

Allahabad State University Allahabad



Department of Education

M.Ed. Two Year Programme

W.E.F. - 2017- 2019

2017-19

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27/7/17

ORDINANCE

**FOR
M.Ed. TWO YEARS (FOUR SEMESTERS)
PROGRAMME
FROM (SESSION 2017-19 ONWARDS)**

**DEPARTMENT OF EDUCATION
ALLAHABAD STATE UNIVERSITY
ALLAHABAD**

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MASTER OF EDUCATION (M.ED.)

Course Objectives

1. To provide an understanding of relevant concepts in the broader perspective of education.
2. To enable students to study some significant concepts, theoretical formulation and philosophical issues through analysis and reflections.
3. To acquaint them with existing practices, policies, problems in different levels of education.
4. To enable them to follow professional ethics, address gender issues and protect human rights.
5. To provide student a platform, through field attachment, to give expression to their learning while planning and reflecting on their own practices.
6. To develop communication skills, train them to use modern information and communication technology for education purposes.
7. To train them in conducting research in educational situation.
8. To inculcate in them habit of reading.

ORDIDANCES

A Duration of Course:

Master of Education (M.Ed.) course shall be a two year full time programme with each year divided in two semesters. First semester shall be from July to November and the stretch of the second semester shall be from December to April. At the end of each semester the candidate shall be required to present themselves for examination.

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It shall be a full time course including theory, field attachment, professional development and other prescribed activities.

B No. of Seats:

Total intake of M.Ed. course in the Department of Education, University of Allahabad shall be decided by NCTE Norms and state government, while for the associated colleges of University of Allahabad, the seats will be determined as per NCTE Norms enforced from time to time.

C . Eligibility criteria: Any person who has obtained the degree of Bachelor of Education of this University or a degree of another University recognized as equivalent thereto with 55% marks in the B. Ed. Examination may be admitted to the degree of master of Education (M. Ed.) after having fulfilled the requirements as laid down in the ordinances and Regulations prescribed in the course of studies for the Degree of master of education (M. Ed.)

The eligibility requirement for the admission of the candidates to M.Ed. course shall be in accordance with the eligibility criteria determine by NCTE/ U.P. Govt. Order issued from time to time.

D. Procedure of Admission:

- (1) Admission to M.Ed. course shall be made in accordance with state govt. Order and notification.
- (2) Reservation of seats shall be as per State Government notification.

E. Fee Structure:

The M.Ed. students shall be required to pay the fees as decided by University and Government of Uttar Pradesh from time to time.

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F . The Four Semesters:

1. First and third Semester of Master of Education (M.Ed.) programme shall be four and half month long (July to November) including semester-end examination. This duration shall be exclusive of semester-end examination and five days semester break.
2. Second and fourth Semester of Master of Education (M.Ed.) programme shall be four and half moth long (December to April).

G. In Semester I and II there are specialization papers. The papers will focus on Masters level studies concerning secondary Education and Secondary Teacher Education.

- (i) In every semester there are many value-added activities to be organized throughout the session. Every student is supposed to participate at least in two activities. These activities will be evaluated through grades-A to E

- A- Excellent Participation
- B- Very Good Participation
- C- Good Participation
- D- Poor Participation
- E- Non Participation

- (ii) Each theory paper shall carry 100 marks which are allocated in the proportion of 70: 30 for semester-end theory examination, and C.C.E

- (iii). The division of marks & nature of Evaluation in Theory & Practicum activities shall be as follows.

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Class/ Semester	Marks (70% Theory 30% CCE)	Marks PRACTICUM Internal Evaluation	Marks PRACTICUM External Evaluation
First Semester	400	100	-
Second Semester	400	30	70
Third Semester	400	100	-
Fourth Semester	300	-	-
1. Dissertation	-	30	70
2. Viva-Voce	-	-	100
Total Marks 2000	1500	260	240

H Standard of Passing:

I. The candidate must obtained at least 40% marks in each paper and with aggregate marks of 50% in total.

II. Minimum pass marks in education psychological practical and practicum, field attachment etc. is 50%.

III. Successful candidates shall be placed in two divisions as under:

A First division: candidate obtained 60% or more aggregate mark.

B second division: candidate obtaining not less than 48% and below 60% of aggregate marks.

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In order to pass the Master of Education (M.Ed.) examination the candidates are also required to participate within stipulated time in all prescribed activities.

I. Awards of Degree:

The degree of Master of Education (M.Ed.) of the Allahabad State University of Allahabad shall be awarded to candidates who have pursued a regular course of study in the university and have fulfilled all the conditions and have passed the prescribed examinations.

K. Continuous and comprehensive Evaluation (C.C.E)*

(a) In each paper the continuous internal assessment system would have a weightage of 30% marks, while the semester ends examination would have a weightage of 70% marks.

(b) The weightage of components in continuous internal assessment system will be as under:

- | | |
|--|----------|
| - Paper related field work and/sessional tests | 15 marks |
| - Paper related Assignment and/ presentation | 15 marks |

(c) It shall be the duty of the teacher to conduct Continuous and comprehensive Evaluation.

(d) These practical activities will be in addition to the PRACTICUM mentioned in syllabus.

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Note 1: The syllabus will be revised from time to time as per UGC guidelines

L. Attendance:

I. Every M.Ed. students shall have to attend at least 75 % theory and 100% educational psychology Practical classes and practicum of M.Ed. programmes, failing which He/she shall not be sent up for the examination.

II. In case of shortage of attendance of medical ground the Vice Chancellor may

condone not more than 10% of shortage of attendance on the **recommendations of the Head**, Department of Education and Dean, Faculty of Education as per relevant University statute.

M. Examination/Rules and Regulations for Examination:

1- Students who have completed their course for the Master of Education (M.Ed.) First Semester but have failed to appear/ pass the semester examination will be allowed to re-appear in the subsequent First semester examination.

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Those who fail to appear/ pass in any paper in the second semester may be permitted to appear at the next year's semester examination without further attendance at lectures, if their applications for permission meet with the approval of the Head of the Department of Education and the Dean, Faculty of Education.

- 2- Candidates allowed to appear at the Master of Education (M.Ed.) semester examination under this ordinance as exempted candidates shall be required to pay the examination fee as prescribed by the University.
- 3- There shall be a Semester-End examination and each student has to appear in all papers including Theory and practicum.
- 4- All those candidates who pass a semester examination (under section 2 stated above) can appear for improvement in only one theory paper of a semester at the next Back Paper/ Regular examination of that semester and not thereafter. However, the improvement facility will not be given in practicum .
- 5- Students of following categories shall be 'Eligible for Back Paper (EBP)'. An EBP candidate shall be promoted to next semester. The back paper facility in a semester provides promotion to the next semester and another opportunity to obtain a minimum of the pass marks assigned for an individual paper or in the aggregate.

A. The candidates who fail to secure an aggregate of 50% of the maximum marks for a semester but have obtained 40% of the maximum marks assigned to each of their papers may appear in all the papers as exempted candidate or may appear in

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only one theory paper of his choice as EBP candidate to secure a minimum in the aggregate.

B. The candidates who secure an aggregate of 50% of the maximum marks for a semester but failed to secure a minimum of 40% of the maximum marks in one out of all papers prescribed for the semester papers or in case where there are more than four papers prescribed for the semester, the candidates who failed up to two theory papers shall also be declared 'EBP'. Such candidates will appear only in their uncleared papers.

C. All the candidates covered in the categories defined in the sub sections A & B of the section 5 shall be given only one chance to clear the semester in the next back paper/ regular examination of that semester and not thereafter.

6. A candidate with two out of three or three out of four uncleared papers in his/ her first semester examination shall be declared '**Failed**' but promoted to the second semester but not beyond till he/ she becomes a candidate under 3 or 4 by appearing as an exempted candidate in the next Back paper/ Regular examination of that semester and not thereafter. Such a promotion from third to fourth semester shall also be granted to the candidates who have passed

either their first two semester examinations as per section 2 or have cleared all papers of first semester but, they are EBP in 2nd semester.

7. The back paper facility will not be given to a candidate if the number of his uncleared papers in all of his previous semester examinations exceeds three.

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8. A candidate who failed in a semester examination or otherwise ineligible for promotion in the next semester shall be given only one opportunity to re-appear in the next Back Paper/ Regular examination of that semester and not thereafter. He may do so by depositing only the examination fees prescribed for that examination and shall be exempted from the attendance. A candidate who failed only once in a semester examination may be allowed for readmission as a regular student in that semester on the recommendation of the concerned Head of the department as well as the Dean of the Faculty.
9. In case where three of the four Semesters have been cleared in three years, the Vice- chancellor/ Examination Committee may recommend for only one more opportunity in the fourth coming Back Paper/ Regular examination of that semester and not thereafter.

4 Other Ordinance related to M.Ed. examination

- (i) The examination for the degree of the Master of education shall include: Theory of Examination, practical examination, field attachment and other development activities.
- (ii) The students shall be required to complete their theory papers, field attachment and other development activities as per regular schedule of the department and the institution. Failure in compliance to this condition shall



disallow a candidate from appearing in M.Ed. examination of the University.

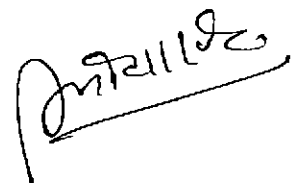
(iii) (a) A candidate who has failed to submit his dissertation in the last semester will be allowed to submit it in the same semester of the next batch .The dissertation will be examined in the same semester

(b) A candidate who has failed to pass or to appear at the semester end M.Ed. Theory Examination after completing all the course requirements of all components of M.Ed. programme, may present himself for re-examination there in at a subsequent M.Ed. semester end Examination in a subsequent examination of same semester as an EXEMPTED CANDIDATE as per the current M.Ed. syllabus.

(c) A candidate who has completed his/her course for the Master of Education Programme but has failed to pass or appear in both written as well as practicum examination may present him/her self for re-examination therein at a subsequent examination at a University examination in a subsequent academic session as per provisions under (a) and (b) above.

(d) A candidate desirous of appearing at a M.Ed. back paper/improvement examination

under the provisions of the University shall be required to answer the question papers set in accordance with the old syllabus which was originally studied by the candidates.



Master in Education (M.Ed.)
Two Year Course
(En force from session 2017- 2019)

Semester – I	
Paper's	Marks
<u>I- Compulsory Paper</u>	
1- Philosophical perspective of Education	70+30=100
2- Educational Technology	70+30=100
<u>Specialization - Secondary Education</u>	
3- Curriculum Construction	70+30=100
4- Policy perspective & Problems	70+30=100
<u>Particum</u>	
1- Review of any Reference Book in above Papers (1,2,3,4)	50x2=100
2- One institutional survey of secondary school	
<u>Total</u>	500

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Semester – I

Marks- Internal 30

External 70

Total 100

Compulsory Paper (1st Paper)

Philosophical perspective of Education

Course Content –

Unit I – Education and Philosophy

- Education – Meaning, Nature and Concept
- Philosophy – Meaning Nature and Concept
- Relationship between Education and Philosophy

Unit II – Fundamental Philosophical issues

- Idealism, Realism, Naturalism, Pragmatism, Humanism, Existentialism and Marxism special reference to knowledge, reality and values.
- Their contribution to the field of educational objectives and aims.

Unit III – Indian Schools of Philosophy

- Vedic, Sankhya, Yoga, Nyaya, Vedanta (Advait, Viisit Vedanta)
- Critical appreciation of the contribution of Indian Philosophy Hindusing, Buddhishm, Jainism, Chritianity and Islam.
- Their application in day to day teaching learning process in Education.

Unit IV – Educational Thought of great Philosophers

- Indian – Swami Vivekanand, Mahatma Gandhi, Sri Arvindo, Ravindra Nath Tagore, J.K. Krishnamurti
- Western-Plato, Herbert Spencer, John Dewey, Rousseau.

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Suggested Readings :-

- Kabir Humayun (1961) Philosophy of Education Asia Publishing House, Bonday.
- लाल एवं पैलारे (2007) शैक्षिक चिन्तन एवं प्रयोग, आर. लाल बुक डिपो, मेरठ
- माथुर, एस.एस०. (2008) शिक्षा के दार्शनिक तथा सामाजिक आधार अग्रवाल पब्लिकेशन, आगरा-5
- Radha Krishnan- Indian Philosophy 1-2
- पाण्डेय, रामशकल (2001) शिक्षा के दार्शनिक तथा समाजशास्त्रीय आधार, विनोद पुस्तक मन्दिर, आगरा
- Delors, Jacques, et al; (1996), Learning: The Treasure within Report of the International Commission of Education for 21st Century, UNESCO
- Dewey, J. (1996), Democracy and Education: An Introduction into Philosophy of Education, New York, The Free Press.
- K. Patirick (1963), Philosophies of Education, Mac Millan & Co. New York.
- Kabir Humayun (1961), Philosophy of Education, Asia Publishing House Bombay.
- Lal, RB Evam Palore (2007), Shaishik Chintan Evam Prayog, R. Lal Book Depot. Meerut. (in Hindi)
- Pathak, R. P. (2012), Philosophical and Sociological Principles of Education, Pearson Education, New Delhi.
- Satya Pal Ruhela, (1999)] Sociology of Education, Associated Publishers, New Delhi
- Wingo G. Max (1975), Philosophies of Education, Sterling Publication Pvt. Ltd., New Delhi.

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SEMESTER - I
Compulsory Paper
Educational Technology

Marks- Internal 30
External 70
Total 100

UNIT – I

Concept of Educational Technology -Futuristic view of Educational Technology in India. Various approaches in Education.

Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, NOS, NIST Consortium for Educational Communication (CEC), UGC, their role in teaching learning.

UNIT – II

Modalities of Teaching- Difference between teaching and Instruction, conditioning & training, Stages of teaching pre – active, interactive and post – active; Teaching at different levels memory, understanding and reflective levels of organizing teaching and learning

Various online Technologies: concept & types (1) Blended learning; (2) Mobile learning (M learning).

Concept of Open Educational Resources & various usage, Massive Open Online Course(MOOC)

UNIT – III

Media Selection - synchronous and asynchronous – for formal, informal and non formal settings; Gagne’s Nine Events of Instruction and Five ‘E’s of Constructivism;. Web Based Instruction – Meaning, Characteristics, Uses, advantage and disadvantages, Software Designing

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UNIT – IV

Application of Educational Technology in Distance Education:
Concept of Distance Education; Distance and open Learning system;
Methods and Techniques, Barriers in Distance Education, Student
Support Services: Evaluation strategies in Distance Education;
Counseling in Distance Education.

Recent trends of Research in Educational Technology & its future with
reference to Education.

Various Virtual Universities.

Concept of Artificial Intelligence.

Suggested Readings

1. Aggarwal, J.C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Publication.
2. Allison Little John (2003): Refusing Online Resources. A Sustainable Approach to e-Learning, Kogan Page Limited
3. Bengalee, Coomi (1986). Introduction to educational technology: innovations in education. Mumbai: Saith.
4. Bhatia, K.K.(2001). Foundation of teaching learning process. Ludhiyana: Tandon Publishers.
5. Bhatt, B. D.,Sharma, S. R.(1992). Educational technology: concept and technique. New Delhi: Kanishka Publg House.
6. Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shirpa Publication.
7. Dangwal, Kiran L (2010) . Computers in Teaching and Learning. Vinod Pustak Mandir: Agra
8. Das, R. C. (1993). Education technology: a basic text. New Delhi: Sterling.
9. Dasgupta, D. N. Communication and Education, , Pointer Publishers

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12. Heinich, Robert, Molenda, Michael, Russell, James D.(1989). Instructional media and the new technologies of instruction. New York: Macmillan.
13. Information and Communication Technologies in Education: A Curriculum for School and
14. Programme of Teacher Development, Handbook of UNESCO
15. Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook of UNESCO
16. Jain, Purabi. (2004). Educational technology. New Delhi: Dominant.
17. Joyce, Bruce (2009). Models of teaching. New Delhi: Phi Learning.
18. Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.
19. Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.
20. Mukhopadhyay, M. (1990). Educational technology: challenging issues. New York: Sterling.
21. O. P. Dham , e-learning a Guidebook of principals, Procedures and practices, Son Naidu, Commonwealth of Learning, Commonwealth Educational Media Centre for Asia Education and Communication,
22. O. P. Dahama & O. P. Bhatnagar, Education and Communication for development, Oxford & IBH Publishing company, New Delhi
23. Pachauri, Suresh Chandra (2011). Educational technology. Aph Publishing Corporation: New Delhi.
24. Rastogi Satish (1998). Educational technology for distance education. Jaipur: Rawat Publication.
25. Robert, Heinich (1990). Instructional media and the new technologies of instruction. London: John Wiley and Sons.
26. Sampath et. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.
27. Sareen N., Information and Communication Technology, Anmol Publication

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28. Sethi, Deepa (2010). Essentials of educational technology and management. Jagdamba Publishing Company: Delhi
29. Sharma, A.R. (2001). Educational technology. Agra: Vinod.
30. Sharma, K.D. and Sharma, D.V. (1993): *Open Learning System in India*, Allied Publishers Ltd., New Delhi.
31. Singh, C.P. (2011). Advanced educational technology. Lotus Press: New Delhi
32. Sleeman, P.J., Cobun, Ted C, Rockwell, D. M.(1979). Instructional media and technology: a guide to accountable learning systems. New York: Longman.
33. Venkataiah, N. (1996): *Educational technology*, New Delhi: APH Publishing Corporation.
34. Verma, M. (2006), Online Teaching—Tools and Methods. New Delhi; Murari Lal & Sons.
35. Verma, M. (2006), Teaching in Digital Education. New Delhi: Murari Lal & Sons
36. Walia, J. S. (2003). *Educational technology*. Jalandhar: Paul.

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SEMESTER - I
Specialization
Paper - 3
Secondary Education
Curriculum Construction

Marks : 100

Internal - 30

External - 70

UNIT - 1

Curriculum: Nature, Meanings and Elements. Types of Curriculum (Teacher centred, subject centred, Child centred, correlation, Integrated Curriculum, core, fusion, accelerated, enriched, sandwich, crash, disciplinary, interdisciplinary, transdisciplinary.) Curriculum, Syllabus and textbooks – their interrelationships, issues and problems of existing curriculum. Bases of curriculum: - Philosophical, Socio cultural, Political, Psychological, Knowledge system & technology advancement. Determinants and motives of curriculum.

UNIT - 2

Steps of Curriculum Designing at Primary Level: -

1. Objectives of education at Secondary level.
2. Understanding learners at Secondary level.
3. Selection & Organizations of learning experiences at Secondary level.
4. Course content at Secondary level.
5. Instructional Strategies Secondary level.
6. Course material & Recourses Secondary level.
7. Assessment & Evaluation Strategies Secondary level.
8. Modification & Resetting of objectives Secondary level.

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UNIT – 3

Approaches to curriculum: Behaviouristic, Cognitivist & Constructivist, Support system & Management of Curricular practices, curricular reforms, Research and Teachers preparation, Assessment of Institutional practices. Curricular Evaluation & Management: Formative & Summative, Individual & Group, Assessment by teachers, Self, Peer, External Expert and Bodies.

UNIT – 4

Models of Curriculum: - Inductive and deductive models, Hilda Taba Model, Administrative line staff, Grass root, Demonstration, System Approach, Evaluation strategies of curricular goals, Methods & Content, Basic features of NCERT – 2005 Curriculum framework and NCFTE 2009. Comparison of curriculum context of different school boards, Development of a Module.

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Suggestion Readings: -

1. NCERT, New Delhi (2005) National Curriculum Framework – 2005
2. NCERT, New Delhi, Curriculum and Evaluation.
3. Taba Hilda, (1965). Curriculum Development Theory and Practice, New York: Harcourt Brace and World Inc
4. Walberg Herbert J and G. D. (eds). (1990) The International Encyclopaedia of educational evaluation, Oxford: Pergman Press.
5. Rajput, J. S. (2002). Dimensions of curriculum change, New Delhi: NCERT ; pp. 284
6. Hass G. & Parkay F. W. (1993. Curriculum Planning: A New Approach 6th Edition; United States of America.
7. [www.pdx.edu / sites / www. Pdx.edu.cae / files / media _assets / Howard.pdf](http://www.pdx.edu/sites/www.Pdx.edu/cae/files/media_assets/Howard.pdf)
8. [www.ascd.org / publications / books / 108005 / chapters / Developing – Curriculum – Leadership – and – Design.aspx](http://www.ascd.org/publications/books/108005/chapters/Developing-Curriculum-Leadership-and-Design.aspx)
9. Saylor, G.J. & Alexander, W.M. (1974). Planning Curriculum for Scholars. New York: Halt, Richart & Winston Press.

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SEMESTER - I
Secondary Education
Paper -4
Policy Perspective& Problem

Marks : 100
Internal - 30
External - 70

UNIT I

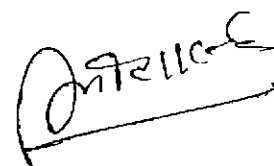
Nature and focus of Secondary Education In India
Historical Background of Secondary Education In India- Ancient, Medievel,
Pre & Post Independencs.
Aims & Objectives of Education At Secondary Level.

UNIT II

Policies and Programmes related to Secondary Education in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009)
: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

UNIT III

Participation of NGOs in achieving goals of Universal Secondary Education.
Providing minimum facilities, improving internal efficiency of the system-
teacher empowerment and incentive schemes; managing learning in
multigrade contexts.



Rastriya Madhyamik Siksha Abhiyan(RAMSA)goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.

UNIT IV

Problems of Secondary Education.

Emerging Quality Issues in Secondary Education With Reference to-

- Pedagogy
- Teacher Training
- Capacity Building.

Suggested Readings-

1. Biswas & Aggarwal J.C.-Seven Indian Education Arya Book Depot, New Delhi.
2. Brubacher-History and the problems of Education.
3. Chakraborty, Mohit-Modern Issues in Education New Delhi:Kanishka Publishers & Distributors.
4. Chaube, S.P. & Chaube, Akhilesh: Education in Antiant and Medieval India, New Delhi: Vikash Publising House Pvt. Ltd.
5. Chaube, S.P. & Chaube, Akhilesh: Landmarks in Modern Indian Education, New Delhi: Vikash Publising House Pvt. Ltd.
6. EBY, Frederick : The Development of Modern Education N.J.Prentice Hall INC Engle eliffs.
7. Frederick, Mayer-A History of Educational though, Ohio Charles Merrill Books Inc. 1966.
8. Good Harry, Teller James. A History of Western Education London. The Mac Millan company
9. Gupta & Pal- Great Education Allahabad.. Kailash Pustak Prakashan Kaiyam Devi,

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10. Gupta, R.P. & Hussain, Anzar-Issues in Indian Education, New Delhi: Radha publications,.
11. Kabir, Hunayun-Education in New India, garage Allen & Union Ltd. Ruskin House Museum Street London.
12. Mukherjee, Kartick-Under development Educational poliag & Planning, Asia Publishing Hour.
13. Mukherjee, Radha Kumud-Ancient Indian Education. (Brahmanic & Buddhist)New Delhi Cosmo publications, 1999
14. Mukherjee, S.N.-Education in India, Today and Tomorrow Baroda., Achraya Book Depot,
15. Munroe, Paul-Encyclopaedia of History of Education. (New updated Edition Vol. I,II,III,IV, Cosmo publications, New Delhi.
16. Naik, N.P.-The Education commission and after Bllied Publishers Private Limited.
17. Nuruallah & Naik-A students History of Education in India. MC Millan Indian Ltd. New Delhi.
18. Oad, L.K-Current Issues in Education New Delhi.Young man & Co.
19. Pandey, R.S.-New Dimensions in Education Indian Publishers & Distributors New Delhi-110007
20. Rao, Digmurti Bhasker-National Policy on Education New Delhi. Discovery publishing House, -1998
21. Rusk R. Robert-The doctrines of the Great Educat'ors. (Revised & Edited by S.P. Rahela New Delhi.) Kanishka Publishers & Distributors,
22. Shankhadhar B.M.-Education system from Indias Independence to the present day. (Edited)New Delhi, Deep & Deep publication Pvt. Ltd.
23. Sharma, R.N.-Indian Education into Millennium. Shubhi publications, New Delhi.
24. Sharma, S.R.- Philosophy of Education India, (edited & complied) New Delhi.Mohit Publication,

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25. Thakur, Devendra-New Education policy New Delhi; Deep & Deep Publications.
26. Altekar-Education in Ancient India, Varanasi, Varanasi Book shop.
27. Bakshi, S.R. Mahajan Lipi- Education in Ancient India New Delhi: Deep & Deep Publications Pvt. Ltd.,
28. Basu, B.D.- History of Education in India, cosmos publications, 1989.
29. Bertrand Russell-Education and the Good life (Edited by S.R. Ruhela) Kanishka Publishers & Distributors New Delhi

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Semester – II	
Paper's	Marks
<u>I- Compulsory Paper</u>	
1- Psychological perspective of Education	70+30=100
2- Research Methology in Education	70+30=100
Specialization - Secondary Education	
3- Educational Management	70+30=100
4- Measurements & Evaluation	70+30=100
Vira Voce	100
<u>Total</u>	500

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Semester – II

Marks- Internal 30

External 70

Total 100

Compulsory Paper

Psychological perspective of Education

Course Content –

Unit - I : Introduction

- Educational Psychology : Concept Concern and scope of Educational Psychology.
- Major schools of Psychology and its contribution to Education- Structuralism, Associationism, Gestalt, Behaviourism, Psychoanalytic, Humanistic and cognature, constructive

Unit-II : Development

- Concept, Principles, Stages
- Factors influencing development- Genetic, Biological, Environmental and Physical and their relative role.
- Theories of Development
 - Piaget
 - Freud
 - Erikson
 - Kohlberg

Unit-III : Learning and Motivation

- Learning concept, kind, levels, transfer of learning, factors influencing learning
 - Classical Theory (Pavlov)
 - Operant Conditioning (Skinner)
 - Insight Theory (Kohlberg)

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- Reinforcement Theory (Hull)
- Educational implications of theories of Learning

Unit-IV : Intelligence

- Intelligence and cognitive abilities- Nature and theories of intelligence, one factor, two factor, Guilford's Model.

Unit-V : Personality

- Concept : Indian and Western, Development Structure, Dynamics of personality, Theories of personality- Allport, Erickson Theory of Freud.
- Role of Shrimad Bhagvat Geeta, Veda, Upanishad and Yoga in personality Development.
- Assessment of personality
- Projective Techniques; Rorschach, CAT

Suggested Readings –

1. R.L. Jayswal- Foundation of Educational Psychology, Allied Publishers, Bombay, Jersey, 1989
2. S.K. Mangal- Advanced Educational Psychology New Delhi, Prentice Hall of India, Pvt. Ltd.
3. C.L. Kundu- Personality Development Sterling Publisher Pvt. Ltd. New Delhi, 1989.
4. Hilgard and Atkinson, Introduction to Psychology, Oxford and IBH Publisher Bombay.

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Semester – II

Marks- Internal 30

External 70

Total 100

Compulsory Paper **Research Methods in Education**

Course Content –

Unit - I : Educational Research : Conceptual Issues.

- Meaning, Nature, scope, Need and Purpose of Educational Research
- Types of Research- Fundamental, Applied and Action Research

Unit-II : Formulation or Research Problem

- Criteria and Sources for identifying the Research Problem
- Characteristics of a good Research Problem
- Reviewing Literature and writing the rationale for any Research Problem based on review
- Delineating and operationalizing variables.

Unit-III : Developing Assumptions and Hypotheses

- Hypothesis- Nature, Type and Sources
- Role of Hypothesis in theory building

Unit-IV : Sampling

- Concept of population and sample
- Determiners of sample size
- Various methods of probability and non-probability sampling.
- Characteristics of a good sample



Unit-V : Tools and Techniques of Data Collection

- A Good Research Tool
- Observation Rating, Scale, Interview, Questionnaire, Schedule, Psychological, Test, Projective and sociometric

Unit-VI : Writing Research Proposal and Report

- Formats, Style, and Essential Elements of Research Proposal for Doctoral Degrees and Research Project for submission to funding Agencies.
- Criteria for Evaluation of a Research Report

Suggested Reading –

1. ए०जी० भटनागर एवं अनुराग (2011)– शैक्षिक अनुसंधान की कार्य प्रणाली : मेरठ P.Lal Book Depot.
2. Y P Agrawal- The Science of Educational Research- A Source Book sterling Publisher Pvt. Ltd. Delhi.
3. S.P. Gupta (2003) सांख्यिकीय विधियाँ, शारदा पुस्तक भवन, इलाहाबाद।
4. R.A. Sharma- Fundamentals of Educational Research- Meerut Loyal Book Depot (2003)
5. Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source book*, Sterling Publishers Pvt Ltd, Delhi.
6. Best, John W. and Kahn James V (1995), *Research in Education*, Prentice Hall, New Delhi
7. Burns, R.B. (1991), *Introduction to Research in Education*, Prentice Hall, New Delhi.
8. Garrett, H.E. (1973), *Statistics in psychology and Education*, Vakils, Feffer and Simon, Bombay.
9. Gpta, S.P., (2003), *Sankhyikiya Vidhiyan*, Sharda Pustak Bhavan, Allahabad.
10. Kapil, H.K. (1983) *Anusandhan ke Mul Tatva evam Sankhyiki*, Bhargav Book Depot, Agar.

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11. Kerlinger, F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York.
12. Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
13. Mcmillion, James H. and Schumarcher, S. (1989), Research in Education: A Conceptual Introduction, Harper and Collins, New York.
14. Mouly, A.J. (1963), The Science of Educational Research, Euroasia, New Delhi.
15. Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston.
16. P. and Benjabin Fruchter (1973), Fundamental Statistics in psychology and Education, Mac Graw Hill, New York.
17. Sharma R.A. ;Fundamentals of Educational Research : Meerut ,Loyal Book Depot,2003
18. Gupta, S.P. (2010) Anushandhan Sandarshika, Sharada Pustak Bhavan, Allahabad.

Signature

Semester - II
Specialization
Paper - 3
Secondary Education
Educational Management

Marks- Internal 30
External 70
Total 100

UNIT-I

- Concept of Educational Management
- Educational Administration,
- Differences between the two,
- Problems of secondary education in India,
- Theories of Management with latest techniques of management at higher level.

UNIT-II

- Structure of secondary Education in India.
- Types of secondary Education- Fundamental Courses (Science, Arts, Commerce) and Vocational Courses (IIT, Computer)
- Role of Government and self financing institutions in secondary education

UNIT-III

- Institutions for secondary education in India. (NCERT etc.)
- Role of these institutions in the development of secondary education.
- Role of MHRD in Policy making regarding secondary education
- Efforts of institutions for Quality Control at secondary level.

UNIT-IV

- Financing secondary Education, Scholarships and free education etc.
- Concept of Evaluation at secondary level

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- Methods of evaluation at secondary level
- Evaluation Procedure and Quality Control
- Good evaluation procedure
- Criteria of Evaluation at secondary level

Suggested Readings:

- 1 Agarwal, J.C. : Educational Administration, Management and Supervision, New Delhi, Arya Book Depo, 1994.
- 2 Agrawal, A. and Godbole, A.:Shaikshik Prashasan , Prabandhan and swasthya shiksha,Alok Prakashan, 2009.
- 3 Armstrong, M. : Management Processes and Functions, London Short, Run Press 1990.

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SEMESTER III
Specialization
Paper - 4
Secondary Education
Measurement & Evaluation

Marks- Internal 30
External 70
Total 100

UNIT I

Definition and Meaning of Evaluation; Difference between Measurement, Assessment and Evaluation; Importance of Evaluation; Need for Continuous and Comprehensive Evaluation; Education as a Tri-polar Process.

Unit - II

Meaning of Educational Objectives; Difference between Educational and Teaching Objectives; Taxonomy of Educational Objectives; Writing Objectives in Behavioural Terms

Unit - III

Characteristics of tools of evaluation,
Different Types of tools: Test, Scale, Inventory,
Observation Schedule, Interview Schedule, and Questionnaire,
Criteria of a Good Test;
Blooms' Taxonomy of Cognitive, Affective and Psychomotor domains.
Different types of items, Steps in Constructing Teacher Made Achievement Test, Steps in Standardizing Achievement Test,

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Unit – IV

Examination systems in India at elementary levels

Evaluation of scholastic skills & Co-Scholastic abilities

Evaluation of Personal and Social Qualities.

New Trends in Evaluation-

Question Bank, Open Book Examination

CCE, Formative Summative, Grading System, marking System .

Suggested Readings-

1. Linderman P.H. Educational Measurement, Bombay, TaraPur Wala. Sons & Co. Pvt. Ltd.
2. Mehrens, W.A. & Irvin J. Lehman. Measurement and Evaluation in Education and Psychology, New York : Holt, Rinehart & Winston.
3. Nuanally, J.C. Educational Measurement and Evaluation New York : Mc Graw Hill Book Co.
4. University Grants Commission : Report on Examination Reform – A plan of Action, New Delhi : UGC.
5. Vernon, P.E. The Measurement of Abilities, London : University Press.
6. Thorndike and Hagen. Measurement and Evaluation in Psychology & Education, New Delhi : Oxford and I.B.H. Publishing Co.
7. Payne, W.J. Educational Evaluation : New Jersey : Prentice Hall.
8. Remmens, H.H, N.L. Gage and J.F. Rummel. A practical Introduction to measurement and evaluation. New York : Harper & Row Publishers.

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9. Sax Gilbert. Principles of Educative measurements and Evaluation.
California : Wadsworth Publishing Co. Inc.
10. Eean, K.L. construction of Educational and personal Tests, New York.
Mc Graw - Hill Book Co.
11. Blood & Budd, W.C. Eduacational Measurement and Evaluation,
New York : Harpen & Row.
12. Edwards, A.L. The social Desirability variable in personality
assessment and Research. New York : Dryden.
13. Edwards, A.L. Experimental Design in Psychological Research,
New York: Rinehart and Winston Inc.
14. Nunnally, J.C. Tests and Measurements : Assessment and
Predictions New York : Mc Graw Hill Book Co.
15. Stanley J.C. & Hopkins, K.D. Educational and Psychological
Measurement and Evaluation.
16. Tuckman, B.W. Measuring Educational Outcomes. Fundamentals of
Testing. New York : Harcourt Brace Jovanovich Inc.
17. Tyler, L.E. Tests and Measurements, New Jersey; Prentice Hall.
18. Singh, A.K. Tests, Measurements and Research Methods in
Behavioural Sciences, Patna: Shanti Bhawan.
19. Bloom, B.S. et al. Taxonomy of Educational objectives, Handbook I.
Cognitive domain New York : David McKay Co.
20. Cronback, L.J. Essentials of Psychological Testing New York :
Harper and Row Published.
21. Ebel, R.L. Measuring Educational Achievement. New Jersey :
Englewood Cliffs.

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22. Guilford, J.P. Psychimatric Methods. New York : McGraw Hill Book Co.
23. Helmstadter, G.C. Principles of Psychological measurement, New Jersey : England Cliffs.
24. Linfquist, E.F. (ed) Educational Measurement Washington D.C. : American Council on Education.
25. Mchrens, W.A. & Lehman I.J. Measurement and Evaluation is Education and Psychology. New York: Holt Rinehart and Winston.
26. NCERT New Delhi. The concept of Evaluation in Education
27. Adams, G.S. Measurement and Evaluation in Education, Psychology and Guidance, New York; Holt Rinehart & Winston.
28. Bloom, B.S. Handbook on Formative and Summative Evaluation at Student learning New York : McGraw Hill.
29. Freeman, F.S. Theory and Practice of Psychological Testing, New Delhi : Oxford University Press.
30. Gerberick G.J. Measurement and Evaluation in the Modern School, New York : David McKay Co. Inc.

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Semester – III	
Paper's	Marks
<u>A- Compulsory Paper</u>	
1- Historical and Sociological perspective of Education	70+30=100
2- Statistics in Education	70+30=100
<u>B - Optional Paper (Select any Two Paper)</u>	
1- Guidance and Counseling	100x2=200
2- Global Perspective in Education	
3- Inclusive Education	
<u>(C) Practical Activities</u>	
1- Paper writing for Seminar and presentation	100
2- Paper writing for publication	
3- Action Research	
4- Topic selection for Dissertation	
<u>Total</u>	500

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Semester III
Compulsory Paper

Marks- Internal	30
External	70
Total	100

Historical & Sociological Perspective of Education

UNIT I

Education in Ancient India

- Aims of Education in Ancient India
- Salient features of Vedic, Brahmaric, Buddhist Education
- Factors in flueneing, Education System, Political, Demogrphical and Socio-economical conditions, Religion, Philosophy
- Advent of a new culture
- Parallel System of Hindu and Muslim Education
- The state and Education; Contribution of the Medieval Rulers towards Education

UNIT II

Education in British Period & Independence India

- Significance of Missionary work
- Western education through the charter of 1813
- Oriental – Occidental controversy
- University Education Commission Recommendation (1948)
- Secondary Education commission Recommendation (1952-53)
- Indian Education commission (1964-66)
- Challenge to Education Policy Perspectives NPE (1986)
- POA 1992
- Changing perspective of education policy with reference to the fonces of LPG
- National knowledge commission (2005)

Postell-e

UNIT III

Sociology of education- concept, nature, scope, functions of sociology of education. Methods of study. Difference between educational sociology and sociology of education, need for a sociological approach in education.

Education as social sub system-in relation to and interaction with other social institutions and sub systems as family, community, economy, political system, and religion. Social institutions and their role in attitude and value formation(with reference to family, community, school and youth organizations)

UNIT IV

Social organization- social groups, social differentiation and stratification- characteristics and influencing factors.

Social systems-functional and structural subsystem, education as a sub system of social system

Social change-concepts, patterns and theories of social change, education as an instrument, factor and reflection of social change. Constraints of social change in India in the face of caste, class, language, religion, regionalism and ethnicity.

Study of social thoughts and contribution of Emile Durkheim, Tolcott Parsons, P.A.Sorokin and Charles Cooley, Human rights and value education

Suggested Readings-

1. Aggarwal, J.C. : Philosophical and sociological Bases of Education Vikas Publishing House Pvt. Ltd., New Delhi.
2. Bhatia and Bhatia- Philosophical and sociological foundations of education Doaba House.
3. Brown, F.J. - Educational Sociology; NewYork, Prentice Hall Inc.

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4. Chattopadhyaya (ed)- The cultural Heritage of India.
5. Dewey, J.- Democracy and Education; New York, Macmillan & Co.
6. Dewey. J.- Democracy and Education, Mac Million Co.
7. Dhiman, O.P.- Foundations of Education; Allahabad, Atma Ram & Sons.
8. Durkheim-Education and Sociology.- The free Press
9. Havinghurst, R,J. and Neugarton, B.L.-Society and Education, Bosten;Allyn and Bacon.
10. Mathur S.S.- A sociological Approach to Indian Education, Agra, Vinod Pustak Mandir.
11. Agrawal J.C. (1998) Landmark in the History of Modern Indian education, New Delhi Vikas Publishing House
12. Santosh Kumar Das, (1993) The Educational system of Ancient Hindus Calcutta
13. एस0पी0 गुप्ता (2014) भारतीय शिक्षा का इतिहास, विकास एवं समस्याएं, शारदा पुस्तक भवन, इलाहाबाद।
14. Nurulla, Syed and Maik J.P. (1945) A student's History of education in India (1800-1964) Bombay
15. Tilak JBG (2013) Higher Education in India; in serch of equality, Qualigy and quality New Delhi orient Blackswan

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Semester III
Compulsory Paper II

Marks- Internal	30
External	70
Total	100

Statistics in Education

UNIT-I:

Descriptive Statistics- I

1. Measures of Central Tendency: Mean, Median and Mode- computation and uses
Measures of Variability: Range, Quartile deviation, Mean deviation, Standard deviation, variance- computation and uses
Measures of relationship: Percentiles and Percentile ranks- computation and Uses
2. Measures of Association; Linear Correlation- concept, types, coefficient of correlation; assumptions, computation , uses and interpretation of rank order and product- moment correlation
3. Assumptions and uses of other types of correlation- Biserial, Point Biserial, Tetra choric, Phi coefficient, Partial and Multiple correlation
4. Regression and prediction: concept of regression, regression equations (involving two variables only) and their uses, accuracy of prediction

UNIT-II:

Inferential Statistics- I

5. Concept of Population, Sample and Sampling error; Parameter and Statistic, Degree of freedom
6. Standard error, confidence limits and confidence intervals.
7. Concept and testing of null hypothesis, Type-I and Type-II errors, Levels of significance, One tailed and two tailed tests
8. Parametric tests:
 - (I) t- test,

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- (II) F – test Analysis of Variance (ANOVA) - one way and two way, Analysis of Covariance (ANCOVA), and their uses in educational research

UNIT-III:

Inferential Statistics- II

1. Non Parametric tests; Concept assumptions and uses in educational research
 - (I) Chi square test and null hypothesis
 - (II) Sign test,
 - (III) Median test,
 - (IV) Kolmogorov-Smirnov test,
 - (V) Kruskal- Wallis test
2. Computer programmes in data analysis-Excel and SPSS

UNIT IV

Report Writing

- Identification of a research topic: Sources and Need.
- (b) Review of related literature.
 - (c) Rationale and need of the study.
 - (d) Conceptual and operational definition of the terms.
 - (e) Variables.
 - (f) Research questions, aims, objectives and hypotheses.
 - (h) Methodology, sample and tools.
 - (i) Scope, limitations and delimitations.
 - (j) Significance of the study.
 - (k) Bibliography.
 - (l) Time Frame.
 - (m) Budget, if any.
 - (n) Chapterisation.

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SUGGESTED READING

1. Edwards, A. L. ***Statistical Methods for Behavioural Sciences***, New York: Holt, Rinehart and Winston.
2. Ferguson, G. ***A Statistical Analysis in Psychology and Education***, New York: McGraw Hills.
3. Fisher, R.A. ***Statistical Methods for Research Workers***, New York: Hafner Publishing Co.
4. Garret, H.E. ***Statistics in Psychology and Education***, Bombay: Vakils
5. Guilford, J. P. & B. Fruchter. ***Fundamental Statistics in Education and Psychology***, Tokyo: McGraw Hill
6. Lindquist, E. F. ***Statistical Analysis in Educational Research***, Boston: Houghton Mifflin Co
7. Mc Nemar, Q. ***Psychological Statistics***, New York: Henry Holt & co.
8. Siegel, S. ***Non Parametric Statistics for Behavioural Sciences***, New York: McGraw Hill
9. Tate, M.W. ***Statistics in Education***, New York: McMillan Co.

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Semester - III
Optional Paper

Marks : 100

(I) Guidance & Counseling

UNIT I

- . Guidance and counseling; issues and problems; role of teacher
- . Educational Guidance: basic assumptions and principles
Curricular choice and its implications for Career guidance; Guidance and curriculum and the class room learning.
- . Vocational Guidance: basic principles, Vocational choice as a development process
 - Nature of work and Job analysis, dissemination of occupational information: vocationalisation of secondary education and career development
- Personal Guidance : basic assumptions; types of behavioral problems of school stage students.

UNIT II

- Guidance services: Individual Inventory and Information counseling Group Guidance services, Placement services and Follow-up services.
- Guidance of children with special needs, role of teacher.
 - . Organization of a Guidance programme and its principles-at elementary, secondary, college and university levels.
 - Evaluation of Guidance programmes

UNIT III

- . Guidance and Appraisal of the Individual: meaning, need ,purpose and place of appraisal in Guidance.
- . Techniques of Appraisal: Testing techniques - tests (viz. Intelligence, Aptitude, Knowledge and Achievement), Interest tests and Personality Measures, Non-Testing Techniques – Rating scales, Questionnaires, Inventories, records and sociometric tools.

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UNIT IV

Guidance and Counseling in Groups: Nature, aim, Principles and procedure;
Group Counselling Vs Individual counseling; counselling for adjustment.
Types of group activities-their merits and demerits
Current Trends, Concerns and Demands in Guidance.
Place of counseling in personal guidance

Suggested Readings-

1. Chauhan, S.S. Principles and techniques of guidance New Delhi, Vikas publishing House.
2. Dave, I The basic Essentials of counselling. New Delhi : sterling Publishers.
3. Erickson, C.E. (Ed.) A. Basic text for guidance workers, New York : Prentice Hall.
4. Jones, A.J. Principles of Guidance and pupil personnel work, New York, McGraw Hill.
5. Jones, A.J. Principles of guidance. New Delhi : Mc Graw Hill publishing company.
6. Kochhar, S.K. Educational and vocational guidance in secondary schools New Delhi : sterling publishers.
7. Meyers, G.E., Principles and techniques of vocational guidance, New York : Mc Crow Hill.
8. Nayak, A.K. guidance and counselling, New Delhi : APH publishing corporation.
9. Pandey, K.P. Educational and vocational guidance in India varanasi : Vish wavidyalaya Prakashan.
10. Smith, G.E. Principles and practices of the guidance program : A Basic Text Book, New York, Mac Millan Company.
11. Traxler, A.E. Techniques of guidance, New York : Harper and Brother Publishers.

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Semester IV
Optional Paper

Marks : 100

(II)GLOBAL PERSPECTIVE IN EDUCATION

UNIT -1

Concept, nature and scope of Global perspective in education. Aims and Objectives of global perspective in education, Need and Importance of global perspective in education, Role of global prespective in Teaching. Millennium goals in education. Models of educations in different countries. Gateways to instructional education, policies for online education, MOOC(Massive open online course), webinar, Cyber ethics, RTE, GATE, UNO, UNICEF, UGC,NITI Ayog.

UNIT- 2

Policies support global perspective in education in different countries. Purpose of education, the objectives that it is designed to attain, the methods for attaining them and the tools for measuring their success or failure. Comparative analysis of educational policies, planning and practices in developed and developing countries.

Unit -3

Planning of global perspective of education at different level (primary, secondary, higher level) in different countries. Micro and Macro planning, School mapping and child mapping, Steps in planning, Appraisal of planning, Constitutional provisions, legislative enactments, Role of various agencies.

Unit - 4

Financing Pattern of education in different countries, role of all the main stakeholders in financial education: governments, financial institutions, employers, trade unions and consumer groups, Economic development and

(Signature)

financing of education, mobilization of resources, Criteria of resource mobilization and resource utilization, Cost analysis in Education,.

Suggested Readings-

- Bell & Bell (2006). Education Policy and Social Class. Routledge Falmer.
- Mathur S.S. (1990). Educational Administration and Management. The Indian Publications. India.
- Tilak, J.B.G. (1992). Educational Planning at Grassroots. Ashish Publications. New Delhi. 24
- Tilak, J.B.G. (1993). External and Internal Resource Mobilization for Education for All; Discussion Paper, Education for All Summit of Nine High Populated Countries. New Delhi.
- Varghese N.V. (1987). Set of Modules on District Planning in Education. New Delhi. NUEPA.
- Alexander Robin (2000). Culture and Pedagogy: International Comparisons in Primary Education. Oxford. Blackwell.
- Beauchamp Edward, R. (2003). Comparative Education Reader. New York. Routledge Falmer.
- Bray, M (2003). Comparative Education: Continuing traditions. New Challenges and New Paradigms. London, Kluwere Academic Publishers.
- Chabbott Colette (2003). Constructing education For Development: International Organizations and Education for All. New York. Routledge Falmer.
- Trivedi P.R., Singh U.K. and Sudarshan K.N. (1994). Global Education: An Analysis. New Delhi. Commonwealth.
- Watson Keith (2001). Doing Comparative Education Research: Issues and Problems. Oxford Symposium Books

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Semester - III
Optional Paper

Marks : 100

Inclusive Education

UNIT-I

Introduction to inclusive education: concept, meaning and importance of inclusive education, historical perspectives of inclusive education for children with diverse need, advantage of inclusive education for education of all children in the context of right to education

Inclusive Education in India: constitutional provisions, govt. Policies and legislations Recommendations of various committees and commissions-NPE, 1986, POA 1992, the person with disability act (PWT ACT, 1995), rehabilitation council of India act 1992.

Current issues in inclusive education and teacher preparation:

Early identifications and placement in inclusion

Teaching skills and competencies

Professional ethics and growth of teachers and teacher educators

UNIT-II

Socially disadvantaged children: meaning of the scheduled caste, scheduled tribes, educationally backward, minorities girls and slum children

status of school education of socially disadvantaged section in India: status of enrolment at elementary stage with reference to social group's equity and access, achievement of socially disadvantaged children

problems in education of disadvantaged section:-

Problems in education of socially disadvantaged children, multicultural education. Organisation and management of school to address socio cultural diversity, addressing language issues, curricular activities for meeting diverse need of children-socio-cultural and linguistic

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UNIT III

Inclusion of children with special educational needs: - concept, meaning of gifted, creative, mentally retarded and physically challenged (hearing, visually, orthopedically challenged and children with special health problems

Characteristics and identification:- of gifted, creative, mentally retarded and physically challenged (hearing, visually, orthopedically challenged and children with special health problems

Implication for academic inclusion at elementary education

UNIT IV

Inclusive instructional design:

-Inclusive curriculum -inclusive instructional strategies

-Inclusive lesson planning

collaborative instruction for inclusion-collaboration

- Co-operative learning

-Peer-mediated instruction and intervention

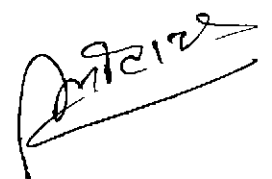
inclusive classroom:-physical layout of inclusive classroom

Special assistance to children

Medication in the classroom

Suggested Readings-

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education
- Bhatnagar Asha & Gulat Sushma (1998) *Career Development of Creative Girls*
- Bhatt, B.D. & Sharma, S.R.(1992): *Women's' education and social Development*. Delhi: Kanishka.
- Chaterjee S K (2000): *Educational Development of Scheduled Castes*



- Cowles Milly (1969): Perspective in the Education of Disadvantaged Children
- Edwards John R: Language and Disadvantage
- Government of India (1986). National Policy on Education, Department of Education, New Delhi.
- Government of India (1992). Programme of Action, MHRD, Department of Education, New Delhi.
- Hegarty and Alur Mithu (2002): Education and Children with Special Needs
- Jacob Aikara: Scheduled Castes and Higher Education.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly,----
- NCERT (2005). National Curriculum Framework, New Delhi.
- NCERT (2006). National Focus Group Report on Education of SCs and Sts, New Delhi.
- NCERT (2006). National Focus Group Report on Education of SCs and Sts, New Delhi.
- Ramchandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.
- Rangari A D :Indian Caste System and Education
- Scot Danforth & Terry Jo Smith (2005) Engaging Troubling Students – A Constructivistic Approach
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
- Sharma Usha & Sharma B M (1995) Girls Education
- Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.

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- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sheh Vimal P (1982) *The Educational Problems of Scheduled Caste and Scheduled Tribe School and College Students in India*
- Singh U K & Nayak A K (1977) *Women Education*
- Subramanyam, R. (2003): *Gender Equality in Education: Definitions and Measurements*. *International Journal of Educational evelopment*, July.
- Vishwanathan Maithili (1994) *Development Orientation of Women's Education*
- Webster Alec & Ellwood John: *The Hearing-Impaired Child in the Ordinary School – (Red-black line)*
- Yadav S K (1986): *Educational Schemes for Scheduled Castes*

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Semester -IV	
Paper's	Marks
<u>I- Compulsory Paper</u>	
1- Learner and Development	70+30=100
2- ICT enabled Education	70+30=100
3- Teacher Education	70+30=100
4- Dissertation	30+70=100
5- Viva – Voce	100
<u>Total</u>	500

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SEMESTER - IV

Marks- Internal	30
External	70
Total	100

Learner and Development

UNIT -I

- Development- Stage, Principles, Nature- Nurture balance
- Language Development- Factors Influencing it, Theories
- Stress- Concept, Factors influencing Stress among Learners

UNIT -II

- Cognitive Development- Stages, Theories of Piaget and Burner and their Educational Implications
- Moral Development- Factors Influencing it, Theories of Freud, Piaget, Kohlberg and Turiel, Moral Judgement and Moral Behaviour

UNIT -III

- Development of Social Competence- Concept, Factors Influencing it.
- Development of Emotional competence- Concept, Factors Influencing it.

UNIT -IV

- Intelligence- Concept, Theories, Measurement of Intelligence
- Personality- Concept, Theories of Freud, Erickson, Eysenck, Rogers, Cattell, Measurement of Personality
- Mental Health- Concept, Process of Adjustment, Conflict, Defence Mechanism

Practicum

	Marks
1. Preparation of a Development Profile of one Student	5
2. Testing of Personality and Intelligence of Students	5
3. Two sessional test	10+10
Total	30

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Suggested Readings

- Bischof : Interpreting Personality Theories
Blum : Psychoanalytic Theories of Personality
Bass & Berg : Objective Approaches to Personality Assessment
Holland Lindzey : Theories of Personality
Wadsworth, B.J. : Piaget for the Classroom
Slavin, R.E. : Educational Psychology
Mangal, S.K. : Advance Educational Psychology
Brainerd : Piaget theory of Intelligence
Bruner : Relevance of Education
Mehta, C.S. : Shiksha ki Prakirya
Flavell : Developmental Psychology
Bee : Developing Child
Misra, K.S. : Shiksha Manovigyan ken aye kshitij
Jersild : Psychology of Adolescence

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SEMESTER - IV

Marks- Internal 30

External 70

Total 100

ICT Enabled education

UNIT -I

Concept, nature and scope of ICT in education, Contemporary importance of ICT, Need and Importance of ICT in education, Role of ICT in Teaching.

Accessing the web, Familiarity with the ICT environment - connections and connectors, Inputting in Indian languages (fonts and keyboard), Creating with ICT -text, data, media, Operating systems and its requirements, hardware and software, Assistive technologies, word, spreadsheets, power point, Email and web based forums, Computer Assisted Teaching & Learning.

UNIT -II

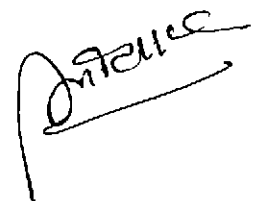
Planning for creations and selecting appropriate ICT tools, Producing ICT creations for specific audiences and / or purposes, Considering audience feedback, evaluating products.Using software and online resources to create products, Using a broad range of ICT tools for products, wizards, graphic .

Social web utilities – mail, blogs, wikis, online discussion forum, Using social utilities safely, ethical and unethical ICT communications, online Sharing, cyber crime, Avoiding being a victim of cyber crime, Online Identity and protection -Using usernames and passwords, Respecting the privacy of others

UNIT III

E- Content: Meaning Concept & development.

Student centric learning environment.



E- Libraries

Open Educational Resources for Various levels of Education.

UNIT IV

Educational applications of ICT, Evaluation of Open Educational resources (Framework for assessing and evaluating ICT re-sources - educational tools and applications for integrating ICT into lessons) Computer as ICT Tool.

Technology in promoting higher order thinking skills.

ICT as a resource & Communication Tool.

Using ICT to Transform Educational Institutions.

Suggested Readings-

1. Dangwal Kiran L.: (2004) Computers in Teaching and Learning:Shre Vinod Pustak Manir, Agra
2. Dangwal Kiran L.: (2013) Computers Shiksha: Vedant Publication: Allahabad
3. Dangwal Kiran L.: (2014) Suchna avam sampreshan Takniki Kaushal Vikas: Shre Vinod Pustak Manir, Agra
4. Mason Robin & Frank R. (2006) . E-learning - The key concepts. Routledge, New York.
5. Pathak, R.P. & Chaudhary, J (2012). Educational Technology, Pearson, New Delhi.
6. Richard Andrews & Caroline (2007). E-learning Research - A handbook of, SAGE New Delhi.
7. Sharma, R.N. & Chandra, S.S. (2003) Advanced Educational Technology, Atlantic Publications Distributor, New Delhi



Online references-

ICT Resources for Teaching and Learning - Jane Hart, C4LPT (2013), 'Top 100 Tools for Learning 2013', available:<http://c4lpt.co.uk/top100tools/>

ICT Resources for Assessment- Helen Barrett (2012), 'mPortfolios, Step-by-Step Model', available:

<https://sites.google.com/site/mportfolios/home/step-by-step-model>

JISC (2010), 'Effective Assessment in a Digital Age: A guide to technology-enhanced assessment and

feedback', available:
http://www.jisc.ac.uk/media/documents/programmes/elearning/digiassass_s_eada.

Sourcing, Evaluating ICT resources- eQNeT Quality Network for a European Learning Resource Exchange for schools, 'Travel Well Criteria', available:
<http://lreforschools.eun.org/web/guest/travel-well>

<https://openeducationalresources.pbworks.com/w/page/24836480/Home>

Learning Resource Exchange for schools website, available
<http://lreforschools.eun.org/web/guest/home> [

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SEMESTER - IV

Marks- Internal 30

External 70

Total 100

TEACHER EDUCATION

UNIT -I

Teacher Education in India: Historical Context

- Evolution and Development of Teacher Education in India
 - Before Independence Period
 - After Independence Period
- Recommendations made by various Commissions and Committee's on Teacher Education in Post Independent India.

UNIT -II

Teaching as a Profession & Various Levels

- Profession- Concept and Characteristics
- Teaching Profession- Concept and Characteristics
- Professional Development- Aims and Activities
- Competency Based Teacher Education, Accountability in Teacher Education
- Pre-Service Teacher Education
- In-service Teacher Education
- Induction

UNIT -III

Agencies of Teacher Education and its Role

- NCTE, UGC, NUEPA and NCERT
- SCERT, DIET, SIEMAT and UGC-ASC
- Comparative study of Teacher Education in Russia, UK, USA and in India



UNIT -IV

Emerging Trends in Teacher Education

- Total Quality Management in Teacher Education
- Performance Based Appraisal System – Academic Performance Indicator (PBAS-API)
- Code of Professional Ethics
- E-learning in Teacher Education (Computer and Mobile)
- Teacher Education through Distance Mode
- Integration of ICT in Teacher Education
- Two- years B.Ed and M.Ed programme- concept and rationale.
- School Internship- Concept and Objective
- Research Trends in Teacher Education

Parcticum: Any two of the following:

- Extensive survey of school internship and a detailed report submission
- According to your view, what should be the future scenario of Teacher Education in India? (minimum 2000 words)
- Survey of any institutions regarding use of ICT in
 - (a) Administration
 - (b) Classroom Teaching.

Suggested Readings:

- NCERT (2005). National Curriculum Framework, New Delhi
- NCERT (2005). National Focus Group on Teacher Education, New Delhi
- NCTE (1996). Curriculum Framework for Teacher Education, New Delhi
- NCTE (1998). Policy Perspectives in Teacher Education, New Delhi



- NCTE (2009). National Curriculum Framework for Teacher Education, New Delhi
- Radha Mohan (2011). Teacher Education, New Delhi: Prentice Hall of India Limited
- Ravi Kant Chopra (1993). Status of Teachers in India, NCERT, New Delhi
- Report of the Batra Committee
- Report of the Justice Verma Commission
- Report of the Kothari Commission
- Report of the National Policy on Education (1986)
- Programme of Action (1992)
- Stinnett, T.M. (1965) The Profession of Teaching, New Delhi: Prentice Hall of India (Private) Limited
- Walia, K (2003). Teacher Commitment, New Delhi: NCERT



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