role as prospective teacher educators and educational researchers.

To help them to develop knowledge, skills and mind set appropriate to various specialists' roles such as curriculum developers, educational administrators, guidance counselors, designers of teaching learning resources etc.

To motivate and empower students for undertaking research to theorize about education as also to develop creative solutions to day to day school problems.

To initiate them into contemporary educational discourse in the context of national concerns and issues of access and quality in education.

Eligibility Criteria

As per NCTE/ University norms

Mode and Duration

M.Ed. Program will be regular. Its duration will be of four semesters covered in two years.

Attendance

As per NCTE norms

CURRICULUM PLAN

Each M.Ed. candidate shall offer following courses:

- (1) Core/Compulsory Course,
 - i. Perspective Courses
 - ii. Tool Courses
- (2) Elective courses,
Advance Level Courses: **Any Two**
- (3) Practicum

One elective course will be offered by the students in the First year of the program in both semesters under First Advance level course-I and First Advance level course-II respectively. Similarly, another elective course will be offered by the students in the Second year of the program in both semesters under Second Advance level course-I and Second Advance level course-II respectively.

Total marks of the entire two year M.Ed. semesters program will be 1800. Out of these, 1200 marks will be for Theory courses, whereas 600 marks will be for Practical courses. In Theory courses, internal evaluation will be to the extent of 20% while in Practical courses it will be around 30%.

[1] CORE/COMPULSORY COURSES:

i. Perspective Courses

Perspective Courses shall comprise of:

Philosophical Perspectives of Education
Sociological Perspectives of Education
Psychological Perspectives of Education

Contemporary & Future Perspectives of Education

ii. Tool Courses

Tool Courses shall comprise

of: Educational Research - I

Educational Research - II

Information and Communication Technology

Research Data Analysis & Interpretation - I

Research Data Analysis & Interpretation - II

[2] ADVANCE LEVEL COURSES COURSES

From the following list of **Advanced Level Courses** a candidate will offer **any one** courses of his/her choice, one in I and II semester of the M.Ed. program.

For I & II semester:

Educational Administration

Special Education

Guidance and counseling

For III & IV semester:

Science Education

[3] PRACTICUM

SEMESTER I

Area	Course No.	Course Title	Nature	Int./Ext.	Max Marks	Academic Hours/Week
Perspectives	Course 1	Philosophical Perspectives of Education	T	20/80	100	6
Tool	Course 2	Educational Research-I	T	20/80	100	6
	Course 3	Information and Communication Technology	P	30/70	100	8
Specialization	Course 4/8/12/16	First Advance Level Course- I	T	20/80	100	6
Practicum	Course 5	Critical Reading of Literature	P	50/00	50	6
					450	

SEMESTER II

Area	Course No.	Course Title	Area	Course Title	Area	Course
Perspectives	Course 6	Psychological Perspectives of Education	T	20/80	100	6
Tool	Course 7	Research Data Analysis and Interpretation – I	T	20/80	100	6
Specialization	Course 4/8/12/16	Second Advance Level Course- I	T	20/80	100	6
Practicum	Course 9	Dissertation Proposal	P	50/100	150	12

450

SEMESTER III

Area	Course No.	Course Title	Nature	Int./Ext.	Max Marks	Academic Hours/Week
Perspectives	Course 10	Sociological Perspectives of Education	T	20/80	100	6
Tool	Course 11	Educational Research-II	T	20/80	100	6
Specialization	Course 4/8/12/16	First Advance Level Course- I	T	20/80	100	6
Practicum	Course 13	Field Engagement	P	50/100	150	12

450

SEMESTER IV

Area	Course No.	Course Title	Nature	Int/Ext.	Max Marks	Academic Hours/Week
Perspectives	Course 14	Contemporary and Future Perspectives of Education	T	20/80	100	6
Tool	Course 15	Research Data Analysis and Interpretation-II	T	20/80	100	6
Specialization	Course 4/8/12/16	Second Advance Level Course- II	T	20/80	100	6
Practicum	Course 17	Dissertation	P	50/100	150	12

450

NOTE 1:

Mode of transacting the curriculum will include: Lecture cum demonstration, discussion, Individual and group assignment, tutorials, Self study, Seminar, workshops and conferences, Observation of training programmes of different organizations / institutions. Case studies of institutions, Visit to resource centres, media production units, Computer practical, Psychological practical, Conducting tests and surveys.

NOTE 2:

20 internal marks in each theory course will be awarded on the basis of two separate tasks such as an assignment/ seminar/ quiz/ survey/ small project/written test etc. Records of both of these tasks will be duly maintained by the concerned faculty/ college.

In a practical course internal marks will be awarded to students on the basis of day to day conduct of the work/practical/ activity/seminar. Students will maintain a record of the work in the form of daily diary/ reflective journal/ report to be deposited with the concerned faculty/ college.

NOTE 3:

A candidate should **pass each Theory and Practical courses separately**. To pass a theory course, a candidate must obtain a minimum of 40% marks in it, with at least 35% in external and 50% in internal evaluation. To pass a practical course, a candidate must obtain a minimum of 50% marks in it, with at least 40% marks in external and 50% in internal evaluation. Internal and external marks obtained in a course will be shown separately in the mark sheet.

To pass in M.Ed. program as a whole, the candidate must get an aggregate of 50% marks in both Theory and Practical components taken together.

Separate Division will be awarded in Theory and Practical Parts. First division will be given to those candidates who secure 60% marks and above in aggregate. Second division will be awarded to those who get at least 50% but less than 60% marks. Distinction will be awarded to those who get 75% marks and above in aggregate.

In all practical examination not more than approximately 25 students should be examined in a batch/day. External marks are to be given only by the External Examiner directly to the University.

Students wishing to appear in a particular semester examination must have appeared in all previous semester examinations.

In case of Failure, a candidate will be allowed to carry **any two courses** of a semester. If a candidate fails in more than two courses of a semester the entire semester will have to be repeated. The examination of a Carry course will be held as and when it is offered in the subsequent semester. To pass a Carry course a candidate will get **one chance** only.

A candidate will have to pass two year M.Ed. program in **at the most three years**.

M.Ed. SEMESTER –I

COURSE 1: PHILOSOPHICAL PERSPECTIVES OF EDUCATION

OBJECTIVES:

- To highlight the idea of interrelatedness of the disciplines of education and philosophy.
- To enable the students to understand the branches of Philosophy.
- To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of education.
- To enable the students to analyze the discourse in education in order to discover the assertions, assumptions and kinds of meaning it might contain.
- To equip students with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to education and intelligent participation in it.
- To familiarize students with some significant philosophical perspectives on education and implications for education.
- To bring to the focus of students certain issues vital to education and the attempts through various philosophies to resolve them.
- To acquaint students with the philosophical thoughts of some prominent Indian and Western educational thinkers.
- To help students to appreciate the extent to which contemporary educational thought and practice are influenced by values cherished by the nation.

CONTENT

UNIT I: PHILOSOPHY OF EDUCATION

- (a) Meaning, Functions, Scope and Role of the Philosophy of Education. Relationship between education and philosophy
- (b) Metaphysics, Axiology and Epistemology in Philosophy.

UNIT II: THEORY BUILDING

- (a) Concept, Process, characteristics, types and importance of Definition
- (b) Concept, types and characteristics of Proposition and Assumption
- (c) Concept, Types and Structure of Inference.
- (d) Process of Theory building.

UNIT III: SCHOOLS OF INDIAN PHILOSOPHY

Study of traditional Indian schools of Philosophy: Sankhya, Vedanta, Nyaya, and Yoga with Special Reference to their Basic Tenets and their Educational Implications for Aims, Curriculum and Methodology of Education.

UNIT IV: SCHOOLS OF WESTERN PHILOSOPHY

Study of Idealism, Naturalism, Realism, Pragmatism, Existentialism, Logical Empiricism Philosophies, with Special Reference to their Basic Tenets and Educational Implications for Aims, Curriculum and Methodology of Education.

UNIT V: EDUCATIONAL THOUGHTS OF PROMINENT PHILOSOPHERS

Indian Philosophers: Tagore, Aurobindo and Krishnamurti.

Western Philosophers: Rousseau, Russell and Dewey.

ACTIVITIES

Book Reviews of original readings of Rabindranath Tagore / Sri Aurobindo/ John Dewey/ J. Krishnamurthy/ Bertrand Russell/ and presentation of their major philosophical ideas through seminar. (Any One)

Presentation on Fallacies of Inference.

Reviews of two Doctoral Level Research Works of Standard

Analysis of Education Policy / Major policy Documents for their philosophical underpinnings.

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Sharma, Y.K. *The Doctrines of the Great Indian Educators*, New Delhi, Kanishka Publishers, 2002.

COURSE 2: EDUCATIONAL RESEARCH - I

OBJECTIVES

To make students aware of importance and need of research in education.

To make them familiar with the nature of research in education.

To impart them concepts of Scientific Method, Scientific Inquiry, Paradigm, Theory and their implications for educational research.

To help students to understand the characteristics of positivist and non-positivist research paradigms as they apply to educational research.

To make students learn the reasoning and its use in educational research. To train students in selecting the suitable problem.

To make students familiarize with the steps of research proposal and train them in formulating research proposal.

CONTENT

UNIT I: SCIENTIFIC METHOD, EDUCATIONAL RESEARCH

- (a) Definition, Characteristics, Steps, Types: Basic/Fundamental Research, Applied Research & Action Research.
- (b) Meaning and Definition of Qualitative and Quantitative Research.
- (c) Variable - Definition, Types: Independent and Dependent, Continuous and Discontinuous, Intervening and Concomitant.

UNIT II: FORMULATION OF RESEARCH PROBLEM

- (a) Criteria and sources for identifying the research problem.
- (b) Characteristics of a good research problem.
- (c) Reviewing Literature and Writing the rationale for any research problem based on review.
- (d) Setting objectives of the study: primary, secondary and concomitant

UNIT III: HYPOTHESIS

- (a) Definition, Characteristics, Statement of the Hypothesis.
- (b) Types: Research Hypothesis, Statistical Hypothesis (Null and Directional), and Operational Hypothesis.

UNIT IV: POPULATION, SAMPLE, AND RESEARCH DESIGN

Definition of Population and Sample Importance of Sampling

- (a) Sampling Techniques – Purposive Sampling, Systematic Sampling, Random Sampling, Stratified Sampling, Cluster Sampling and Multi-Stage, Sampling:
- (b) Size of Sample, Sample Error and Avoidance of Sampling Bias.
- (c) Research Design: Concept of Experimental Design.

UNIT V: RESEARCH PROPOSAL WRITING

- (a) Formats, style and essential elements of research proposal.
- (b) Writing References in research Proposal

ACTIVITIES

Writing abstracts of any two dissertations

Evaluation of two dissertations on the basis of Title, objectives, hypotheses, Design and Sampling techniques

Review of a qualitative/ quantitative research study

Solution of UGC-NET question papers on prescribed contents

REFERENCES

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Wittrock, M.C.: Handbook of Research on Teaching. New York: McMillan Publishing Company, 1986.

COURSE 3: INFORMATION AND COMMUNICATION TECHNOLOGY

OBJECTIVES

To enable students to understand the scope of ICT and its pedagogic applications.

To help students to understand the meaning of ICT integration in teaching learning and other academic tasks.

To acquaint students with basics of Computer System and their functions.

To familiarize students with the computer software and hardware approaches in education.

To help them acquire instructional applications of Internet and web resources.

To develop competency among students to use Online and Offline electronic resources.

To empower students in handling applications like MS-Word and MS-Excel.

To help students to explore the environment of WINDOW Operating System.

CONTENT

UNIT I: INTRODUCTION TO COMPUTER SYSTEM

Parts of Computer and their functions, Input and Output Devices used in Research Process, Memory, Modern Components of different Hardware like laptop, tablet , smart mobiles.

UNIT II: OPERATING SYSTEMS:

(a) WINDOWS: Concept and Features, Creating folders, Shortcuts and their application. Internet Explorer.

(b) ANDROID: Basic features- Interface, Application (Apps), Memory Management (RAM, ROM) Security and Privacy, Uses of Smartphone and Tablet, and their applications.

UNIT III: MS OFFICE

(a) MS Word: Different Menus and ribbon: Home, Insert, Page Layout, References, Mailings and Review, Functions of Office button, Customize Quick Access Toolbar.

(b) Power point: Different Menus and ribbons, making slides. Custom Slide Show.

(c) MS-Excel: Different Menus and ribbon, Charts and their Functions in the field of Education, Application of Function Library.

UNIT IV: INTERNET

(a) Online Surfing, Online Conferencing, Creation & Use of e-mail, Chat, Use of Search Engines , Use of Online Dictionaries, Translator, Plagiarism Software, Use of Cloud Computing, Utility of Different Topologies in the field of Education .

(b)World Wide Web - Access information, reliability of information. Web Page and Home Page, Use of Internet in Teaching-Learning Process. Down loading Information, Uses and Abuses of INTERNET.

UNIT V: USES AND APPLICATIONS

Computer in Teaching Learning Process, Library, Administration, Guidance and Counselling, In Evaluation Process. NMEICT, Use of Sakshat : A One –Stop Education Portal .

(a) Computer in Research

ACTIVITIES

Power-point presentation on any topic
Formatting of Document

Analysis of the different application software packages with reference to their use in education.

Preparation of a project report by using various application software packages and its critical appraisal.

REFERENCES

Adam, D.M. *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y., 1995.

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COURSE 4: CRITICAL READING OF LITERATURE

Each M.Ed. student is required to undertake dissertation work as part of her courseware. The selection of a dissertation topic is usually preceded by a critical reading of literature available in her area of research interest in the form of theses, dissertation abstracts, research articles published in professional journals, book of readings, policy documents, project reports and so on.

As a part of this course, each M.Ed. student will write abstracts of theses/ book reviews/ critical reviews of published research papers/ policy documents pertaining to the chosen area of research. The exercise will be undertaken under the close guidance and supervision of the research guide allotted to the candidate. It is supposed to help students in identifying knowledge gaps and, formulation of the research problem.

Internal marks will be awarded by the research guide of the candidates on the basis of the record of such reviews of research literature maintained by the scholars.

M.Ed. SEMESTER –II

COURSE 6: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

OBJECTIVES

- To acquaint students about various concerns and methods of psychology. To develop insight into various theories of learning.
- To acquaint students with the theories of personality.
- To familiarize students with adjustment and mental health.
- To develop an understanding of theories of personality and its Assessment.

CONTENT

UNIT I: PSYCHOLOGICAL ORIENTATION TO EDUCATION

Concerns of Education Psychology.

The methods used in educational psychology.

UNIT II: HUMAN DEVELOPMENT AND ITS THEORIES

Concept and aspects of Human development, Implications for teaching learning process, Stages of Human development,

Development task theory

Cognitive development theory

Moral development theory

Language development theories- Behaviouristic, Nativist and Interactionist

UNIT III: THEORETICAL APPROACHES TO LEARNING

Bandura's Social Learning, Cognitive and Social cognitive Theories, Constructivist Theories of Bruner and Vygotsky

Experiential learning of Kolb

Information processing of Norman, Hull's reinforcement theory, Tolman's theory of learning and Levin's field theory.

UNIT IV: PERSONALITY THEORIES

Concept, nature, dynamics and structure of personality.

Theories of personality- Psychoanalytical (Classical and Neo-Freudian), Humanistic (Roger and Maslow), Biological and Genetic (Eysenck), Trait Theory (Allport), Big Five Factor Theory. Personality Traits by Carl Jung. Type Theories: Galen Kretchmer, Sheldon, Spranger Trait Theories. Allport, Cattell, Eysenck and Educational Implications of these Theories.

Assessment of personality- Different methods of assessment, difficulties in assessment. Trait approach, Holistic approach and projective techniques-. Rorschach Inkblot Test, Thematic Apperception Test (TAT), Picture Completion Tests, Different standardized tests and inventories

UNIT V: MENTAL HEALTH AND HYGIENE

Concept of Adjustment and Mental Health, characteristics of a mentally healthy person, school and classroom practices for enhancing adjustment and mental health among the students.

Mechanisms of adjustment, its positive and negative effects, types of adjustment problems among students.

Frustration, Conflict, and anxiety- meaning and management.

ACTIVITIES

The Students would perform Experiments and Tests Related to:

1. Adjustment
2. Transfer of Learning
3. Personality
4. Creativity
5. Cognitive Development

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1969. Postman, L. and Egan, J. P. : Experimental Psychology. New York: Harpe,1949.

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M.Ed. SEMESTER –II

COURSE 7: RESEARCH DATA ANALYSIS AND INTERPRETATION- I

OBJECTIVES

To help students understand relationship between types of research tools and the nature of data.

To help students develop competency and confidence in statistical description and presentation of research data.

To develop among students capacity for qualitative and quantitative analysis of research data.

To sensitize students about the assumptions underlying statistical tests and techniques used for analyzing and interpreting research data.

To empower students in skills of computer applications for analyzing and interpreting research data.

CONTENT

UNIT I: NATURE OF RESEARCH DATA IN EDUCATION

Interface between research tools & research data
Quantitative and Qualitative data

Analysis of Qualitative data

Issues of reliability and validity

UNIT II: MEASUREMENT AND DESCRIPTIVE STATISTICS

Levels of Measurement

Descriptive Statistics and Plots

UNIT III: NORMAL PROBABILITY CURVE

Normal probability and its applications

UNIT V: PARAMETRIC INFERENCE STATISTICS

Sampling distribution of mean, sampling error, setting confidence intervals for population mean.

Hypothesis testing: Levels of significance

Critical value approach and p-value

approach Type I and Type II errors in testing

hypothesis. Two tailed and one tailed tests.

The t-test: Independent and

Correlated One Way ANOVA

Assumption of Parametric Tests

UNIT V: COMPUTERS IN DATA ANALYSIS

Overview of computer software for data analysis

Coding of data and Data entry in various computer software, Microsoft Excel/

SPSS Data Analysis and interpretation

REFERENCES

Aggrawal, Y. P: Statistical Methods: Concepts, Application and Computation. New Delhi: Sterling Publishing Private Limited, 1990.

Asthana, H.S. & Bhushan, B.: Statistics for Social Sciences. New Jersey: Prentice Hall of India, 2007.

Freedman, D., Pisani, R. and Purves R.: Statistics (Fourth Edition), Viva Books, 2011.

Freedman, D. A: Statistical Models Theory and Practice, Cambridge: Cambridge University Press, 2009.

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Johnson, Richard A. and Tsui, Kam-Wah: Statistical Reasoning and Methods. New York: John Wiley and Sons, INC, 1998.

Landau, S. and Everitt, B. S.: A Handbook of Statistical Analysis using SPSS, Chapman & Hall/ CRC Press Company, New York Washington D.C, 2004

Linguist, E.F.: Statistical Analysis in Educational Research. New Delhi: Oxford and IBH publishing Co., 1968.

Reddy, T. S. and Rao, P. B.: Research Methodology and Statistical Measurements. New Delhi: Reliance Publishing House, 1995.

Rout, S.K.: Educational Measurement Evaluation and Statistics, Navyug Publishers & Distributors, New Delhi, 2009.

Salkind, N.J: Encyclopedia of Measurement and statistics, vol.I, II, III, Sage Publications, New Delhi, 2007.

Siegel, S: Non-Parametric Statistics for the Behavioral Science. New York: McGraw Hill Book Company, 1988.

Snedecor, G. W. & Cochran, W. G.: Statistics Methods. New Delhi: Oxford and IBH Publishing Co, 1968. Sprinthall, Richard C.: Basic Statistical Analysis. New Jersey: prentice

Sprinthall, Richard C.: Basic Statistical Analysis. New Jersey: Prentice Hall, 1990.

Walizer, M.H. and Wiehir, P.H.: Research Method and Analysis- Searching for Relationships. New York: Harper and Raw Publishers, 1978.

COURSE 9: DISSERTATION PROPOSAL

Each M.Ed. student is required to develop a dissertation proposal under the active supervision of the research guide at the conclusion of the first year of the program. At the end of second semester, the student will be assessed by an external examiner on the basis of the submitted

proposal and an open presentation of the research proposal, preferably through power point mode. The presentation will be open to available faculty members, fellow students, and other interested persons. The internal marks will be given by the allotted supervisor on the basis of the students' work during the entire semester.

An external examiner will not normally assess more than 25 students in a day.

M.Ed. SEMESTER –III

COURSE 10: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

OBJECTIVES

To enable the students to understand the sociological perspective in education.

To equip students with the basic terms and concepts of the subject of sociology of education.

To make students aware about the relationship of society, economy, polity/politics, religion and culture and education.

To help students appreciate the role of agencies like family, community, politics and economy in education/schools in India.

To make sensitive the students about the ramifications of the constitutional ideal of protective discrimination and social justice for education.

To enable the students to understand the impact of education on social change and mobility.

CONTENT:

UNIT I: INTRODUCTION

Definition and scope of Sociology of Education

Interrelationship between sociology and education

Conceptualizing Education: Society, Culture, Socialization and Education

Education as a Social Institution; its Historical Evolution and Contemporary Forms.

UNIT II: SOCIOLOGICAL PERSPECTIVES IN EDUCATION

Meaning, Nature, Scope and Approaches to Sociology as well as its Relationship with Education

Theoretical perspectives on education as a social system: Structural-Functional School, Conflict School, Symbolic Interactionism (special reference to Emile Durkhiem, John Dewey, K. Mannheim, Karl Marx and T. Parsons)

Status and Development of sociology of Education in the West and in India. Researches in Sociology of education in India.

UNIT III: AGENCIES OF EDUCATION IN INDIA

Education and the Family, Education and the Community, Concept of the Community Schools;

Politics and Education; Economy and Education.

UNIT IV: EDUCATION AND SOCIAL PROCESSES

Education and Social Stratification

Modernization and Social Processes

Education and Social Change

Education and Social Mobility

UNIT V: PROTECTIVE DISCRIMINATION AND EDUCATION

Constitutional Ideals- Social equity and equality of educational opportunities –

Addressing education deprivation of SC/ST/OBC/women/ Rural Population.

ACTIVITIES:

Review of any original work of a sociologist

Survey of educational status in a particular community or

village Identifying trends in research in sociology of education

REFERENCES

Anderson, W.A. and Parker, F.B.: Society-Its Organisation and Operation. New Delhi: Affiliated East West Press (Pvt. Ltd.0, 1966.

- Bell Robert R. (Ed.): The Sociology of Education: A Source Book. Dossey Press, Haramood, Illinois, 1962.
- Bernbanum, Gerald: Knowledge and Ideology in Sociology of Education. London: McMillan Press, 1977.
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- Cook, L.A. and Cool, E.E.A.: sociological Approach to Education. New York: McGraw Hill, 1960.
- Gore, Desai and Chitnis (Eds.): Papers in the Sociology of Education in India. New Delhi: NCERT, 1967.
- Mannheim, K. and Steward, W.A.C.: An Introduction to Sociology of Education. London: Routledge and Kegam Paul, 1962.
- Ottaway, K.C.: Education and Society. London: Routledge and Kegam Paul, 1955.
- Parsons, T.: The Social System. New York: Free Press, 1951.
- Ruhela, S.P. (Ed.): Social Development of Educability in India. Delhi: Jain Brothers, 1969.
- R.G. Burgess: Sociology, Education and Schools: An Introduction to the Sociology of Education. London B.T. Bastford Ltd., 1986.
- Shukla, S. and Kumar, K. (Eds.): Sociological Perspectives in Education: A Reader. Delhi: Chanakya Publications, 1985.
- Singh Yogendra: Social Stratification and Change in India. New

M.ED. SEMESTER-III

COURSE 11: EDUCATIONAL RESEARCH-II

OBJECTIVES

- To help students to discriminate between different Methods of Research.
- To enable students to select the most appropriate Experimental Design.
- To help students to distinguish between Internal Validity and External Validity.
- To enable students to discriminate between Parametric and Non Parametric Statistical Techniques.
- To develop among students the skill of selecting appropriate method of computing Correlation and interpret the Coefficient of Correlation.
- To empower students to write the Thesis/Dissertation in a systematic way.
- To develop among students understanding of qualitative research and its types.
- To help students get acquainted with different tools and techniques of data collection
- To enable students to learn the process of standardization of tools

UNIT I: QUANTITATIVE RESEARCH: MEANING, CHARACTERISTICS AND TYPES

- Descriptive research.
- Survey Research
- Ex-post facto research.
- Experimental Research

- Historical research.

UNIT II :QUALITATIVE RESEARCH

- Case studies
- Ethnographic studies.
- Phenomenological research
- Naturalistic Inquiry

- Meta cognition and Policy research

UNIT-III: TOOLS AND TECHNIQUES OF DATA COLLECTION

- Characteristics of a good research tool.
- Types of research tools: their development and uses.
- Questionnaires, Interviews and observation as tools of research.
- Tests and scales such as: Projective and non-projective tests, Rating scales and Attitude scales.
- Socio-metric techniques.
- Standardization of the Tool: Item analysis, Reliability and validity of tools.

UNIT-IV: RESEARCH DESIGN

- Concept of design of study
- Types: Single variable and Factorial Designs
- factors affecting validity of experimental design

UNIT-V: RESEARCH PAPER WRITING AND RESEARCH REPORT WRITING

Writing research report: format, language and style of report, chapterization pagination, bibliography and references

Writing research paper: Choice of the journal, Selection of objectives, choosing title, writing rationale, developing the paper

ACTIVITIES

Conducting a Case Study

Writing a Research Paper

Writing a background article

REFERENCES

Ary, D., Jacobs, L.C. and Razanch, Asghan, Introduction to Research in Education. New York: Holt Rinehart, 1972.

Best, J.W.: Research in Education. New Delhi: Prentice Hall of India Pvt.Ltd.

Buch, M.B. (Ed.): A Survey of Research in Education in India. Baroda: Centre of Advance Study in Education, M.S.University of Baroda, 1974.

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Gage, N.L.: Handbook of Research on Teaching. Chicago: Rand McNally and Co., 1963.

Ghosh, B. B.: Scientific Method and Social Research. New Delhi: Sterling Publishers Pvt. Ltd., 1982.

Good, C.V.: Essential of Educational: Methodology and Design. New York: Appleton Century Crofts, 1941.

Healy, Joseph F: Statistics- A Tool for Social Research Belmont, C.A. Wadsworth publishing Company, 1999.

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Husen, T. and Postlethwaite, T.N.: The International Encyclopaedia of Education (Vols. 1 to 10) Research and studies. Britain: Pergamon Press, 1985.

Kerlinger, Fred, N.: Foundations of Behavioural Research. Delhi: Surjeet Publication, 1978.

McGrath, J.H.: Research Methods and designs for Education. International Book Company, 1970.

Mitzel, H.E.: Encyclopaedia of Educational Research (Vol 1 to 4). New York; The Free Press, 1982.

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Popper, K.R.: The Logic of Scientific Discovery. Routledge and Kegan Paul, 1959.

Kunker, P.J. and McGrath, J.E.: Research on human Behaviour- A Systematic Guide to Method. New York Holt Rinehart and Winston Inc.,1972.

Sharma, B.A., Prasad, R.D. and Satyanarayan, P.: Research Method in Social Sciences. New Delhi: Sterling Publishers Pvt. Ltd., 1985.

Sidhu, K.S.: Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Ltd., 1985.

Sprinthall, Richard C.: Basic Statistical Analysis. New Jersey prentice Hall, 1990.

Travers, R.M.W.: An introduction to Educational Research. New York: The McMillan Publishing Company, 1986.

Walizer, M.H. and Wiehir, P.H.: Research Method and Analysis- Searching for Relationships. New York: Harper and Raw Publishers,1978.

Wittrock, M.C.: Handbook of Research on Teaching. New York: McMillan Publishing Company, 1986.

COURSE 13: FIELD ENGAGEMENT

The objective of course on field engagement is to offer students opportunities of gaining firsthand experience of the working of teacher education institutions and/or organizations actively engaged in some specialized fields of education such as curriculum development, text book production, education of the differently abled, faculty development, educational administration etc. It shall include four weeks of field visit focused on close observation of various activities performed by these institutions/ organizations. A M.Ed. student is supposed to prepare a report in the form of reflective journal and make a presentation of onsite experiences gained back at her own institution, preferably through power point mode. Internal marks will be obtained from the institution visited, while the external examiner will award marks on the basis of the submitted report and presentation cum viva voce examination of the candidates.

M.Ed. SEMESTER –IV

COURSE 14: CONTEMPORARY ISSUES IN INDIAN EDUCATION

OBJECTIVES

To enable prospective teacher educators/administrators to:

Be familiar with the contemporary issues in education at various levels by accessing various types of learning resources, surveys and interactions.

Develop understanding of the nature of the issues, factors contributing to origin of the issue and the effects within and outside the system of education.

Develop skills to work-out solutions of the existing educational problems in the light of the contemporary socio-political framework.

Develop professional competence to participate in the policy development for education and its implementation modalities at various levels.

UNIT I: EDUCATIONAL ACCESS, QUALITY AND EQUITY

Free, universal and compulsory school education: SSA and RMSA-provisions, crisis, challenges and remedies. Vocational education, and education for entrepreneurship. Higher Education: Access, quality and equity concerns.

UNIT II: EDUCATION FOR UNIVERSAL VALUES

Peace, environment and humanitarian concerns, Life Skills and education, Paradoxical trends (alienation-integration, local-global, altruism-consumerism, etc.), Ethics Education. Education for democratic living, Education for universal human values

UNIT III: COLLEGE CAMPUSES AND ISSUES OF PARTICIPATION

Campus disturbances: Students unrest, Menace of ragging, student entitlements. Education and the masses: Public-private partnership, Community participation in functioning of institutions- SMCs, PTAs, etc., Mass concerns (medium of education, drop-outs etc., weakening of informal agencies). Professional bodies in Teacher Education.

UNIT IV: MANAGEMENT FOR EXCELLENCE

Online provisions – Entrance, teaching learning and evaluation, Knowledge networks (NKC), Institutional websites as MIS, ODE, Quality of Education: Selection of Teachers, Examination reforms (CCE), Assessment and accreditation of institutions (NAAC), Role of statutory bodies (NCTE, RCI), autonomous bodies (NCERT, UGC) and regulation of institutions (NKC), Choice based credits, Internationalization and Credit transfer.

UNIT V: REORGANIZATION OF TEACHER EDUCATION

Effects of Globalization, Liberalization and Privatization on teacher education. Recent major policy documents in education: Reports of Yashpal committee 1998, NCF 2005, NCFTE 2009, RTE Act 2009, Teacher Education Reforms: Justice Verma Commission and Implications for teacher education.

ACTIVITIES

Critical review of any policy document.
Case study of Quality institution
Study of role of SMC/ PTA

REFERENCES

MHRD (2001): Convention on the Right of the child. New Delhi.

UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

Dev, A., Dev, T.A., Das, S. (1996) *Human Rights a Source Book*, New Delhi, NCERT, Pp. 233.

Ram Jois, M. (1998) *Human Rights and Indian Values*, New Delhi: N.C.T.E. Pp 80.

Varghese, A. (2000) *Education for the Third Millennium*, Indore: Satprachar Press, Pp 251.

Sharma R. C., Mahajan B. Permi, K.K. Nuna S. C., Menon, P. (1974) *Source Book on Environmental Education for elementary Teacher Educators*, New Delhi: NIEPA, Pp 278.

NCERT (1970) *Education and National Development-* Report of the Education Commission (1964-66), New Delhi: NCERT.

Singh, S.K.(2008) *Environmental Education and Ethics* , Amrit Prakashan , Varanasi, Pp.114

Singh, S.K.(2010) *Fundamentals of Environmental Education* , Sharda Pustak Bhawan , Allahabad , Pp.175

Srivastava, P. (2005) *Paryavaran Shiksha*, Madhya Pradesh Hindi Granth Academy, Bhopal, Pp. 195.

NCERT (2004) *Environmental Education in Schools*, NCERT, New Delhi, Pp.112.

NCERT (2011) *Teachers' Handbook on Environmental Education for the Higher Secondary Stage*, DESM, NCERT, New Delhi, Pp.316.

Stella,A. (2001).Quality assessment in Indian higher education:Issues of impact and future perspectives,New Delhi: Allied publishers,Pp.236.

M.Ed. SEMESTER –IV

COURSE 15: RESEARCH DATA ANALYSIS AND INTERPRETATION- II

OBJECTIVES

To help students understand the concept of interaction of variables in factorial design ANOVA.

To develop among students the understanding of covariate(s) in one way and factorial design ANCOVA.

To help students develop competency and confidence in computation of statistical test measures and testing their significance.

To enable students to make distinction between parametric and non parametric test and their applicability.

To sensitize students about the assumptions underlying statistical tests and techniques used for analyzing and interpreting research data.

To empower students in skills of computer applications for analyzing and interpreting data.

CONTENT

UNIT I: FACTORIAL DESIGN ANOVA

Two way ANOVA of equal and unequal cell size

ANCOVA- One way and two way with one or more covariates

UNIT II: NON PARAMETRIC TESTS

Concept of non parametric tests, difference between parametric and non parametric tests

One sample Chi square test: hypotheses of equality, proportion and normality Two sample chi square test, Residual analysis

UNIT III: NON PARAMETRIC TEST FOR TWO INDEPENDENT SAMPLES

Mann Whitney U test
one tailed and two tailed tests

UNIT IV: PAIRED SAMPLES TEST

Wilcoxon T test
Testing null and directional hypotheses

UNIT V: COMPUTERS IN DATA ANALYSIS

Data entry in computer software, Microsoft Excel/ SPSS

Data Analysis and interpretation using computers

ACTIVITIES

In relation to the Statistical Tests listed above:

Data entry, exploring nature of data, running the tests

Selecting, Modifying and interpreting the output

REFERENCES

Aggrawal, Y. P: Statistical Methods: Concepts, Application and Computation. New Delhi: Sterling Publishing Private Limited, 1990.

Asthana, H.S. & Bhushan, B.: Statistics for Social Sciences. New Jersey: Prentice Hall of India, 2007.

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- Johnson, Richard A. and Tsui, Kam-Wah: Statistical Reasoning and Methods. New York: John Wiley and Sons, INC, 1998.
- Landau, S. and Everitt, B. S.: A Handbook of Statistical Analysis using SPSS, Chapman & Hall/ CRC Press Company, New York Washington D.C, 2004
- Linguist, E.F.: Statistical Analysis in Educational Research. New Delhi: Oxford and IBH publishing Co., 1968.
- Reddy, T. S. and Rao, P. B.: Research Methodology and Statistical Measurements. New Delhi: Reliance Publishing House, 1995.
- Rout, S.K.: Educational Measurement Evaluation and Statistics, Navyug Publishers & Distributors, New Delhi, 2009.
- Salkind, N.J: Encyclopedia of Measurement and statistics, vol.I, II, III, Sage Publications, New Delhi, 2007.
- Siegal, S: Non-Parametric Statistics for the Behavioral Science. New York: McGraw Hill Book Company, 1988.
- Snedecor, G. W. & Cochran, W. G.: Statistics Methods. New Delhi: Oxford and IBH Publishing Co, 1968. Sprinthall, Richard C.: Basic Statistical Analysis. New Jersey: prentice
- Sprinthall, Richard C.: Basic Statistical Analysis. New Jersey: Prentice Hall, 1990.

Walizer, M.H. and Wiehir, P.H.: Research Method and Analysis- Searching for Relationships. New York: Harper and Raw Publishers, 1978.

COURSE 17: DISSERTATION

M.Ed. students will submit a report of the dissertation work, carried out by them during the coursework in two typed copies. A soft copy of the same in the form of CD will necessarily be enclosed along with each hard copy of the dissertation report. At the end of the fourth semester, the student will be assessed by an external examiner on the basis of the submitted report and an open presentation of the research work, preferably through power point mode. The presentation will be open to available faculty members, fellow students, and other interested persons. The internal marks will be given by the allotted supervisor on the basis of the students' work during the entire semester.

An external examiner will not normally assess more than 25 students in a day.

M.ED. TWO YEARS ADVANCE LEVEL COURSES

COURSE 4/8/12/16: EDUCATIONAL ADMINISTRATION-I

OBJECTIVES

To acquaint students with the emerging concept of Educational Administration.

To help students to understand the various factors affecting the character of educational administration.

To impart knowledge of the concept of and related concepts underlying Educational Administration.

To help the students to understand the nature of Educational Planning, Educational Leadership and Performance Appraisal.

To develop the students understanding and appreciation of the theories of Educational Administration and Leadership.

To develop an insight about key concepts of Educational Supervision.

To develop in them knowledge and skills of Evaluation and Appraisal of educational Institutions.

To develop in students a satisfactory concept of competence in Educational Administration.

To develop pre-requisite skills for Educational Administrator among students.

To keep students precisely informed about the Educational Planning in India.

CONTENTS

UNIT I: MODERN DEVELOPMENTS IN EDUCATIONAL ADMINISTRATION

Taylorism, Human Approach, Max Weber's concept of Management, Changing concepts of Educational Administration, efficiency versus human relations - controversy, Process of administration.

UNIT II: EDUCATIONAL LEADERSHIP

Meaning and Nature of Educational Leadership, Theories of Leadership, Styles of Leadership: Autocratic, Democratic & Laissez Faire, Group Dynamics and Human Relations.

UNIT III: EDUCATIONAL PLANNING

Types and Scope of Educational Planning. Principles, Different Approaches to Educational Planning, Economic and Social aspects of Educational Planning; steps in preparation of plans; Implementing, Evaluating and Readjusting a plan. Five year Plan in education: Historical Background, Features, Impacts, Merits, Demerits.

UNIT IV: EDUCATIONAL SUPERVISION

Principles, methods and procedures of Educational Supervision, Supervision as Service Activity, Evaluating effectiveness of supervision, Functions of Supervision, Modern Supervision.

UNIT V: PERFORMANCE APPRAISAL

Meaning, Concept and Scope, Code of Professional Ethics for teacher, Program for professionals, growth of teachers and improvement of instructional program.

ACTIVITIES

Seminar on the history of Educational Administration
Critical Account of Educational Planning in India
Critical appraisal of the Five year plans in India
Critical analysis of a Leader
Visit to an Educational Institution
Preparation of Performance Appraisal for Teachers, Administrators etc. Account of Educational Administration in India

REFERENCES

Adams, D. (Ed.): Educational Planning, Centre for Development of Education, Syracuse University Press, All University School Education, 1958.

Bettelheim, C.: Study in the Theory of Planning, Asia Publishing House, Bombay, 1961.

Campbell, R.F. and Gregg, R.T. (Ed.): Administrative Behavior in Education, Harper and Brothers, . New York, 1957.

Chandrakant, L.S. et al: Educational Administration - What it Means. Ministry of Education, Delhi, 1957. Corbally, J.E. (Jr.): School Finance. Allyn and Bacon, Boston, 1962

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Davar, R. L. & Davar, S. L.: The Management Process, Progressive Corporation Pvt. Ltd. Bombay, 1982.

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Harold-Koontz & Cyril O'Donnell Principles of Management. (2nd ed.), McGraw-Hill Book Company, New York, 1959.

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Mort, P. R: Principles of School Administration. McGraw Hill Book Company Inc, New York, 1946.

George R. Terry: Principles of Management. (3rd ed). Richard Publication, Homewood, 1954.

Gupta, L. D.: Uchha Shiksha Prashashan, Haryana Sahitya Academy, Chandigarh, 1990.

Jain, P.C. & Maheshwari, G. C, Prabhandhan ke Sidhant , Sultanchand & Sons, New Delhi, 1992.

Koontz, H. & O'Donnell, C: Principles of Management. (2nd ed.), McGraw-Hill Book Company, New York, 1959.

Mathur, S. S: Educational Administration-Principles and Practices, Krishna Press ,Jullundher, 1969.

Mishra, A. (Ed.): The Financing of Indian Education, Asia Publishing House, Delhi, 1967. Naik, C: Leadership and Educational Administration, Ministry of Education, New Delhi, 1957.

Naik, J. P: Educational Planning in India, Allies publishers, Bombay, 1965.

Ode, L. K.: Shekshik Prashashan. Rajasthan Hindi Granth Academy, Jaipur, 1991.

Robbins, Stephen P: Organizational Behavior - Concepts, Controversies, Applications. 11th Ed. Prentice Hall, 2010.

Robert, T et. al :Leadership and Organization: A behavioural science Approach McGraw-Hill Book Company, New York, 1959.

Simmon, H.A.: Administrative Behaviour (2 nd Ed.). McMillan and Co., New York, 1967.

Saxena, C. C: Prabhandhan ke Sidhant Sahitya Bhavan Publication, Agra, 1996.

Sears, J. B.: The Nature of the Administrative Process, McGraw Hil, New York, 1950.

Speers H: Improving the Supervision of Instruction N.L, Prentice Hall Inc, Englewood Cliffs, 1953.

Tripathi, P. C. Successful Organisation Management, Global Business Press, New Delhi, 1992.

COURSE 4/8/12/16: EDUCATIONAL ADMINISTRATION-II

OBJECTIVES

To develop among the students understanding and appreciation of the theories of Educational Administration.

To develop among students the concept of competence in Educational Administration.

To help the students to understand the nature of Educational Planning and Finance.

To acquaint them with the theory and Practice of Educational Finance.

To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of Educational Administration.

To help them gain an understanding of Financing in Education in India.

To sensitize students about underlying issues in Educational Administration.

To develop among students an insight about the modern trends and related concepts of Educational Administration.

To acquaint student with the knowledge of Human Resource Management.

CONTENT

UNIT I: THEORIES OF EDUCATIONAL ADMINISTRATION

Conflicts- Gatzel's Theory, Motivation-Theory of Organizational Equilibrium, Decision Making- Griffith Theory and Administrative Behavior, Systems Analysis: An approach to Educational Administration.

UNIT II: ISSUES IN EDUCATIONAL ADMINISTRATION

Centre, state and local bodies, centralization and decentralization in India, State and Private enterprise, existing problems of administration in India, External and Internal controls, Factors influencing the system of Educational Administration (Political, Social, Cultural and Economic).

UNIT III: EDUCATIONAL FINANCE

Importance of Financing in Education, Sources of Income, Cost of Education and Expenditure on Education. Resource Mobilisation and Allocation, Preparation of budget, Role of central and state governments, local authorities, Private Agencies, Voluntary Organization

Unit IV: HUMAN RESOURCE MANAGEMENT

Staff selection; Personnel development, Performance appraisal systems; Motivation and job satisfaction, Organisational climate; Team building

UNIT V: MODERN TRENDS IN EDUCATIONAL ADMINISTRATION

Decision Making, Organization Compliance, Organizational Development, PERT/CPM, PPBS system approach, Management Information Systems: Database: Concept and Management, Office Management, Management of Physical Resources

ACTIVITIES

Critical Account of Educational Administration and Management in
India Critical Appraisal of Educational Planning and Finance in India
Assignment on Sources of Educational Finance in India

REFERENCES

Aggrawal, J. C: Educational Administration, School Organisation and Supervision, Delhi: Agra Book Depot, 1967.

Bhatnagar, R. P. & Aggrawal, V.: Educational Administration Meerut: Loyal Book Depot. 1998.

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COURSE 4/8/12/16: SPECIAL EDUCATION -I

OBJECTIVES

To enable the prospective teacher to acquire knowledge and understanding of Special Education.

To acquaint the students with the historical scenario of special education in India and abroad.

To provide the knowledge about the trends like rehabilitation, mainstreaming, integration, inclusion etc.

To acquaint the prospective teachers with Government Policies, Legislatures and National Institutes related to the disabled.

To enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Visual Impairment, Hearing Impairment, Orthopedically Impaired and Juvenile Delinquency).

To acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for Education of the children with various disabilities.

CONTENT

UNIT I : INTRODUCTION TO SPECIAL EDUCATION

(a) Concept, Definition, Objectives, Assumptions, Scope. (b) Key terms related to Special Education- Handicap, Impairment and Disability. Historical development of Special Education. Trends in Special Education: Rehabilitation, Integration, Inclusion Normalization and Mainstreaming. Legal Aspect of Special Education: (a) Constitutional Provisions and Acts (b) Facilities for special children (c) National Institutes related to disability.

UNIT II: VISUAL IMPAIRMENT

Concept, Definition, Causes, Characteristics, Classification, Assessment techniques, Training For Visually Impaired-Sensory Training, Concept development, Communication skills, Daily Living Skills, Orientation and Mobility Training, Aids and appliances and Educational Programmes.

UNIT III: HEARING IMPAIRMENT

Concept, Definition, Causes, Characteristics, Classification, Training in Sign Language, Aids and Appliances and Educational Programmes.

UNIT IV: ORTHOPEDICALLY IMPAIRED

Concept, Definition, Characteristics, Classification and Educational Programmes.

UNIT V: JUVENILE DELINQUENTS

Concept, Definition, Characteristics, Causes and educational Programmes.

ACTIVITIES:

- Visit to any Special/Integrated/inclusive School and writing and presentation of report.
- Survey of Educational facilities/ Aids and appliances available in the special school.
- Case study of any one child suffering from any disability.
- Survey of the various web resources available any prescribed disability. Review of researches related to the prescribed disabilities.

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COURSE 4/8/12/16: SPECIAL EDUCATION -II

OBJECTIVES:

To enable the prospective teacher to acquire knowledge and understanding of Special education and its curriculum.

To enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Mentally Retardation, Learning Disability, Gifted, Creative children, Backward Children).

To acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for education of the disabled.

To acquaint the prospective teacher with the role of Formal, Informal and Nonformal in the context of Special children.

To aware the students with the various trends in the area of Special Education.

CONTENT

UNIT I: CURRICULUM PLANNING IN SPECIAL EDUCATION

(a) Meaning of curriculum (b) Difference in General and Special curriculum,(c) Foundations of curriculum (d) Components of curriculum (e) Curriculum Adaptation For Visually Impaired, Hearing Impaired, Learning Disable ,Current Issues in Special Education: (a) Cross Disability Approach. (b) Role of Formal and Informal agency in dealing with special children.

UNIT II: EDUCATION OF MENTALLY RETARDED

(a) Concept, (b) Definition,(c) Classification, (d) Characteristics, (e) Causes, (f) Educational Programmes.

UNIT III: EDUCATION OF BACKWARD CHILD

Concept of Backward children Causes of backwardness and Education Programmes.

UNIT IV: EDUCATION OF GIFTED AND CREATIVE CHILD

(a) Concept, (b) Definition, (c) Characteristics, (d) Identification, (e) Educational Programmes.

UNIT V: EDUCATION OF LEARNING DISABLE

(a) Concept, (b) Definition, (c) Classification, (d) Characteristics, (e) Causes, (f) Educational Programmes.

ACTIVITIES

Visit to Special School

Project on any one disability area

Preparation of Learning Material

Curriculum planning for special children

Test preparation for Learning Disabled

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COURSE 4/8/12/16: GUIDANCE AND COUNSELLING– I

OBJECTIVES

To familiarize students with meaning, nature, scope ,aims and principles of guidance & counseling.

To familiarize students with meaning, definition, techniques, types and methods of counseling.

To acquaint students with philosophical, sociological and psychological foundation of guidance.

To familiarize students with standardized and non standardized tools of guidance.

To help students in understanding nature of individual and individual differences.

To make students aware about world of education and world of work.

To familiarize students with process of organizing guidance services at different levels and personnel involve in guidance services.

CONTENTS

UNIT I: GUIDANCE

Meaning and Definition, Developmental concept of Guidance leading to Modern Concept, Nature and Scope of Guidance,

Philosophical, Sociological and Psychological Foundations of Guidance: Aims and Principles of Guidance.

Guidance and Education: Specific Relationship. Revolutionary changes in Modern Human Society. Need of Guidance-General and with special references to Indian Cultural Background.

UNIT II: COUNSELLING

Meaning, historical development and importance of counselling.

Types -Individual and Group counselling. Approaches of counselling: Directive, Non directive. Eclectic counselling. Techniques in counselling: Steps of counselling. The Qualities of effective counsellor.

Theories of counselling-Psychoanalytical theory (Freud, Jung), Self concept/actualization theory (Rogers, Maslow), Trait theory (Williamson, Cattell) and Behavioristic (Skinner, Pavlov) Counselling Skills-Building Trust: Listening, attending, building rapport, demonstrating empathy, observing, Interview (types of Interview), procedure of conducting interview. preparation, process, interpretation, recording, and termination .

UNIT III: TOOLS AND TECHNIQUES OF GUIDANCE AND COUNSELING

Criteria of Good Guidance test: general, practical & psychological. Simple (Non Standardized)

Tools of Guidance – Characteristics, construction and use by the Guidance worker. Anecdotal and cumulative records, Autobiography and self reports,

Behavior Description, Questionnaire, Rating Scale and Checklist, Observation and Interview schedules, Sociometric Devices. Scientific (Standardized)

Tools of Guidance – Psychological Testing: Nature and Preliminary Precautions, Role Advantages and limitations –Intelligence, Personality, Creativity, Aptitude, Attitude and Interest.

UNIT IV: UNDERSTANDING THE INDIVIDUAL

Individual Differences in the process of Guidance and Counseling -Nature and Importance.

Nature of Individual's Personality, its significance

Adjustment: Meaning and Mechanisms and development of Strategies for enhancing Adjustment

Principles of Educational and Vocational Planning, world of work and world of education.

Importance of assessing interest for educational and vocational guidance

UNIT V: ORGANIZATION OF GUIDANCE PROGRAM AT VARIOUS LEVELS

Secondary and college level, Need for Practical Programs of Service.

Basic Services of Guidance and Counseling, Role of various personnel and agencies in an organized program of services.

Referral Services – Special and Community.

ACTIVITIES

Individual and group counselling for children and adolescents for emotional, social, behavioural and academic problems.

Needed Competencies for Various Vocations & Professions

Preparation of Computerized Cumulative Record

Computerized Psychological testing of an individual/class

Developing Skills in Communication with practical exercise in verbal and non-verbal mode.

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Yadav S: Guidance and Counseling, Anmol Publications Pvt. Ltd. New Delhi,2005.

COURSE 4/8/12/16: GUIDANCE AND COUNSELLING- II

OBJECTIVES

To acquaint students with need of guidance at different educational levels and techniques collecting and disseminating educational as well as vocational information.

To familiarize students with concepts like vocational development, vocational maturity, vocational adjustment and their relationship.

To make student understanding self concept and aspiration and importance of studying these concepts for guidance worker.

To familiarize students with meaning, need , methodology and strategies of personal guidance.

To make student aware about personality development skills.

To familiarize students with training of personal involved in guidance activities.

To acquaint students with concept objectives and organization of educational clinic.

To make student aware about the researchers conducted in the area, needed areas of research and issues and challenges in guidance.

To familiarize students with intervention programme as relaxation strategies, Critical analysis of problems and understanding of behavior pattern of special children.

CONTENT

UNIT I: EDUCATIONAL GUIDANCE

Meaning, Guidance and Curriculum, Principles and Examples of Guidance oriented Curriculum. Special Need and Specific Nature of Guidance at different educational stages, viz. Primary, Secondary, Higher Secondary, College entrance, University and Professional Courses/Colleges.

Educational Information – Importance, Techniques of collecting and disseminating Educational Information.

UNIT II: VOCATIONAL GUIDANCE

Meaning, Theories of Vocational Development, Vocational Development, Vocational Maturing and Vocational Adjustment Occupational Information – Nature and Importance/ Significance, Classification of Occupations, Sources of Occupational Information, Collection, Analysis and Filing of Occupational Information, Dissemination and use of Occupational Information, Job Analysis and Job Profiles.

Theories of career development (some basic concepts, applicability and limitations of each theory) - Trait Factor Theory , Roe's theory of personality development and career choice , Holland's career theory of personality types and work environment , Super's life span/life space approach to career development

UNIT III: PERSONAL GUIDANCE

Meaning and Definition of Personal Guidance, Need of Personal Guidance, Methodology and Strategy of Personal Guidance, Various Possible Areas of Problems- Viz. Physical Health, Social Relationship, School Life, Home and Family, Sex, Ideals, Financial Status, Morals, Religion etc. Various areas of Deviancy viz. – Physical, Mental, Intellectual, Academic, Emotional, Psychoneurotic etc. Cause effect Relationship,

Personality Development : Skills for developing personality: Self Confidence, coping with stage fear, preparing for interview, Communication skill, Self exploration, etc.

UNIT VI: GROUP GUIDANCE

Concept and Need of Group Guidance, Specific need of Group Guidance in Indian Situations, Group Dynamics and Group Guidance, Group Guidance and Individual Counseling. Techniques of Group Guidance.

Researches in Guidance Types and Areas of Researches conducted. Needed Areas of Research in Guidance and Counseling. Issues and challenges in Guidance.

UNIT V: INTERVENTION PROGRAMMES

Role of relaxation strategies, yoga & meditation therapies for children and adolescents for reducing stress and problems. Personal management skills (Time, self management)

Critical Analysis of different Types of problems -Academic Problems, Class room problems, Personal, Vocational, Emotional/social problem (Adjustment) , and Problem of Decision making .

Behaviour Patterns of Gifted, underachiever, Slow learner/educationally backward child, Attention deficit hyperactive (ADH) Children, ,Visual/ auditory/ Speech, Orthopedic and Mentally challenged.

ACTIVITIES

Sources and Disseminating Information: Educational and Vocational Job Analysis

Trend Report on Researches of Guidance and Counseling

Group Assessment- Tools: Administration and Report.

Relaxation strategies, yoga & meditation therapies for children and adolescents for reducing stress and problems.

Critical Analysis of different types of Problems of

Students Study of Behaviour Pattern of any special child

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SEMESTER III

ADDITIONAL SPECIALISATION.

SCIENCE EDUCATION

Objectives:

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 different approaches for defining Educational outcomes.
- To know about the modern science curriculum.
- To understand diversity of instructional materials, their role and the need for contextualization in the science education.
- To appreciate the role of co-curricular activities in the science education.
- To understand the Constructivist approach to science instruction.
- To know about the Latest inventions in science.
- To understand the role of assessment in the teaching-learning process in science.
- To familiarize with new, innovative trends in assessment.

COURSE CONTENT:

UNIT-1

Nature of Modern Science and Science Education.

- Historical development of science in India US & UK.
- Role of science in the 20th and 21st Century Information Society and the Emerging Education Scenario.

- Science Education for the 20th and 21st century – new assumptions and practices in Modern Science Education.
 - History of great scientists (Stephen Hawking, Steve Jobs, Alfred Nobel) and Nobel laureates (Einstein, Madam Curie, Watson and Crick, Crag Wenter) in science field.
 - Latest inventions in past five years in the field of physics, Chemistry and Life Science.
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UNIT-2

Implications of cognitive models and social and cultural perspectives in learning to science education

- The development of child's thinking process : Piaget, Bruner and Ausubel Von Glaserfield's theories as the major contributions to constructivism in science education
- Meta cognition and learning of science
- The humanistic and cultural aspects of science and science education: critical pedagogy and its integration in science.

UNIT-3

Basis of Modern science curriculum development

- Nature and scope & Modern Science Curriculum with emphasis on NCF 2005.
- Criteria used for developing Science Curriculum for Schools; Discipline Oriented Science Curricula with special reference to rural areas of Madhya Pradesh.
- Specified Versus Integrated Science Curriculum.
- Co-curricular activities and their role in science education.

UNIT-4

Approaches, Models, Methods, Assessment and support materials in Science learning

- **Approaches:** Taxonomical Approach, Product vs. process Approach, Problem Solving Approach, Discovery Approach
- **Methods :** Lecturer cum demonstration, problem solving, Heuristic method.
- **Assessment:** Review and Critique of the traditional methods of assessment : Changing trends in assessment from paper-pencil tests to authentic assessment from single attribute to multidimensional assessment, from individual assessment to group assessment, Assessment of affective measures in Science, Self-assessment and peer assessment.

Sessional Work-

The student may undertake any one of the following activities :

- A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science, for example, Discovery of the electron: the development of electromagnetism, Nanotechnology
- A critical study of a curricular project selected from any area of science (e.g. PSSC, BSCS, and Chemical Education Material Study Programme (CHEM), Nuffield O and A level Curricula, NCERT etc.
- Analysis of science textbooks of NCERT and states.
- Presentation of ABL, ALM, CCE & MLL.
- Presentation on the ten greatest accidental invention in science of all time.
- Scientific awards of the world except Nobel prize
- Introductory knowledge and application of advance science teaching equipments- i. Smart Class ii. Visualizer iii. Projector (LCD, DLP, LED) iv. Projection microscope v. Video & Audio digital camera vi. Digital Dolby sound system.

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SEMESTER IV

ADDITIONAL SPECIALISATION.

SCIENCE EDUCATION

OBJECTIVES.

1. Enhance the learners understanding of new perspectives in Science Education by developing a world view of the practices in the Area.
2. Acquaint the learner with the latest Educational thinking about Science Education.
3. Develop the professional Skills needed for Practicing Modern Education including the scientific Listing of behavioural objective, devising, appropriate transactional methodologies and technologies for achieving the outcomes.
4. Develop the Skills for devising the Science Curriculum for Schools and for developing support material and Literature for Curriculum Transaction.
5. Develop the ability and skills for evaluating the range or outcomes in Science Education.
6. Use of Research Findings in Science Education for improving practices related to Science Education.

UNIT 1

Basis of Modern science curriculum development

- Nature and scope of Modern science Curriculum with emphasis on NCFTE 2009.
- Characteristics of important curricular experiments like the PSSC, BSCS, CHEM, Study programme, Nuffield O and A level Curricula etc.
- Format of the Science Curriculum Development.
- Science and technology literacy for all: science, peace and sustainable development: scientific attitude as a value.
- Ancients science discoveries & Scientists.
- Development of Science before Christ DC and AD.
- Instructional Strategies for Dealing with the Gifted and low achievers.
- Models: Concept attaining model, Enquiry training model, Laboratory training model, Advance organizer model.
- Contribution Modern Educational Thinkers to Science Education and their implication for Educational practice with Special Reference to the works of -
Gagne.

Vygotsky

UNIT- II

Instructional Strategies Models and Approach

- Study of any three representative models of teaching useful for science teaching.
- Application of Enquiry Approach Environmental Approach and Creative Learning Approach to Science Education.
- Project work in Science learning.
- Use of Co. curricular Activities for science Learning.
- Instructional strategies for Dealing with the Gifted Children, Strategies for dealing with low achievers.
- Education for Scientific credibility

UNIT- III

Evaluation

- Evaluation of Educational Outcomes
- Evaluation Specified outcomes- Modern Assumptions.
Developing instruments for measuring specialized Behavioural Outcomes.
- Test Formats, Items Analysis, Validity and Reliability of texts, Question Banks, Scoring, Marking and Grading items of Measuring: Process and product outcomes, Diagnostic Testing and Remedial Teaching,

UNIT- IV

Research Perspectives

- Acquaintance with important Research findings with special reference to science Education in India in the following Areas:
 - (a) Variables Related to Science Achievement- Intelligence, Adjustment and ;
Motivational Dimension
 - (b) Underachievement in Science” Incidence, Variables Related to Underachievement.
 - (c) Studies on Science Curricula.
-

(d) Efficacy of instructional models used for Science Teaching.

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