

CENTRAL UNIVERSITY OF SOUTH BIHAR



ORDINANCE AND REGULATIONS GOVERNING

Master of Education (M.Ed.) Degree Programme
(Effective from the Academic Session 2018-2019)

Department of Teacher Education
School of Education

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ORDINANCE AND REGULATIONS GOVERNING

MASTER OF EDUCATION (M.Ed.) DEGREE PROGRAMME OF CENTRAL UNIVERSITY OF SOUTH BIHAR UNDER CHOICE BASED CREDIT SYSTEM

(Effective from Academic Session 2018-19)

Under the powers conferred by The Central Universities Act, 2009- section 28(1) (b)], as amended, Central University of South Bihar, hereby, institutes the four semester Post Graduate Degree Programme for the Award of **Master of Education (M.Ed.)** Degree by the **Department of Teacher Education under the School of Education** of the University under the choice based credit system. The following ordinance for governing admission, course of study, examinations and other matters relating to **M.Ed. Degree under Department of Teacher Education** of the Central University of South Bihar are, **hereby**, laid to come in force w.e.f. the Academic Session 2018-19 onwards till further amended.

1. Definitions of Key Words:

- 1.1 **‘Choice-Based Credit System (CBCS)’:** The CBCS provides choice for the students to select course from the prescribed courses (Elective or Soft-skill courses). It provides a ‘cafeteria’ approach in which the students can take courses of their choice, learn at their own pace, study additional courses and acquire more than the minimum required credits, and adopt an inter-disciplinary approach to learning.
- 1.2 **‘Academic Year’:** Two consecutive (one odd + one even) semesters shall constitute one academic year.
- 1.3 **‘Course’:** Course, usually referred to as paper having specific title and code number, is a component of a Programme. It consists of a list of

topics /points /concepts /theories /principles etc. which a student has to learn and master during the Programme of study. Each Course generally shall be of 04 credits. Each course should define the learning objectives/ learning outcomes. A course may be designed to be delivered through lectures/tutorials/laboratory work/field work/outreach activities/group activities/project work/vocational training/viva/seminars/ term-papers/assignments /presentations / self-study work etc., or a combination of some of these.

- 1.4 **‘Course Teacher’**: The course teacher generally will be the teacher who has primarily conceived the course, developed its contents, taken up the responsibility of teaching it and evaluating the performance of the students in that course.
- 1.5 **‘Credit’**: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
- 1.6 **‘Credit Point’**: It is the product of the grade point and the number of credits for a course.
- 1.7 **‘Grade Point’**: It is a numerical weight allotted to each letter grade on a 10-point scale.
- 1.8 **‘Letter Grade’**: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F. A letter grade is assigned to a student on the basis of evaluation of her/his performance in a course on a ten point scale.
- 1.9 **‘Programme’**: An educational Programme leading to the award of a Degree, Diploma or Certificate.
- 1.10 **‘Credit-Based Semester System (CBSS)’**: Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
- 1.11 **‘Semester’**: Each Semester shall consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be

scheduled from July to December and even semester from January to June. The credit-based semester system provides flexibility in designing curriculum and assigning credits based on the course-content and hours of teaching.

- 1.12 **‘Semester Grade- Point Average (SGPA)’**: It is a measure of performance of the work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
- 1.13 **‘Cumulative Grade Point Average (CGPA)’**: It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It shall be expressed up to two decimal places.
- 1.14 **‘Transcript’/ ‘Grade Card’ ‘or Certificate’**: Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade and/or marks secured) along with SGPA of that semester.
- 1.15 **‘The University’**: ‘The University’ in this Ordinance means the Central University of South Bihar.

2. Admission and Other General Provisions:

- 2.1 The Programme of study leading to **Master of Education (M.Ed.)** Degree of Central University of South Bihar shall be of two year (Four Semesters) duration which may be completed in a maximum duration of four years (Eight Semesters). Admission to the **M.Ed. Programme in Department of Teacher Education (School of Education)** shall be made on merit in the admission test conducted for this purpose.
- 2.2 The intake to the said PG Programme **(M.Ed.)** shall be as notified in the University Admission Prospectus.

- 2.3 The admission to the **M.Ed.** Programme shall be governed by the provisions as laid down in the University Admission Prospectus issued each year for admissions to the said Programme of the University.
- 2.4 After the declaration of the admission test results, the admission to the **M.Ed.** Programme shall be done by the Admission Committee, constituted as per the University rules.
- 2.5 Reservation rules as per the Government of India (GOI) and/or adopted by the University shall be applicable in admission to the **M.Ed.** Degree Programme as follows:

S. No.	Category	Reservation
1	SC Candidates	15 % of the intake
2	ST Candidates	7.5% of the intake
3	OBC Candidates	27% of the intake
4	Divyang Candidates	5% of the intake (<i>on horizontal reservation basis</i>)
5	Widows/Wards of Defence Personnel and Kashmiri Migrants	As per the GOI rules

- (a) The candidates seeking admission under the above categories must fulfill the minimum eligibility conditions, qualifying requirements and submit requisite documents in support of their claim, as prescribed by the GOI from time to time.
- (b) The SC/ ST/OBC candidates must enclose attested copy of the latest caste certificate as per GOI norms along with their Admission Form/Enrolment form stating that the candidate belongs to SC/ST/OBC Category.

The following are empowered to issue SC/ST/OBC Certificates:

- (i) District magistrate/ Additional District Magistrate/ Collector/ Deputy Commissioner/ Addl. Deputy Commissioner/Deputy Collector /Ist Class Stipendiary Magistrate/City Magistrate/Sub Divisional magistrate/ Taluka Magistrate/ Executive Magistrate /Extra Assistant Commissioner.
 - (ii) Chief Presidency Magistrate/ Addl. Chief Presidency Magistrate/ Presidency Magistrate.
 - (iii) Revenue Officer not below the rank of Tehsildar.
 - (iv) Sub - Divisional Officer of the area where the candidate and/or his family normally resides.
 - (v) Administrator/Secretary to the Administrator/ Development Officer (Lakshadweep Islands).
 - (vi) Candidate must note that certificate from any other person/authority shall not be accepted generally.
- (c) 5% seats on horizontal reservation basis shall be reserved for Divyang Candidates (Benchmark Category) and shall be further sub-divided into different categories of Divyangs as per the GOI rules.

A candidate applying under Divyang category must attach a certificate by CMO, District Hospital. However, she/he shall be considered under Divyang category only after verification from the University Medical Board, if any.

- (d) Vacant seats reserved for SC/ST/OBC candidates, if any, may be filled up as per the GOI rules. In case in any one of the two categories of candidates viz., SC/ST, the required number of candidates for admission is not available (i.e., the list of respective category has been exhausted), then candidates belonging to the other category (SC or ST as the case may be, if available), shall be called for admission in order of merit so as to make up the deficiency in the required number in any of the aforesaid two

categories. This provision shall be applicable to candidates belonging to SC & ST categories only.

(e) If sufficient number of candidates are not available in OBC category (i.e., OBC category list has been exhausted), such vacant seats shall be transferred to the general category.

2.6 Mere appearance in the admission test shall not entitle a candidate to be considered for admission to the Programme unless she/he fulfills the eligibility conditions. Applicants must fully satisfy themselves about their eligibility before filling the application form.

2.7 Provisional admission shall be offered to the candidates in order of merit list and the availability of seat in the Programme on the date of admission.

2.8 In case there is more than one candidate securing equal ranks as obtained by the last candidate in order of merit in the list of candidates to be called for admission, the following *inter-se* ranking rules of the University shall be applicable.

In case the candidates have equal/tie ranks then the marks obtained in the qualifying examination shall be the deciding factor and if, that is also same or result of both the candidates is not declared, then a senior candidate on the basis of date of birth shall be given preference. However, in a case of tie rank, if the result of qualifying examination of one candidate is declared then she/he will be given preference, provided she/he fulfills other eligibility conditions. In case of any dispute the decision of the Chairman, UATEC shall be final.

2.9 If the result of the qualifying examination is not declared by a university/board till the date of admission, the mark-sheet of the qualifying examination by a candidate can be submitted on or before 30th September of the admission year. In exceptional cases, further extension may be given by the Competent Authority on cogent reason(s). However, it may be noted that this clause cannot be extended to the candidate(s) whose result is being withheld or not declared by the university/board due to some specific reasons particularly related to the candidate(s). Furthermore, if the result of qualifying examination is not declared by a university/board in general then the aggregate percentage of

marks/grades of the completed semesters/years of the qualifying examination (e.g. three years/seven semesters of BA.BEd/BSc.BEd or one year/three semesters of B.Ed. in case of admission in M.Ed.) must be not less than the required percentage of marks/grades in the qualifying examination.

- 2.10 At the time of reporting for admission, the candidates are required to be present in person and bring the documents in original as well as a set of photocopy duly attested as notified by the Admission Committee/Controller of Examinations (CoE) from time to time.
- 2.11 A candidate provisionally selected for admission shall be required to fill the prescribed form, submit the required documents, collect her/his admit card or any other equivalent document for admission to the Programme from the office of the Department/School/University after paying the fees on or before a date fixed for the purpose, otherwise the offer made to her/him will automatically stand cancelled.
- 2.12 In case any provisionally selected candidate fails to deposit the fee by the date prescribed, her/his provisional admission shall be cancelled and the seat thus falling vacant shall be offered to the next candidate in order of merit under the specified category.
- 2.13 Notwithstanding anything contained in this ordinance, a candidate who is qualified under the foregoing ordinance for admission to the University, and who is a student of some other Indian University/Institution, shall not be admitted to the University without the production of a leaving or transfer certificate and/or migration certificate (as the case may be) issued by the last college/university attended and certifying to the satisfactory conduct of the student mentioning the highest examination she/he has passed. However, in certain cases if the candidates are not in position to submit the Transfer Certificate and/or Migration Certificate and the character certificate at the time of admission, they should submit the same as early as possible, but not later than 30th September of the year of admission in M.Ed. failing which the University reserves the right to cancel their admission. In exceptional cases, further extension may be given by the Competent Authority on cogent reason(s). However, it may be noted that this clause cannot be extended to the candidate(s) whose

result is being withheld or not declared by the university/board due to some specific reasons particularly related to the candidate(s).

- 2.14 Waitlisted candidate shall be offered admissions strictly on the basis of ranking, provided there is a vacancy in the Programme. Such waitlisted candidates shall have to deposit their fees latest by the date fixed by the Admission Committee/ Competent Authority.
- 2.15 The candidates enjoying employed status and selected for admission to **M.Ed.** Programme in the University, are required to produce Leave Sanction /Relieving Order at the time of Admission/Registration from their employer for the duration of the Programme permitting them to pursue their studies at the University, failing which the offer of admission may stand withdrawn. In case of any dispute the decision of the competent authority shall be final.
- 2.16 The admission of any candidate is liable to be cancelled without giving any further notice forthwith or at any time during the period of the concerned Programme of Study, if it is detected that the candidate has /had produced fake / forged certificate(s) /document(s), indulged in any act of misconduct/indiscipline and has /had concealed any other relevant information at the time of seeking admission.
- 2.17 The admission of the candidate to the **M.Ed.** Programme shall be subject to such ordinances, rules and regulations as may be framed from time to time by the University.
- 2.18 Foreign students shall be admitted as per the rules of the University.
- 2.18 Only the High Court of Patna shall have jurisdiction in case of any dispute relating to the provisional admission in the Programme.

3. Eligibility Conditions

The eligibility conditions for admission into the **M.Ed. Degree** Programme shall be as follows:

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However, the eligibility conditions for admission into **M.Ed. Programme** of the University may be recommended by the University Admission, Teaching and Evaluation Committee (UATEC) from time to time which shall be notified in the admission prospectus each year before admission.

4. Medium of Instruction of the Programme:

The medium of instruction and examination shall be **English for M.Ed. Programme**.

5. Programme Fee:

5.1 The semester-wise fee structure of M.Ed. Programme is given below:

5.2 The mode and schedule of payment of fees shall be decided by the university from time to time.

5.3 The fee structure of **M.Ed. Programme** under **Department of Teacher Education** may be changed by the University prospectively. Such changed fee structure shall be declared in the admission prospectus of the concerned academic session.

6. Conduct of the Programme:

6.1 To qualify for the **M.Ed. Degree**, a candidate must earn **96** credits as contained in the Programme structure/Syllabus of **M.Ed. Degree** and annexed with this ordinance. This Programme structure/Syllabus is subject to update/change/modify from time to time as prescribed by the Board of Studies (BoS) of the Department and need not to follow the procedure prescribed for updating the ordinances.

6.2 A student of the **M.Ed. Programme** shall not be permitted to seek admission concurrently to any other equivalent or higher degree or

diploma examination in this University or any other University, subject to rules/regulations of UGC or equivalent body in this regard and adoption of the same by the University.

- 6.3 The maximum period allowed to complete the M.Ed. Programme will be four years (Eight Semesters).
- 6.4 The Department shall offer courses as per its schedule and available resources and can decide to offer or not to offer a particular course from time to time. To earn additional or lesser credits in a semester from the Department than the prescribed in the syllabus and to earn credits from other Departments/Schools shall be the sole responsibility of the student. S/he has to choose the courses in such a way that it becomes feasible for her/him to earn the credits.

7. Type of Courses:

The M.Ed. Programme of the University has three types of courses, viz, Core courses, Elective courses, and Self-study/Skill-based courses.

7.1 Core courses:

- 7.1.1. The core courses are those courses whose knowledge is deemed essential for the students registered for the M.Ed. Programme. Where feasible and necessary, two or more Programmes (like, degree, diploma and certificate etc.) may prescribe one or more common core courses.
- 7.1.2 All the core courses prescribed for M.Ed. Degree Programme offered by the Department of Teacher Education under the School of Education shall be mandatory for all the students registered in the M.Ed. Programme.
- 7.1.3 A core course of the Programme may be an elective course for any other Programme.

7.2 Elective courses:

- 7.2.1 The elective courses can be chosen from a pool of courses (papers). These courses are intended to:

- allow the student to specialize in one or more branches of the broad subject area;
- help the student to acquire knowledge and skills in a related area that may have applications in the broad subject area;
- help the student to bridge any gap in the curriculum and enable acquisition of essential skills (e.g. statistical, computational, language or communication skills etc.); and
- help the student to pursue an area of interest.

7.2.2 Along with the elective courses prescribed for the **M.Ed.** Degree Programme offered by the **Department of Teacher Education**, a student has a choice to register herself/himself in courses of other departments to earn maximum of eight credits as elective from the other Departments/Schools.

7.2.3 The student may also choose additional elective courses offered by the University to enable her/him to acquire extra credits from the discipline, or across the disciplines. However, up to only 8 credit courses with best grades completed from the other Departments/Schools shall be considered for calculating CGPA of the Programme of study.

7.3 Dissertation and Internships (in Teacher Education Institution and Area of Specialization) are the integral part of practical courses of the M.Ed. Programme.

7.3.1 The dissertation carries 8 credits. Dissertation work shall be spread over all the four semesters of the M.Ed. programme as given below:

Semester	Tasks
I	Orientation towards dissertation work & Allotment of Supervisor
II	Proposal Finalization
III	Presentation of Review of Related Literature and Tools
IV	Submission, & Evaluation of Dissertation

- I. In the first semester the department shall organize a special orientation programme for the students for preparation of dissertation. In the same semester itself, a **M. Ed. Dissertation Committee**, comprising of the Dean and Head/Nominee, one Professor, one Associate Professors and

one Assistant Professor (by rotation on annual basis) for respective batch of students shall be formed in order to monitor the progress of the dissertation work of the same batch students. In this semester, the supervisors of the students shall be allotted as per lottery method.

- II. In the second semester, a student shall give presentation of the research proposal before the M. Ed. Dissertation Committee (with supervisors), which he/she shall have developed for the purpose of the dissertation work. The research proposal of the student shall be finalized by the M. Ed. dissertation Committee for further carrying out of the research.
- III. Before completion of the third semester, the student shall ensure of the completion of Review of Related Literature and Tools.
- IV. The submission of the dissertation for the purpose of evaluation at least before two weeks of the commencement of the Fourth Semester End term Examination, or at a date decided by the department.

7.3.2 Internship in Teacher Education (field based practical work) shall be mandatory part of the completion of M. Ed. programme. In order to give practical exposure to the trainee teacher educators regarding day to day activities of Teacher Education Institutions, a four credit course on ***Internship in Teacher Education*** has been included in M. Ed. programme. To carry out this four credit course on Internship in Teacher Education, the trainee teacher educators shall involve themselves in work and activities of teacher education institutions for one month (four weeks). This Internship in Teacher Education shall be conducted in the teacher education institutions which are recognized by NCTE and/or affiliated to a university. The tasks under the Internship in Teacher Education shall be coordinated by one teacher educator of the School of Education, Central University of South Bihar and completion of such task shall be certified by the Head/ Principal of the teacher education institution, where Internship in Teacher Education is conducted. The following tasks shall be performed by the trainee teacher educators in the teacher education institutions for the completion of the course:

1. Observation of 10 lectures delivered by the teacher educators of the teacher education institution.
2. Ten lectures to be delivered in any theory course of the teacher education programme.
3. Conducting an action research in teacher education institution and submission of the report.
4. Presentation of a seminar in teacher education institutions on a topic relating to innovative areas of teacher education.
5. Participation in day to day activities of the teacher education institution and submission of the report of the same.

6. Involvement in any other tasks of teacher education institutions as decided by department of education, CUSB from time to time.

7.3.3 Internship in the Area of Specialization (field based practical work) shall be mandatory part of the completion of M. Ed. Programme. In order to give practical exposure to the trainee teacher educators regarding day to day activities of a teacher educator during School Internship Programme in practicing school, a four credit course on ***Internship in the Area of Specialization*** has been included in M. Ed. Programme. To carry out this four credit course on Internship in the Area of Specialization, the trainee teacher educators shall involve themselves in work and activities of practicing school (four weeks). This internship in the Area of Specialization shall be conducted in the practicing school during School Internship Programme for teacher trainees. The tasks under the Internship in the Area of Specialization shall be coordinated by the teacher educator (Area of Specialization) of the School of Education, Central University of South Bihar and completion of such task shall be certified by the Principal of the school, where Internship in the Area of Specialization is conducted. The following tasks shall be performed by the trainee teacher educators in the school for the completion of the course:

1. Observation of activities conducted by the teacher educators during School Internship Programme in the school, such as: 10 teaching plan (Area of Specialization) preparation and correction, guiding for teaching aids' arrangement/preparation, supervision, mentoring and directing the teacher trainees for recording and performing various school activities.
2. Ten teaching plan (Area of Specialization) preparation and correction, guiding the teacher trainees for teaching aids' arrangement/preparation, supervision, mentoring and directing the teacher trainees for recording and performing various school activities in the practicing school.
3. Observation of day to day activities of the practicing school and submission of the report of the same.
4. Conducting an action research in the practicing school and submission of the report.
5. Presentation of a seminar in teacher education institutions on a topic relating to innovative pedagogy and assessment (Area of Specialization).
6. Involvement in any other tasks of the educational institutions as decided by Department of Teacher Education, CUSB from time to time.

7.4 Self-study/Skill-based Courses:

The self-study/skill-based courses are optional, not mandatory. Being non-credit courses, the performance of students in these courses shall be indicated either as “satisfactory” or as “unsatisfactory”, instead of the Letter Grade and this shall not be counted for the computation of SGPA/CGPA. These courses may also be taken by a student from other Departments/Schools.

Moreover, if the BoS of the Department feels that the Programme of study of M.Ed. requires certain academic backgrounds to pursue the Programme effectively, it may recommend some course(s) without credit(s) to meet the purpose as compulsory part of the syllabus.

Note: A course (Core/Elective/Self-study/Skill-based) may also be offered by the department in the form of a Dissertation, Project work, Practical training, Field work or Internship/Seminar etc.

8. Mobility Options and Credit Transfers:

The students shall be permitted to opt inter-disciplinary and horizontal mobility and can take courses of their choice, learn at their paces, enroll for additional courses, acquire more than the required credits, and adopt an interdisciplinary approach to learning, subject to the provisions made in this ordinance.

- 8.1. A student may be allowed to take course/courses of any other University/Organization/Institution, the courses of whom are duly accredited by the Department of Teacher Education/School of Education under MoU or otherwise and approved by the Academic Council. (Note: The Department of Teacher Education/School of Education shall try to ensure accreditation of relevant courses of other Universities/Organizations/Institutions including MOOCs and increase the choice basket of M.Ed. Programme).
- 8.2. A student availing inter-university mobility shall continue to be a bonafide-student of the University where she/he initially got admission and in case she/he earns credits from a different university, the credits so earned shall be transferred to her/his parent University.

- 8.3. It shall be the responsibility of the student to assess the feasibility and practicality of vertical mobility (across universities), as it doesn't entitle a student to be exempted or relaxed from any of the requisites (sessional, attendance, assignments, end-semester examinations and Programme duration etc.) for the completion of the Programme.
- 8.4. The mobility option should not be interpreted as inter-university migration.
- 8.5. The mobility across the disciplines is also subject to availability of desired elective course, faculty, infrastructure and number of students (as fixed by the University/Department from time to time) opting for that elective course.
- 8.6. The mobility shall be permissible from the Regular Mode Programme to the Regular Mode Programme of learning only, and cannot be replaced by Open/Distance/Online Programme.
- 8.7 A student of some other University shall in any case be admitted only at the beginning of the particular Programme/Course which she/he proposes to take in the University subject to the fulfillment of other conditions.

9. Credits:

A credit defines the quantum of contents/syllabus prescribed for a course and determines the number of hours of instruction required per week. Thus, in each course, credits are assigned on the basis of the number of lectures/tutorials/laboratory work/field work and other forms of learning required for completing the contents in 15-18 week schedule. 2 hours of laboratory work/field work is generally considered equivalent to 1 hour of lecture.

- (i) 1 credit = 1 hour of instruction per week (1 credit course = 15 contact hours of instruction per semester)
- (ii) 4 credits = 4 hours of instruction per week (4 credit course = 60 contact hours of instruction per Semester)
- (iii) 1 credit = 1 hour of tutorial per week (1 credit course = 15 contact hours of instruction per semester)
- (iv) 1 credit = 2 hours of laboratory work/field work per week (1 credit course = 30 hours of laboratory work/field)

Number(s) of credit(s) assigned to a particular course are mentioned in the detailed syllabus of the courses.

10. Course Coding:

Each course offered by the Department of Teacher Education is identified by a unique course code comprising of twelve letters/numbers indicating Programme/level of Programme (first two letters in uppercase), Discipline/Subject (Next three letters in uppercase), Semester (next digit ranging from 1 to 4), Course Number (next three digits starting from 001 for each semester), Nature of Course for the Programme (next letter in uppercase i.e. C = Core Course; E = Elective Course, S = Self-study/Skill course), total number of credits for the course (next two digits starting from 00), respectively.

For example, the course code for second core course of the M.Ed. Programme in the Third semester in the Department carrying 4 credits shall be **MEEDU3002C04**.

Every time when a new course is prepared by the BoS of the Department (merely changing minor content and not the course title shall also be considered as a new course) it shall be assigned a new course code.

However, the University may decide a different course codification pattern for any Programme in future as per the demand of the situation.

11. Duration of the Programme:

The minimum duration for completion of M.Ed. Programme shall be four consecutive semesters (two odd and two even semesters). *The maximum period for completion shall be eight semesters.*

Provided that (i) a semester or a year may be declared by the Controller of Examinations as a zero semester or a zero year for a student if she/he could not continue with the academic work during that period due to terminal illness and hospitalization of longer duration, or due to accepting a scholarship/fellowship, with due permission of the University, subject to the fulfillment of requirements laid down in this respect by the rules or regulations of the University. Such a zero semester/year shall not be counted for calculation of the duration of the Programme in the case of such a student.

(ii) Hostel and other related facilities shall not be given to a student after completion of minimum duration, i.e., four semesters required for M.Ed. Programme.

12. Student Mentor:

The Department shall appoint a Mentor for each student from amongst the faculty members of the Department. All faculty members of the Department shall function as Student Mentors and shall generally have more or less equal number of students. The Student Mentor shall advise the student in choosing courses and render all possible support and guidance to her/him.

13. Course Registration:

13.1. The registration for courses shall be the sole responsibility of the student. No student shall be allowed to do a course without registration, and no student shall be entitled to any credits in the course, unless she/he has been registered for the course by the scheduled date fixed by the Department/School/University.

13.2. Every student has to register in each semester (in consultation with her/his Student Mentor) for the courses she/he intends to undergo in that semester by applying in the prescribed proforma in triplicate (one copy each for student, for the student's file to be maintained in the departmental office and for the office of the Controller of Examinations), duly signed by her/him, the Student Mentor, the concerned Course Teacher and finally approved by the Head/In charge of the **Department of Teacher Education**, within the deadline notified for the purpose by the Department/School/University.

13.3. Registration done in different courses within the stipulated period of time by a student shall not ordinarily be permitted to be changed. However, in exceptional cases, a student may be allowed by the Head/In charge of the **Department of Teacher Education** to add a course, substitute a course for another course of the same type (elective or self-study/skill-based) or withdraw from a course, for valid reasons by applying on prescribed proforma (in triplicate as mentioned above in 13.2) with the consent of the Student Mentor not later than one week from the last date of course registration in a particular semester. Further, withdrawal from a course shall be permitted only if the courses registered after the withdrawal shall enable the student to earn a minimum of 20 credits. This duly approved change/withdrawal shall be notified by the office of the **Department of Teacher Education** to all concerns like Controller of Examinations, both the Course Teachers etc.

- 13.4. A student shall register for a minimum of 20 credits and can register for a maximum of 32 credits in a semester unless specified otherwise by the University for a Programme of study.
- 13.5. If a student registers herself/himself for more elective courses than the prescribed in the Programme, while calculating the Cumulative Grade Point Average (CGPA), only the prescribed number of elective courses for the Programme of study shall be included in the descending order of the grades obtained by her/him including the presence of maximum 8 credits from the other Departments/Schools.
- 13.6. A student shall have the option of choosing an elective course from other Departments/Schools irrespective of the semester in which the course is offered, other things being the same. For example; a student of odd/even Semester can opt an elective course of other department offered in any odd/even semester respectively.

14. Examination and Promotion:

- (A) The examination of all the courses required for the M.Ed. degree shall be internal in nature and generally consisting of Continuous Internal Assessment and End-Semester Examination. For the preparation of final grade in a particular course, the Continuous Internal Assessment (Formative in nature) and the End-Semester Examination (Summative in nature) shall have the weightage of 30% and 70%, respectively.
- (B) Each course, irrespective of credits assigned to it, shall be evaluated out of 100 points. These points should not be confused with traditional system of marks. The points obtained by a student in a course are indicator of percentage of marks and not the raw marks. Since, the University has adopted the system of grading, hence, the marks shall not be reflected in a grade sheet of a student. However, for wider uses, and if required, the students or the prospective employer or end user may take the following reference for calculating maximum marks and obtained marks for a Programme/Course:

For Maximum Marks –

- 1 Credit Course = 25 marks course
 - 2 Credit Course= 50 marks course
 - 3 Credit Course= 75 marks course
 - 4 Credit Course= 100 marks course
- and so on.

For obtained marks –

The obtained points may be converted into marks by taking them as percentage of marks. For example:

- (i) If a student has obtained 80 points in a 4 Credit Course, then it may be converted as: *80 marks out of 100.*
- (ii) If a student has obtained 80 points in a 2 Credit Course, then it may be converted as: *40 marks out of 50.*
- (iii) If a student has obtained 80 points in a 1 Credit Course, then it may be converted as: *20 marks out of 25.*

In such course(s), where direct numerical grades are awarded in place of points, these numerical grades shall be converted into marks by using the following formula:

$$\text{Marks in the Course} = \text{Numerical grade in the Course} \times 10$$

However, any change may be recommended in this pattern by the UATEC, from time to time.

14.1. Continuous Internal Assessment:

14.1.1 The Continuous Internal Assessment of the students' learning and performance shall be carried out by the Course Teacher(s). Considering the nature of the course, the teacher(s) shall decide the mode of Continuous Internal Assessment, which may include one or more assessment tools, such as student's class performance, assignments,

class tests, take-home tests, term paper(s), presentations, oral-quizzes, case studies and laboratory work etc.

14.1.2 Each Course Teacher shall design the Continuous Internal Assessment system for the course she/he offers with the approval of the Departmental Committee (DC). This approved design of Continuous Internal Assessment shall be announced to the students of the respective courses at the beginning of each semester by the concerned teacher.

14.1.3 Generally, each course shall be taught by one teacher only, who shall maintain all the records related to attendance, teaching and assessment in a systematic manner. In an exceptionally rare case, if a teacher is assisted in teaching by other teacher, the teacher (in-charge of the course) shall be responsible for coordinating teaching and assessment, including award of final grade.

14.1.4 In case a student fails to appear in any Continuous Internal Assessment, it will be taken care by the concerned Course Teacher at her/his level.

14.2. End-Semester Examination:

14.2.1 Generally, End-Semester theory question paper shall include a limited number of very short answer type questions followed by short and long questions covering the entire syllabus in such a way that the question paper ensures assessing students' knowledge, understanding, application and analysis-synthesis/reflection of the subject. Thus, a standard model format of the End-Semester Examination paper consisting of 70 points shall be as under –

Section-A: 15 very short questions of 02 points each = 30 points
(Short specific questions covering the entire syllabus to be given which should be answered in approximately 50 words by the examinee).

Section-B: 04 short questions of 05 points each = 20 points
(05 short questions to be given out of which 04 questions are to be attempted in approximately 200 words by the examinee).

Section-C: 02 long questions of 10 points each = 20 points
(03 long questions to be given out of which 02 questions are to be attempted in approximately 500 words by the examinee).

However, a different format of the End-Semester question paper for some particular course (e.g., project, dissertation or laboratory/field work etc.) may be prescribed by the Board of Studies (BoS) of the Department which shall come into force only after the approval of the competent authority of the University.

14.2.2 The duration of the End-Semester theory examination generally shall be of three hours.

14.2.3 The DC shall appoint one or more team(s), as per the need, of preferably three faculty members in each team for moderation of question papers of End-Semester Examinations and communicate the same to the Controller of Examinations. The task of moderation shall be organized by the Controller of Examinations.

The paper setter and the moderator(s) shall ensure and certify that question paper is comprehensive to cover all important topics/themes/course and fit for assessing the mastery of the entire course. They shall also ensure and certify that not more than 10% questions from the previous year question paper have been repeated.

14.3 In exceptional cases, depending upon the nature of a particular course, a totally different mode of assessment and evaluation may be prescribed by the BoS of the Department for the course, which shall come into force only after the approval of the competent authority of the University. However, it must be reflected in the detailed syllabus of the course and be available to the students at the beginning of the semester.

14.4 Any partial or complete change in the system of examination (Assessment & Evaluation) may be recommended by the UATEC which shall be implemented only after the approval of the competent authority.

14.5 A student is required to secure a minimum of 'P' grade in the Continuous Internal Assessment and in the End-Semester Examination, taking together, in a course.

14.6 Making Evaluated Answer-scripts Available to the Students:

14.6.1 All the examination answer-scripts shall be made available to the students after evaluation by the respective teachers as per the schedule decided by the concerned teachers or the University. In case of the End-Semester Examination, the evaluated answer scripts shall be made available to the students within 7 days of the last examination for the semester. Thereafter, within a week, all the answer books along with the statement of marks shall be sent by the concerned teacher through her/his Department to the Office of the Controller of Examinations for declaration of the results.

14.6.2 If a student is not satisfied with the evaluation of her/his answer script, s/he must submit a written objection to the concerned Head of the Department (offering the course) within 8 days from the last examination for the semester. Such complaint shall be looked after by a

panel of three faculty members, including the concerned teacher, to be nominated by the concerned Head of the Department, whose decision shall be final. The revised points, if any, shall be submitted by the panel to the concerned Head of Department who shall further submit it to the Controller of Examinations. This complete process of grievance redressal by the panel and the further submission of marks by the Head of Department, generally, should not take more than 7 days from the date of receipt of the grievance. However, in case of any controversy, the matter shall be referred to the Vice-Chancellor for final decision and action.

14.6.3 Once evaluated answer books are submitted to the Controller of Examinations, there shall be no re-evaluation/re-totaling thereafter.

14.7 Evaluation of Dissertation

The evaluation of the dissertation shall be done by the M.Ed. Dissertation Committee with the concerned supervisor in the following manner:

- a) The soft copy of the dissertation shall be checked for plagiarism. Only after getting clearance from this phase, the dissertation shall be evaluated.
- b) The evaluation of the dissertation work shall include-
 - i) Evaluation of dissertation report - 70% weightage
 - ii) Viva-voce – 30% weightage
- c) The total marks for the dissertation work shall be 100, which shall be converted into the grade/ grade point as per the M. Ed. evaluation norms. For finalizing the marks of the student in the dissertation work, the average marks of all the members of the M.Ed. Dissertation Committee along with the concerned supervisor shall be taken into consideration.
- d) The candidate shall secure at least 50% marks in the dissertation (both in dissertation report and viva-voce together) in order to pass in the dissertation course.
- e) The M.Ed. Dissertation Committee shall –
 - i. either award 50% marks
 - ii. or, suggest revision of dissertation
 - iii. or, reject the dissertation
- f) If the M.Ed. Dissertation Committee suggests the revision of the dissertation, the student has to revise the dissertation and resubmit the same within a

fortnight from the date of recommendation of the revision. If the student fails to resubmit the dissertation within a fortnight from the date of recommendation of the revision, he/she may be allowed to submit the dissertation within a period of six months as per the approval of the department. If the student do not pass in the same revised resubmitted dissertation, he/she shall be declared as fail in the M. Ed. Programme.

- g) If the M.Ed. Dissertation Committee rejects the dissertation at the time of evaluation, in such case the student has to work on a new topic of research or shall bring major modification in the existing topic of the dissertation, and submit the report of research to the department within six months from the date of the rejection of the dissertation. If the candidate do not pass in this dissertation, he/she shall be declared as fail in the M. Ed. Programme.
- h) The candidate shall submit one digital and four hard copies of the dissertation to the department for the purpose of evaluation.

14.8 Letter Grades and Grade Points:

An absolute grading system shall be adopted to grade the students.

- 14.7.1. Under the absolute grading system, points shall be converted to grades based on pre-determined class intervals.
- 14.7.2. In the End-Semester theory or practical examinations, the examiner shall award the points and these points after adding the points of Continuous Internal Assessment shall be further converted into Grades/Grade points in accordance with the provisions of this ordinance.
- 14.7.3. Detail Grade Sheet issued by the Controller of Examinations office at the end of the semester shall carry points /percentage and equivalent grades (numerical and letter) both.
- 14.7.4. The 10-point Grading System, with the Letter Grades as given under shall be followed:

Letter Grade	Numerical Grade Point	Class Interval (in %)
O (Outstanding)	10	Above 90 and \leq 100
A+ (Excellent)	9	Above 80 and \leq 90
A (Very Good)	8	Above 70 and \leq 80

B+ (Good)	7	Above 60 and \leq 70
B (Above Average)	6	Above 50 and \leq 60
C (Average)	5	Above 45 and \leq 50
P (Pass)	4.5	40 to 45
F (Fail)	0	< 40
Ab (Absent)	0	Absent

Note:

- (i) F= Fail, and the students graded with 'F' in a Programme or Course shall be required to re-appear in the examination.
- (ii) The minimum qualifying points for a course shall be 45% (i.e., 'P' grade).
- (iii) The students shall have to qualify in the Continuous Internal Assessment and the End-Semester examinations taking together.
- (iv) Before awarding numerical grade to the points obtained in a course, only the total of Continuous Internal Assessment and End-Semester Examination shall be rounded off to remove the decimal point. Thus, no separate rounding off shall be done of the points obtained in different components of Continuous Internal Assessment and End-Semester Examination.
- (v) There shall be rounding off of SGPA/CGPA up to two decimal points.
- (vi) The SGPA/CGPA obtained by a student shall be out of a maximum of 10 points.
- (vii) In order to be eligible for the award of the M.Ed. Degree of the University, a student must obtain CGPA of 4.50 at the end of the Programme.x
- (viii) Provided that the student who is otherwise eligible for the award of the M.Ed. Degree but has secured a CGPA of less than 4.50 at the end of the minimum permissible period of semesters may be allowed by the Department to repeat the same course(s) or other courses of the same type in lieu thereof in the extra semesters provided in Clause 11 related to the duration of Programme.
- (ix) The Cumulative Grade Point Average (CGPA) obtained by a student shall be classified into the following division/Class:

CGPA	Class/ Division
Above 9	Outstanding
Above 8 to 9	First Class (With Distinction)
6 to 8	First Class
5.5 to < 6	High-Second Class
5 to < 5.5	Second Class
4.5 to < 5	Third Class

14.8. Re-appear in the End-Semester Examination:

- 14.8.1 Once a student has fulfilled the attendance requirements in a course as per the provisions mentioned in this ordinance but has failed to score minimum grade required to qualify the Course or failed to appear in the End-Semester Examination of the course, may be allowed to re-appear in the End-Semester Examination, in such course, in the extra semesters provided under the Clause 11 on duration of Programme.
- 14.8.2. Such student may avail the chance to re-appear only within the maximum duration of the Programme. The re-appearance shall be permitted only in the End-Semester Examination of the concerned course(s) and the marks obtained by the student in the Continuous Internal Assessment conducted earlier for the particular course(s) shall be carried forward to be added with the marks obtained by her/him in the latest End-Semester Examination of the respective course(s).
- 14.8.3. The re-appear examination of even semesters shall be conducted along with the End-Semester Examinations of even semesters. Similarly, the re-appear examinations of odd semesters shall be conducted along with the End-Semester Examinations of odd semesters.
- 14.8.4. The re-appear examination shall be based on the syllabi of the course in force at the time of initial registration to the course.
- 14.8.5 A student who is re-appearing for the End-Semester Examination as per the clause 14.8.1 above; can re-appear in the subsequent semester(s), whenever the examination of a particular course is held, on payment of Rs. 2000/- (may be revised time to time by the University) per course in addition to the prescribed semester fee of the semester in which

she/he has been promoted/provisionally promoted, if applicable, within the maximum permissible duration for the Programme.

14.8.6 A student who has got the Migration/Transfer Certificate issued from the University shall not be allowed to re-appear in the End-Semester Examination.

14.9 Re-appear in the End-Semester Examination for Improvement of Grade(s):

14.9.1 If a student wishes to improve her/his grade(s) in any course (s), s/he can re-appear in the End-Semester Examination in the subsequent odd/even semester(s), whenever the examination of the particular course(s) is held, on payment of Rs. 2000/- (may be revised time to time by the University) per course in addition to the prescribed semester fee of the semester in which she/he has been promoted/provisionally promoted, if applicable, within the maximum permissible duration for the Programme of study of the student.

14.9.2 A student may improve her/his points/grade by reappearing in the End-Semester Examination of a course as per the provisions of reappearing mentioned above. In such cases points obtained by the student in the Continuous Internal Assessment of the particular course shall be carried forward to the subsequent End-Semester Examination of the course. However, in such case, the points/grades obtained on the basis of latest appeared End-Semester Examination shall be considered for calculation of final CGPA of the Programme.

14.9.3 The re-appear examination of a course for improvement of grade shall be based on the syllabi of the course in force at the time of initial registration to the course.

14.9.4 A student who has got the Migration/Transfer Certificate issued from the University shall not be allowed to re-appear in any examination for improvement of grade.

14.10 Repeating course(s):

14.10.1 A student having attendance shortage in any course may repeat the course by taking re-admission in that course in subsequent odd/even semester(s), whenever the course is being offered, within the maximum permissible duration of the Programme.

14.10.2 If a student repeats a course she/he has to fulfill all the desired requirements afresh including attendance, Continuous Internal Assessment and the End-Semester Examination. In such case the course content shall be based on the syllabi of the course in force at the time of repeat of the course. However, at the time of repeating, if the same course is not being offered by the Department due to any reason, the student may choose any other course of similar nature and credits from the available courses on recommendation of the Mentor and approval of the concerned Head of Department.

14.10.3 If a student repeats a course, she/he has to submit a fee of Rs. 3000/- (may be revised time to time by the University) per course in addition to the prescribed semester fee of the semester in which she/he has been promoted/provisionally promoted, if applicable.

14.11 Promotion Rules:

14.11.1 A student shall be declared as **'Promoted'** to the next semester when s/he earns 'P' Grade or above in the last concluded semester examination, maintaining the spirit and pattern of semester system and covering the mandatory components, such as Continuous Internal Assessment and End-Semester Examinations in all the courses for which s/he was registered till date.

14.11.2 A student shall be **'Provisionally Promoted'** to the next semester if she/he secures less than 'P' grade in **maximum three courses** out of the total courses registered by her/him till date.

14.11.3 A student shall be deemed as **'Failed'** in a semester when she/he gets below 'P' Grade in **more than three courses** or does not appear in the End-Semester Examination of **more than three courses**, after fulfilling the attendance requirements as per this ordinance, out of the total courses registered by her/him till date. In such case(s), a student has to re-appear in the End-Semester Examination of the course(s) in subsequent odd/even semester(s) within the maximum permissible duration of the Programme on payment of Rs. 2000/- (may be revised time to time by the University) per course. Since, such student does not need to attend the classes of the course(s) again; the marks of Continuous Internal Assessment obtained by her/him in the course(s)

earlier shall be carried forward to be added with the marks obtained by her/him in the latest End-Semester Examination of the respective course(s).

- 14.11.4 A student shall also be deemed as **'Failed'** in a semester when she/he failed to appear in the End-Semester Examinations of more than three courses due to the attendance criteria mentioned in 18.4 of this ordinance. Such student has to repeat the courses in the subsequent odd/even semester(s), whenever the courses are being offered, within the maximum permissible duration of the Programme, on payment of the prescribed fees as per the clause 14.10.3.
- 14.11.5 Under no circumstances, any student shall be permitted to register in a new course if she/he is having less than 'P' Grade in more than three courses.
- 14.11.6 A student shall be declared to have passed the Programme of study and award of the degree if she/he has secured the required credits with at least 'P' grade.
- 14.11.7 The re-examination of End-Semester Examination of the failed or provisionally promoted students shall be as per the clauses/sub-clauses under 14.8 above. However, only in a case where a student of final semester (within the minimum prescribed duration of the Programme) fails to appear or to achieve 'P' grade in maximum three courses including all backlogs after the result declaration of final semester, the Department may ask the concerned course Teacher(s) to conduct re-examination of End-Semester Examinations of such course(s) within a month from commencement of the next semester relaxing the condition of odd/even semester as given in 14.8.3 the student shall have to pay a fee of Rs. 2000/- per course.
- 14.11.8 If a candidate is repeating a course in an academic session, whatever may be the reason, it shall not be counted in the total number of seats and shall not affect the fresh intake of the M.Ed. Programme in that academic session.

14.12 Minimum Credit Requirements:

For a two-year **M.Ed.** Degree Programme, the credit requirements shall be **96** credits, including core and elective courses as prescribed in the detailed syllabus attached with this ordinance and regulations. A minimum of 8 credits and maximum of 16 credits shall be from elective courses offered by other Department(s).

15. Computation of SGPA and CGPA:

The University shall follow the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- 15.1. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student in a particular semester and sum of the number of credits of all the courses undergone by a student in that semester, i.e.,

$$\text{SGPA (Si)} = \frac{\sum (C_i \times G_i)}{\sum C_i}$$

Where, C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

- 15.2. The CGPA is also calculated in the same manner taking into account all the considerable courses as per the provision laid down in this ordinance out of the total courses undergone by a student over all the semesters of a Programme, i.e.,

$$\text{CGPA} = \frac{\sum (C_i \times G_i)}{\sum C_i}$$

Where, C_i is the number of credits of the i^{th} course (which is to be considered for the award of the PG Degree) and G_i is the grade point scored by the student in the i^{th} course.

- 15.3. The SGPA and CGPA shall be rounded off to 2 decimal points.

- 15.4. Since, the calculation of CGPA is not based on all the courses undergone by student, rather it is governed by other provisions laid

down in this ordinance like, clause 7.2.3, 13.5 etc., the CGPA may differ from the corresponding calculations based on SGPA only.

16. Illustration of Computation of SGPA and CGPA:

16.1. Illustration for computing SGPA:

Course	Credit	Grade Letter	Grade Point	Credit Point
Course I	3	A	8	$3 \times 8 = 24$
Course II	4	B+	7	$4 \times 7 = 28$
Course III	3	B	6	$3 \times 6 = 18$
Course IV	3	O	10	$3 \times 10 = 30$
	Total credits for the semester = 13			Total Credit points Earned = 100

Thus, SGPA = $100/13 = 7.69$

16.2 Illustrations for computing CGPA:

Courses Considered for the Award of the Degree	Completed in the month (Year)	Credit	Grade Letter	Grade Point	Credit Point
Course I	Dec 2018	4	A	8	$4 \times 8 = 32$
Course II	Dec 2018	4	B+	7	$4 \times 7 = 28$
Course III	June 2019	4	B	6	$4 \times 6 = 24$
Course IV	June 2020	4	O	10	$4 \times 10 = 40$
		Total credits for the semester = 16			Total Credit points earned = 124

Thus, CGPA = $124/16 = 7.75$

Note: Formula to calculate percentage from CGPA/SGPA= CGPA or SGPA x 10; and formula to calculate percentage to CGPA or SGPA = Percentage/10,

e.g., In case of example mentioned in Table 16.2, the percentage of CGPA = $7.75 \times 10 = 77.50\%$

16.3. Transcript (Format): Based on the above, letter grades, grade points, and the SGPA, the Transcripts/Detail Grades Certificates (DGCs) shall be issued to the candidates for each semester and a consolidated transcript on completion of the Programme indicating the performance in all the courses considered for calculating the CGPA. Along with the CGPA, the percentage of marks obtained in the Programme shall be reflected in this consolidated transcript on the basis of the CGPA. However, this system may be changed by the University at any point of time without prior notice to the stakeholders as per the need.

17. Removal of Student Name from the Programme:

The name of a student falling under any one of the following categories shall automatically stand removed from the rolls of the University:

- (a) A student who has failed to fulfill the minimum grade point requirements prescribed for the Programme during the maximum duration of the Programme.
- (b) A student who has already exhausted the maximum duration allowed for completion of the Programme and has not fulfilled the requirements for the award of the degree.
- (c) A student who is found to be involved in misconduct, forgery, indiscipline or any other objectionable conduct, upon recommendation of the Disciplinary Committee/ Proctorial Board or any other procedure deemed fit by the University.
- (d) A student who has failed to attend the classes as stipulated under the clause of attendance requirements in this ordinance.

18. Attendance Rules:

- 18.1 A student is required to attend 100% of the classes held in a course in the specific semester in order to be eligible to appear in the End-semester examination of that particular course.
- 18.2 Waiving of attendance-deficit up to a maximum of 25% is permissible to accommodate following situations:
- (a) Representing the University in any inter-collegiate, inter-University, local, national or international events; (b) Participating in an activity of the University with prior permission of the Competent Authority; (c) Participation in NCC/NSC/NSS Camps duly supported by certificate. (d) Participation in Educational Excursions, which form a part of teaching in any subject, conducted on working days duly certified by the concern Course Teacher/ Head of Department /Dean; and (e) to cover all unforeseen reasons like illness, hospitalization, personal engagements elsewhere or other personal reasons which compel a student to absent herself/himself from attending the classes.
- 18.3 Hence, it shall be mandatory/compulsory to every student to have attendance in 75% classes held in particular course. No waiver, for whatsoever reason, shall be given. Accordingly, no application requesting waiver below 75% attendance shall be entertained by the University. However, a further relaxation up to 10% or the days spent (whichever is lesser) on the basis of situations mentioned under a, b & c of Clause 18.2 above (not on the basis of d of Clause 18.2) may be considered by the Vice-Chancellor on the recommendation of the Head/In charge of the Department. In any other situation no appeal can be made for this purpose even to the Vice-Chancellor.
- 18.4 A student, however, shall not be allowed to appear in the End-Semester Examination of the courses which are not covered under above mentioned clauses 18.1, 18.2 and 18.3. Such a student shall be permitted to repeat the courses in the subsequent odd/even semester(s), whenever the courses are being offered, within the maximum permissible duration of the Programme, on payment of the prescribed fees as per the clause 14.10.3. However, in the first semester, for repeating the courses, it shall be mandatory for a student to have minimum 40% attendance in aggregate (taken together all the courses registered by her/him in the

semester). If a student does not put in at least 40% of aggregate attendance in the first semester, she/he shall have to leave the Programme without claiming refund of any fees, and her/his admission shall be treated as cancelled.

- 18.5 The attendance of a newly admitted candidate shall be counted from the date of her/his admission/registration or date of beginning of classes, whichever is later. In the case of promoted candidates, attendance shall be counted from the date on which respective class begins. However, if a new student is admitted late after the commencement of the classes, s/he must get herself/himself registered in the desired courses following the due procedure within 5 working days after the admission failing which her/his attendance shall be counted after 5 working days from the date of admission.
- 18.6 In a case of changed registration as per the clause 13.3 of this ordinance the total classes held for calculating percentage of attendance in the newly registered course for a particular student shall be counted from the fresh registration in that particular course.
- 18.7 Monthly records of attendance of students in each of the courses taught by a teacher is to be prepared and submitted by the concerned teacher to the Office of the Head/In charge of the Department (HoD) and the Controller of Examinations' (CoE) office by the 10th day of the next month after displaying it to the students in the course and taking their signatures. The teacher will keep the original record of attendance with her/him and submit it finally to both the offices with her/his remarks regarding the eligibility of a student for appearing in the end semester examination within three working days after the last class or teaching day in the semester, whichever is later. Any failure in compliance in this matter must be informed by the concerned teacher to the Head of Department and the Controller of Examinations with justification.
- x
- 18.8 There shall be an Attendance Monitoring Committee in the Department under the Chairmanship of the Head or her/his nominee for proper monitoring of attendance records and taking suitable action(s) as per the requirements.

19. Programme Structure:

The M.Ed. Programme shall be of two year duration divided into four semesters. A student is required to earn at least 96 credits within the stipulated time as per the details given in Annexure-1.

(ANNEXURE WILL CONTAIN THE FOLLOWING ALONG WITH THE DETAILED SYLLABUS)

The Courses and Credit Load (In the provided format along with specific scheme of examination, if any):

Semester-wise Distribution of Courses:

20. Power to Relax and Amendments

20.1 All the above clauses are subject to the amendments, as and when required, as per the decisions pertaining to rules, regulations and norms of the University Statutory Bodies and other Regulatory Bodies etc. (e.g., National Council for Teacher Education (NCTE)), from time to time.

20.1.1 Notwithstanding what is contained in the foregoing clauses of this ordinance, the Academic Council may, in exceptional circumstances consider at its discretion and for reasons to be recorded, relax any of the provisions except those prescribing CGPA requirements.

20.2 Notwithstanding anything stated in this ordinance, for any unforeseen issues arising, and not covered by this ordinance, or in the event of differences of interpretation, the Vice-Chancellor may take a decision, after obtaining the opinion/advice, if required, of UATEC. The decision of the Vice-Chancellor shall be final.

CENTRAL UNIVERSITY OF SOUTH BIHAR



Master of Education (M.Ed.) Programme Syllabus (Effective from Academic Session 2018-2019)

**Department of Teacher Education
SCHOOL OF EDUCATION**

Central University of South Bihar, Gaya

School of Education

Course Structure of M.Ed. Programme

Finalized in DC dated 2nd August and 6th August 2018

(on the basis of the resolutions of Academic Council dated 30th July 2018)

Course Code	Title of Course(s)	Credits
SEMESTER-I		
MEEDU1001C04	Philosophical Foundations of Education	4
MEEDU1002C04	Psychology of Learner	4
MEEDU1003C04	Basics of Educational Research	4
MEEDU1004C04	Curriculum Studies	4
MEEDU1005C04	ICT and its Application in Education	4
MEEDU1006E04 MEEDU1007E04 MEEDU1008E04	Elective Basket-I (Any one of the following): 1. Environmental Education 2. Human Rights Education 3. Language across the Curriculum 4. Course from other Department 5. Course from SWAYAM *	4
ISB Activity-I		
SEMESTER-II		
MEEDU2001C04	Sociological, Historical, Political and Economic Foundations of Education	4
MEEDU2002C04	Psychology of Learning	4
MEEDU2003C04	Advanced Research Methodology in Education	4
MEEDU2004C04	Assessment and Evaluation in Education	4
MEEDU2005E04 MEEDU2006E04 MEEDU2007E04 MEEDU2008E04	Elective Basket-II (Any one of the following): 1. Pedagogy of Language Education 2. Pedagogy of Mathematics Education 3. Pedagogy of Science Education 4. Pedagogy of Social Sciences Education	4
MEEDU2009E04 MEEDU2010E04 MEEDU2011E04	Elective Basket-III (Any one of the following): 1. Citizenship Education 2. Guidance and Counselling 3. Teaching and Research Aptitude 4. Course from other Department 5. Course from SWAYAM *	4

Course Code	Title of Course(s)	Credits
ISB Activity-II		
SEMESTER-III		
MEEDU3001C04	Pre-Service and In-Service Teacher Education	4
MEEDU3002C04	Teaching Technology and Pedagogy	4
MEEDU3003C04	Communication, Academic Writing and Self-Development	4
MEEDU3004E04 MEEDU3005E04	Elective Basket-IV (Any one of the following): 1. Elementary Education 2. Secondary Education	4
MEEDU3006C04	Internship in Teacher Education Institutions	4
MEEDU3007E04 MEEDU3008E04 MEEDU3009E04 MEEDU3010E04	Elective Basket-V (Any one of the following): 1. Internship in Area of Specialization-Language Education 2. Internship in Area of Specialization-Mathematics Education 3. Internship in Area of Specialization-Science Education 4. Internship in Area of Specialization-Social Sciences Education	4
ISB Activity-III		
SEMESTER-IV		
MEEDU4001C04	Educational Studies and Comparative Education	4
MEEDU4002C04	Educational Planning, Management and Financing of Education	4
MEEDU4003C08	Dissertation	8
MEEDU4004E04 MEEDU4005E04 MEEDU4006E04	Elective Basket-VI (Any one of the following): 1. Economics of Education 2. Educational Resource Creation 3. Early Childhood Care Education 4. Course from other Department 5. Course from SWAYAM *	4
MEEDU4007E04 MEEDU4008E04 MEEDU4009E04	Elective Basket-VII (Any one of the following): 1. Distance Education 2. Inclusive Education 3. Management and Administration of Higher Education 4. Course from other Department 5. Course from SWAYAM *	4

* Following courses from SWAYAM Portal may preferably be chosen:

S. No.	Course	Coordinator	Credits
1.	Educational Administration Management and Leadership in School Administration	CIET, NCERT, New Delhi	4
2.	Digital Library	Jagdish Arora, INFLIBNET Centre, Gandhinagar	4
3.	Writing for Mass Media	F.B. Khan, JMI, Delhi	4

School of Education
Central University of South Bihar, Gaya

2 Years Master of Education (M.Ed.)

Course Details			
Course Code	MEEDU1001C04	Course	Philosophical foundation of Education
Credits	3L + 1 T= 04	Course Duration	One Semester
Semester	I (Odd)	Contact Hours	45 L + 15 T =60 Hours
Transactional Strategy	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	30 % Continuous Internal Assessment (Formative cum Summative) 70% End Term External Examination (University Examination)		

Objectives of the Course:

- To develop in-depth understanding of basic concepts related to philosophy of Education
- To develop an understanding about western and Indian schools of philosophy and their educational implications.
- To develop critical understanding about contributions made to education by prominent educational thinkers (western and Indian)
- To acquaint students with new trends in philosophy of education
- To develop philosophical insight for resolution of educational issues
- To Develop insights into philosophical questions of education;
- To Equip with theoretical tools to analyze emerging concerns in education

Expected Outcomes of Learning: After the completion of the course, the students will be able to –

- Explain the key concepts of philosophy
- Explain the nature and functions of philosophy and philosophy of education in the context of teaching-learning
- Identify processes, and sources of knowing in different contexts and different subject knowledge;
- Describe the knowledge, reality and value of different western schools of philosophy namely Idealism, Naturalism, Realism, Pragmatism, Existentialism, Perennialism
- Describe the knowledge, reality and value of different Indian schools of philosophy namely Vedanta, Sankhya, Yoga and Buddhism, Jainism

- Analyse the contributions made to education by prominent Indian philosophers such as Gandhi, Vivekananda, Aurobindo, Tagore, J Krishnamurthy.
- Discuss the new trends in philosophy of education as Analytical philosophy, logical positivism, critical theory etc
- Analyze the role of philosophy in contemporary education system.
- Evaluate and Apply of Philosophical Ideas in actual situation.

Unit I: Basics of Philosophy & Education (10 Hours)

- Philosophy: Meaning, Nature, Purpose and Scope
- Contemporary meaning of Philosophy especially from the perspective of Analytical School of Philosophy
- Modern concept of Philosophy: Analysis- Logical analysis, Logical empiricism and Positive relativism
- Functions of philosophy: Speculative, Normative/Prescriptive and Analytical
- Philosophy of Education: Meaning, Nature, and functions, Relationship between Education and Philosophy

UNIT II: Metaphysics and Education (14 Hours)

- Metaphysical problems and their relationship with nature, man and society.
- Impact of philosophical suppositions on education made by some prominent schools of Western Philosophies viz. Idealism, Naturalism, Realism, Pragmatism, Perennialism, Essentialism, progressivism and Existentialism

UNIT III: Epistemology and Education (10 Hours)

- Knowledge – its meaning and nature
- Methods of acquiring valid knowledge with reference to Analytical, Dialectical and Scientific approaches.
- Methods of acquiring valid knowledge with reference to Vedanta, Sankhya, Nyaya and Yoga.

Unit-IV: Axiology and Education (11 Hours)

- The concept of value
- Value formulation and contribution to Education with reference to Bhagavad-Gita, Buddhism, Jainism, Christianity and Islam.
- Educational Contribution of Indian Thinkers- Gandhi, Vivekananda, Aurobindo, Tagore and J. Krishnamurthy
- Extraction of commonality of values for contemporary Universalism.

Practicum

- Writing reflecting journals related to various experiences (observation and review)
- Presentation of paper related with philosophy of education on any given topic.
- Study of any one thinkers' original literature (one book) and write review on it followed by discussion
- Comparative Analysis of Indian and Western thinkers (Brief)

- Field visit two philosophical centres for observation of activities over there and interaction with practices

References:

- Butler, J.D.(1968) *Four Philosophies and their practice in Education and Religion*, Third Edition , NewYork, Harper and Row co.,P.528.
- Brubacher, J.S. (1950) *Modern Philosophies of Education*, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd.,P.393.
- Cahn, S.M. *The Philosophical Foundations of Education*,P.433
- C.S. Shukla :Development of educational system in India. Loyal book depot, meerut.
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- Hiriyana, M. (). *Introduction to Indian Philosophy*. K. Patirick (1963) *Philosophies of education*, Mac Millan & Co. New York.
- Kabir Humayun (1961) *Philosophy of Education*, Asia Publishing House Bombay.
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- Rusk, R.R. and Scotland, J.(1979) *Doctrines of the Great Educators*, (Fifth Edition), NewYork, The Macmillan Press Ltd.,P.310.
- Sharma,Y.K.(2002)*The Doctrines of the Great Indian Educators*, New Delhi, Kanishka Publishers, P.371.

S.N.	Topic/ Sub-Topics	Contact Hours
1	Philosophy: Meaning, Nature, and Purpose	1
2	Contemporary meaning of philosophy from the perspective of analytical school of philosophy	2
3	Modern concept of Philosophy: Analysis- Logical analysis, Logical empiricism and Positive relativism	3
4	Functions of philosophy: speculative, normative/prescriptive and analytical	2
5	Philosophy of Education: Meaning, Nature, and functions, Relationship between Education & Philosophy	2
6	Metaphysical problems and their relationship with nature, man and society.	2
7	Impact of philosophical suppositions on education made by some prominent schools of Western Philosophies viz. Idealism, Naturalism, Realism, Pragmatism, Perennialism, Essentialism, progressivism and Existentialism	12
8	Knowledge – it's meaning and nature	2
9	Methods of acquiring valid knowledge with reference to Analytical, Dialectical and Scientific approaches.	4
10	Methods of acquiring valid knowledge with reference to Vedanta, Sankhya, Nyaya and Yoga.	4
11	The concept of value	1
12	Value formulation and contribution to education with reference to Buddhism, Jainism, Christianity and Islam.	4
13	Educational Contribution of Indian Thinkers- Gandhi, Vivekananda, Aurobindo, Tagore and J. Krishnamurthy	5
14	Extraction of commonality of values for contemporary universalism.	1
		45 Hours

PSYCHOLOGY OF LEARNER

Course Details			
Course Title: Psychology of Learner			
Course Code	MEEDU1002C04	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I (Odd)	Contact Hours	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion, Collaborative work, Case Study, self-study, seminar, presentations by students, individual and group drills, group and individual field-based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives:

- Understand the developmental characteristics of the learners.
- Understand the concept of holistic development and its educational implications
- Understand the individual differences among learners and their educational implications
- Develop an understanding about the concept of intelligence, creativity, aptitude, attitude and interest
- Conceptualize the personality structure, mental health and various adjustment mechanisms.
- Develop an understanding about the assessment of personality.
- Get acquainted with the theories of development and personality
- Get acquainted with the psychology and education of students with special need

Expected Learning Outcomes

After completing this course, the learners will be able to: -

- Apply the concept of developmental characteristics of the learners to understand them
- Plan for the individualized instructional programme based on the individual differences among the learners

- Assess intelligence, creativity, aptitude, attitude, interest, and personality of the learners
- Use the concept of different theories of development and personality for developing the teaching learning process
- Develop different Strategies for managing stress, conflict and Frustration
- Develop effective strategies to understand and educate the learners with special need

Course Contents

Unit I - Understanding the Development of the Learner (22% weightage)

- Human Development- Meaning and understanding about various stages of development of the learner (Childhood stage to late adolescence stage)
- Factors influencing development of the learner: the role of heredity and environment (family, community, peer group, school, media and culture)
- Holistic development of learner and its educational implications
- Theories of Development- Psycho-sexual Development (Freud), Psycho-social development (Erickson), Developmental task theory (Havighurst), Cognitive development (Piaget, Bruner), Moral development (Kohlberg), Language Development (Chomsky and Whorf)

Unit-II Understanding the Learners' Ability (29%weightage)

- Individual Differences- Determinants, Role of heredity and environment; Implications of individual differences for organizing educational programmes
- Intelligence- Concept; Types (concrete and abstract, fluid and crystallized); Theories of intelligence of Spearman, Thurstone, Guilford, Sternberg and Gardner; Measurement of intelligence; Strategies for nurturing intelligence of learners
- Creativity, Aptitude, Attitude and Interest- concept, Measurement and strategies for their nurturing through support system including training and classroom practices

Unit- III Dynamics of Personality (27%weightage)

- Concept, determinants, and dynamics of personality
- Indian concepts of personality
- Theories of personality – Trait theories (Allport and Cattell), Type theories (Eysenck), Psychoanalytical theory (Freud, Adler, Jung), Humanistic theories (Rogers and Maslow).
- Assessment of Personality (Projective and Non-Projective Techniques)

Unit- IV Psychology of Adjustment and Mental Health**(22%****weightage)**

- Adjustment: Process of Adjustment and Defense Mechanism
- Concept of Mental health and Mental hygiene, Characteristics of a Mentally Healthy Person, Strategies for fostering mental health of students and teachers
- Strategies for managing stress, conflict and Frustration
- Psychology and Education of students with special need (Creative, Gifted, Backward, Learning Disabled and Mentally retarded)

Suggested Activities:

- Critically analyze the views of Chomsky and Whorf and give your own suggestions regarding the effectiveness of their view.
- Analysis of a case of maladjusted adolescent learner.
- Preparation of learners' profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.
- Assessment of Personality of school children.
- Study of mental health of children across different cultural perspective.
- Any other relevant activities

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/ Sub-Topics
1	Human Development- Meaning and understanding about various stages of development of the learner (Childhood stage to late adolescence stage)
2	Factors influencing development of the learner: the role of heredity and environment (family, community, peer group, school, media and culture)
3	Holistic development of learner and its educational implications
4-10	Theories of Development- Psycho-sexual Development (Freud), Psycho-social development (Erickson), Developmental task theory (Havighurst), Cognitive development (Piaget, Bruner), Moral development (Kohlberg), Language

	Development (Chomsky and Whorf)
11-12	Individual Differences- Determinants, Role of heredity and environment; Implications of individual differences for organizing educational programmes
13-17	Intelligence- Concept, Types (concrete and abstract, fluid and crystallized), Theories of intelligence of Spearman, Thurstone, Guilford, Sternberg, Gardner; Measurement of intelligence; Strategies for nurturing intelligence of learners
18-23	Creativity, Aptitude, Attitude and Interest- concept, Measurement and strategies for their nurturing through support system including training and classroom practices
24	Concept, determinants, and dynamics of personality
25	Indian concepts of personality
26-33	Theories of personality – Trait theories (Allport and Cattell), Type theory (Eysenck), Psychoanalytical theories (Freud, Adler, Jung), Humanistic theories (Rogers and Maslow)
34-35	Assessment of Personality (Projective and Non-Projective Techniques)
36	Adjustment: Process of Adjustment and Defense Mechanism
37-38	Concept of Mental health and Mental hygiene, Characteristics of a Mentally Healthy Person, Strategies for fostering mental health of students and teachers
39-40	Strategies for managing stress, conflict and Frustration
41-45	Education of students with special need (Creative, Gifted, Backward, Learning Disabled and Mentally retarded)
15 Hours	Tutorials

Suggested References :

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Basics of Educational Research

Course Details			
Course Code	MEEDU1003C04	Programme	M. Ed.
Credits	4	Course Duration	One Semester
Semester	I & III	Contact Hours	60 Hours
Method of Content Interaction	Question Answer, Group Discussion, Collaborative work, Case Study, Seminars, Assignments, Projects, etc.		

Course Objectives:

This course will enable the trainee teacher educator to:

1. Understand the Educational Research.
2. Select Research Problem and Hypothesizing it.
3. Apply Sampling and Measuring Tools for Data Collection.
4. Use Methods of Research in Education.

Expected Learning Outcomes:

After the completion of the course student teacher educators will be able to:

1. Explain sources of knowledge and scientific way of knowledge generation
2. Explain the concept, significance and process of research.
3. Explain educational research, its significance and scope.
4. Compare Positivist and Non-Positivist approaches
5. Differentiate among Fundamental, Applied and Action Research
6. Differentiate among Quantitative, Qualitative and Mixed method approaches of Educational Research
7. Identify, select and state the Research Problem.
8. Review the Related Literature
9. Delineate and operationalize variables of research.
10. Formulate objectives of research.
11. Formulate and rationalize hypothesis of research
12. Select appropriate method or combination of methods of research

Course Outline

Unit No.	Unit Name	Course Contents	Contact Hours	Credits
1.	Understanding Educational Research	<ul style="list-style-type: none"> • Knowledge: Nature, Sources, Scientific Method of Inquiry and its role in knowledge generation • Research: Concept, Significance and Process • Fundamental, Applied and Action Research • Educational Research: Meaning and Scope • Research Paradigm in Educational Research: Positivist and Non-Positivist approaches 	15	1

		<ul style="list-style-type: none"> Quantitative, Qualitative and Mixed method approaches of Educational Research 		
2.	Research Problem and Hypothesizing	<ul style="list-style-type: none"> Research Problem: Concept and Characteristics of a Good Research problem Identification of research problem, Formulation of research question, and Statement of research problem. Reviewing of Related Literature: Concept, Significance, Sources, Writing Rationale of the research Variables: Meaning and types- continuous and discrete, independent and dependent, extraneous, and confounding, Defining the variables in operational terms. Objectives of research: Primary, Secondary and Concomitant Hypothesizing: Meaning, Difference among assumptions, postulates and hypothesis, Characteristics, Classification, Formulation, and Rationalization of hypothesis. 	15	1
3.	Sampling and Measuring Tools for Data Collection	<ul style="list-style-type: none"> Sampling: Population and Sample, Sample Size, Methods of Sampling (Probability and Non-probability), Sampling Error Management Measuring Tools: Characteristics and selection criteria, Types (Test, Questionnaire, Rating Scale, Opinionnaire, Interview and Observation Schedule, Checklist, Socio-metric Techniques, Projective Techniques, Focused group Discussions, Reflective Dialogue, etc.), Measurement Error Management 	15	1
4.	Methods of Research in Education	<ul style="list-style-type: none"> Quantitative Research: Descriptive and Experimental Qualitative Research: Content Analysis, Case Study, Historical, Ethnographic, Phenomenological and Naturistic Inquiry, Metacognition and Policy Research 	15	1
Total			60	4

Course Based Activities:

- Enlisting various problem solving situations and then classifying them into researchable and non-researchable problems with justification.
- Review of related area of literature, its presentation
- Critical analysis of some identified research problems on the basis of review of related literature
- Formulating different types of hypotheses and their conversion from one type to another.
- Designing sampling procedure for some select research problems and their evaluation
- Preparing research design for some select research problems by using different types of research methods

References

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- Best, J. W. & Kahn, J.V. (2008). Research in Education, (10th edition), Prentice Hall Inc, New Delhi.
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Curriculum Studies

Course Details			
Course Code	MEEDU1004C04	Programme	M. Ed.
Credits	4	Course Duration	One Semester
Semester	I (Odd)	Contact Hours	45 Hours
Method of Content Interaction	Lecture, Group Discussion, Presentation, Collaborative work, Case Study, Reading of Texts ,Seminars, Projects		

Course Objective

This course will enable the trainee teacher educator to:

1. Explain curriculum and describe the different fundamental concepts associated with curriculum
2. Describe the development of curriculum as a discipline or field of study
3. Describe the foundations and types of curriculum
4. Explain the different theories impacting curriculum
5. Illustrate the principles and models of curriculum development
6. Explain the different components of curriculum construction process
7. Analyze the conceptual framework of curriculum designing and the design dimension of curriculum
8. Express the importance of different curriculum material and aids and design curriculum material and aids
9. Elaborate the curriculum Planning levels
10. Critically analyze the different components of curriculum implementation and evaluation
11. Illustrate latest concerns and issues in framing Curriculum at both global and Indian levels.

Course Outline

Unit No.	Unit Name	Course Contents	Contact Hours	Credits
1.	Fundamentals of Curriculum and Curriculum Studies	Concept of Curriculum and Curriculum studies (Traditional and Modern) Characteristics, Scope and Importance of Curriculum and Curriculum studies Curriculum, Syllabus and Curriculum Framework: The Relationship Components of Curriculum and Their Relationship Development of Curriculum as a Discipline or field of study Foundations of Curriculum: Philosophical, Psychological and Sociological, Technological and Environmental Types of Curriculum: Subject Centered, Learner Centered, Experience centered and Core Type Theories impacting Curriculum: Behaviorism, Cognitivist and Competency-based	11.25	1
2.	Curriculum Planning and Development	Principles of Curriculum Development Models of Curriculum Development: Technical and Non-technical	11.25	1

		Curriculum Construction Process: Selection of Objectives, Selection of Content and Learning activities, Organization of Content and Learning activities, Selection of Instructional Procedures/Methods, and Evaluation Conceptual Framework of Curriculum Designing Design Dimension of Curriculum: Scope, Integration, Sequence, Continuity, Articulation and Balance Importance of Curriculum Material: Text Book, Reference Book, Work Book, Guide Book, and Audio Visual Aids including ICT aids Curriculum Planning levels: National, State, Local, Institution and Teacher		
3.	Curriculum Implementation and Evaluation	Process and Factors of Curriculum Implementation Role of Head master, Teacher and Student in Curriculum Implementation Process of Curriculum Implementation Models of Curriculum Implementation Problems of Curriculum Implementation Meaning, Nature and Importance of Curriculum Evaluation Types of Curriculum Evaluation: Formative and Summative Tools and Techniques used for Curriculum Evaluation Factors Influencing Curriculum Evaluation Stages of Curriculum Evaluation Models of Curriculum Evaluation	11.25	1
4.	Latest Concerns and Issues of Curriculum	Recent Developments and Innovations in the Field of Curriculum Barriers to Curriculum Change and reforms Addressing Different Concerns in Curriculum: Gender, Social groups/culture, Geographical representation, Environment, etc. Need for Common Curriculum Frame work in Indian context National Curriculum Framework-2005 : Concerns and issues Role of NCTE and NCERT in framing Curriculum for School Education and Teacher Education Curriculum Issues in Developing Countries with Special Reference to SAARC Countries Global Trend in Curriculum Change and Pace of Curriculum of Indian Education in it. Research Issues and Perspectives in Curriculum	11.25	1
Total			45	4

Course Based Activities:

- Critical analysis of different curriculum materials of primary, secondary and higher secondary schools
- Preparation of curriculum frame work for national and state level education
- Designating curriculum as per the local needs
- Preparing the curriculum materials like text-books, work-books, hand-book, guide book etc.

- Preparing activity based textbooks in different subjects(Language, Mathematics, Science & Social Science) at the school level
- Evaluating and preparing guide lines for implementation of NCF-2005 and NCFTE-2009
- Comparing the curricular focus in a specific area of learning at local level, state level and international level.

References

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- Venkataiah, N. (2008). Curriculum innovations for 2000A.D. New Delhi: APH Publishing Corporation.

Course Details			
Course Title: ICT and Its Application in Education			
Course Code	MEEDU1005C04	Credits	4
L + T + P	2 + 1 + 1	Course Duration	One Semester
Semester	I (Odd)	Contact Hours	30 (L) + 15 (T) + 30 (P) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation, Hands on Experiences.		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- Explain the different approaches of ICT integration in education
- Use internet technologies efficiently to access remote information, communicate and collaborate with others
- Understand the social, economic, security and ethical issues associated with the use of ICT
- Explain the different types of proprietary and open sources software
- Develop learning objects using open source authoring software
- Plan, design, develop and evaluate the e-content processes.
- Plan, develop, and evaluate multimedia based learning content,
- Explain the different types of open educational resources (OER).
- Explain the process of module development in MOOC-SWAYAM.
- Develop skills in using various web 2.0 and e-learning tools
- Demonstrate the use of web conferencing/teleconferencing tools and technologies
- Explain the terms, blended learning and flipped classroom.
- Realize the need and importance of digital literacy and digital citizenship in this digital era
- Develop the e-portfolio and assessment e-rubrics for integration in to the subject
- Appropriate the use ICT in improving educational administration
- Understand the Assistive Technology for special needs of children and accessible India campaign.
- Explain role and competencies of teacher and students in technology enhanced learning.
- Plan and use various ICTs for project based/problem based, constructivist learning environment.

Learning Outcomes:

After completion of the course the students will be able to:

- To expound the basic concepts of ICT in Education
- To explicate the devices for ICT integration in teaching learning process.
- To critically analyse the steps of design of e-content and e-resources
- To expound the web 2.0 technologies
- To explicate the various aspects of digital literacy and digital behavior
- To present overview of schemes, policies and programmes for ICT in education
- to expound the basic concepts of expository writing
- To review the trends in ICT in education researches

Unit-I: Basics of ICT in Education

(20% Weightage)

- 1.1. Approaches to integrating ICT in teaching and learning
- 1.2. Emergence of new information technology: convergence of computing and telecommunications
- 1.3. Internet: concept and importance; locating internet resources- navigating, searching, selecting, evaluating, saving and bookmarking
- 1.4. Use of Internet in teaching learning process: search engines, online dictionaries, translators
- 1.5. Internet security: hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices

Unit II: ICT Integration in Education

(35% Weightage)

- 2.1. Open source software: concept, philosophy, types, and advantages
- 2.2. ICT tools for e-content development: eXe, H5P, TimelineJS, Presentation tube recorder, pdf creator, file archiving, file converter
- 2.3. E-content: design, development, standards, learning objects and reusability, ADDIE Model
- 2.4. Multimedia: meaning, types, advantages and evaluation of multimedia resources
- 2.5. Open Educational Resources: meaning and importance, various OERs initiatives, creative common licensing
- 2.6. Use of MOOC (Massive Open Online Courses) in Education, four quadrant approach for module development in education
- 2.7. Educational use of web 2.0 technologies: e-mail, wiki, blog, podcasting, streaming, chat, social bookmarking, social networking, groups and forum etc.
- 2.8. Blended Learning: meaning, nature and type of blended- learning, flipped classroom.

Unit-III: Digital Literacy and Digital Citizenship

(15% Weightage)

- 3.1. Digital literacy; meaning, concept, need and importance.
- 3.2. Digital citizenship; meaning, concept, characteristics and responsibilities
- 3.3. Digital behaviour and critical issues: digital etiquettes, intellectual copyright, internet safety, internet addiction.

Unit IV: ICT for Professional Development and Assessment

(30% Weightage)

- 4.1. e-portfolio: concept, types, tools and e-portfolio rubrics.
- 4.2. ICT for educational administration and Management
- 4.3. Assistive technology for special needs children and inclusion: tools and process
- 4.4. ICT for personal and professional development: tools and opportunities
- 4.5. Changing roles and competencies of a teacher in technology enhanced learning
- 4.6. Changing role of learner in technology enhanced learning
- 4.7. Review of educational resources developed by CIET, NIOS, IGNOU, UGC, etc.
- 4.8. Government plans/policies: National Policy on Information and Communication Technology (ICT) In School Education (2012), National Mission on Education through Information and Communication Technology (ICT), ICT@School etc.
- 4.9. Trends in ICT in Education research.

Transaction mode:

Hands on experiences, collaborative work, group work, interactive session, etc.

Content Interaction Plan: (Lecture & Practical)

S. No.	Unit/Topic/Sub-Topic	No. of Hour(s)
1	Approaches to integrating ICT in teaching and learning	2
2	Emergence of new information technology: convergence of computing and telecommunications	3
3	Internet: concept and importance; locating internet resources- navigating, searching, selecting, evaluating, saving and bookmarking	3
4	Use of Internet in teaching learning process: search engines, online dictionaries,	3

	translators	
5	Internet security: hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices	3
6	Open source software: concept, philosophy, types, and advantages	2
7	ICT tools for e-content development: eXe, H5P, TimelineJS, Presentation tube recorder, pdf creator, file archiving, file converter	3
8	E-content: design, development, standards, learning objects and reusability, ADDIE Model	3
9	Multimedia: meaning, types, advantages and evaluation of multimedia resources	2
10	Open Educational Resources: meaning and importance, various OERs initiatives, creative common licensing.	2
11	Use of MOOC (Massive Open Online Courses) in Education, four quadrant approach for module development in education	3
12	Educational use of web 2.0 technologies: e-mail, wiki, blog, podcasting, streaming, chat, social bookmarking, social networking, groups and forum etc.	4
13	Blended Learning: meaning, nature and type of blended- learning, flipped classroom	2
14	Digital literacy; meaning, concept, need and importance	2
15	Digital citizenship; meaning, concept, characteristics and responsibilities	2
16	Digital behaviour and critical issues: digital etiquettes, intellectual copyright, internet safety, internet addiction	6
17	Electronic teaching and assessment portfolio – concept, types, tools and e-portfolio rubrics	2
18	ICT for educational administration and Management	1
19	Assistive technology for special needs children and inclusion: tools and process	2
20	ICT for personal and professional development: tools and opportunities	2
21	Changing roles and competencies of a teacher in technology enhanced learning	1
22	Changing role of learner in technology enhanced learning	1
23	Review of educational resources developed by CIET, NIOS, IGNOU, UGC, etc	2
24	Government plans/policies: National Policy on Information and Communication Technology (ICT) In School Education (2012), National Mission on Education through Information and Communication Technology (ICT), ICT@School etc	3
25	Trends in ICT in Education research	1
60 Hours Lecture and Practical		
15 Hours Tutorials		

Suggested Activities: At least three of the following,

1. Hands on experiences on computer hardware troubleshooting and diagnosis
2. Practice in installing various system and application software
3. Locating internet resources - navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)
4. Social bookmarking of internet resources using any social bookmarking tools (diigo, delicious, stumbleupon)
5. Comparative study of ICT syllabus of school education and teacher education of various organizations
6. Evaluating multimedia CD ROMs using standard criteria and study the multimedia evaluation reports available at <http://www.teem.org.uk/>
7. Developing a multimedia e-content for a topic using eXe Learning

8. Develop a webquest on any selected topic
9. Identify a virtual field trip in your area of specialization and organize a virtual field trip
10. Field visit to the edusat center and take part in teleconferencing
11. Organize web conferencing using Skype
12. Taking part in an ICT integrated online project based or problem based learning activity
13. Visit to local ICT laboratories of educational institutions
14. Review of ICT labs (plans and equipments/resources) in school from internet
15. Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation
16. Developing wikieducator article on assistive technology
17. Developing an electronic assessment portfolio
18. Developing an electronic teaching portfolio
19. A critical study of some e-learning courses and enrolling and completing some free e-learning courses
20. Creating account in wikispace/wikipedia/mediawiki and adding/editing content
21. Creating account in teachertube/slideshare and sharing your video/powerpoint. View and comment on others contributions
22. Developing an educational blog in www.blogger.com, www.wordpress.com, or www.edublog.com
23. Downloading, installing and using free and open source antivirus(clamwin) programme
24. Preparation of at least three teaching-learning resources with help of various software.
25. Planning and preparation of an ICT integrated presentation for secondary level
26. Identification and use of an internet resource for learning at the secondary level
27. Critical analysis of learning resource which is existing on webs
28. Any other relevant activity

Suggested Reading

- Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
- Burnett, C., G. Merchant, and B. Parry, eds. 2016. Literacy, Media and Technology: Past, Present and Future. London: Bloomsbury
- COL (2005). Creating Learning Materials for Open and Distance Learning: A Handbook for Authors and Instructional Designers. Commonwealth of Learning available at <http://oasis.col.org/bitstream/handle/11599/43/odlinstdesignHB.pdf?sequence=1&isAllowed=y>
- Conrad, Keri (2001). Instructional Design for Web based Training. HRD Press
- Crumlish Christian (1999). The Internet No Experience Required. BPB Publications: New Delhi
- Evant, M: The International Encyclopedia of Educational Technology.
- Hooker M (2009) Concept Note: The Use of ICT in Teacher Professional Development, Accessed on 16th January 2016 from http://www.gesci.org/old/files/docman/TPD_Workshop-Concept_Note.doc
- Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Excel for Beginners. NISCOM, CSIR: New delhi
- Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft PowerPoint. NISCOM, CSIR: New delhi
- Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Word for Beginners. NISCOM, CSIR: New delhi
- James, K.L. (2003). The Internet: A User's Guide. Prentice Hall of India Pvt.Ltd: New Delhi
- Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass.
- Longford, Graham. (2005). "Pedagogies of Digital Citizenship and the Politics of Code." Techné: Research in Philosophy and Technology, v9 n1. Retrieved from <http://scholar.lib.vt.edu/ejournals/SPT/v9n1/longford.html>.
- Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi

- Sarkar, S.K. & Gupta, A.K.(1998). Elements of Computer Science. S.Chand& Company: New Delhi
- Saxena Sanjay. (2000). A First Course in Computers. Vikas Publishing House Pvt.Ltd: New Delhi

Web Resources

- Association for Educational Communications and Technology (AECT) at <http://www.aect.org/default.asp>
- British Educational Communications and Technology Agency (BECTA) at <http://www.becta.org.uk/>
- Microsoft Office Online, Word 2003 Tutorials at <http://office.microsoft.com/en-us/training/CR061958171033.aspx>
- Microsoft Office Online, Excel 2003 Tutorials at <http://office.microsoft.com/en-us/training/CR061831141033.aspx>
- Microsoft Office Online, PowerPoint 2003 Tutorials at <http://office.microsoft.com/en-us/training/CR061832731033.aspx>
- The International Society for Technology in Education (ISTE) at <http://www.iste.org/>
- UNESCO ICT Competencies Standards for Teachers at http://portal.unesco.org/ci/en/ev.php-URL_ID=2929&URL_DO=DO_TOPIC&URL_SECTION=201.html
- UNESCO Bangkok ICT in Education at <http://www.unescobkk.org/index.php?id=76>
- UNESCO Documents and Publications (about 350 pdf documents on ICT in Education) at http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?req=2&mt=100&mt_p=%3C&by=2&sc1=1&look=new&sc2=1&lin=1&mode=e&fut8=1&gp=1&gp=1&text=ict+in+education&text_p=inc
- <http://epathshala.nic.in/>
- <http://nroer.gov.in/home/e-library/>
- <http://www.arvindguptatoys.com/films.html>
- <http://www.arvindguptatoys.com/films.html>
- <http://www.riemysore.ac.in/ict/>
- <https://h5p.org/node/add/h5p-content>
- <https://moodlecloud.com/>
- <https://www.rcampus.com/login.cfm?&fltoken=1525262835805&>

School of Education
Central University of South Bihar, Gaya

2 Years Master of Education (M.Ed.)

COURSE DETAILS			
Course Code	MEEDU1006E04	Course	Environmental Education
Credits	3 L + 1 T = 4	Course Duration	One Semester
Semester	I (Odd)	Contact Hours	60 Hours 45 (L) + 15 (T) = 60 Hours
Transactional Strategy	Lecture, Group Discussions, Extensive Lectures, Projects, Assignments, and Seminar presentation		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative cum Summative) 70% - End Term External Examination (University Examination)		

Objectives of the Course:

- To develop in-depth understanding of basic concepts related to Environmental Education
- To establish relevant curricular links to Environmental Education
- To analyse various issues related to Environmental Education in schools
- To provide a critical understanding of teacher education program w.r.t. Environmental Education
- To demonstrate an overview of National and Global initiatives for Environmental Education
- To develop insight about researches in Environmental Education

Learning Outcomes: After completing the course, students will be able –

- To explain the basic concepts related to environment
- To expound the basic concepts of environmental education
- To explicate the various pedagogical aspects of environmental education
- To analyse the school curriculum for environmental education
- To evaluate the contribution of famous environmentalists
- To explain the need of teacher training in environmental education
- To analyse the competencies of an effective Environmental Educators
- To critically analyse teacher education programmes w.r.t. environmental education
- To compare the models for in-service training for Environmental Education
- To present overview of policies for environmental education at national and international level
- To evaluate ongoing environmental programmes under Government of India
- To analyse the International environmental education programmes conducted by UNEP
- To review the trends in environmental education research

Unit-I: Understanding Environmental Education

- Basics of Environment – concept and components of environment, Environmental degradation (concepts, causes, and consequences), Deforestation (concepts, causes, and consequences), Radioactive pollution, Noise pollution and Light pollution - concepts, causes, and consequences
- Education for Sustainable Development - Environmental awareness, Environmental management (concept, characteristics and scope), Disaster management (concept, scope, strategy, illustration), Sustainable development (concept, goals, domains, UNCSD), Education as tool for sustainable development
- History and Development of the concept ‘Environmental Education’
- Environmental Education – Definition, scope, objectives, and principles

Unit-II: Environmental Education in Schools: Theory and practice

- Pedagogical approaches in environmental education: Interdisciplinary and Multidisciplinary Approach
- Analysis of Existing environmental education curriculum at school level
- Pedagogical practices for environmental education at school level – Project, Field visit, Quiz, Exhibition, Celebration of environment related events/ days
- Famous Environmentalists and their contribution – Sunderlal Bahuguna, Medha Patkar, Dr. Rajendra Singh, Wangari Maathai

Unit-III: Environmental Education and Teacher Preparation

- Genesis of Environmental Education in Teacher Education
- Need of teacher training in Environmental Education, competencies of an effective Environmental Educators [in reference to UNESCO Report - Environmental Education Series No. 25]
- Pre-service Teacher Education and Environmental Education in India – Status and Issues
- Models for in-service training for Environmental Education – Superordinate model, Peer training model, modular training model
- In-service Teachers Education and Environmental Education in India – Status and Possibilities

Unit-IV: Perspectives and Research in Environmental Education:

- Policy Perspective in environmental education - National Environmental Policy 2006, and National Green Tribunal Act 2010
- National environmental education programmes –Programmes under Government of India as Environmental education, awareness and training (EEAT) scheme, Namami Gange, Swachh Bharat Abhiyan, Green Skill Development Programme – GSDP, National Afforestation Programme - NAP
- International environmental education programmes (IEEP) by United Nations Education Programme (UNEP)
- Trends in environmental education research

Suggested Activity: Any one of the following -

- Analysis of curriculum or textbook of environmental education at school level
- Critical analysis of environmental education course prescribed in four year integrated B.A/B.Sc. B.Ed. programme
- A case study on local institution working for environmental awareness
- A report on recent movement on environmental issues – Local or National or International
- Conducting an awareness programme on environmental issue at university campus (Group activity)

Suggested Readings

- Agarwal S.K. (1997) Environmental issues and themes, APH Publishing Corporation, New Delhi
- Bodzin, A., Klein, B. & Weaver, S. (2010). The inclusion of Environmental Education in Science Teacher Education. Springer, London.
- Bonnet, M. (2002a). Education for Sustainability as a Frame of Mind. Environmental Education Research, 8(1), pp.9-20. Taylor & Francis Ltd.
- Gough, S. & Reid, A. (2000). Environmental Education Research as Profession, as Science, as Art and as Craft: implications for guidelines in qualitative research. Environmental Education Research, Vol. 6, No. 1, Taylor & Francis Ltd.
- Joseph , Benny, (2006) Environmental Studies, New Delhi: Tata McGraw Hills
- Kaushik, A. & Kaushik, C.P.(2004). Perspectives in Environmental studies, New Age International (P) Ltd. Publishers, New Delhi
- Nanda, K.V. (1997), Environmental Education, New Delhi,: APH Publishing.
- NCERT (2004). Environmental Education in Schools, NCERT, New Delhi.
- NCERT (2011). Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT, New Delhi, Pp.316.
- Pal, B.P. (1981) National Policy on Environment, Department of Environment, Govt. of India.
- Palmer, J. (1998). Theory of Environmental Education. Routledge.
- Powers, A.L. (2004) Teacher Preparation for Environmental Education: Faculty Perspectives on the Infusion of Environmental Education into Preservice Methods Courses. The Journal of Environmental Education. Taylor & Francis Ltd.
- Rathore, H.C.S., Bhattacharya, G. C., Singh, S.K., Singh, M. and Gardia, A.(2008). Society and Environmental Ethics, Seema Press, Varanasi.
- Sharma, R.C., Mahajan, B., Premi, K.K., Nuna, S.C., Menon, P.(1994). Source Book on environmental education For Elementary Teacher Educators, NIEPA, New Delhi.
- Singh, S.K. (2010). Fundamentals of Environmental Education, Sharda Pustak Bhawan , Allahabad.
- UNEP (1994). An Environmental Education Approach to the training of Elementary Teachers: A Teacher Education Program. Environmental Education Series- 27. UNESCO-UNDEP.

- UNESCO (1987). Strategies for the Training of Teachers in Environmental Education. Environmental Education Series- 25. Paris: UNESCO.

Journals:

- Environmental Education Research – Taylor & Francis
- The Journal of Environmental Education – Taylor & Francis
- Canadian Journal of Environmental Education
- Australian Journal of Environmental Education

Websites:

- www.undp.org
- www.unsdp.org
- www.ceeindia.org
- www.en.unesco.org
- www.sustainabledevelopment.un.org
- www.moef.nic.in
- www.cpree.org
- www.ds.lclark.edu
- www.jiid.in

MOOC Websites:

- www.mookit.co
- www.edx.org/course
- www.web.unep.org/training
- www.iitk.ac.in
- www.mooconmooc.org

School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Elective Courses

Course Details			
Course Code	MEEDU1007E04	Course	Human Rights Education
Credits	3L + 1 T= 04	Course Duration	One Semester
Semester	I (Odd)	Contact Hours	45 L + 15 T =60 Hours
Transactional Strategy	Transaction Strategies: Lecture, Tutorial, Discussion, Presentations, Brainstorming, Panel- Discussion, Seminar, Assignment, Project, Community Engagement, Films (Suggested films 12 year a slave, Desert Flower She's is beautiful when she's angry, Human, The white helmets, The pearl of Africa, Sepideh, Siddharth)		
Assessment and Evaluation	30 % Continuous Internal Assessment (Formative cum Summative) 70% End Term External Examination (University Examination)		

Course Objectives

- To develop in-depth understanding of basic concepts and historical development of human rights.
- To develop understanding about constitutional obligation to protect human rights.
- To make the prospective teacher educator aware of fundamental rights and fundamental duties.
- To acquaint the prospective teacher educator with international, regional and national organizational structure on human rights
- To acquaint the prospective teacher educator with rights of marginalized section.
- To sensitize prospective teacher educator about the violation of Human Rights and redressal mechanism.
- To develop insight regarding various issues and challenges in Human Rights.

Learning Outcomes

After completing this course prospective Teacher Educator will be able to

- Explain the concept, need and historical development of human rights across the world
- Explain the role of UDHR, 1948 and UNCHR in Human Rights Movement
- Describe role of ICCPR and ICEFCR in Human rights movement

- Discuss about various constitutional rights, duties and directive principles of state policy in light of Human Rights
- Analyze the relationship between fundamental rights, fundamental duties and directive principle of state policy
- Discuss about the euthanasia as a Human Right
- Explain about various rights of children provide by UNCRC and Indian Constitution
- Analyze the current status of violation of rights of marginalized section namely, children, women, SC, STs, Minorities, Refugees, Aging Persons, Physically and Mentally Challenged.
- Explain the roles of various agencies and institutions in protection of human rights of various section.
- Discuss the impact of development and globalization on human rights and suggest strategies to establish conformity between development and human rights.
- Explain the process of redressal mechanism in protection of human rights.
- Demonstrate the skill of redressing human rights violation.
- Evaluate the role of teacher, school and other civil society organization in human rights protection.
- Explain the role of teacher and school in human rights protection mechanism.

Course Outline

UNIT I: Concept of Human Rights

- Human rights – Meaning, Concept and Need
- Historical Development of Human Rights
- United Nations and Universal Declaration of Human Rights (UDHR), 1948
- UN Council on Human Rights
- United Nations Development Programme Reports: Human, Social, Economic Development
- International Covenant on Civil and Political Rights (ICCPR), and International Covenant on Economic, Social and Cultural Rights (ICESCR)
- Human Rights in Indian Constitution-their background, overview and contemporary debates
- Relationship between Fundamental Rights, Fundamental Duties and Directive Principles of State
- Right to live vs Right to Die

UNIT II: Human Rights Violations of Marginalized/Disadvantaged Groups

- Children's Rights of Survival, Development, Protection and Participation, with special reference to Indian Constitution, UNCRC 1989 , The Child Labour (Prevention and Regulation) 1986 Act, RTE 2010, Juvenile Justice Act, Pocs0 Act 2012
- Women Rights in Public and Political Life, Women's Suffrage, Domestic Violence, Gender Equality and Discrimination, Female Foeticide, Sexual Assault, Genital Mutilation
- Violation of Constitutional rights of Scheduled Castes and Scheduled Tribes, Backward Classes, Minorities, Refugees, Aging Persons, Physically and Mentally Challenged
- Rights of Prisoners, Unorganized Workers and LGBT group
- Agencies to protect Violation of Rights of different marginalized/disadvantaged groups

UNIT III: Emerging Issues and Challenges in Human Rights

- Development and Human Rights: Conformity or Conflict, Displacement and Rehabilitation (Dam, Forest), Environmental Issues and Sustainable Development, Agrarian and Industrial Distress
- Globalization: Emergence of market forces and Challenges to Human Rights, Impact on Employment, Livelihoods, Working Conditions and Worker Rights,
- Impact on society and culture – Inequality and growth without Justice
- Challenges to Democratic State and Civil Society – Communalism and Terrorism, Corruption and Muscle Power, Civil War
- Good Governance and State Accountability

UNIT IV: Redressal Mechanisms against Human Rights Violations

- Law Enforcement Agencies
- Judicial System, Adjudication Process and Judicial Activism
- Remedies: Writs, Public Interest Litigation (PIL), Judicial Review, Right to Information Act (RTI)
- Protection of Human Rights Act 1993
- Role of Teacher, School and other Civil Society Organizations, NGO and Media in Human Rights Education, Violation and Redressal

Suggested Activities:

- Survey on Human Rights Awareness, Violation and redressal in Community
- Case Study based report as a required project by each student
- Content Analysis of News, Newspapers and Advertisement in reference to human rights violation and redressal
- Discussion on Films and Documentaries

S.N.	Topic/ Sub-Topics	Contact Hours
1.	• Human rights – Meaning, Concept and Need	1
2.	• Historical Development of Human Rights	1
3.	• United Nations and Universal Declaration of Human Rights (UDHR), 1948	1
4.	• UN Council on Human Rights	1
5.	• United Nations Development Programme Reports: Human, Social, Economic Development	2
6.	• International Covenant on Civil and Political Rights (ICCPR), and International Covenant on Economic, Social and Cultural Rights (ICESCR)	2
7.	• Human Rights in Indian Constitution-their background, overview and contemporary debates	2
8.	• Relationship between Fundamental Rights, Fundamental Duties and Directive Principles of State	2
9.	• Right to live vs Right to Die	1
10.	• Children’s Rights of Survival, Development, Protection and Participation, with special reference to Indian Constitution, UNCRC 1989 , The Child Labour (Prevention and Regulation) 1986 Act, RTE 2010, Juvenile Justice Act, Pocs0 Act 2012	3
11.	• Women Rights in Public and Political Life, Women’s Suffrage, Domestic Violence, Gender Equality and Discrimination, Female Foeticide, Sexual Assault, Genital Mutilation	3
12.	• Violation of Constitutional rights of Scheduled Castes and Scheduled Tribes, Backward Classes, Minorities, Refugees, Aging Persons, Physically and Mentally Challenged	3
13.	• Rights of Prisoners, Unorganized Workers and LGBT group	1
14.	• Agencies to protect Violation of Rights of different marginalized/disadvantaged groups	2
15.	• Development and Human Rights: Conformity or Conflict, Displacement and Rehabilitation (Dam, Forest), Environmental Issues and Sustainable Development, Agrarian and Industrial Distress	3
16.	• Globalization: Emergence of market forces and Challenges to Human Rights, Impact on Employment, Livelihoods, Working Conditions and Worker Rights,	2
17.	• Impact on society and culture – Inequality and growth without Justice	1
18.	• Challenges to Democratic State and Civil Society – Communalism and Terrorism, Corruption and Muscle Power, Civil War	2
19.	• Good Governance and State Accountability	1
20.	• Law Enforcement Agencies	2
21.	• Judicial System, Adjudication Process and Judicial Activism	2
22.	• Remedies: Writs, Public Interest Litigation (PIL), Judicial	3

	Review, Right to Information Act (RTI)	
23.	• Protection of Human Rights Act 1993	2
24.	• Role of Teacher, School and other Civil Society Organizations, NGO and Media in Human Rights Education, Violation and Redressal	2
	TOTAL	45

Suggested Reading

1. Annual World Report: Human Rights around the globe
2. Agrawal, J.C., Education for Values, Environment and Human Rights, Shipra Publications, Delhi
3. Bhakry, Savita, Children in India and their Rights, NHRC, New Delhi (2006)
4. Indian Institute of Human Rights 4C.1. Child and Human Rights.
5. Human Rights Watch Reports
6. Mani V.S., Human Rights in India: An Overview, Institute for the World Congress on Human Rights, New Delhi, (1998)
7. Mehta, P.L. and Neena Verma, Human Rights under the Indian Constitution, Deep and Deep, New Delhi (1995)
8. National Council for Teacher Education, Human Rights and National Values: Self-Learning Module, Vols. I-III, New Delhi (1996)
9. Sinha, Shalini, Rights of Home Based Workers, NHRC, New Delhi (2006)
10. UNESCO, Human Rights Teaching: Int. Congress on Education of Human Rights and Democracy (Montreal: UNESCO, 1993)
11. UNESCO, Philosophical Formulations of Human Rights (Paris, UNESCO, 1986)
12. Study material of Human Rights Resource Centre <http://hrlibrary.umn.edu/edumat/activities.shtm>

School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M. Ed.)

Course Details			
Course Code	MEEDU1008E04	Course	Language across the Curriculum
Credits	2L + 1 T + 1 P = 04	Course Duration	One Semester
Semester	I (Odd)	Contact Hours	30 L + 15 T + 30 P=75 Hours
Transactional Strategy	Lecture-cum-Discussion, Group Discussion, Panel- Discussion, Seminar, Assignment, Project, Presentations		
Assessment and Evaluation	30 % Continuous Internal Assessment (Formative cum Summative) 70% End Term External Examination (University Examination)		

Objectives of the Course

- To create sensitivity to the language diversity existing in the classrooms
- To enable to understand concept and power dynamics of the „standard“ language as the school language vs home language or dialects
- To develop understanding about language across the curriculum with reference to NCF 2005
- To develop an understanding about communication, its concept, process and types.
- To acquaint with the barriers causing hindrance in an effective communication
- To enable to understand the characteristics of an effective communicator
- To develop effective communication skills in English Language
- To develop good academic writing style

Learning Outcomes: After completing the course, students will be able -

- To critically analyze the issues of multilingual classrooms
- To explain concept and power dynamics of the „standard“ language as the school language vs home language or dialects
- To critically analyze the concept „language across the curriculum“ with reference to NCF 2005
- To reflect upon the concept, process and types of communication
- To discuss about the hindrance of effective communication
- To explain the characteristics of an effective communicator
- To recognize the patterns of phonetics, stress and intonation.
- To analyze various issues and policies to demonstrate their communication skills
- To discuss about different types of reading and writing
- To compose essays, articles, synopsis and research report

Unit I: Language across the Curriculum

Overview of the „Language across Curriculum“ movement: The Bullocks Report 1975
 “Language for Life”

Issues in Multilingual classrooms

Power dynamics of the „standard“ language as the school language vs home language or dialects

Deficit Theory (Eller, 1989)

Concept of Language across the curriculum with reference to NCF 2005

Language across the curriculum: Need for paradigm shift

Unit II: Communication

Concept, Process of communication, Types of communication, Characteristics of an effective speaker, Barriers to effective communication, Measures to overcome the barriers to communication

Unit III: Listening Skill: Listening vs. Hearing, Types of Listening, Barriers to effective Listening, and Strategies to Effective Listening

Activities

Students can listen to -

- Speeches of famous personalities and Keynote addresses in seminars

Students can view/listen to-

- Videos on poetry recitation, conversation, group discussion and presentations

Unit IV: Speaking Skill: Linguistic and Paralinguistic features

Activities

- Contextual presentations (with reference to all subjects), Recitation of poems
- Participate in conversations (Situations/ social issues and concerns), Debates, Group Discussion and Extempore, Mock Interview, Anchoring in various programmes
- Professional Etiquettes: Greeting, Introduction, Announcement, Paying and receiving compliments

Unit V: Reading Skill: Types of Reading: Skimming, Scanning, Extensive reading and Intensive reading, Process and Methods of Reading

Activities

Reading of Editorials in newspapers, Articles in newspapers and magazines, Research papers in journals, Book reviews, E-books, online journals, Subject related reference books

Unit VI: Writing Skill

Types of Writing: Narrative, Descriptive, Persuasive, Argumentative and Expository

Expository writing: Concept and Procedure of Expository writing, Types of Expository writing, Essential Elements of Expository writing

Activities

Writing of Synopsis, Research Report, Articles

Reference Writing

Suggested Activities: Any two of the following-

- Workshop on Communication Skills and Academic Writing consisting of Orientation, Practice, assignment and Presentation
- Analysis of different subject books with reference to language across the curriculum
- Review of Book and Research Papers
- Writing of Empirical Research paper and Power Point Presentation based on the paper
- Comparison of any two books you read and give reflections on the author's view
- Write notes on SSA, RMSA, RUSA, NCF and New Education Policy etc.
- Empirical study on the effectiveness of regional dialect on communication skills
- Panel discussion on different themes; peer assessment of their communication skills

Suggested Readings

- Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). *Second Language Acquisition*. New Delhi: Sage Publications.
- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegrühn, & P. Plüddemann (Eds.), *Multilingual education for South Africa* (pp. 3–7). Heinemann Educational Books. Retrievable from http://www.eklavya.in/pdfs/Sandarbh/Sandarbh_85/01-05_Multilingualism_Ramakant%20Agnihotri.pdf
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- Barbara M. (2001). *Step-by-Step Strategies for Teaching Expository Writing*. Grades 4-6, Scholastic Teaching.
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- Carter, Sam and Norman W. (2009). *Improve your IELTS Reading Skills*. Macmillan Delhi
- Cremin, T. (2009). *Teaching English Creatively*. Routledge
- Elbow, P. (1981). *Writing With Power*. New York: Oxford University
- Eller, R.G. (1989). Johnny can't talk, either: The Perpetuation of the Deficit Theory in Classrooms. *The Reading Teacher*, 670–674
- Fasold, R. & Connor-Linton, J. (2013). *An Introduction to Language and Linguistics* (6th ed.). Cambridge. Cambridge University Press
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- Floyd, K. (2009). *Interpersonal Communication*. New York, McGraw Hill Companies Inc.
- Franklin, V. Rodman, R. & Hymys (2011) *Introduction to Language* (9th ed.). Canada, Cengage Learning
- Hoge, A. J. (2014). *Effortless English: Learn to Speak English like a Native*. Effortless English LLC
- Israel, M. & Dorcas, Z. (2013). Educational Implications of the Deficit/Deprivation Hypothesis in L2 Situations: A case of Zimbabwe Vol. 4(6), pp. 283-287, In *International Journal of English and Literature* Retrievable from http://www.academicjournals.org/article/article1379690515_Israel%20and%20Dorcas.pdf
- Kogen, M. (1986). The Conventions of Expository Writing, *Journal of Basic Writing*. (5) 24-37.
- Koosha, B., Ketabi, S. & Kassaian, Z. (2011). The Effects of Self-Esteem, Age and Gender on the Speaking Skills of Intermediate University EFL Learners *Theory and Practice in Language Studies*, Vol. 1, No. 10, pp. 1328-1337, October 2011. Academy Publisher. Retrievable from <http://ojs.academypublisher.com/index.php/tpls/article/view/011013281337>
- Lewis, N. (2006). *How to Read Better & Faster* (4th ed.). Goyal Publisher

- Murphy, R. (2017). Essential English grammar: A Self- Study Reference and Practice book for elementary students of English with answers. Cambridge University Press
- Murray, D. (1968). A Writer Teaches Writing. Boston: Houghton.
- NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
- Pearson, J. C. (2011). Human Communication (4th ed.). New York, McGraw Hill Companies Inc.
- Quirk, R., Greenbaum, S. Leech, G. & Svartvik, J. (2010). A Comprehensive Grammar of English Language. Pearson Education India.
- Reading Development Cell, NCERT (2008). Reading for Meaning. New Delhi: NCERT.
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- Taylor, S. (2005). Communication for Business. Pearson. Delhi.
- Wren, P. C. & Martin, H. (2006). High School English Grammar and Composition. S. Chand Publishing.
- Yadav, S. & Lata, P. (2011). Communication Skills. Oxford University Press.
- Yates, J. (2016). English Conversation. Mc Graw Hill Education.

Sl. No.	Topics/ Sub-Topics	Contact Hours
1.	Overview of the „Language across Curriculum“ movement: The Bullocks Report 1975 “Language for Life”	2
2.	Issues in Multilingual classrooms	1
3.	Power dynamics of the „standard“ language as the school language vs home language or dialects	2
4.	Deficit Theory (Eller, 1989)	1
5.	Concept of Language across the curriculum with reference to NCF 2005, Language across the curriculum: Need for paradigm shift, Contextual learning of language	3
6.	Barriers to effective communication, Characteristics of an effective speaker	2
7.	Concept, Process of communication, Types of communication	2
8.	Listening vs. Hearing, Types of Listening, Phonetics	3
9.	Speeches of famous personalities and Keynote addresses in seminars	3
10.	Videos on poetry recitation, conversation, group discussion and presentations	3
11.	Linguistic and Paralinguistic features	1
12.	Contextual presentations (with reference to all subjects)	2
13.	Recitation of poems	2
14.	Participate in conversations (Situations/ social issues and concerns)	4
15.	Debates	3
16.	Group Discussion and Extempore	4
17.	Mock Interview, Anchoring in various programmes	2
18.	Professional Etiquettes: Greeting, Introduction, Announcement, Paying and receiving compliments	2
19.	Types of Reading: Skimming, Scanning, Extensive reading and Intensive reading, Process and Methods of Reading	2
20.	Reading of Editorials in newspapers, Articles in newspapers and magazines, Research papers in journals, Book reviews, E-books, online journals, Subject related reference books	4
21.	Types of Writing (Narrative, Descriptive, Persuasive, Argumentative and Expository), Expository writing: Concept and Procedure and Types, Essential Elements of expository writing	4
22.	Writing of Synopsis, Research Report, Articles Reference Writing	8

Total=60Hours

School of Education
Central University of South Bihar, Gaya

2 Years Master of Education (M.Ed.)

Course Details			
Course Code	MEEDU2001C04	Course	Sociological Historical and Economic Foundations of Education
Credits	3L + 1 T= 04	Course Duration	One Semester
Semester	II (Even)	Contact Hours	45 L + 15 T =60 Hours
Transactional Strategy	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	30 % Continuous Internal Assessment (Formative cum Summative) 70% End Term External Examination (University Examination)		

Objectives of the Course:

- To acquaint students with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education.
- To enable students to understand how the 'Education' is embedded in social structure and culture;
- To enhance capacities of students for the critical evaluation of the role of education in social change and for sociological reflection on educational issues
- To provide an exposure to the historical development of the education system in India. .
- To provide an understanding of the linkage between colonial political factors and forces which shaped modern institutional development of education
- Analyse educational provisions influenced by political developments in Indian society as visible in the form of constitutional amendments and government initiatives.
- Get exposure to the issues of educational planning in its political perspectives and methods, modes of educational planning and issues in financing of education.
- To enable the students to understand the Concept of Economics of Education, Relationship, Consumption, Investment and Economic Thoughts.
- To enable the students to understand the Education and Labour Market and Economics of Brain-Drain
- Analyse the contributions of education to the economic growth in pre and post globalization era.
- To acquaint the students with need and importance of Economics of Education for development of individual and Nation at present scenario.

Expected Outcomes of Learning: After the completion of the course, the students will be able to –

- Explain the key concepts related to Sociology of Education

- Analyse theoretical perspective on Education with special reference to Structural-Functional School, Conflict School
- Identify the social constrain of Educational development in Modern India.
- Trace development of education in India during pre-independence and post independence period.
- Evaluate the post independence policies on education
- Analyse educational provisions influenced by political developments in Indian society as visible in the form of constitutional amendments and government initiatives.
- Develop an understanding of educational planning in its political perspectives and methods, Modes of Educational planning and issues in financing of Education.
- Explain the key concepts related to Economics of Education
- Relate the economic change to change in educational policies.
- Identify the issue related to financing of education.
- Discuss the Globalization and Education in contemporary India.

Course Content

Unit 1: Relationship between Sociology and Education: (13 Hours)

- Definition and scope of Sociology of Education and Educational Sociology
- Interrelationship between sociology and education
- Methods of Studying society
- Culture, Socialization and Education
- Studying Education as a Sub system of social system

B: Social Structure, Education and Social Change

- The Concept of Social Structure and functions
- Theoretical perspectives on education as a social system: Structural-Functional School, Conflict School
- The Concepts of Social Change, Social Transformation and Development Constraints on Social Change and Modernization in India.
- The Complex Interplay between Education and Social Change;
- Education for Planned Change and Social harmony.
- Education as an intervention for Social Transformation

Unit 3: Historical Perspectives of Education: (11 Hours)

- Brief History of educational development in India: Vedic, Medieval, British and independent India.
- Education and national development: Recommendations of Commissions and Policies on education in the Post -Independence India.
- Contemporary Indian Education System, structure, policies, practices and major challenges;
- Constitutional and legal bases underlying educational policies and practices during post-Independence Period.

Unit 3: Political perspective of Education:

(10 Hours)

- Relationship between education and democracy, education and political development; role of the state and civil society in education;
- Educational Policy and state
- Liberal and neo liberal perspectives of Educational Policy
- Group diversity and emergence of the concept of inclusion in education;
- Equity and inclusion in education; Education and national integration;
- Education for inculcation of citizenship attributes.
- Education as human right; rights, claims and entitlements; claim holders and duty bearers; Child rights; Educational rights of minorities and disadvantaged groups; Affirmative action for promoting equal rights in education.

Unit 4: Economic Perspective of Education:

(11 Hours)

- Education and economic development; Education and human development; Economic reforms and Education.
- Educational Planning for alternative modes of Education: Correspondence, Distance and Open Learning Systems.
- Investment choices and financing in human capital and human resource development.
- Issues in financing of Education, Federal financing.
- Globalization and Education in contemporary India.

Suggested Activities

- Compare financial resources and expenditure of public and private universities in Bihar
- Compare the educational planning of the face to face and distant mode of Education
- Guided study of primary and secondary source literature on Education
- Analysis of evaluation study reports on Govt. sponsored schemes, projects of secondary data base on educational developments in India and abroad.
- Writing and presentation of book review related to sociology of education.
- Critical analysis of contemporary sociological perspectives (Paulo Freire- Pedagogy of Oppressed Ivan Illich- De-Schooling Michal Apple- Critical Theory Henry Gierox- Critical Pedagogy)

Suggested Reading:

- Althusser, (1971). Ideology and Ideological State Apparatuses 'Notes towards an Investigation'. *Lenin and Philosophy and Other Essays*. New Left Books.
- Angela, S. (2013). *Public Spending in Education and Human Capital Development*. Lambert Academic Publishing.
- Apple, M.W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, 3(3), 239–261.
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- Basu, Aparna (1972). *Essays in the History of Indian Education*. New Delhi: Concept.
- Dewey, John (1996): *Democracy and Education: An Introduction to the Philosophy of Education* (1966 ed.), New York: Free Press.
- Daniele, C. (2008). *The Economics of Education - Human Capital, Family Background and Inequality*. New York: Cambridge University Press.

- Dewey, John (1996): *Democracy and Education: An Introduction to the Philosophy of Education* (1966 ed.), New York: Free Press
- Dharmpal (1983). *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century*. Delhi: BibliaImpex.
- Drèze, J., and A.K. Sen (1995). Basic Education as a Political Issue, *Journal of Educational*.
- Dubey, A. (2007). *Commercialisation of Education in India: Policy, Law and Justice*. New Delhi: APH Publishing Corporation.
- Frei, M.(2013).*How Important Are Education, Human Capital and Knowledge for Economic Growth and Development?*GrinVerlag.
- Geeta, G. K. &Mohd M.(2013). *The Political Economy of Education in India: Teacher Politics in Uttar Pradesh*. London: OUP Press.
- Ghosh, S. C. (2013).*The History of Education in Modern India: 1757-2012*. Orient Blackswan.
- Ghosh, S .C. (2007): *History of Education in India*. Rawat Publication: New Delhi.
- Hammarberg, T. (1997): *A School for Children with Rights*, Innocenti lectures, UNICEF, Florence: Italy.
- Harber, Clive and VusiMncube (2012): *Education Democracy and Development: Does Education Contribute to Democratisation in Developing Countries?* Symposium Books: Oxford.
- Hasan, Z. (ed). (2012). *Equalizing Access: Affirmative Action in Higher Education in India, United States and South Africa*. New Delhi: Oxford University Press.
- Kumar, Krishna (1987): *Political Agenda of Education*, Sage: New Delhi.
- Kumar, Krishna and Oesterheld, J (ed) (2007). *Education and Social Change in South Asia*. Hyderabad: Orient Longman.
- Kumar, Krishna (2014): *Politics of Education in Colonial India*, Routledge: New Delhi.
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- Mooij, J&Majumdar, M.(2010). *Education and Inequality in India: A Classroom View (Routledge Contemporary South Asia Series)* Routledge: Chapman & Hall.
- Mookerji, RadhaKumud (1940): *Ancient Indian Education*. MotilalBanarsidass: Varanasi.
- Mukhopadhyay, B. &Barki, B. G. (1989).*Grassroots Education in India: A Challenge for Policy Makers (South Asian Publications Series)*. StosiusInc/Advent Books Division.
- Naik, J.P. (1975): *Equality, Quality and Quantity. The Elusive Triangle in Indian Education*. Allied: Bombay.
- Narulla, S and J.P.Naik (1962): *A Student's History of Education in India, 1800-1961*: Calcutta.
- Padmanabhan, C. B. (1998).*Educational Financing and Structural Adjustment Policies in India*. New Delhi: Neha Publishers & Distributors.
- Pinar. W. F.(ed). (2015), *Curriculum Studies in India: Intellectual Histories, Present Circumstances (International and Development Education)*.Palgrave Macmillan.
- Rao, D. P. (2010).*Economics of Education and Human Development in India*. New Delhi: Akansha Publishing House.
- Rashmi, S. &Vimala R. (2009).*The Elementary Education System in India: Exploring Institutional Structures, Processes and Dynamics*. New Delhi: Routledge.

- Sharma, R.C. (2004). *National Policy on Education and Programme of Implementation* Jaipur: Mangaldeep Publications.
- Sharma, R.N. and R. K .Sharma (2004): *History of Education in India*. Atlantic Publishers: New Delhi.
- Tandon, P. D. (2004). *The History and Problems of Universalization of Education in India*.Jaipur: A B D Publishers.
- Zajda, J. (2014)]. *Globalisation, Ideology and Education Policy*. United States: Springer-Verlag.

S.N.	Topic/ Sub-Topics	Contact Hours
1	Definition and scope of Sociology of Education, Interrelationship between sociology and education	1
2	Interrelationship between sociology and education	1
3	Methods of Studying society	1
4	Culture, Socialization and Education	1
6	Studying Education as a Sub system of social system	1
4	The Concept of Social Structure and functions.	1
7	Theoretical perspectives on education as a social system: Structural-Functional School, Conflict School	2
8	The Concepts of Social Change, Social Transformation and Development Constraints on Social Change and Modernization in India	2
9	The Complex Interplay between Education and Social Change;.	1
	Education for Planned Change and social harmony	1
10	Education as an intervention for Social Transformation	1
12	Brief History of educational development in India: Vedic, Medieval, British and Independent India	3
13	Education and national development: Indian perspective; Commissions in the Post -Independence India.	3
14	Contemporary Indian Education System, structure, policies, practices and major challenges	3
15	Constitutional and legal bases underlying educational policies and practices during post-Independence Period.	2
	Relationship between education and democracy, education and political development; role of the state and civil society in education;	2
	Educational Policy and state	1
	Liberal and neo liberal perspectives of Educational Policy	1
	Group diversity and emergence of the concept of inclusion in	1

	education	
	Equity and inclusion in education; Education and national integration	1
	Education for inculcation of citizenship attributes.	1
	Education as human right; rights, claims and entitlements; claim holders and duty bearers; Child rights; Educational rights of minorities and disadvantaged groups; Affirmative action for promoting equal rights in education.	3
	Education as an Economic Good, Consumption and Investment	1
	Education as Industry: A Critical Analysis	1
	Economic Thoughts on Education: Classical, Neo-Classical and Modern	2
16	Education and economic development; Education and human development; economic reforms and education	2
17	Significance of Education in Economic Development with reference to India	1
18	Investment choices and financing in human capital and human resource development.	1
19	Issues in financing of education, Federal financing	1
20	Globalization and Education in contemporary India	1
	Educational expenditure: Budgeting in Education	1
		45 Hours

PSYCHOLOGY OF LEARNING

Course Details			
Course Title: Psychology of Learning			
Course Code	MEEDU2002C04	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II (Even)	Contact Hours	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion, Collaborative work, Case Study, self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives

- Develop an understanding about the contributions of different schools of Psychology to Education
- Critically analyze the process of learning from the point of view of cognitive psychology
- Develop an understanding of different theories of learning
- Develop an understanding of different learning and Cognitive styles.
- Help the students to develop insights into educational implications of the learning theories
- Develop an understanding about the conducive classroom environment and classroom management
- Develop an understanding about the dynamics of the classroom

Expected Learning Outcomes

After completion of the course the learners will be able to:

- Apply concepts of different schools of psychology in the field of education
- Develop different strategies for nurturing cognition among learners
- Construct their own knowledge in different subjects

- Apply the concepts of theories of learning and motivation for the development of teaching learning process
- Develop different strategies of motivating the learner in study of different subjects
- Transfer the knowledge of one area to other areas
- Perceive the climate of the classroom in real setting
- Create Conducive learning environment of the Classroom
- Solve the common classroom problems

Course Contents

Unit I Schools of Psychology

(16% weightage)

- Structuralism, Functionalism, Behaviorism, Gestalt, Cognitive, Psychoanalytic and Humanistic Schools of Psychology and their contribution to education

Unit II Understanding the Process of Learning

(24% weightage)

- Learning as a process and as an outcome
- Learning as a cognitive process: Cognitive process (perception, attention, memory, concept formation, logical reasoning, critical thinking, problem solving), Teaching strategies for developing cognition among learners
- Learning Styles: Visual, Aural, Verbal, Physical, Logical, Social, Solitary.
- Cognitive Styles: Field Dependent – Field Independent, Deep-surface, Reflective-Impulsive.
- Metacognition: Concept and strategies for improving metacognition

Unit III: Theoretical approaches to Learning and Motivation

(38% weightage)

- Theories of Learning – Behaviorist's Theories of Learning (classical conditioning and operant conditioning), Hull's Reinforcement Theory, Gagne's Hierarchy of Learning, Tolman's Theory of Learning, Lewin's Field Theory, Bandura's Social Learning Theory, Guthrie's Theory of learning, Constructivist theories of learning (Piaget, Bruner and Vygotsky), Roger's Experiential Learning
- Transfer of Learning: Concept, Types, Theories (Theory of Mental Discipline, Identical Elements, Generalisation, Transposition and Learning to Learn) and Educational Implication
- Motivation: Intrinsic and Extrinsic Motivation, Theories of motivation (Maslow's Humanistic theory, Weiner's Attribution theory of motivation), Strategies of motivating students in the classroom

Unit IV- Managing Learning Environment of the Classroom (22% weightage)

- Creating Conducive learning environment of the Classroom: physical, psychological, social, emotional and academic environment
- Classroom Climate- Concept and approaches of Classroom Climate, interpersonal relations and socio-emotional climate of the classroom and influence of teacher characteristics
- Classroom Dynamics- Understanding and Managing dynamics of the classroom
- Classroom Management- factors, principles, approaches and Strategies for dealing with common classroom problems

Suggested Activities:

- Engaging Learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
- Identification of strategies for motivating the learner in study of a subject and practicing in schools-a report.
- Conduct a survey in the local schools to ascertain the learning environment of the classrooms
- Select a school of your choice, study its classroom climate and write a report on it.
- Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in detail the group climate.
- Any other relevant activities

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	UnitTopic/ Sub-Topic
1-7	Structuralism, Functionalism, Behaviorism, Gestalt, Cognitive, Psychoanalytic and Humanistic Schools of Psychology and their contribution to education
8	Learning as a process and as an outcome
9-16	Cognition in Learning: Cognitive process (perception, attention, memory, development of concepts, logical reasoning, critical thinking, problem solving), Teaching strategies for developing cognition among learners

17	Learning Styles: Visual, Aural, Verbal, Physical, Logical, Social, Solitary
18	Cognitive Styles: Field Dependent – Field Independent, Deep-surface, Reflective-Impulsive
19	Metacognition: Concept and strategies for improving metacognition
20-31	Theories of Learning – Behaviorist’s Theories of Learning (classical conditioning and operant conditioning), Hull’s Reinforcement Theory, Gagne’s Hierarchy of Learning, Tolman’s Theory of Learning, Lewin’s Field Theory, Social Learning Theory(Bandura), Guthrie’s Theory of learning, Constructivist theories of learning(Piaget, Bruner and Vygotsky), Roger’s Experiential Learning
32-34	Transfer of Learning: Concept, Types, Theories and Educational Implication
35-36	Motivation: - Intrinsic and Extrinsic Motivation, Theories of motivation (Maslow’s Humanistic theory, Weiner’s Attribution theory of motivation)
37-38	Creating Conducive learning environment of the Classroom: physical, psychological, social and emotional and academic environment
39-41	Classroom Climate- Concept and approaches of Classroom Climate, interpersonal relations and socio-emotional climate of the classroom and influence of teacher characteristics
42-43	Classroom Dynamics- Understanding and Managing dynamics of the classroom
44-45	Classroom Management- factors, principles, approaches and Strategies for dealing with common classroom problems
15 Hours	Tutorials

Suggested References :

- Anderson, J.R. : Cognitive Psychology and Implications (2nd Edition), W.H. Freiman& Co., New
- Baron, R.A : Psychology (5th Edition), Pearson Education
- Berry, J.W. and Dasen, P.R. (1974) : *Culture and Cognition : Reading in Cross-culture Psychology*, London : Methuen and Company limited, ISBN 416751806
- Bhatnagar, S. &Saxena, A : *Advanced Educational Psychology*, R. Lall Book Depot, Meerut

- Bigge, M.L. (1982). *Learning Theories for teachers, (4th edition)*. New York, Harper and Row Publishers, P.P. 89-90.
- Bolles, R.C. (1975) :*Learning Theory*. New York, Holt, Rinehart and Winston, P.P. 18-19.
- Buskist, W and Davis, S.F. 2006 *Handbook of the teaching of Psychology*, Australia, Victoria : Blackwell publishing, ISBN No. 1011-4051-3801-7
- Chauhan, S.S: *Advanced Educational Psychology*, Vikas Publishing House, New Delhi.
- Dandbani, S. (2001) : *A Textbook of Advanced Educational Psychology*, New Delhi : Anmol Publications.
- Mangal, S.K. : *Essentials of Educational Psychology*. Prentice – Hall of India
- Dash, M. (1998). *Educational Psychology*. Delhi : Deep and Deep Publication.
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- Kundu C.L. and Tutoo D.N. (1993) : *Educational Psychology*, Sterling Publishers Pvt. Ltd.
- Lindgren, H.C. (1967). *Educational Psychology in Classroom (3rd edition)*. New York: John Wiley and sons.
- Lipman, M. (2003), *Thinking in Education*. (2nd Ed.) New York : Cambridge University Press.
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- Olson, M.H and Hergesham 2013 *An introduction to Theories of Learning*, 9th ed., Delhi : PHI Learning pvt. Ltd., ISBN No. 978-81-203-4814-1
- Pandey, K.P. *Advanced Educational Psychology*: VishwaVidyalayaPrakashan (2009), Varanasi
- Pandey, K.P., Bhardwaj Amita& Pandey Asha (2010) *Advanced Educational Psychology*, Shipra Publications, Delhi
- Skinner, E.C. (1984) *Educational Psychology – 4th Edition*. New Delhi: Prentice Hall of India Pvt. Ltd.

- Smith, E.E. and Kosslyn, S.M. 2008 Cognitive Psychology, Mind and Brain, New Delhi: Prentice Hall of India Pvt. Ltd, ISBN NO. 978-81-203-3372-7
- Solso, R.L. 2006 Cognitive Psychology, 6thed. New Delhi: Pearson Education, ISBN No.81-317-0180-8
- William, C.M., and Wingo, G.M. (1962), Psychology and Teaching (2nd Ed.) Chicago: SCOH, Foresman and Company.
- Woolfolk, A. E. (1987): Educational Psychology (3rd Ed.) Englewood Cliffs. Prentice Hall.

Advanced Research Methodology in Education

Course Details			
Course Code	MEEDU2003C04	Programme	M. Ed.
Credits	4	Course Duration	One Semester
Semester	II (Even)	Contact Hours	60 Hours
Method of Content Interaction	Question Answer, Group Discussion, Workshops, Collaborative work, Case Study, Seminars, Assignments, Projects, etc.		

Course Objectives

This course will enable the trainee teacher educator to:

1. Understand the Data.
2. Apply Parametric Inferential Statistics for Data Analysis
3. Use Non-Parametric Inferential Statistics for Data Analysis
4. Perform Digital Statistical Analysis
5. Apply Qualitative Data Analysis
6. Write Research Report

Expected Learning Outcomes:

After the completion of the course student teacher educators will be able to:

1. Differentiate between Qualitative and Quantitative nature of data.
2. Organize the data as per the nature of research design.
3. Represent the data graphically.
4. Compute Mean, Median & Mode and apply them appropriately.
5. Apply measures of variability as per requirement.
6. Apply NPC in analyzing data
7. Explain parametric assumptions.
8. Explain central limit theorem.
9. Explain standard error of statistics.
10. Differentiate between Type-I and Type-II errors.
11. Explain Levels of Significance and Degree of freedom.
12. Use t-test according to the nature of data.
13. Apply Analysis of Variance.
14. Perform regression analysis
15. Make prediction and formulate Regression Equations.
16. Establish accuracy of prediction from regression equations
17. Explain non-parametric assumptions
18. Apply Chi-Square for testing hypothesis (Goodness of fit, Test of independence), interpretation of results
19. Use Mann-Whitney U-test
20. Compute Biserial Correlation and Point-Biserial Correlation
21. Use Digitalized Statistical Analysis

22. Work on digital spreadsheet (data feeding, analysis and interpretation).
23. Use Software (SPSS+, etc.) for data analysis.
24. Analyze the data qualitatively.
25. Do Content analysis
26. Use Trend analysis.
27. Use corroborative evidences.
28. Use of secondary data in historical and descriptive research.
29. Perform Digital qualitative analysis.
30. Write Research Report.
31. Justify the results of research.
32. Evaluate a research report.

Course Outline

Unit No.	Unit Name	Course Contents	Contact Hours	Credits
1.	Understanding Data	<ul style="list-style-type: none"> • Qualitative and Quantitative nature of data • Scales of measurement: nominal, ordinal, interval and ratio. • Quick review of tabulation and graphical representation of data with pie-diagram, bar-diagram, histogram, frequency polygon and Ogive. • Conceptual recapitulation of Measures of central tendency (Mean, Median & Mode), Measures of variability (Range, AD, QD, SD), Measures of relationship (Spearman Rank and Pearson Product Moment Correlation) • Properties and Application of Normal Probability Curve 	15	1
2.	Inferential Statistics for Data Analysis (Parametric)	<ul style="list-style-type: none"> • Parametric assumptions • Central limit theorem; Standard error of statistics • t-test, interpretation of results (Level of Significance, Degree of Freedom, Power, Type-I and Type-II errors) • Analysis of Variance (ANOVA) • Regression and Prediction: Regression Equations, Accuracy of Prediction from regression Equations 	15	1
3.	Inferential Statistics for Data Analysis (Non-Parametric) and Digital Statistical Analysis	<ul style="list-style-type: none"> • Non-parametric assumptions • Chi-Square for testing hypothesis (Goodness of fit, Test of independence), interpretation of results • Mann-Whitney U-test • Biserial Correlation and Point-Biserial Correlation • Digital Statistical Analysis: Working on digital spreadsheet: data feeding, analysis and interpretation, Software of data analysis (SPSS+, etc.) 	15	1
4.	Qualitative Data Analysis and Writing Research Report	<ul style="list-style-type: none"> • Qualitative data analysis: Content analysis, Trend analysis, Using corroborative evidences, Use of secondary data in historical and descriptive research, Digital qualitative analysis • Writing Research Report: Chapterization, Language, References, Appendices 	15	1
Total			60	4

Course Based Activities:

- Presentation of a data in tabular form, its graphical representation and computation of all measures of central tendencies, variability, and relationship.
- On a given data applying NPC for solving different kind of research problems.
- Preparing research designs of different types to use all forms of t-test (manually and digitally).
- Preparing research designs of different types to use ANOVA (manually and digitally).
- Preparing research designs of different types to formulate regression equations and to predict on their basis (manually and digitally).
- Preparing research designs of different types to apply Chi-Square for testing hypothesis (Goodness of fit, Test of independence), Mann-Whitney U-test, Biserial Correlation and Point-Biserial Correlation (manually and digitally).
- Preparing research designs of different types to analyze the data qualitatively by doing Content analysis, Trend analysis, using corroborative evidences, using secondary data in historical and descriptive research.
- Writing a brief research report on any of the above mentioned research work.
- Critical analysis of a research report.

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ASSESSMENT AND EVALUATION IN EDUCATION

Course Details			
Programme: M.Ed.	Course Title: Assessment and Evaluation in Education		
Course Code	MEEDU2004C04	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II (Even)	Contact Hours	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field-based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives

- To acquaint the students with the basic concepts and practices adopted in educational assessment and educational evaluation.
- To help the students understand relationship between assessment and evaluation in education.
- To orient the students with tools and techniques of assessment and evaluation.
- To develop skills and competencies in constructing and standardizing a test.
- To make the students understand how various requirements of education are measured, evaluated, interpreted and their result recorded to help learners.

Learning Outcomes

After completion of the course the learners will be able to:

- Differentiate among measurement, assessment and evaluation.
- Plan and execute various types of assessments as a teacher in their classes.
- Examine a goodness of tool by establishing reliability and validity, and checking other requirements.
- Pick an appropriate tool as per the requirements and objectives of their research work.
- Write appropriate items for a tool.
- Carry out the item analysis and standardize various types of tools.
- Interpret the test scores and accordingly provide feedback to their students.
- Critically analyze various recent trends in the field of assessment and evaluation.

Course Contents

UNIT I: The Assessment and Evaluation Process

(17% Weightage)

- Measurement, Assessment and Evaluation: Concept and need, Functions of measurement, basic principles of assessment, purpose of educational testing
- Norm-referenced and criterion-referenced evaluation, Prognostic, Diagnostic, Formative and Summative assessment

UNIT II: Tools of Assessment and Evaluation

(25 % Weightage)

- Characteristics of a good tool
 - Reliability
 - Validity
 - Norms
 - Usability
- Various Tools and their uses: scales, questionnaires, schedules, inventories
- Various types of tests: Subjective and Objective tests, Group and Individual Tests, Verbal and Non Verbal tests, Speed and Power Tests, Paper Pencil and Performance Tests, Standardized and Non Standardized Tests

UNIT III: Standardized Test Construction

(25 % Weightage)

- Writing test items: Different types of test items, Distracter Analysis
- Item analysis procedures for norm-referenced and criterion referenced tests.

UNIT IV: Measurement of Different Attributes and Interpretation (16% Weightage)

- Standard scores: Z –Scores, T-scores, and C-scores.
- Measurement of achievement, aptitudes, intelligence, attitudes, interests, and skills
- Interpretation of tests scores and methods of feedback to students

UNIT V: Recent / new trends in Education (17% Weightage)

- CBCS
- Grading
- Semester system
- Continuous Internal Assessment
- Question Bank
- Use of Computers in Assessment
- Qualitative Analysis

Content Interaction Plan:

<u>Lecture cum Discussion</u> <u>(Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-2	Measurement, Assessment and Evaluation: Concept and need
3-5	Functions of measurement, basic principles of assessment, purpose of educational testing
6-7	Norm-referenced and criterion-referenced evaluation, Prognostic, Diagnostic, Formative and Summative assessment
8-13	Characteristics of a good tool: Reliability, Validity, Norms, Usability
14-17	Various Tools and their uses: scales, questionnaires, schedules, inventories
18-19	Various types of tests: Subjective and Objective tests, Group and Individual Tests, Verbal and Non Verbal tests, Speed and Power Tests,

	Paper Pencil and Performance Tests, Standardized and Non Standardized Tests
20-21	Writing test items: Different types of test items, Distracter Analysis
22-31	Item analysis procedures for norm-referenced and criterion referenced tests. <i>(General Concept -1; Norm Referenced Fixed Answer -3; Norm Referenced Attitude Scale -3; Criterion Referenced – 3)</i>
32-33	Standard scores: Z –Scores, T-scores, and C-scores.
34-38	Measurement of achievement, aptitudes, intelligence, attitudes, interests, and skills
39	Interpretation of tests scores and methods of feedback to students
40	CBCS
41	Grading
42	Semester system
43	Continuous Internal Assessment
44	Question Bank Use of Computers in Assessment
45	Qualitative Analysis
<i>15 Hours</i>	<i>Tutorials</i>
	<ul style="list-style-type: none"> • <u>Suggested References:</u> • Anastasi A. (1976). <i>Psychological testing</i> (4th ed.). New York: McMillan Pub Co. • Bloom, B. S., Hastings, J. H., & Madaus, G. F. (1971). <i>Handbook on formative and summative evaluation of student learning</i>. New York: McGraw Hill. • Cronbach, L. J. (1950). <i>Essentials of psychological testing</i> (3rd ed.). New York: Harper & Row publishers. • Ebel, R. L., & Frisbei, D. A. (1986). <i>Essentials of educational measurement</i>. New Delhi: Prentice Hall. • Freeman, F. S. (1976). <i>Theory and practice of psychological testing</i>, (3rd ed.). New Delhi: Oxford & IBH Pub. Co. • Guilford, J. P. (1954). <i>Psychometric methods</i>. New York: McGraw Hill. • Miller, M. D., Linn, R. L., & Gronlund, N. E. (2009). <i>Measurement and assessment in teaching</i> (10th ed.). New Jersey: Pearson Education Inc. • Singh, A. K. (1986). <i>Tests, measurement and research methods in behavioural sciences</i>. New Delhi:

McGraw Hill.

Course Details			
Course Title: Pedagogy of Language Education			
Course Code	MEEDU2005E04	Credits	4
L + T + P	2 + 1 + 0	Course Duration	One Semester
Semester	II (Even)	Contact Hours	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture-cum-Discussion, Group Discussion, Panel- Discussion, Seminar, Assignment, Project, Hands on Practice in language laboratory, Visits to Language Teaching Institutes, Presentations		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Objectives of the Course

- To develop an understanding of the language learning, acquisition and communication
- To understand linguistic, psychological and social processes of language learning
- To explore various pedagogical strategies of language learning
- To explore various innovative techniques for teaching prose, poetry and grammar
- To develop an understanding of language teaching and literature teaching
- To explore various strategies for language assessment
- To develop sensitivity to language diversity

Learning Outcomes: After completing the course, students will be able –

- To differentiate among language learning, acquisition and communication
- To reflect upon the factors affecting language learning, acquisition and communication
- To explain linguistic, psychological and social processes involved in learning of languages
- To critically analyze various models of language acquisition
- To analyze different approaches, methods and techniques in the context of first language, second language and third language
- To identify the various issues related to language learning and teaching
- To reflect upon language policy and provisions

Course Content:

Unit I- Conceptual Issues in Language Learning (22% Weightage)

- Language learning, Language acquisition and communication: factors affecting language learning, language acquisition and communication
- Linguistic, psychological and social processes involved in learning of languages, Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget-Cognitive constructivism and Language; application of these theories to development of methodologies of teaching-learning of language.
- Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.

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

Unit II- Pedagogy of Language Learning (20% Weightage)

- Language: type, need, approach, methods, classroom tasks, mode of instruction
- Language and Literature: nature, interrelationship and differences
- Innovative techniques for teaching grammar, reading comprehension and written expression.
- Development of basic language skills as well as advanced language skills at Primary, Secondary, Senior Secondary and Higher levels.
- Lesson plan; preparation of model lesson plan, supervision, and writing good comments on language lesson plan
- Evaluation of language learning: Discrete Vs Holistic approach

Unit III- Innovative Practices for Languages Learning & Curriculum Development (18% Weightage)

- Innovative practices: collaborative learning, cooperative learning, constrictive approach, learning through ICT tools and applications
- Development of language curriculum and the syllabus: Dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques
- Trends in research in language learning

Unit IV- Language Learning: Multilingual Context (20% Weightage)

- Understanding Language Diversity: Issues and Challenges related to dialects, standard language, regional languages.
- Provisions related to language in Indian Constitution & Three language formula
- Medium of instruction-recommence recommendation of NPE 1986/1992, NCF (2005)
- Preservation of heritage language
- Home language and school language-problem of tribal dialects

Content Interaction Plan:

Sl. No.	Topics/ Sub-Topics	Contact Hours
1.	Language learning, Language acquisition and communication: factors affecting language learning, language acquisition and communication	1
2.	Linguistic, psychological and social processes involved in learning of languages.	3
3.	Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget- Cognitive constructivism and Language; application of these theories to development of methodologies of teaching-learning of language	3
4.	Development of basic language skills as well as advanced language skills at Primary, Secondary and Senior Secondary levels	2
5.	Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis	3
6.	Metalinguistic awareness with a focus on listening, speaking, reading,	2

	comprehension at writing.	
7.	Language: type, need, approach, methods, classroom tasks, mode of instruction	3
8.	Language and Literature: nature, interrelationship and differences tasks, Mode of Instruction	1
9.	Innovative techniques for teaching grammar, reading comprehension and written expression	2
10.	Development of basic language skills as well as advanced language skills at Primary, Secondary, Senior Secondary and Higher levels.	2
11.	Lesson plan; preparation of model lesson plan, observation and writing good comments on language lesson plan	3
12.	Evaluation of Language Learning: Discrete vs Holistic approach	2
13.	Innovative practices: collaborative learning, cooperative learning, constrictive approach, learning through ICT tools and applications	4
14.	Development of language curriculum and the syllabus: Dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques	3
15.	Trends in research in language learning.	1
16.	Understanding Language Diversity: Issues and Challenges related to dialects, standard language, regional languages	3
17.	Provisions in Indian Constitution	2
18.	Three language formula & Medium of instruction-recommence recommendation of NPE 1986/1992, NCF (2005)	3
19.	Preservation of heritage language, Home language & school language-problem of tribal dialects	2
45 Hours Lecture		
15 Hours Tutorials		

Suggested Activities:

The students may undertake any one of the following activities:

- A study of letters, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Comparison with writings in English.
- Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.
- Seminar on L.1 and L.2 research and theories

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Program M.Ed. (2-Year)

Course details

Course Title: PEDAGOGY OF MATHEMATICS EDUCATION			
Course Code	MEEDU2006E04	Credits	4=(3L+1T)
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II (Even)	Contact Hours	45 (L) + 15 (T)=60 Hours
Methods of Content Interaction	Lecture cum discussion, assignments, group work, group presentation, seminars, individual and group exercises etc.		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives and Learning Outcomes:

On completion of this course students will be able to:

- To develop in-depth understanding about the abstract nature of Mathematics
- Distinguish between Science and Mathematics
- Understand the concept of Pure and Applied Mathematics
- Develop the skill of solving real-life problems through mathematical modeling as an art
- Develop the understanding of using constructivist approach in Mathematics
- Develop the skill of using various methods of teaching Mathematics
- Develop the problem-solving skills
- Highlight the significance of Mathematics Laboratory
- Develop the skills required for Action Research in Mathematics
- Present overview on different types of test items

COURSE CONTENT

UNIT-I: Nature, Development and Significance of Mathematics (10 Hours & 22%Wt.)

- What is Mathematics? Building logical thinking, Analytical Thinking and Quantitative Reasoning.
- Concepts of Pure and Applied Mathematics
- Aesthetic aspect of Mathematics
- Teaching of Mathematical Modeling
- History of Mathematics, Historical development of major ideas in Mathematics, Evolution of concepts, Contributions of noteworthy Mathematicians-Gauss Pythagoras and Ramanujan

UNIT-II: Structure and Strategies of Teaching-learning Mathematics (10 Hours & 22%Wt.)

- Types of Proofs- Direct proofs, Indirect proofs, Proof by Contradiction, Proof by Exhaustion, Proof by Mathematical Induction
- Example and Counter Examples
- Perspectives on Learning Mathematics- Piaget, Skemp, Bruner and Vygotsky; Fischbein on Intuitive Thinking.

- Constructivist approach in teaching of Mathematics
- Methods of Mathematics Teaching- Project Method, Problem Solving Method, Anchored instruction, Cooperative Method, Guided instruction, Inquiry-based learning, Jigsaw and Flip classroom method

UNIT- III: Informal Approach in Mathematics Teaching (8 Hours & 18%Wt.)

- Professional development of a Mathematics teacher.
- Scope and Challenges for continuing professional development of teachers
- Recreational aspects of Mathematics- Games, Puzzles and Amusements
- Computer aided learning in Mathematics
- Teaching aids: preparation and their uses
- Mathematics Laboratory and Mathematics Club
- Preparation of lesson plans
- Supervision of lesson plans: comments and observations

UNIT-IV: Curriculum Planning in Mathematics (8 Hours & 18%Wt.)

- Reviewing the position of Mathematics in national education policies and documents of India
- Qualities of a good Mathematics textbook.
- Curriculum objectives, Principle for designing curriculum
- Task Analysis.
- Content Analysis of Mathematics textbook of different boards
- Evaluation of Mathematics curriculum at school level

UNIT- V: Assessment in Mathematics (9 Hours & 20%Wt.)

- Concept of Assessment in Teaching- Learning process (Formative, Summative, Criterion, Diagnostic)
- Types of mistakes in Mathematics, their identification and analysis with a purpose of preventing and remedial measures
- Types of Test items in Mathematics such as Long answer type, Short answer type, Very Short answer type and objective type
- Construction of an Achievement test.
- Role of differentiated assessment, differentiated instruction and adapting curriculum to meet diverse learners will be considered
- New Trends in Assessment

Practicum (Any one from the following)

- Reflective writing on Mathematician.
- Preparation of Teaching aids
- Prepare a report on Mathematical recreational Activities like as games, puzzles, riddles, magic square etc. and demonstrate that how can you use this game for teaching of Mathematics.
- Action Research in Mathematics
- Critically Evaluation of one Mathematics text book of secondary level
- Construction of a test

Plan of Action: Lecture and Demonstration

S. No.	Topic/Sub-topics	No of Hour(s)
01.	What is Mathematics? Building logical thinking, Analytical Thinking And Quantitative Reasoning, Concepts of Pure and Applied Mathematics	3
02.	Aesthetic aspect of Mathematics	1
03.	Teaching of Mathematical Modeling	1
04.	History of Mathematics, Historical development of major ideas in Mathematics Evolution of concepts	2
05.	Contributions of noteworthy Mathematicians-Gauss, Pythagoras and Ramanujan	3
06.	Types of Proofs- Direct proofs, Indirect proofs, Proof by Contradiction, Proof by Exhaustion, Proof by Mathematical Induction, Example and Counter Examples	2
07.	Perspectives on Learning Mathematics- Piaget, Skemp, Bruner and Vygotsky; Fischbein on Intuitive Thinking	3
08.	Constructivist approach in teaching of Mathematics	1
09.	Methods of Mathematics Teaching- Project Method, Problem Solving Method, Anchored instruction, Cooperative Method, Guided instruction, Inquiry-based learning, Jigsaw, and Flip classroom method.	4
10.	Professional development of a Mathematics teacher.	1
11.	Scope and Challenges for continuing professional development of teachers	1
12.	Recreational aspect of Mathematics- Games, Puzzles and Amusements	1
13.	Computer aided learning in Mathematics	1
14.	Teaching aids: preparation and their uses, Mathematics Laboratory and Mathematics Club	2
15.	Preparation of lesson plans, Supervision of lesson plans: comments and observations	2
16.	Reviewing the position of Mathematics in national education policies and documents of India	2
17.	Qualities of a good Mathematics textbook	1
18.	Curriculum objectives, Principle for designing curriculum, Task Analysis	2
19.	Content Analysis of Mathematics textbook of different boards	2
20.	Evaluation of Mathematics curriculum at school level	1
21.	Concept of Assessment in Teaching- Learning process (Formative, Summative, Criterion, Diagnostic)	1
22.	Types of mistakes in Mathematics, their identification and analysis with a purpose of preventing and remedial measures	2
23.	Types of Test items in Mathematics such as Long answer type, Short answer, Very Short answer type and objective type	2
24.	Construction of an Achievement test	1
25.	Role of differentiated assessment, differentiated instruction and adapting curriculum to meet diverse learners will be considered	2
26.	New Trends in Assessment	1
Total Lecture Hours =45		
Total Tutorial Hours = 15		

SUGGESTED READINGS

1. Richard Courant & Herbert Robbins (1941). *What is Mathematics*, Fai Lawn: Oxford University press.
2. Recharad Copelard (1975). *How Children Learn Maths: Teaching Implications of Piaget's Research*, Macmillan: New York.
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9. *National curriculum framework for teacher education (2000)*. New Delhi: NCERT.
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30. Sawyer, W.W. *Mathematics in Theory and Practice*. Udham's Press Ltd, London.
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Course Details			
Course Title: Pedagogy of Science Education			
Course Code	MEEDU2007E04	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II (Even)	Contact Hours	45 (L) + 15 (T) Hours
Methods of Content Interaction	<ul style="list-style-type: none"> • Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, group and individual field based assignments followed by workshops and seminar presentation. 		
Pedagogy of Science Education	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives:

- **To develop among the learners the conceptual understanding of nature of Science**
- **To acquaint the learners with the various dimensions of Science curriculum**
- **To develop the comprehensive understanding about various approaches and their utility in teaching-learning of Science.**
- **To develop the comprehensive understanding of various ways of assessment of Science learning.**
- **To develop the analytical ability among students about the contemporary issues related to Science education.**

Learning Outcomes

After completion of the course the learners will be able to:

- justify the nature of Science as a dynamic, expanding body of knowledge and as a social endeavor;
- analyse the relationship between Science and Technology;
- explain the trends in Science education
- critically analyse the need to evaluate curricula and evaluate the same on the basis of different validities;
- critically examine the innovative curricular efforts in India and abroad;
- discuss the uses and roles of various instructional materials,
- discuss the need and utility for contextualization of instructional material in Science education;
- appreciate the role of co-curricular activities in Science education;
- critically examine the constructivist approach to Science instruction;
- understand the role of assessment in the teaching –learning process in Science;
- familiarize with innovative trends in assessment;
- analyze issues in Science education pertaining to equity and access, gender, special . groups and ethical aspects

Course Content

Unit I - Nature of Science (weightage: 14%)

- Evolution of Science as a discipline, Development of Scientific knowledge
- Scientific inquiry: Meaning and its methods
- Science and Technology, Interrelation between Science and Technology; Interrelation between Science and Mathematics, Interrelation between Science and other disciplines
- Nature of Science and of its different disciplines, Interrelationship and integration among different disciplines of Science.

Unit II -Curriculum of Science Education (weightage: 22%)

- Trends in Science education from the beginning of the nineteenth century to the present- at national and international level;
- Criteria of validity of Science curriculum: Content, Ethical, Environmental, Process, Cognitive, Historical
- Science curriculum at different stages of school education- at Primary, Upper Primary Secondary, Higher Secondary.
- Instructional materials including textbook: Contextualization, Criteria and concerns

- including all stakeholders in their development.
- Integrating co-curricular activities with Science education.

Unit III- Approaches to Teaching-Learning of Science (weightage: 33%)

- Constructivist approaches to Science learning: Inquiry method, Advance organizer model, Problem solving strategies, Synectics model, Guided discovery approach; Inductive method, Project based learning,. Cooperative & Collaborative learning, Concept development investigatory approach, Reflective enquiry, Non-Directional teaching models and Simulation model
- Role of experiments in Science, Integration of theories and experiments in Science, Development of laboratory design, Planning and organization of laboratory and work reporting skills,

Unit IV-Assessment in Science Education (weightage: 22%)

- Continuous and comprehensive evaluation in Science
- Assessment of affective measures in Science: use of tools and techniques such as Observation, Rating scale, Check-list, Anecdotal records, Attitude scales, Interest inventories and interviews.
- Self-assessment by students and by teachers, Peer assessment, Assessment of teachers by students.
- Planning and assessment of portfolios in Science learning.
- Assessment of curricular activities; Assessment of content knowledge through activities and experiments, Assessment of laboratory skills.

Unit V- Contemporary Issues in Science Education (weightage: 9%)

- Contribution of women in Science
- Scientific and technological Literacy.
- Ethical aspects of Science.
- Innovations and Creativity in Science.

Suggested Activities:

- Assignment/term paper on selected themes from the course.
- A critical study of any two discoveries selected from different areas of Science to illustrate the importance of history of Science i.e. discovery of the electron; the development of electromagnetism, theory of evolution, Newtonian calculus and its importance to Physics, thermodynamics.
- A critical study of Science curriculum of secondary stage of any state. Visit to Science centre/Science museum and presenting the report
- Development of an action plan for organization of a Science exhibition at different levels, framing guideline on a selected theme and various sub-themes.

- Development of a unit plan:
- Develop an action plan on an experiment for development of physical Science concept.
- Development of a Vee map for a selected experiment in Physics, Chemistry or Biology and using it to conduct practicals in the laboratory;
- Development of a concept map of a selected topic in Physics/Chemistry/Biology;
- Development of a lesson design based on constructivist approach in a collaborative mode;
- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction
- Development of criteria for evaluation of laboratory work and using it in the laboratory.
- An action plan for adopting a multisensory approach to teach Science to students with special needs.
- Seminar on contribution of women to Science and their implications to women empowerment.

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Content Interaction Plan:

<u>Lecture cum Discussion (Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-6	Unit I - Nature of Science <ul style="list-style-type: none">• Evolution of Science as a discipline, Development of Scientific knowledge• Scientific inquiry: Meaning and its methods• Science and Technology, Interrelation between Science and Technology; Interrelation between Science and Mathematics, Interrelation between Science and other disciplines• Nature of Science and of its different disciplines, Interrelationship and integration among different disciplines of Science.
7-16	Unit II -Curriculum of Science Education <ul style="list-style-type: none">• Trends in Science education from the beginning of the nineteenth century to the present- at national and international level;• Criteria of validity of Science curriculum: Content, Ethical, Environmental, Process, Cognitive, Historical• Science curriculum at different stages of school education-at Primary, Upper Primary Secondary, Higher Secondary.• Instructional materials including textbook: Contextualization, Criteria and concerns including all stakeholders in their development.• Integrating co-curricular activities with Science education.
17-31	Unit III- Approaches to Teaching-Learning of Science <ul style="list-style-type: none">• Constructivist approaches to Science learning: Inquiry method, Advance organizer model, Problem solving strategies, Synectics model, Guided discovery approach; Inductive method, Project based learning,. Cooperative & Collaborative learning, Concept development investigatory approach, Reflective enquiry, Non-Directional teaching models and Simulation model

	<ul style="list-style-type: none"> • Role of experiments in Science, Integration of theories and experiments in Science, Development of laboratory design, Planning and organization of laboratory and work reporting skills,
32-41	<p>Unit IV-Assessment in Science Education</p> <ul style="list-style-type: none"> • Continuous and comprehensive evaluation in Science • Assessment of affective measures in Science: use of tools and techniques such as Observation, Rating scale, Check-list, Anecdotal records, Attitude scales, Interest inventories and interviews. • Self-assessment by students and by teachers, Peer assessment, Assessment of teachers by students. • Planning and assessment of portfolios in Science learning. • Assessment of curricular activities; Assessment of content knowledge through activities and experiments, Assessment of laboratory skills.
42-45	<p>Unit V- Contemporary Issues in Science Education</p> <ul style="list-style-type: none"> • Contribution of women in Science • Scientific and technological Literacy. • Ethical aspects of Science. • Innovations and Creativity in Science.
15 Hours	Tutorial

PEDAGOGY OF SOCIAL SCIENCE EDUCATION

Course Details			
Course Title: Pedagogy of Social Science Education			
Course Code	MEEDU2008E04	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II (Even)	Contact Hours	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion, Collaborative work, Case Study, self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

After completion of the course the learners will be able to:

- Develop an understanding about the meaning, nature, scope of social sciences and social science education
- Understand the role of various methods and approaches of teaching social sciences
- Understand the use of appropriate strategies for transaction of social science curriculum.
- Get acquainted with the use of different media, materials and resources for teaching social sciences
- Get acquainted with different assessment tools for teaching-learning of social sciences

Expected Learning Outcomes

After completion of the course the learners will be able to:

- Use appropriate methods and strategies for teaching of social sciences
- Apply appropriate strategies for transaction of social science curriculum
- Effectively use different media, materials and resources for teaching social sciences

- Organize various activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation

Course Content

Unit I – Conceptualization of Social Science Education

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

Unit II – Social Science Curriculum

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

Unit III – Approaches to Pedagogy of Social Science

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

Unit IV- Media, Materials and Resources for Teaching-Learning of Social Science.

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

Unit V – Evaluation in Social Science Education

- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnostic test and remediation; assessment tools; construction of achievement test
- Alternative assessment: rubrics, portfolios and projects
- Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- Evaluation of attitudes, values, and its disposition etc

Suggested Activities

- Assignment / term paper on selected themes from the course and presentation in the seminar.
- Preparation and teaching two lessons using integrated approach of teaching social science.
- Conducting a survey in the neighborhood and preparation of a brief report on the resources available for teaching social science and presentation
- Application of specific methods of teaching-learning during field experience
- Development of questions and achievement tests in social science subjects
- Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools
- Analysis of a social science syllabus or a textbook of a stage

References

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- Jack Zevin, (2000) *Social Studies for the twenty-first century: Methods andmaterials for teaching in Middle and secondary schools*, Lawrence ErlbaumAssociates, Mahwah, New Jersey.
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- National Curriculum Framework Review 2005 National Focus Group Position Papers Vol.II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks), National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on *Curriculum, Syllabus and Textbooks*, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on *Teaching of Social Science*, National Council of Educational Research and Training, New Delhi.
- NCERT (2005b), *National Curriculum Framework 2005*, National Council of Educational Research and Training, New Delhi.
- NCERT (2006a), *Syllabi for Secondary and Higher Secondary Classes*, National Council of Educational Research and Training, New Delhi.
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- Williams E. Becker, Michael Watts and Suzanne R. Becker (2006) *Teaching Economics: More alternatives to chalk and Talk*, Edward Elgar Publishing, Northampton, USA.

Journals

- Economic and Political Weekly (published from Mumbai, India).
- Journal of Economic Education (published from United States of America).
- Teaching of History (published from United Kingdom). Journal
- of Social Sciences Social Science Quarterly.
- Journal of Curriculum Studies (published by Routledge, United Kingdom)

Others

- Encyclopaedia of the Social Sciences.
- Encyclopaedia Britannica

Websites

- www.ncert.nic.in

- <http://www.history.org.uk> (for accessing e-version of teaching history).
- www.epw.in (for accessing e-version of journal of economic and political weekly).
- www.geographyteachingtoday.org.uk
- <http://www.indiana.edu/~econed/> (for accessing e-version of journal of economic education).

TEACHING AND RESEARCH APTITUDE

Course Details			
Programme: M.Ed.	Course Title: Teaching and Research Aptitude		
Course Code	MEEDU2011E04	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II (Even)	Contact Hours	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives

- To acquaint the students with the basic concepts and methods of teaching.
- To make the students aware about fundamentals of communication.
- To help the students in developing research aptitude.
- To orient the students with mathematical and logical reasoning.
- To make the students acquainted with the fundamentals of ICT.
- To make the students understand the interaction and relation between people and environment.
- To help the students in understanding the system of higher education in India.

Learning Outcomes

After completion of the course the learners will be able to:

- Differentiate among various methods of teaching.
- Identify various factors affecting teaching and plan to deal with them in their classes.
- Use research aptitude in solving various problems.
- Apply mathematical and logical reasoning while dealing with different problems in their day to day life.

- Interpret data.
- Exemplify various factors affecting the environment.
- Explain about the system and functioning of higher education in India.

Course Contents

Unit 1. Teaching Aptitude and Communication

- Teaching: Nature, objectives, characteristics and basic requirements; Learner's characteristics; Factors affecting teaching; Methods of teaching; Teaching aids; Evaluation systems
- Communication: Nature, characteristics, types, barriers and effective classroom communication

Unit 2. Research Aptitude

- Research: Meaning, characteristics and types; Steps of research; Methods of research; Research Ethics; Paper, article, workshop, seminar, conference and symposium; Thesis writing: its characteristics and format

Unit 3. Mathematical and Logical Reasoning

- Number series; letter series; codes; relationships; classification
- Understanding the structure of arguments; Evaluating and distinguishing deductive and inductive reasoning; Verbal analogies: Word analogy — Applied analogy; Verbal classification
- Reasoning Logical Diagrams: Simple diagrammatic relationship, multidiagrammatic relationship; Venn diagram; Analytical Reasoning

Unit 4. Data Interpretation and ICT

- Sources, acquisition and interpretation of data, Quantitative and qualitative data; Graphical representation and mapping of data

- ICT: meaning, advantages, disadvantages, and uses; General abbreviations and terminology; Basics of the internet and e-mail

Unit 5. People and Environment

- People and environment interaction; Sources of pollution; Pollutants and their impact on human life, exploitation of natural and energy resources; Natural hazards and mitigation

Unit 6. Higher Education System: Governance Polity and Administration

- Structure of the institutions for higher learning and research in India; formal and distance education; professional/technical and general education; value education: governance, polity and administration; concept, institutions and their interactions

Content Interaction Plan:

<u>Lecture cum Discussion</u> <u>(Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-2	Teaching: Nature, objectives, characteristics and basic requirements
3-5	Learner's characteristics; Factors affecting teaching; Methods of teaching
6-7	Teaching aids; Evaluation systems
8-11	Communication: Nature, characteristics, types, barriers and effective classroom communication
12-20	Research: Meaning, characteristics and types; Steps of research; Methods of research; Research Ethics; Paper, article, workshop, seminar, conference and symposium; Thesis writing: its characteristics and format
21-24	Number series; letter series; codes; relationships; classification
24-26	Understanding the structure of arguments; Evaluating and distinguishing deductive and inductive reasoning; Verbal analogies: Word analogy — Applied analogy; Verbal classification
27-31	Reasoning Logical Diagrams: Simple diagrammatic relationship, multidiagrammatic relationship; Venn diagram; Analytical Reasoning
32-35	Sources, acquisition and interpretation of data, Quantitative and qualitative

	data; Graphical representation and mapping of data
35-38	ICT: meaning, advantages, disadvantages, and uses; General abbreviations and terminology; Basics of the internet and e-mail
39-41	People and environment interaction; Sources of pollution; Pollutants and their impact on human life, exploitation of natural and energy resources; Natural hazards and mitigation
42-45	Structure of the institutions for higher learning and research in India; formal and distance education; professional/technical and general education; value education: governance, polity and administration; concept, institutions and their interactions
<i>15 Hours</i>	<i>Tutorials</i>
<ul style="list-style-type: none"> • <u>Suggested References:</u> • Adair, John. (2003). <i>Effective communication</i>. London: Pan Macmillan Ltd. • Best, J. W., & Kahn, J. V. (2009). <i>Research in education</i> (10th ed.). New Delhi: Prentice Hall • Bonet, Diana. (2004). <i>The business of listening</i>. (3rd ed.) New Delhi: Viva Books. • Chris Abbott. (2001). <i>ICT: Changing education</i>. Routledge Falmer. • www.mhrd.gov.in • www.ugc.ac.in <p><u>Suggested preparation cum practice books:</u></p> <ol style="list-style-type: none"> 1.) Trueman's UGC NET /SLET General Paper 1, Authors: M. Gagan, Sajit Kumar 2.) UGC NET/JRF/SLET General Paper-1 Teaching & Research Aptitude, Author: Arihant express 3.) CBSE UGC NET/SET/JRF – Paper 1: Teaching and Research Aptitude, Author: KVS Madaan, Publisher: Pearson Education; Second edition (30 May 2016) 	

**School of Education
Central University of South Bihar, Gaya**

2 Years Master of Education (M.Ed.)

Course Details			
Course Code	MEEDU3001C04	Course	Pre-service and In-service Teacher Education
Credits	3L + 1 T= 04	Course Duration	One Semester
Semester	III (Odd)	Contact Hours	45 L + 15 T =60 Hours
Transactional Strategy	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field-based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	30 % Continuous Internal Assessment (Formative cum Summative) 70% End Term External Examination (University Examination)		

Objectives

The course will enable the student to:

- Discuss the nature and scope of pre-service and in-service teacher education.
- Critically analyze the needs and relevance of pre-service and in-service teacher education program
- Comprehend the dynamics of various schemes and programs meant for professional development of in-service teachers and its impact.
- Understand the policies of different governing bodies for Pre-service and In-service teacher education at International, National and Local level.
- To understand the emerging issues and needs in teacher education program
- Discuss the concept and importance of professional development of in-service teachers and familiarize with programs of faculty improvement.

Learning Outcomes-: After completing the course, students will be able to –

- To understand the basic concepts of Teacher education and its types
- To explicate the various pedagogical and practical aspects of Teacher Education

- To analyze the different programs designed for Teacher Education
- To critically analyze the role of different agencies responsible for Teacher Education Program
- To identify the role of teacher educator in present scenario
- To review the recent trends in Teacher Education

Unit I Teacher Education and Teacher Development

(14 Hours)

- Teacher Education – Brief History, Need, Concept and Scope.
- Teacher in India- The Changing profile, Changing Role and responsibilities of Teachers
- Concept of Profession- Teaching as a Profession
- Professional Ethics for Teachers
- Teacher Effectiveness- presage, process and product Criteria
- Professional development of Teacher Educator

Unit II Pre-service Teacher Education

(15 Hours)

- Concept, Nature, Objectives and Scope of pre-service teacher education.
- The concept of Andragogy and its principles and implications
- Components of pre-service teacher education- foundation courses, subject specialization, pedagogy and internship.
- Modes of Pre-Service Teacher Education- Face to Face (Linear and Integrated) mode and Open, Distance and online learning Mode.
- Role and functions of agencies of teacher education –UNESCO, NCERT, SCERT, NCTE, IASE, DIET, NIOS, NIEPA etc.

Unit III In-service Teacher Education in India

(09 Hours)

- In-Service Teacher Education: Concept, Need, Objectives and Scope.
- Types of In-service teacher education program- Orientation, Induction, Refresher, Workshop, Seminar and Conference.
- Agencies of In-service teacher education: Local Level, District Level, State Level and National Level.

- Qualities and characteristics of an effective in-service teacher educator.

Unit IV Pertinent Issues in Pre-service and In-service Teacher Education (07 Hours)

- Teacher Education in the global perspective
- Integrating technology in Teacher Education
- Preparing teachers for Inclusive classrooms
- Research and Innovations in Teacher Education
- Challenges in Teacher Education

Practicum (Any Two)

1. Project on training needs and significant practices of Pre-service or In-service teacher education program.
2. Interview of Pre-service or In-service teachers on training needs and the impact of in-service training program.
3. Comparison of curriculum of pre-service Teacher Education University wise / state wise and NCTE norms and guidelines.
4. Review of articles on effectiveness of teacher education program.
5. Designing training inputs for any one course of pre-service teacher education.
6. Project of exploring training needs of Pre-service or In-service teachers.
7. Empirical study on any major issue of Teacher education.
8. Term paper on any given topic in the syllabus using a power point presentation.
9. Workshop on writing objectives of teacher education courses
10. Review of articles on effectiveness of teacher education program.

Suggested readings-

1. Bose. K and Srivastava, R.C. (1973). Theory and Practice. Teacher Education in India : Allahabad: Chug Publication.
2. Bruce R Joyce et al (2014), *Models of Teaching* (9th edition). London: Pearson.
3. Byrne, H.R (1961) Primary Teacher Training London : Oxford University Press.
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19. Sharma, R.A. (1999). Teacher Education: Meerut: Loyal Publishers Pvt. Ltd.
20. Sharma, S.P.(2003). Teacher Education. New Delhi: Kanishka Publishers
21. Singh L.C. (Ed 1990), *Teacher Education in India*. New Delhi: NCERT.
22. Smith, E.R. (1962).Teacher Education. A Re-appraisal. New York: Harper Row Publishers.

S.N.	Topic/ Sub-Topics	Contact Hours
1	Teacher Education- Brief History, Need , Concept and Scope	2
2	Teacher in India- The changing profile, Changing role and responsibilities of the teacher	3
3	Concept of Profession- Teaching as a profession	3
4	Professional ethics for teachers	2
5	Teacher effectiveness- presage, process, product	2
6	Professional development of Teacher Educator	2
7	Concept, Nature, Objectives and Scope of Pre-service Teacher education	3
8	The concept of Andragogy and its principles and implications	3
9	Components of pre-service teacher education- foundation courses, subject specialization, pedagogy and internship	3
10	Models of Pre-service teacher education- Face to face (linear and integrated) mode and open, distance and online learning mode	4
11	Role and functions of the agencies of teacher education	2
12	In-service teacher education- concept, need, objectives and scope	3
13	Types of In-service teacher education program- Orientation, Induction, Refresher, workshop, seminar and conference	2
14	Agencies of In-service teacher education- Local Level, District Level, State Level, National Level	2
15	Qualities and characteristics of an effective teacher educator	2
16	Teacher education in the global perspective	1
17	Integrating technology in Teacher education	2
18	Preparing teachers for Inclusive education	1
19	Research and Innovation in Teacher education	2
20	Challenges in teacher education	1
	Total	45

Teaching Technology and Pedagogy

Course Details			
Course Code	MEEDU3002C04	Programme	M.Ed.
Credits	4	Course Duration	One Semester
Semester	III (Odd)	Contact Hours	60 Hours
Method of Content Interaction	Lecture, Group Discussion, Presentation, Collaborative work, Case Study, Reading of Texts ,Seminars,Projects		

Course Objective

This course will enable the trainee teacher educator to:

1. Define the concepts of teaching and teaching technology
2. Illustrate the different types of technology affecting teaching
3. Critically analyze the teaching as a process of communication
4. Explain the basic features of different models of teaching
5. Describe the feedback devices for teacher and learner
6. Explain the role of recent technology in educational feedback process
7. Elaborate the basic concepts and features of pedagogy and pedagogic process
8. Converge Information Communication technology with pedagogy
9. Illustrate the salient features of some core pedagogical techniques
10. Justify the pedagogical focus in different areas of teaching learning
11. Analyze the Pedagogical issues in distance and open learning

Course Outline

Unit No.	Unit Name	Course Contents	Contact Hours	Credits
1.	Basic Concepts of Teaching technology	Concept of teaching and teaching technology; Relating teaching with learning; Characteristics, scope and factors of teaching; Functions of teaching; Maxims of teaching; Phases of teaching; Levels of teaching Technology affecting teaching: Hardware and software technology Teaching as a process of communication: Types of communication and Factors of classroom communication. Models of teaching: Concept, Origin and history, Types and functions of teaching models; Nature of Modern models of teaching (Information processing, Behavioral, Social interaction and Personal); Basic features of Group investigation teaching model, Jurisprudential model, Concept attainment model, Advance Organizer model and Non-directive teaching model.	11.25	1
2.	Feedback devices for Teacher and Learner	Need of a feedback device for a teacher and learner and components of a feedback device in teaching learning process. Feedback devices for teacher: Micro teaching, Team teaching, Simulated social skill teaching, Classroom interaction	11.25	1

		<p>analysis (Verbal analysis of Flander and Nonverbal analysis of Galloway) and Socio-metric devices.</p> <p>Feedback devices for Learner: Programmed instruction (Linear, Branching and Mathetics), Personalized System of Instruction (PSI), Computer Assisted Instruction (CAT).</p> <p>Role of Recent Technology in Educational Feedback process: Role of CCTV, EDUSAT and SITE.</p>		
3.	Basic Concepts and Features of Pedagogy	<p>Concept nature and scope of pedagogy; Evolution of the concept; Philosophy of pedagogy; Relation of pedagogy with other domains of education; Implications of pedagogy on teaching learning process.</p> <p>Components of a pedagogical process: Teacher, students, teaching learning materials and aids, and pedagogical techniques.</p> <p>Converging Information Communication technology with pedagogy: Challenges, converging process and opportunities</p> <p>Types of pedagogical techniques: Teacher centered Vs. Learner centered</p> <p>Salient features of some core pedagogical techniques: Project, problem solving, heuristic, discovery, play way, Inductive and deductive, analytic and synthetic, critical and constructivist</p>	11.25	1
4.	Pedagogical Focus in Different Areas of Teaching Learning and Pedagogical issues in distance and open learning	<p>Pedagogy and different levels of education: Pre-primary, primary, secondary and higher secondary</p> <p>Pedagogy and different areas of education: Languages and literature, social sciences, general sciences, mathematics, art and craft and health sciences</p> <p>Pedagogy and different categories of learners: Intellectually superior and creative learners, mentally challenged learners, physically challenged learners, emotionally challenged learners, socially oppressed learners etc.</p> <p>Pedagogical issues in distance and open learning and role of alternative media and materials for dealing such issues.</p>	11.25	1
Total			60	4

Course Based Activities:

- Creating a new teaching model basing on a particular philosophical tenet.
- Articulation of a lesson plan and its different dimensions basing on the different phases of teaching.
- Evaluation of a particular teaching model as per a particular cultural context.
- Organize a team teaching and prepare a report on it.
- Preparation of feedback device of learning based on Linear/ Branching/ Mathetics model of programming.
- Assess the role of CCTV/ EDUSAT / SITE in promotion of education.
- Make a pedagogical analysis of content / text of curriculum of a particular class.

- Prepare guide line for solving pedagogical issues of distance and open learning.
- Make comparative analysis of any two or more pedagogical methods.

References

- Adam, D.M.(1985). *Computers and Teacher Training; A Practical Guide*. New York: The Haworth Press Inc.
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- Kumar, K. (1988). *What is worth teaching?* New Delhi: Orient Longman.
- Mohanty, J. (2001). *Educational Technology*. New Delhi: Deep & Deep Publication.
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- Pachauri, S. C. (2011). *Educational technology*. New Delhi: APH Publishing Corporation.
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- Sharma R. A. (1991). *Technology of Teaching*. Meerut: International Publishing House.

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Unwin, D. & Mc Alese, R. (1978). *Encylopaedia of Educational Media Communication and Technology*. West Port: Greenwood Press.

SELF DEVELOPMENT

Course Details			
Course Title: Self Development			
Course Code	MEEDU3003C04	Credits	4
L +T+P	1(L)+1(T)+2(P)	Course Duration	One Semester
Semester	III (Odd)	Contact Hours	15+15+60 = 90 Hours
Methods of Content Interaction	Group based observation, Case studies, Field Visits, Reading, Discussion on Movie/Documentary, Reflective Journal		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative cum Summative) 70% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the student teacher educators to:

- gain deep and systematic understanding about their personal and professional self.
- develop individualized plan for their further development.
- develop understanding about emotions and its management.
- manage themselves in stressful situations through time management, conflict management, frustration management and stress management.
- realize the significance of Yoga and Meditation.

Expected Learning Outcomes:

After the completion of the course learners will be able:

- to understand themselves and their professional self as well.
- to realize the integration of different aspects of the development like physical, cognitive, social, emotional, aesthetic, moral, and spiritual.
- to use different strategies and techniques to deal with conflicts at different levels to ensure the mental and physical well being.
- to appreciate the importance of Yoga and Meditation.

UNIT-I: Understanding the Self

[20% Weightage]

Self-Concept- Meaning, Concept and Roger's theory of Self-concept, Johari's window of Self, & Bandura's theory of Self-efficacy and their educational implications

Developing self-awareness about one's abilities and opportunities, Independent thinking, critical thinking, decision making, problem solving and goal setting skills for further development. To liberate one-self from prejudices stereotypes behavior and irrational tendencies.

Activities

- i. SWOC analysis – an exercise to identify Strengths, Weaknesses, Opportunity and challenges.
- ii. Analyze one's perception about self and others
- iii. Who am I 'Self-concept'
- iv. Inspirational Readings Activities
- v. Preparation of Self-Development plan (with time line and its follow up)

UNIT-II: Self Management in Stressful Situations

[20% Weightage]

- Emotional Intelligence – Meaning Concept and its implications in various aspects person's life (emotions, moods, emotional awareness and emotional management etc.).
- Stress Management – Concept, factors, sources, consequences, Strategies of stress management
- Conflict Management- Concept, causes of conflict, types and its management strategies
- Time Management- Concept of time management, its need and importance, strategies of time management in personal and professional life
- Frustration- Concept of frustration, How to cope up with frustration?

To develop understanding about emotional awareness and its management (such as feelings of love, joy, appreciation, affection, happiness, and threats or limiting factors such as emotions like fear, anger, jealousy etc.), Stress Management, Conflict Management, Time Management and Frustration Management in One's personal and professional life.

Activities

- (i) identification of anyone of the above situations (stressful/emotional-sad as well happy/conflicting) by the students
- (ii) Reflect on it
- (iii) Share with the group on how it was managed/resolved

UNIT-III: Developing Self as professional

[20% Weightage]

- Self - Critical awareness about one's abilities and assets in different contexts of professional life and limitations in terms of knowledge, attitudes, skills and values which may be reviewed or developed while teaching different subjects (Science, Social Science, Mathematics, Languages etc.) or while dealing with other curricular components or classroom situations.

Activity: Analysis and Self-reflection

- i. SWOC analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Challenges as a teacher educator.
- ii. Analyze one's perception about self and others as teacher educators in a group context.
- iii. Preparation of individualized plan for professional development.

UNIT-IV: Academic Writing

[20% Weightage]

- Concept and Importance of Academic Writing
- Principles and Process of Academic Writing
- Writing of Reports: Reports of Seminars, Project Reports, Research Reports and Field visit Reports
- Review: Book Review, Editorials and Articles
- Writing of poems, stories and travelogue
- Writing of Letter, official minutes, CV, Bio-data, References & Bibliography
- Assessment Parameters of Academic Writing: Contextual & Syntax

UNIT-V: Self and Yoga

[20% Weightage]

- Theory of Yoga- Patanjali Ashtanga Yoga and its practices. Importance of Yoga
- Meditation- Concept and its importance, Different techniques of meditation
- Importance of Yoga and meditation in spiritual awakening free of any religious identity and over all development of individual as well as the society.

Activities

- i. Practical sessions for Yoga and Meditation.

Evaluation of Self-development:

During transaction of this course through workshop mode, student teachers will be asked to develop PORTFOLIO with response sheets/reflective notes/narratives/observations/charts/posters/analysis sheets and other related documents. Students are required to submit Portfolio in the prescribed format with all evidences.

Note: The PORTFOLIO will be assessed by minimum two faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The students and peers may also evaluate Portfolio.

References:

1. Agochiya, D. (2010). *Life competencies for adolescents- Training manual for facilitators, teachers and parents*. New Delhi: SAGE.
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3. Arkham, R., Markham, P., & Waddell, M. (2001). *10 steps in writing the research paper* (6th ed.). Happaage, NY: Barron's.
4. Brown, Kristine and Susan, H. (2002). *Academic Encounters*. Cambridge University.
5. Carter, M., Sam and W. (2009). *Improve your IELTS Writing Skills*. Macmillan, New Delhi.
6. Dalal, A.S. (ed) (2001). *A Greater Psychology – An Introduction to the Psychological Thoughts of Sri Aurobindo*. Sri Aurobindo International Centre for Education, Sri Aurobindo Ashram.
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19. Sherfield, R..M.; Montgomery, R.J.; & Moody, P.G. (Eds.) (2009). *Cornerstone- Developing Soft Skills*. Pearson Education.
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Journals:

- Self and Society – Taylor & Francis
- Great Ideas in Personality- Taylor & Francis
- Journal of Personality Assessment- Taylor & Francis
- International Journal of Behavioral Development – Sage Journals
- Journal of Research in Personality- Elsevier

Websites:

- www.en.unesco.org
- https://www.edx.org/course?search_query=yoga
- <https://patanjaliyogafoundation.com/>
- <https://yoga.ayush.gov.in/common-yoga-protocol>

S. No	Topic/Sub Topic	Contact Hours
UNIT-1 Understanding the Self		
1.	Self-Concept- Meaning, Concept and Roger’s theory of Self-concept, Johari’s window of Self, & Bandura’s theory of Self-efficacy and their educational implications	
2.	Activities SWOC analysis – an exercise to identify Strengths, Weaknesses, Opportunity and challenges. Analyze one’s perception about self and others, Who am I ‘Self-concept’, Inspirational Readings Activities, Preparation of Self-Development plan (with time line and its follow up)	
UNIT-II Self Management in Stressful Situations		
3.	Emotional Intelligence – Meaning Concept and its implications in various aspects person’s life (emotions, moods, emotional awareness and emotional management etc.). Stress Management – Concept, factors, sources, consequences, Strategies of stress management Conflict Management- Concept, causes of conflict, types and its management strategies Time Management- Concept of time management, its need and importance, strategies of time	

	management in personal and professional life Frustration- Concept of frustration, How to cope up with frustration?	
4.	Activities Identification of anyone of the above situations (stressful/emotional-sad as well happy/conflicting) by the students , Reflection on it, Share with the group on how it was managed/resolved	
UNIT-III Developing Self as professional (Teacher Educator)		
5.	Self - Critical awareness about one's abilities and assets in different contexts of professional life and limitations in terms of knowledge, attitudes, skills and values which may be reviewed or developed while teaching different subjects (Science, Social Science, Mathematics, Languages etc.) or while dealing with other curricular components or classroom situations.	
6.	Activities SWOC analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Challenges as a teacher educator. Analyze one's perception about self and others as teacher educators in a group context. Preparation of individualized plan for professional development.	
UNIT-IV Academic Writing		
7.	Concept and Importance of Academic Writing Principles and Process of Academic Writing Writing of Reports: Reports of Seminars, Project Reports, Research Reports and Field visit Reports Review: Book Review, Editorials and Articles Writing of poems, stories and travelogue Writing of Letter, official minutes, CV, Bio-data, References & Bibliography Assessment Parameters of Academic Writing: Contextual & Syntax	
UNIT-V Self and Yoga		
7.	Theory of Yoga- Patanjali Ashtanga Yoga and its practices. Importance of Yoga Meditation- Concept and its importance, Different techniques of meditation	
8.	Activities Practical sessions for Yoga and Meditation.	

Course Details			
Course Title: Elementary Education			
Course Code	MEEDU3004E04	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III (Odd)	Contact Hours	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field-based assignments followed by workshops and seminar presentation.		
Elementary Education	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- To develop among the learners the conceptual understanding of elementary education in India
- To acquaint the learners with the recommendations and provisions of various commissions, policies and programmes related to elementary education.
- To make the students understand the roles of various organizations, institutions and agencies for promotion of elementary education in India
- To develop the analytical ability among students about the issues and concerns related to elementary education in India.
- To acquaint the students with the various kinds of support services provided in elementary schools.

Learning Outcomes

After completion of the course the learners will be able to:

- Explain the Nature, scope functions and structure of elementary education in India.
- Present a brief overview of the growth and development of elementary education in India.
- Discuss the relevance of elementary education in India in current scenario.
- Compare the provisions and recommendations made in various reports of commissions, policies and five year plans related to elementary education in India.
- Reflect on the programmes and implementation strategies to achieve Universalisation of elementary education
- Critically examine policies related to elementary education and discuss its implication in the politico-economic context of emerging education
- Discuss organizational structure and functions of institutions in administration and management of elementary education at various levels
- Critically examine the present status of elementary education in India
- Reflect on various issues and concerns of elementary education in India
- Suggest interventional strategies in order to raise quality of elementary education in India
- Discuss the functioning of various student support services at elementary level

Course Contents

Unit I: Elementary Education in India: An Introduction

(19% weightage)

- Nature, scope, functions and structure of Elementary Education
- Overview of growth and development of elementary education
- Philosophy and practice of elementary education as advocated by Mahatma Gandhi, Giju Bhai Badheka, Friedrich Froebel & Maria Montessori
- Relation of Elementary Education with Early Childhood Education, Secondary Education and Higher Education

Unit-II: Commissions, Policies and Programmes(32% weightage)

- Elementary education as a constitutional commitment- Right to Free and Compulsory Education Act 2009
- Recommendations of The Education Commission, National Policies of Education
- Elementary Education in Five Year Plans
- Centrally sponsored schemes – Integrated Education for Disabled Children (IEDC), Special Orientation of Primary Teachers, (SOPT), Programme for Mass Orientation of School Teachers (PMOST), Operation Black Board (OBB), Minimum Level of Learning (MLL), District Primary Education Programme (DPEP), Education Guarantee Scheme, (EGS) and Alternative and Innovative Education (AIE), Kasturba Gandhi Balika Vidyalaya (KGBV)
- State sponsored schemes – Bihar Education Project (BEP), Andhra Pradesh Education Project (APEP), Uttar Pradesh Basic Education Project (UPBEP), Activity Based Learning (ABL), Lok Jumbhish, Nali Kali, Mahila Samakhya, Shiksha Karmi, Area Intensive Education Project (AIEP)
- Sarva Shiksha Abhiyan (SSA) –objectives, focus areas, implementation strategies and impact on quality enhancement
- Mid-Day Meal scheme (MDM) – objectives, implementation and impact on quality enhancement

Unit-III: Organisations, Institutions and Agencies of Elementary Education (25% weightage)

- Organisations and Institutions in administration and management of elementary education
 - *at national level* – CABE, NIEPA, NCERT & RIEs, RCI
 - *at state level* -Directorates, SCERTs / SIEs, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT)
 - *at the district and sub district levels* - DIET, BRC, CRC, SMC (School Management Committee), PTA (Parent teacher Association) MTA (Mother Teacher Association),
- Role of NGOs and Civil Society for promotion of elementary education
- Role of International Agencies for promotion of elementary education: - UNICEF, UNESCO, WHO, IBE

Unit-IV: Issues concerns and Support Services in Elementary Education (24% weightage)

- **Issues & Concerns**

- **Problems and challenges related to UEE - Universal access, retention and success**
- **Quality concerns in elementary education – classroom processes, infrastructure, teacher and teacher preparation**
- **Language formula and its implementation - medium of instruction, multilingual approach at primary level**
- **Matching local conditions with reference to cultural practice and language –utilizing family and community resources**

➤ **Support Services:**

- **ICDS and its convergence with Elementary education**
- **Guidance and Counselling, Mentoring, school health service, scouts and guides**
- **Early identification and intervention for children at risk of substance abuse, Media obsession - need for multidisciplinary team in the intervention**
- **Family and community- importance of their role in elementary education**

Suggested Activities:

- **Prepare a status report on Elementary education in a district with reference to access, enrolment, participation and learning achievement**
- **Visits of different types of elementary schools and preparation of school profiles**
- **Conduct interview with teachers/students/parents of different schools and prepare a report on problems of elementary education.**
- **Observe and report on the implementation of any one of the programmes to improve elementary education**
- **Case study on the sustainability of any one of the programmes of improving Elementary Education**
- **Case study of any good elementary school**
- **Conducting a survey of elementary schools on the chosen area on the causes of under achievement and suggest measures to improve**
- **Survey of educational needs of variety of students at elementary level**
- **Visit an NGO and report on the innovative practices to bring quality into elementary education / collect success stories on movement by civil society groups working for elementary education**
- **Arrange for a meeting with any civil society group supporting elementary education of children**
- **Visit a nearby school and talk to the head teacher, teachers, students and parents collect their perspectives on any one programme or schemes of the government**
- **Debate on ‘social category specific programmes – is it leading to universalisation of elementary education’**
- **Collect one research article in any of the areas mentioned in the unit and discuss its implications for elementary education**
- **View films / videos on issues related to elementary education and prepare a review report**
- **Any other relevant activity**

Content Interaction Plan:

<u>Lecture cum Discussion</u> <u>(Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-2	<ul style="list-style-type: none"> • Nature, scope, functions and structure of Elementary Education
3-4	<ul style="list-style-type: none"> • Overview of Growth and Development of elementary education
5-9	<ul style="list-style-type: none"> • Philosophy and practice of elementary education as advocated by Mahatma Gandhi, Giju Bhai Badheka, Friedrich Froebel & Maria Montessori • Relation of Elementary Education with Early Childhood Education, Secondary Education and Higher Education
10-16	<ul style="list-style-type: none"> • Elementary education as a constitutional commitment- Right to Free and Compulsory Education Act 2009 • Recommendations of The Education Commission, National Policies of Education • Elementary Education in Five Year Plans
17-24	<ul style="list-style-type: none"> • Centrally sponsored schemes – Integrated Education for Disabled Children (IEDC), Special Orientation of Primary Teachers, (SOPT), Programme for Mass Orientation of School Teachers (PMOST), Operation Black Board (OBB), Minimum Level of Learning (MLL), District Primary Education Programme (DPEP), Education Guarantee Scheme, (EGS) and Alternative and Innovative Education (AIE), Kasturba Gandhi Balika Vidyalaya (KGBV) • State sponsored schemes – Bihar Education Project (BEP), Andhra Pradesh Education Project (APEP), Uttar Pradesh Basic Education Project (UPBEP), Activity Based Learning (ABL), Lok Jumbhish, Nali Kali, Mahila Samakhya, Shiksha Karmi, Area Intensive Education Project (AIEP) • Sarva Shiksha Abhiyan (SSA) –objectives, focus areas, implementation strategies and impact on quality enhancement • Mid-Day Meal scheme (MDM) – objectives, implementation and impact on quality enhancement
25-27	<ul style="list-style-type: none"> • Organisations and Institutions in administration and management of elementary education <ul style="list-style-type: none"> - <i>at national level</i> – CABE, NIEPA, NCERT& RIEs, RCI
28-29	<ul style="list-style-type: none"> • Organisations and Institutions in administration and management of elementary education <ul style="list-style-type: none"> - <i>at state level</i> -Directorates, SCERTs / SIEs, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT)
30-32	<ul style="list-style-type: none"> • Organisations and Institutions in administration and management

	<p>of elementary education</p> <ul style="list-style-type: none"> - <i>at the district and sub district levels</i> - DIET, BRC, CRC, SMC (School Management Committee), PTA (Parent teacher Association) MTA (Mother Teacher Association),
33-35	<ul style="list-style-type: none"> • Role of NGOs and Civil Society for promotion of elementary education • Role of International Agencies for promotion of elementary education: - UNICEF, UNESCO, WHO, IBE
36-41	<p>➤ Issues & Concerns</p> <ul style="list-style-type: none"> • Problems and challenges related to UEE - Universal access, retention and success • Quality concerns in elementary education – classroom processes, infrastructure, teacher and teacher preparation • Language formula and its implementation - medium of instruction, multilingual approach at primary level • Matching local conditions with reference to cultural practice and language –utilizing family and community resources
42-45	<p>➤ Support Services:</p> <ul style="list-style-type: none"> - ICDS and its convergence with Elementary education - Guidance and Counselling, Mentoring, school health service, scouts and guides - Early identification and intervention for children at risk of substance abuse, Media obsession - need for multidisciplinary team in the intervention - Family and community- importance of their role in elementary education
<i>15 Hours</i>	<i>Tutorials</i>

Suggested Readings

- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
- Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
- NCERT (1997) Code of Professional Ethics for Teachers.
- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
- Development in Practice – Primary Education in India. The World Bank WashingtonDC (1997). Allied Publishers Ltd. New Delhi
- MacBeth, J (1999). Schools must speak for themselves. Routledge, UK
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- Govt. of India (1953) Report of Education Commission, New Delhi.
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- Government of India, MHRD, Department of School Education and Literacy (2001,2007, 2011). *SarvaShikshaAbhiyan: frame work for implementation*
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- Sharma, R. N.(2000), *"Education in Emerging Indian Society"*, Surjeet Publications.
- Bhatnagar, S; Saxena, A & Kumar, S (2005) *"Development of Educational System in India"*, R. Lall Book Depot, Meerut

Secondary Education

Course Details			
Course Title: Secondary Education			
Course Code	MEEDU3005E04	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III (Even)	Contact Hours	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field-based assignments followed by workshops and seminar presentation.		
Secondary Education	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives:

- To develop among the learners the conceptual understanding of secondary education in India
- To acquaint the learners with the recommendations and provisions of various commissions, policies and programmes related to secondary education.
- To make the students understand the roles of various organisations, institutions and agencies for promotion of secondary Education in India
- To develop the analytical ability among students about the issues and concerns related to secondary education in India.
- To acquaint the students with the various kinds of support services provided in secondary schools.

Learning Outcomes

After completion of the course the learners will be able to:

- **Explain the Nature, scope functions and structure of Secondary Education in India.**
- **Present a brief overview of the Growth and Development of Secondary Education in India.**
- **Discuss the relevance of secondary education in India in Current scenario.**
- **Compare the provisions and recommendations made in various reports of commissions, policies and five-year plans related to secondary education in India.**
- **Reflect on the programmes and implementation strategies to achieve Universalisation of Secondary education**
- **Critically examine policies related to secondary education and discuss its implication in the politico-economic context of emerging education**
- **Discuss organizational structure and functions of institutions in administration and management of secondary education at various levels**
- **Critically examine the present status of secondary education in India**
- **Reflect on various issues and concerns of secondary education in India**
- **Suggest interventional strategies in order to raise quality of secondary education in India**
- **Discuss the functioning of various student support services at Secondary Level**

Unit-I: Secondary Education in India: An Introduction(13%weightage)

- **Nature, scope, functions and structure of Secondary Education**
- **Overview of growth and development of Secondary Education**
- **Rationale of Universalization of Secondary Education in response to the accelerating growth of Human Resource Capital; preparation for knowledge society, Skill development to meet emerging needs, Making of productive and socially responsible citizen, Channelizing vital energy of adolescence.**
- **Secondary Education as a bridge between elementary and higher education**
- **Types of secondary schools**

Unit II: Recommendations of Commissions, Policies and Programmes (31% weightage)

- **Recommendations of the following Commissions and Policies on Secondary Education: Secondary Education Commission (1952-53), The Education Commission (1964-66), National Policy on Education (1986 As modified in 1992), National Curriculum Framework (2005), National Knowledge Commission.**
- **Role of CIBE in the Universalization of Secondary Education.**
- **Secondary Education in Five Year Plan**
- **Programmes and Schemes for Secondary Education: Rashtriya Madhyamik Shiksha Abhiyan (RMSA)-2009, ICT@ School Scheme-2004**
- **Girl Child Development Programme at Secondary Stage: Kishori Shakti Yojana (KSY), Laadli scheme, Udaan, Construction and Running of Girls' Hostel for students of secondary and higher secondary schools**
- **National Vocational Education Qualification Framework (NVEQF)**

Unit-III: Organisations, Institutions and Agencies in Secondary Education (30% weightage)

- **Organisations and Institutions in administration and management of Secondary Education**
 - at national level: CIBE, CBSE, ICSE, NIOS, NIEPA, NCERT*
 - at state level: State departments of education, State Boards of School Education, SCERT / SIE, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT)*
 - at the district and sub district levels: District Education Office, Block Education Office, Department of Public Instruction, SMC (School Management Committee), PTA (Parent Teacher Association)*
- **Role of NGOs and Civil Society for promotion of Secondary education**
- **Role of International Agencies for promotion of Secondary Education: UNICEF, UNESCO, WHO, IBE.**

Unit-IV: Issues, Concerns and Support Services in Secondary Education (26% weightage)

➤ Issues & Concerns

- **Problems and challenges related to universalisation of Secondary Education: access, enrolment, retention, achievement and equity**
- **Quality concerns in secondary education – infrastructure, classroom processes, teacher profile and teacher preparation,**
- **Problems of education for girls, disadvantaged and children with special needs**

- **Classroom problems - discipline, under achievement, lack of motivation, delinquency and maladjustment**
- **Problems and challenges related to Vocationalization of Secondary Education**

➤ **Support Services in Secondary Education**

- **Guidance and Counselling, Mentoring, Scouts and Guides, NCC, Sports and Games, Community Engagement, Culture Programmes, Health Services**
- **Early identification of adolescent with risk for substance abuse, HIV/AIDS; media obsession - need for multidisciplinary team in the intervention**
- **Function of Students' clubs as support mechanism to students' abilities**

Suggested Activities:

- **Prepare a status report on Secondary education in a district with reference to access, enrolment, participation and learning achievement**
- **Visits of different types of secondary schools and preparation of school profiles**
- **Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.**
- **Observe and report on the implementation of any one of the programmes to improve secondary education**
- **Case study on the sustainability of any one of the programmes of improving Secondary Education**
- **Case study of any good secondary school**
- **Analyse RMSA against the backdrop of CABE committee on USE**
- **Conducting a survey of secondary schools on the chosen area on the causes of under achievement and suggest measures to improve**
- **Survey of educational needs of variety of students**
- **Visit and report on any of the innovative NGOs / collect success stories on movement by civil society groups working for secondary education**
- **Visit a nearby school and talk to the head teacher, teachers, students and parents collect their perspectives on any one programme or schemes of the government for improving secondary education**
- **Analyse and compare U- DISE data of any two states available at the NIEPAN website**
- **Analyse and compare quality monitoring data for any two states available on QMT portal (www.ciet.nic.in/QMTs/index.php#)**
- **View films / videos on issues related to secondary education (Stand and deliver, India untouched, darker side of India, videos on talks of Abdul Kalam, Kailash Sathyarthi, Malala and many other who speak for education)**
- **Any other relevant activity**

Content Interaction Plan:

<u>Lecture cum Discussion</u> <u>(Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-2	<ul style="list-style-type: none"> • Nature, scope, functions and structure of Secondary Education
3-4	<ul style="list-style-type: none"> • Overview of Growth and Development of Secondary Education
5-6	<ul style="list-style-type: none"> • Rationale of Universalization of Secondary Education in response to the accelerating growth of Human Resource Capital; preparation for knowledge society, Skill development to meet emerging needs, Making of productive and socially responsible citizen, Channelizing vital energy of adolescence. • Secondary Education as a bridge between elementary and higher education • Types of secondary schools
7-17	<ul style="list-style-type: none"> • Recommendations of the following Commissions and Policies on Secondary Education: Secondary Education Commission (1952-53), The Education Commission (1964-66), National Policy on Education (1986 As modified in 1992), National Curriculum Framework (2005), National Knowledge Commission. • Role of CIBE in the Universalization of Secondary Education. • Secondary Education in Five Year Plan
18-20	<ul style="list-style-type: none"> • Programmes and Schemes for Secondary Education: Rashtriya Madhyamik Shiksha Abhiyan (RMSA)-2009, ICT@ School Scheme-2004 • Girl Child Development Programme at Secondary Stage: Kishori Shakti Yojana (KSY), Laadli scheme, Udaan, Construction and Running of Girls' Hostel for students of secondary and higher secondary schools • National Vocational Education Qualification Framework (NVEQF)
21-23	<ul style="list-style-type: none"> • Organisations and Institutions in administration and management of Secondary Education <i>-at national level: CIBE, CBSE, ICSE, NIOS, NIEPA, NCERT</i>
24-26	<ul style="list-style-type: none"> • Organisations and Institutions in administration and management of Secondary Education <i>-at state level: State departments of education, State Boards of School Education, SCERT / SIE, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT)</i>
27-29	<ul style="list-style-type: none"> • Organisations and Institutions in administration and management of Secondary Education <i>-at the district and sub district levels: District Education Office, Block Education Office, Department of Public</i>

	Instruction, SMC (School Management Committee), PTA (Parent Teacher Association)
30-33	<ul style="list-style-type: none"> • Role of NGOs and Civil Society for promotion of Secondary education • Role of International Agencies for promotion of Secondary Education: UNICEF, UNESCO, WHO, IBE.
34-42	<ul style="list-style-type: none"> • Problems and challenges related to universalisation of Secondary Education: access, enrolment, retention, achievement and equity • Quality concerns in secondary education – infrastructure, classroom processes, teacher profile and teacher preparation, • Problems of education for girls, disadvantaged and children with special needs • Classroom problems - discipline, under achievement, lack of motivation, delinquency and maladjustment
43-45	<ul style="list-style-type: none"> • Guidance and Counselling, career guidance, health service, Scouts and Guides, • Early identification of adolescent with risk for substance abuse, HIV/AIDS, media obsession - need for multidisciplinary team in the intervention • Function of Students' clubs as support mechanism to students' abilities
<i>15 Hours</i>	<i>Tutorials</i>

Suggested Reading

- Report of the Education Commission (1964-66).
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
- Govt. of India, MHRD (2005). Universalisation of Secondary Education : Report of the CABE Committee, New Delhi
- MacBeth, J (1999). Schools must speak for themselves. Routledge, UK
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- Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
- NCERT (1997) Code of Professional Ethics for Teachers.
- Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
- Mudhopadhyay,S and Kumar,A. (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
- Chopra, R.K. (1993) Status of Teachers in India

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- **National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education**
- **Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi**
- **Govinda, R (2011). Who goes to school? Exploring exclusion in Indian Education**
- **Sujatha, K & Ravi G (2011) Management of secondary education in India: quality,programme and administration. Shipra Publication, New Delhi**
- **Sujatha, K & Ravi G (2011) Development of secondary education in India. ShipraPublication, New Delhi**
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- **Sood, N (2003). Management of school education in India, APH Publishingcorporation, New Delhi**

**School of Education
Central University of South Bihar, Gaya**

2 Years Master of Education (M.Ed.)

Course Details			
Course Code	MEEDU2009E04	Course	Citizenship Education
Credits	3L + 1 T= 04	Course Duration	One Semester
Semester	II (Even)	Contact Hours	45 L + 15 T =60 Hours
Transactional Strategy	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	30 % Continuous Internal Assessment (Formative cum Summative) 70% End Term External Examination (University Examination)		

Objectives of the Course:

- To develop sound understanding of Citizenship and Citizenship Education.
- Perceive need & importance of Citizenship Education in present modern world.
- To understand issues and trends in providing quality citizenship Education
- Learn methodology for developing qualities of good citizenship in schools.
- Comprehend ideal teaching learning process for citizenship and its enrichment
- To develop knowledge attitude and skill for active and informed citizen.
- To explore various pedagogical strategies for making effective citizen
- To explore various assessment strategies of Citizenship education.

Expected Outcomes of Learning: After the completion of the course, the students will be able to –

- Explain the key concepts related to citizenship education
- Explain the competencies of responsible citizen
- Trace the development of citizenship education in India and abroad
- Analyse the citizenship model of various countries
- Identify the issues and challenges of citizenship education in India
- Explain the various pedagogical and assessment strategies of citizenship education
- Develop lesson plan for citizenship education

Course Content:

Unit I: Citizenship: The Basic Concepts

(11Hours)

- Citizenship: Meaning, Nature and Scope of Citizenship
- The paradox and dilemma of citizenship

- Local, national and international citizenship
- Components of citizenship
- State, Nation and citizenship
- Human rights and cosmopolitan citizenship
- Democracy and citizenship
- Theories of citizenship (Aristotle and Machiavelli)
- Modern Democratic citizenship (T.H. Marshal)

Unit II: Understanding Citizenship Education

(10 Hours)

- Citizenship Education: Meaning, Nature, Significance and Scope,
- Understanding citizenship education: Paulo Freire Vs Bernard crick
- Models of Citizenship Education
- Historical development of citizenship education in India and abroad

Unit III: Teaching and Learning Citizenship Education

(16 Hours)

- Aims and Objectives of Citizenship Education
- Citizenship Education Curriculum
- Integrating Citizenship education in school curriculum through various subjects and co-curricular activities
- Pedagogical strategies for Citizenship education: In School (Discussion, Debate, Roll Play, Cooperative Learning, Collaborative Learning, Debate, Discussions, and Brainstorming etc) and Outside School (Service Learning, Field Visit etc),
- Assessment strategies of Citizenship Education: Portfolio, Rubrics, Questionnaire, Observation Schedule, Attitude Scale, Situational Test,
- Roles and responsibilities of teachers for providing quality Citizenship Education

Unit IV: Issues & Challenges of Citizenship Education

(08 Hours)

- Diversity, Political intervention, Accountability of Media, Multiculturalism, Globalization,
- Curriculum execution, Teaching approaches, Assessment approaches, Teacher's professional development, School policies, School culture etc
- Recent Researches and Trends in Citizenship Education
- Possibilities and Pitfalls of Empirical Research on Education and Citizenship

Suggested Activities

- Preparation of plan for the development of citizenship competencies
- Writing reflecting journals related to various experiences (observation and review)
- Field visit two public places for observation of activities over there and interaction with practices Analysis of any text book in light of its worth in developing citizenship qualities

- Display of graphics in practice teaching centres/institutions regarding awareness of citizenship qualities
- Analysis of voting turnouts in different elections and drawing important conclusion for citizenship education
- Action research based on problems related to citizenship qualities and its development
- Analysis of any education reform (scheme/strategy/policy/act/program) in light of scope and significance to citizenship education.
- Interview of public representative/school principal/school social studies teacher in view of suggested input in citizenship education in schools.
- Survey of related literature on different variables related to Citizenship Education.
- Case studies on selected activities of selected schools for promotion of democratic citizenship qualities.

SUGGESTED READINGS

- Audigier, F. (1999). Basic concepts and core competences of education for democratic citizenship: A second consolidated report. Project 'Education for Democratic Citizenship'. *The School Field*, 10, 1–2, 57–88.
- Banks, J. (2002). Teaching for diversity and unity in a democratic multicultural society. In W. Parker (Ed.), *Education for democracy: Contexts, curricula, assessments* (pp. 131–150). Greenwich: Information Age.
- Bailey, R. (Ed.). (2000). *Teaching values and citizenship across the curriculum*. London: Kogan Page Limited.
- Begum, S.M., *Human Rights in India*, New Delhi: A.P.H. Publishing Corporation
- Birzea, C. (2000). *Education for democratic citizenship: A lifelong learning perspective*. Strasbourg: Council for Cultural Co-operation
- Crick, B. (2008). Democracy. In J. Arthur, I. Davies, & C. Hahn (Eds.), *The Sage handbook of education for citizenship and democracy*. London: Sage Publications
- Cummings, K. William. *The Revival of Value Education in Asia and the West*. New York : Pergamon Press Inc.
- Davies, I., Gregory, I., & Riley, S. C. (1999). *Good citizenship and educational provision*. London: Falmer Press.
- Delanty, G. (2003). Citizenship as learning process: Disciplinary citizenship versus cultural citizenship. *International Journal of Lifelong Education*, 22(6), 597–605.
- Dürr, Karlheinz (2005). *The School: A Democratic Learning Community*. Germany: Council of Europe
- Fogelman, K., *Citizenship in Schools*, London: David Fulton Publications.
- Freedom, S. *Discriminations & Human Rights*, New York: Oxford University Press.
- Agrawal, H. O. *Human Rights*, Allahabad: Central Law Publication.
- Heath, Marguerite; Rowe, Don.; and Breslin, Tony (2006) *Citizenship Education in the Primary Curriculum*. London: Citizenship Foundation
- *Human rights: a Source book*, New Delhi: NCERT
- National curriculum framework (2005). New Delhi: NCERT
- KERR, D. (1999a). 'Re-examining citizenship education in England' in J. TORNEY-PURTA, J.SCHILLE and J-A AMAAED (Eds.) *Civic Education Across Countries: 24 Case Studies from the IEA Civic Education Project*. Amsterdam: Eburon Publishers for the International Association for the Evaluation of Educational Achievement (IEA).

- KERR, D. (1999b). ‘*Changing the political culture: the advisory group on education for citizenship and the teaching of democracy in schools.*’; Oxford Review of Education, **25**,1 and **2**, 25-35.
- Lawsan, E. *Encyclopaedia of Human Rights*, USA : Taylor and Francies
- MARSHALL, T.H. (1950). *Citizenship and Social Class*. Cambridge: Cambridge University Press.
- McLAUGHLIN, T.H. (1992). ‘Citizenship, diversity and education: a philosophical perspective.’; *Journal of Moral Education*, **21**,3, 235-46.
- Ottaway, A.K.C., *Education and Society*. London: Routledge and Kegan Paul Ltd.
- Sharma, K. Yogendra, *Sociological Philosophy of Education*, New Delhi : Kanishka Publication Distributors.

S.N.	Topic/ Sub-Topics	Contact Hours
1	Citizenship: Meaning, Nature and Scope of Citizenship	1
	The paradox and dilemma of citizenship	1
3	Local, national and international citizenship	1
4	Components of citizenship	1
5	State, Nation and citizenship	1
6	Human rights and cosmopolitan citizenship	2
7	Democracy and citizenship	1
8	Theories of citizenship (Aristotle and Machiavelli)	2
9	Modern Democratic citizenship (T.H. Marshal)	1
10	Citizenship Education: Meaning, Nature, Significance and Scope,	2
11	Understanding Citizenship Education: Paulo Freire Vs Bernard crick	2
12	Models of Citizenship Education	2
13	Historical development of Citizenship education in India and abroad	4
14	Aims and Objectives of Citizenship Education	1
15	Citizenship Education Curriculum	1
16	Integrating Citizenship education in school curriculum through various subjects and co-curricular activities	2
17	Pedagogical strategies for Citizenship education: In School (Discussion, Debate, Roll Play, Cooperative learning, collaborative learning, debate, discussions, and brainstorming etc) and outside school (service learning, field visit etc),	7
18	Assessment strategies of or Citizenship education: Portfolio, Rubrics, Questionnaire, Observation Schedule, Attitude Scale, Situational Test,	4
19	Roles and responsibilities of teachers for providing quality citizenship Education	1
20	Diversity, Political intervention, Accountability of Media, Multiculturalism, Globalization,	2

21	Curriculum execution, Teaching approaches, Assessment approaches, Teacher's professional development, School policies, School culture etc	3
22	Recent Researches and Trends in Citizenship Education	1
23	Possibilities and Pitfalls of Empirical Research on Education and Citizenship	2
		45 Hours

School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Elective Course

Course Details			
Course Code	MEEDU2010E04	Course	Guidance and Counselling
Credits	3L + 1 T= 04	Course Duration	One Semester
Semester	II (Even)	Contact Hours	45 L + 15 T =60 Hours
Transactional Strategy	Lecture-cum-Discussion, Group Discussion, Panel- Discussion, Seminar, Assignment, Project		
Assessment and Evaluation	30 % Continuous Internal Assessment (Formative cum Summative) 70% End Term External Examination (University Examination)		

Course Objectives

- To develop in-depth understanding of the concept and techniques of guidance and counselling.
- To develop in-depth understanding of the process involved in guidance and counselling.
- To acquaint prospective teacher educator with testing and non-testing techniques.
- To develop the skill of administration and interpretation of psychological tests.
- To familiarize prospective teacher educator with different policies, agencies and institutions related to guidance and counselling.
- To enable prospective teacher educator to apply the technique of guidance and counseling in real situations.
- To acquaint prospective teacher educator with recent trends of guidance and counseling in India.

Learning Outcomes

After completing the course prospective teacher educators will be able to:

- Explain the basic concepts in Guidance & Counselling.
- Discuss Educational, Vocational, Avocational and Personal Guidance.
- Describe the process of Educational, Vocational, Avocational and Personal Guidance.
- Describe the process of counselling.

- Describe testing devices and non-testing techniques of guidance.
- Analyze the problems faced by students in the contemporary world.
- Discuss the problems faced by gifted children and children with disabilities.
- Administer different testing tools and Techniques to assess strength and weakness of children with different needs.
- Provide effective guidance and counselling services to students according to their needs.
- Discuss various policies and guidelines related to guidance and counselling
- Describe the role of various national and international agencies in the field of guidance and counselling
- Analyze various issues and challenges emerged in the field of guidance and counselling.
- Discuss new trends in the field of guidance and counselling

Course Outline

Unit-I: Concept of Guidance

1. Guidance: Concept, Principles, Objectives and Need for Guidance
2. Difference between Guidance, Counselling and Psychotherapy
3. Types of Guidance: Individual and Group, Personal, Educational, Vocational and Avocational Guidance.
4. Steps and Process of guidance
5. Organization of Guidance services in Schools, Colleges/Universities: Appraisal services, Informative services, Placement services, Follow-up Services

Unit 2: Concept of Vocational Guidance

1. Need, Scope and Function of Vocational Guidance
2. Factors affecting vocational choice
3. Theories of Vocational Development: Holland's theory of Career Development, Donald Super's theory of Self-Actualization, Gibzberg's theory of Occupational Choice
4. Occupational Information: Sources of Occupational Information, Types of Occupational Information Materials, Methods of Collection of Occupational Information, Classification of Occupational Information, Filing of Occupational Information, Dissemination of Occupational information

Unit 3: Concept of Counselling

1. Concept, Principles, Objectives, Need and Approaches of Counselling: Psychoanalytical, Behaviorist, Cognitive and Humanist
2. Types of Counselling: Directive Counselling, Non directive Counselling, Eclectic Counselling, Steps and Process of Counselling
3. Counselling for Mental Health and Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse
4. Guidance and Counselling for children with special needs: Learning disable, Under Achiever, Over achiever, Children of Marginalized section, Gifted Children.
5. Quality of a Guide and Counsellor and Role of a teacher in Guidance and Counselling
6. Testing and Non Testing Techniques for Guidance and Counselling: Aptitude, Interest, Achievement, Mental Health, Adjustment, Depression and Anxiety, Personality, Vocational Maturity, Career Choice, Sociometry, Interview, Case study, observation, Diary, Anecdotal and Cumulative record.

Unit 4: Policies, Institutions, Agencies, Issues and Challenges related to Guidance and Counselling

1. Policies and guidelines related to guidance and counselling: National and International
2. Institutes and agencies related to guidance and counselling: IAVEG, Cedefop, FEDORA, IAC, ICCDPP, Nordic Association of Educational and Vocational Guidance, ILO, DEPF-NCERT, PSSCIV, CIRTES, SEGC, SCERT
3. Issues and Challenges in the Field of Guidance and Counselling: Legal and Ethical Issues
4. New Trends in the field of Guidance and Counselling

Suggested Activities

Administration and analysis of results of any test mentioned above.

Organize a guidance and counselling camp for school students.

Visit to Guidance and Counselling center of any institute and write a reflective report.

Prepare a brochure on career opportunities for children with disabilities.

Case Study of a student and report writing

S.N.	Topic/ Sub-Topics	Contact Hours
1	Guidance: Concept, Principles, Objectives and Need for Guidance	2
2	Difference between Guidance, Counselling and Psychotherapy	1
3	Types of Guidance: Individual and Group, Personal, Educational, Vocational and Avocational Guidance.	3

4	Steps and Process of guidance	2
5	Organization of Guidance services in Schools, Colleges/Universities: Appraisal services, Informative services, Placement services, Follow-up Services	2
6	Need, Scope and Function of Vocational Guidance	1
7	Factors affecting vocational choice	1
8	Theories of Vocational Development: Holland's theory of Career Development, Donald Super's theory of Self-Actualization, Gibzberg's theory of Occupational Choice	3
9	Occupational Information: Sources of Occupational Information, Types of Occupational Information Materials, Methods of Collection of Occupational Information, Classification of Occupational Information, Filing of Occupational Information, Dissemination of Occupational information	3
10	Concept, Principles, Objectives, Need and Approaches of Counselling: Psychoanalytical, Behaviorist, Cognitive and Humanist	2
11	Types of Counselling: Directive Counselling, Non directive Counselling, Eclectic Counselling, Steps and Process of Counselling	5
12	Counselling for Mental Health and Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse	3
13	Guidance and Counselling for children with special needs: Learning disable, Under Achiever, Over achiever, Children of Marginalized section, Gifted Children.	3
14	Quality of a Guide and Counsellor and Role of a teacher in Guidance and Counselling	2
15	Testing and Non Testing Techniques for Guidance and Counselling: Aptitude, Interest, Achievement, Mental Health, Adjustment, Depression and Anxiety, Personality, Vocational Maturity, Career Choice, Sociometry, Interview, Case study, observation, Diary, Anecdotal and Cumulative record.	5
16	Policies and guidelines related to guidance and counselling: National and International	2
17	Institutes and agencies related to guidance and counselling: IAVEG, Cedefop, FEDORA, IAC, ICCDPP, Nordic Association of Educational and Vocational Guidance, ILO, DEPF-NCERT, PSSCIV, CIRTES, SEGC, SCERT	2
18	Issues and Challenges in the Field of Guidance and Counselling: Legal and Ethical Issues	2
19	New Trends in the field of Guidance and Counselling	1
	TOTAL	45

Suggested Readings

1. Aggarwal J.C, (2005). Career Information in Career Guidance Theory & Practice Doaba House,; Delhi.
2. Aggarwal R. (2010) Elementary Guidance and counselling, Shipra Publication, New Delhi:
3. Aggarwal R.(2006) Educational Vocational Guidance and counselling, Shipra Publication, Delhi.
4. Chandra R. (2009). Career Information and Guidance &Counselling, Isha Books,Descr Delhi
5. Chauhan S.S. (2007). Principle and Techniques of Guidance: Vikas Publishing House, New Delhi
6. David A. (2009) Guidance and counseling. Commonwealth Publisher. Delhi
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13. Mathur S S: Fundamentals of Guidance & Counseling. Aggarwal Publication: Agra:2nd Edition
14. Naik D. (2007) Fundamentals of Guidance and counselling. Adhyayanpublishers New Delhi.
15. Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi
16. Pandey V.C. (2006) Educational Guidance &Counselling, IshaBooks,Delhi
17. Rao S N.(2006) Counselling and guidance. McGraw hill, Delhi' Rao S N &Hari H S.(2004) Guidance and counselling. Discovery Pub house, New Delhi.
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20. Seligman L &Lourie W(2010),, Theories of Counseling and Psychotherapy Systems: strategies & Skills: New Delhi
21. Sharma S.(2007),, Career Guidance & Counseling Kanishka Publishers: New Delhi
22. Varky B G &Mukhopadhyay M. (2006). Guidance and Counselling: Sterling Publications: New Delhi
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**School of Education
Central University of South Bihar, Gaya**

2 Years Master of Education (M.Ed.)

Course Details			
Course Code	MEEDU3006C04	Course	Internship in Teacher Education Institutions
Credits	04	Course Duration	One Semester
Semester	III	Contact Hours	120 Hours
Transactional Strategy	Field work, observation, presentation, action research, etc.		
Assessment and Evaluation	Report Presentation		

Internship in Teacher Education (Field based practical work)

Internship in Teacher Education (field based practical work) shall be mandatory part of the completion of M. Ed. programme. In order to give practical exposure to the trainee teacher educators regarding day to day activities of Teacher Education Institutions, a four credit course on ***Internship in Teacher Education*** has been included in M. Ed. programme. To carry out this four credit course on Internship in Teacher Education, the trainee teacher educators shall involve themselves in work and activities of teacher education institutions for 120 hours/four weeks. This Internship in Teacher Education shall be conducted in the teacher education institutions which are recognized by NCTE and/or affiliated to a university. The tasks under the Internship in Teacher Education shall be coordinated by one teacher educator of the Department of Teacher Education, School of Education, Central University of South Bihar. The following tasks shall be performed by the trainee teacher educators in the teacher education institutions for the completion of the course:

- a) Observation of 10 lectures delivered by the teacher educators of the teacher education institution.
- b) Ten lectures to be delivered in any theory course of the teacher education programme.
- c) Conducting an action research in teacher education institution and submission of the report.
- d) Presentation of a seminar in teacher education institutions on a topic relating to emerging areas of teacher education.
- e) Participation in day to day activities of the teacher education institution and submission of the report of the same.
- f) Involvement in any other tasks of teacher education institutions as decided by the Department of Teacher Education, CUSB from time to time.

**School of Education
Central University of South Bihar, Gaya**

2 Years Master of Education (M.Ed.)

Course Details			
Course Code	MEEDU3007C04	Course	Internship in the Area of Specialization
Credits	04	Course Duration	One Semester
Semester	III	Contact Hours	120 Hours
Transactional Strategy	Seminar, presentations by students, report presentation, observation, action research etc.		

Internship in the Area of Specialization

Internship in the Area of Specialization shall be mandatory part of the completion of M. Ed. Programme. In order to give practical exposure to the trainee teacher educators regarding day to day activities of a trainee teacher during School Internship Programme in practicing school, a four credit course on *Internship in the Area of Specialization* has been included in M. Ed. Programme. To carry out this four credit course on Internship in the Area of Specialization, the trainee teacher educators shall involve themselves in work and activities of practicing schools of the trainee teachers (120 hours/four weeks). This internship in the Area of Specialization can be conducted preferably in the practicing school during School Internship Programme for trainee teachers. The tasks under the Internship in the Area of Specialization shall be coordinated by the teacher educator (Area of Specialization) of the Department of Teacher Education, School of Education, Central University of South Bihar. The following tasks shall be performed by the trainee teacher educators in the practicing school for the completion of the course:

- a) Observation of activities conducted by the trainee teachers during School Internship Programme in the school, such as: 10 teaching plan (Area of Specialization) preparation and correction; guiding for teaching aids' arrangement/preparation; taking of classes; recording and performing various school activities.
- b) Ten teaching plan (Area of Specialization) preparation and correction; guiding the teacher trainees for teaching aids' arrangement/preparation; guiding for teaching; supervision, mentoring and directing the trainee teachers for recording and performing various school activities in the practicing school.
- a) Observation of day to day activities of the practicing school and submission of the report of the same.
- b) Conducting an action research in the practicing school and submission of the report.
- c) Presentation of a seminar in practicing school on a topic relating to innovative pedagogy and assessment (Area of Specialization).
- d) Involvement in any other tasks of the practicing school as decided by Department of Teacher Education, Central University of South Bihar from time to time.

School of Education
Central University of South Bihar, Gaya

2 Years Master of Education (M.Ed.)

COURSE DETAILS			
Course Code	MEEDU4001C04	Course	Educational Studies and Comparative Education
Credits	3 L + 1 T = 4	Course Duration	One Semester
Semester	IV (Even)	Contact Hours	60 Hours 45 (L) + 15 (T) = 60 Hours
Transactional Strategy	Lecture, Group Discussions, Extensive Lectures, Projects, Assignments, Panel Discussion and Seminar presentation		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative cum Summative) 70% - End Term External Examination (University Examination)		

Objectives of the Course: This course aims to help students -

- To encompass education as social phenomena, practice and field of study.
- To orient the students to the institutions, systems and structures of education in India and world
- To understand the contemporary concerns of education policy and practice
- To develop in-depth understanding of basic concepts related to Comparative Education
- To acquaint students with Theoretical concerns of Comparative education;
- To develop a comparative understanding about different international educational systems with respect to Indian education system
- To provide a comparative understanding of teacher education program across the world

Expected Outcomes of Learning: After the completion of the course, the students will be able to –

- Explain the concept of Education as discipline and its relation with other disciplines
- Describe teacher education as a professional discipline
- Expound the concept of knowledge and pedagogy
- Interpret the pillars of education according to Delors Commission's Report
- Analyse the contemporary thoughts on teaching and learning, teachers and learners
- Explain the key concepts related to Comparative Education
- Expound the historical development of Comparative Education
- Expound the different approaches and methods in comparative education with especial reference to Kandel's Historical Approach, Holmes' Problem Solving Approach, Bereday's Cross-Disciplinary Approach
- Explain a comparative analysis of educational system of India with UK, USA, Japan, Germany, Australia, and Finland w.r.t. Structure, Administration, Curriculum, Pedagogy, Assessment, and Financing

Unit-1: General Perspectives of Education

Education as a Discipline: Characteristics and Criteria. Education as a Process
Interdisciplinary nature of education: its Relationship with other disciplines Viz
Philosophy, Sociology and Psychology, Political, Economy
Teacher Education as Professional discipline
Concept of knowledge and information
Methods of obtaining knowledge

Knowledge and Pedagogy: Constructive and alternative approaches

Unit-II Contemporary thoughts on Education, teaching and learning, teachers and learners

The four pillars of Education (Delors Commission's Report)

Learning as a search for meaning

Teachers and learners as creators of knowledge

Philosophy of inclusive education, equitable and sustainable development

Multicultural and diversified teaching learning

Unit- III: Fundamentals of Comparative Education

Meaning, concept, nature, purpose, and scope of Comparative Education

Historical development of Comparative Education

Major factors of educational development of a nation – geographical, social, economic, political, cultural, linguistic, historical

Theoretical concerns in Comparative Education – Kandel's Historical Approach, Holmes'

Problem Solving Approach, Bereday's Cross-disciplinary Approach

Unit- IV: Comparing Education System of India and other Countries

Primary Education of India, UK, USA, and Japan,

Secondary Education of India, UK, and USA

Higher Education of India, UK, USA, and Germany

Distance Education of India, UK, USA, and Australia

Teacher Education of India, UK, USA, and Finland

(Aspects of comparison – Structure, Administration, Curriculum, Pedagogy, Assessment, and Financing)

Suggested Activities: At least one of the following -

- Comparative analysis of Universalization of Elementary Education (UEE) programme in India, Srilanka, and Bangladesh.
- Status of girl education among any three Asian countries including India.
- Adult education in India and any one of the USA or UK
- Educational disparity between India and Japan
- Vocationalization of education in India and USA
- A review on the Higher Education in Asian countries by analyzing a recent report of any international agency (like, UNSECO or The World Bank)
- A review on trends of comparative education research on the basis of publications in journals within five years.

Suggested Readings:

- Banks, J.A. (1994a) *An introduction to multicultural education*. Boston: Allyn & Bacon.
- Banrs, J.A(1996); *Cultural Diversity and Education: Foundations Curriculum and Teaching*(4thed) Borton, Alynand, Becon.
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- Bruner,J.S (1996), *Culture of Education, Cambridge, M.A: Harward University Press*.
- Cherry A. McGee Banks and Banks, J.A. *Equity Pedagogy: An Essential Component of MulticulturalEducation Theory into Practice*, Vol. 34 (3)
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- Dewey, J. (1996) *Democracy and Education: An Introduction into Philosophy of Education*, New York, The Free Press.
- Eugene F. Provenzo, Jr. (2009). *Encyclopedia of the Social and Cultural Foundations of Education*, SAGE Publications, Inc.
- Freire, Paulo (1993); *Pedagogy of the oppressed*, New rev. 20th-Anniversary ed. New York: Continuum.
- George D Spindler (Edt) (1987). *Education and Cultural Process: anthropological Approaches*, Waveland Pr Inc.
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- Kumar, Krishna and Oesterheld, J (ed) (2007). *Education and Social Change in South Asia*. Hyderabad: Orient Longman.
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- McNay, I &Ozga, J. (1985) *Policy Making in Education*, Oxford, Pergamon press.
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- Pathak, R.P(2012); *Philosophical and Sociological principles of Education*, Pearson Education, New Delhi.
- Ravi, S.S (2011); *A Comprehensive Study do Education PHI Learning Pvt Ltd*, New Delhi.
- Rudolph, S.H &Rudolph,L.L.(Eds) (1972) *Education and Politics in India*, Oxford University Press,
- Satya Pal Ruhela, (1999). *Sociology of Education*, Associated Publishers., New Delhi
- Sodhi, T.S. (2007). *Textbook of Comparative Education*. Vikas Publishing, Noida.
- Varsheny, U. (1983) *Education for Political Socialisation*, Meenaksi Prkashan, Meerut.
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- Musa Noah & Agbaire Jomafuvwe Jennifer. (2013). *Methodological Issues in Comparative Education Studies: An Exploration of the Approaches of Kandel and Holmes*. *Journal of Educational Review*, 6(3), 349-356.
- Bereday, G.F. (1957), *Some Discussion of Methods in Comparative Education*. *Comparative Education Review*, 1 (1), 13-15.
- Reginald Edwards, Brian Holmes and John Van de Graaff (Eds) (1973). *Relevant Methods in Comparative Education: Report of a Meeting of International Experts*. *International Studies in Education*,33. UNESCO Institute for Education, Hamburg.
- Bray, M. & Adamson, B. & Mason, M. (ed.)(2007). *Comparative Education Research: Approaches and Methods*. Springer: Comparative Education Research Centre, University of Hongkong.
- Aggarwal and Biswas: *Comparative Education Aryan Book Depot*, Delhi.
- Brain Holiness; *Comparative Education: Some Considerations of Method*, Unwin Education Book, Boston.
- Robert Cowen and Andreas M. Kazamias (2009). *International Handbook of Comparative Education: Springer International Handbooks of Education*
- Choube and Choube(1986).*Tulnaatmak shikshaka adhyayan*. Vikas Publishing House, Agra (in Hindi)

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- Hans, N. (1967). Comparative Education: A Study of Educational Factors and Traditions. Routledge & Kegan Paul; London.
- Hans, N. (2013). Comparative Education. Prophets of Education- A continuing Series, vol-5. New Delhi: Sarup & Sons.
- Noah, H. & Eckstein, M. A. (1998). Doing Comparative Education: Three Decades of Collaboration. Springer: CERC, University of Hongkong.
- Ervin H. Epstein (2014). Comparative Education Research: Approaches and methods. Asia Pacific Journal of Education, 34(2), 252-255.

Journals:

- International Journal of Comparative Education and Development – Emerald Insight Pub.
- Comparative Education - Taylor & Francis Online
- Journal of International and Comparative Education (JICE)
- Comparative Education Review –The University of Chicago Press Journals
- Research in Comparative and International Education – Sage Pub.

Websites:

- www.cies.us (The Comparative and International Education Society, CIES)
- <https://baice.ac.uk> (British Association for International and Comparative Education, BAICE)
- www.wcces-online.org (World council of comparative education society, WCCES)
- www.worldbank.org
- www.en.unesco.org

EDUCATIONAL PLANNING, MANAGEMENT AND FINANCING OF EDUCATION

Course Details			
Course Title: Educational Planning, Management and Financing of Education			
Course Code	MEEDU4002C04	Credits	4
L +T+P	3+1+ 0	Course Duration	One Semester
Semester	IV (Even)	Contact Hours	60 Hours 45 (L) + 15 (T) = 60 Hours
Methods of Content Interaction	Group discussion; self-study, seminar, presentations by students, presentation of case studies, group and individual field-based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative cum Summative) 70% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the prospective teacher educators to:

1. the need, scope and purpose of educational planning, understand principles and approaches of educational planning.
2. develop the skills in planning and using a variety of administrative strategies, explain the role and contribution of different agencies educational planning.
3. study educational planning system in India with reference to national, state, district and sub-district level structures.
4. develop an insight into the perspectives of management theories in the light of practices in education,
5. study educational management system in India with specific reference to national, state, district and village levels structures.
6. recognize the importance of Educational Resources and their effective management for quality education,
7. understand the issues and challenges in educational management and administration in India.
8. identify the trends of research in educational management.
9. acquaint the students with the relationship between the financial support of education and quality of education,
10. develop familiarities with various sources of financing in India;
11. develop in them the understanding of school accounting and developing skill in school budgeting;
12. develop appreciation of the financial problems of educational administration; to enable the students to locate human and material resources and utilize them to the maximum benefit for education
13. Understand issues related to planning and management of education, Identify the issues related to education as a investment in human capital,
14. undertake cost-benefit analysis of education and estimation of interval efficiency of education,
15. reflect on the role of principal and its relationship with the organisational culture of school,
16. reflect on the conflict and stresses in school organisation and techniques of managing these,
17. critically analyse the policies of educational finance and its implications of efficiency of the system,

Course Content

UNIT-I Principles, Techniques and approaches of Educational Planning (8 Hours)

- ❖ Guiding principles of educational planning Methods and techniques of educational planning. Approaches to educational planning (Social demand approach, Man-power approach, Return of Investment approach)
- ❖ Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.
- ❖ Critical Analysis of educational planning in India.

Unit II Planning Mechanisms and Five-Year Plan in Education (7 Hours)

- ❖ Perspective planning at central, state and local levels: concepts of macro, meso and micro level planning.
- ❖ Priorities to be given at central and state levels. Perspective plan for education in the 11th Five Year plan. District level planning: recent initiatives.
- ❖ Institutional Planning.
- ❖ School mapping exercises
- ❖ Availability of educational statistics at central, state and district levels.
- ❖ Five-year plans in India -its historical background.
- ❖ Main features of five-year plans with special reference to education. Impact of five-year plans on education.

Unit III Performance and Resource Management in educational institutions (10 Hours)

- ❖ Monitoring of school performance. Performance appraisal of teachers.
- ❖ Scientific principles of management-PERT, CPM, PPBS system approach.
- ❖ Financial and administrative management of educational institutions.
- ❖ Nature and characteristics of resource in education.
- ❖ Need for resource management in education: Material resources, Human resource, Financial resource
- ❖ Procurement, utilization and maintenance of resources
- ❖ Roles of state, central and local governments in resource mobilization
- ❖ Quality assurance in material and human resources.

Unit IV Educational Finance: Need, Significance and Principles (10 Hours)

- ❖ Concept of Educational Finance
- ❖ Need and Significance of Educational Finance Rising Unit costs and resources constraints Demand for education Supply of education
- ❖ Constitutional responsibility for providing education.
- ❖ Principles of educational finance
- ❖ General theory of public finance
- ❖ Allocation of resources-economic and social bases for allocation of resources in education.
- ❖ Financing education for: Equality of education-social justice
- ❖ Efficiency-cost-minimization and quality improvement
- ❖ Productivity-relevance of education to the world of work and create qualified and productive manpower.
- ❖ Educational Financing in India: Historical Perspective

Unit V: Finance and Educational Expenditure

(10 Hours)

- ❖ Source of finance
- ❖ Government Grant (Central, state, local)
- ❖ Tuition fee
- ❖ Taxes
- ❖ Endowment
- ❖ Donation and gifts
- ❖ Foreign aids.
- ❖ Grant-in-aid system: School Budgetary and accounting procedure.
- ❖ Central grants, state grants and allocation of grants by U G C Grant-in-aid policy in India and state.
- ❖ Monitoring of expenditure control and utilization of funds, accounting and auditing.
- ❖ Central-State Relationship in Finance of Education
- ❖ Problems and Issues in Educational Management and Finance

Suggested Activities:

- ❖ Assignment/term paper on selected theme from the course.
- ❖ A study of the functioning contribution of a VEC/SMC/PTA.
- ❖ Study of conflict resolution studies adopted by Heads in two schools.
- ❖ Panel discussion on corporate punishment in schools.
- ❖ Prepare a plan for the mobilization of different types of resources for a school form the community.
- ❖ Analysis of School Education Act of a state.
- ❖ Case studies of School Education Act of states with better results at the secondary/senior secondary levels.
- ❖ Estimation of institutional cost of a secondary school.
- ❖ Estimation of unit cost of education in a school taking student as a unit. Estimation of opportunity cost on a sample of working school age children. Preparation of a school budget
- ❖ Preparation of a blue print for expenditure control in a school.
- ❖ Critical Analysis of School Education Act of a State.
- ❖ Preparation of questionnaire for micro-level educational survey. Preparation of interview schedule for micro- level educational survey.
- ❖ Formulation of a school mapping exercise for location of schools in an identified area.
- ❖ Preparation of plan for instructional management in a secondary school. Preparation of an institutional plan.
- ❖ Critical of an educational project.
- ❖ Evaluation of management of DPEP activities in a district.
- ❖ Cost benefits analysis of education at primary level.
- ❖ Assignments on partnership of VEC, self-help groups, MTA, PTAs etc. in universalisation of elementary education.
- ❖ Project report on issues of educational finance based on data collected from educational administrations.
- ❖ Preparation of a plan of action for development of low cost equipment and apparatus in a primary school.
- ❖ Evaluation of management of SSA activities in a district. Assignment on any of the themes discussed in the paper.

- ❖ Study of Conflict Resolution technique adopted by Heads of two schools. Critical review of present.

Suggested Readings

- Bell & Bell (2006). *Education, Policy and Social Class*. Routledge.
- Bottery Mike (ed.) (1992). *Education, Policy & Ethics*. Continuum, London. Naik,
- J. P. (1965). *Educational Planning in India*. New Delhi: Allied.
- Naik, J. P. (1982). *The Educational Commission & After*. New Delhi: Allied.
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- Mukhopadadyay, Mamar & Tyagi, R.S. (2005). *Governance of School Education in India*. New Delhi, NIEPA.
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- Tilak, J.B.G. (1988). *Cost of Education In India*: International Journal of Educational Development
- Tilak, J.B.G. (1992). *Educational Planning at Grassroots*. Ashish Publications. New Delhi.
- Bush, Tony & Les, Bell (2002): *The principles & Practice of educational management*. London: Paul Chapman Publishing.
- Mahajan, Baldev and Khullar, K.K. (2002): *Educational administration in Central government: structures, processes, and future prospects*. Vikas Publication house Pvt.Ltd. New Delhi.
- Musaaazi, J.C.S. (1982): *The Theory & Practice of educational administration*. London: The Macmillan Press.
- Mukhopadhyay, M. (2005): *Total quality management in education*. New Delhi: Sage Publications.
- Ronald, Cambell F., et al; (1987): *A History of thought and Practice in educational administration*. New York: Teachers College Press.
- Becker, G.S (1993), *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education (Third Edition)*. Chicago, IL National Bureau of Economic Research, 161-227.
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- G. Psacharopoulos (1987): *Economics of Education: Research and Studies*, New York: Pergamon Press.
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- Levin, Henry M (1983): *Introduction to Cost Analysis in Cost-effectiveness: A Premie*, New Delhi, and Sage.
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School of Education
Central University of South Bihar, Gaya

2 Years Master of Education (M.Ed.)

Course Details			
Course Code	MEEDU4003C04	Course	Dissertation
Credits	08	Course Duration	Four Semester
Semester	I to IV	Contact Hours	240 Hours
Transactional Strategy	Field work, presentation, discussions and seminar presentation.		
Assessment and Evaluation	Evaluation of dissertation report - 70% weightage Viva-voce – 30% weightage		

A. Conduction of Dissertation Work

The completion of M.Ed. Programme requires the completion of both theory courses and practical courses of the programme. Dissertation is an integral part of practical courses of the M.Ed. Programme. The dissertation carries 8 credits. Dissertation work shall be spread over all the four semesters of the M.Ed. programme as given below:

Sl. No.	Semester	Tasks
1	I Semester	Orientation towards dissertation work & Allotment of Supervisor
2	II Semester	Proposal Finalization
3	III Semester	Presentation of Review of Related Literature and Tools
4	IV Semester	Submission, & Evaluation of Dissertation

1. In the first semester the department shall organize a special orientation programme for the students for preparation of dissertation. In the same semester itself, a ***M. Ed. Dissertation Committee***, comprising of the Dean and Head of the Department or her/his Nominee, one Professor, one Associate Professor and one Assistant Professor (by rotation on seniority basis annually) for respective batch of students shall be formed in order to monitor the progress of the dissertation work of the same batch students. In this semester, the supervisors of the students shall be allotted as per lottery method.
2. In the second semester, a student shall give presentation of the research proposal before the M. Ed. Dissertation Committee (with supervisors), which he/she shall have developed for the purpose of the dissertation work. The research proposal of the student shall be finalized by the M. Ed. dissertation Committee for further carrying out of the research.
3. Before completion of the third semester, the student shall ensure of the completion of Review of Related Literature and Tools.
4. The submission of the dissertation for the purpose of evaluation shall be done at least before two weeks of the commencement of the Fourth Semester End term Examination, or at a date decided by the department.

B. Evaluation of Dissertation

The evaluation of the dissertation shall be done by the M.Ed. Dissertation Committee with the concerned supervisor in the following manner:

- a) The evaluation of the dissertation work shall include-
 - i) Evaluation of dissertation report - 70% weightage
 - ii) Viva-voce – 30% weightage
- b) The total marks for the dissertation work shall be 100, which shall be converted into the grade/ grade point as per the M. Ed. evaluation norms. For finalizing the marks of the student in the dissertation work, the average marks of all the members of the M.Ed. Dissertation Committee along with the concerned supervisor shall be taken into consideration.
- c) The candidate shall secure at least 50% marks in the dissertation (both in dissertation report and viva-voce together) in order to pass in the dissertation course.
- d) The M.Ed. Dissertation Committee shall –
 - i. either award 50% marks
 - ii. or, suggest revision of dissertation
 - iii. or, reject the dissertation
- e) If the M.Ed. Dissertation Committee suggests the revision of the dissertation, the student has to revise the dissertation and resubmit the same within a fortnight from the date of recommendation of the revision. If the student fails to resubmit the dissertation within a fortnight from the date of recommendation of the revision, he/she may be allowed to submit the dissertation within a period of six months as per the approval of the department. If the student does not pass in the same revised resubmitted dissertation, he/she shall be declared as fail in the M. Ed. Programme.
- f) If the M.Ed. Dissertation Committee rejects the dissertation at the time of evaluation, in such case the student has to work on a new topic of research or shall bring major modification in the existing topic of the dissertation, and submit the report of research to the department within six months from the date of the rejection of the dissertation. If the candidate does not pass in this dissertation, he/she shall be declared as fail in the M. Ed. Programme.
- g) The candidate shall submit digital and four hard copies of the dissertation to the department for the purpose of evaluation.

ECONOMICS OF EDUCATION

Programme: M.Ed. (2-Year)

Elective Course

Course Title: Economics of Education			
Course Code	MEEDU4004E04	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	IV (Even)	Contact Hours	45 (L) + 15 (T)=60 Hours
Methods of Content Interaction	Lecture cum discussion, assignments, group work, group presentation, seminars, individual and group exercises etc.		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives-

- To develop understanding about the fundamentals of economics of education
- To develop in-depth understanding about contribution of education in the economic development of a country
- To estimate the return from educational investment and expenditure
- To deal with the cost effectiveness and expenditure of education in India
- To promote the needful changes in education to make it economically productive and socially relevant
- To improve the techniques of educational planning and monitoring of funding.

Learning Outcomes

After completion of the course the students will be able to: -

- Understand the basic concepts of economics of education.
- Know the education as a major component of human capital.
- Differentiate between economics of education and financing of education.
- Realize the productivity of education in economic development.
- Understand the concepts of education as consumption and investment
- Estimate the return from educational investment.
- Describe and differentiate between expenditure and investment, individual and social return.
- Develop the understanding about cost effectiveness and cost benefits analysis
- Develop the understanding about private and government funding.
- Present overview on financing of education and its management.
- Critically analyse about the sources and monitoring of funding at different levels of education in India.
- Critically analyse the policies of educational finance and its implications of efficiency of the system.

Course Content

Unit-1: Economic Aspects of Education (10 Hours & 22% Wt.)

- Concept, Need and Scope of Economics of Education
- Relationship between Economics and Education.
- Relationship between Economics of Education and Financing of Education
- Education as Knowledge Economy: A critical analysis.
- Concept and Components of human capital.
- Human Capital verses Physical Capital.
- Education as Human Capital and Economic Development.
- Budgeting on Education.

Unit-2: Education as Consumption and Investment (12 Hours & 27% Wt.)

- Education as an Economic Goods.
- Education as Consumption and Investment.
- Importance of Human Development Index (HDI)
- Impact of Liberalization, Privatization and Globalization (LPG) on Education.
- Role of Public Private Partnership (PPP) in Indian Education.
- Foreign Education Providers Bill 2010(Draft) and Bill 2013(Draft).
- GATS and Education.
- Role of WTO and World Bank for the Promotion of Education in India.

Unit-3: Cost Effectiveness and Expenditure of Education. (08 Hours & 18% Wt.)

- Difference between Cost and Expenditure; their components and determinants of Cost of Education.
- Types of Cost of Education-Direct Cost, Indirect Cost, Individual or Private Cost, Social Cost, Recurring Cost, Non-recurring Cost and Unit Cost of Education.
- Direct and Indirect Benefits of Education.
- Individual Returns and Social Returns.
- Types of Expenditure on Education-Planned Expenditure, Non-planned Expenditure, Recurring and Non-recurring Expenditure.
- Cost Effectiveness and Cost Benefits Analysis.

Unit-4: Sources and Monitoring of Funding in Education(15 Hours & 33% Wt.)

- Finance: Central and State Government grants, Tuition fee, Donation, Foreign aids etc.
- Issues related to Financing and Self-Financing of Education.
- Scholarship Schemes instituted by the Govt of India
- Funds and Grants available at Elementary, Secondary and Higher Education Levels-with special reference to SSA, RMSA and RUSA
- School Budgetary and Accounting Procedure, Grants in aid policy in India
- Monitoring of Expenditure.
- Control and Utilization of Funds, Accounting and Auditing.
- Central- State relationship in Financing of Education.
- Policy of Government for Financing on Education after 12th Five-year Plan.
- Role of Education in Economic Resource generation at University Level.

Content Interact Hours

S. No. Topic/Sub-Topic Contact Hours=45

1. Concept, Need and Scope of Economics of Education	2
2. Relationship between Economics and Education	1
3. Relationship between Economics of Education and Financing of Education	2
4. Education as Knowledge Economy: A critical analysis	1
5. Concept and Components of human capital	1
6. Human Capital verses Physical Capital	1
7. Education as Human Capital and Economic Development.	1
8. Budgeting on Education	1
9. Education as an Economic Goods	1
10. Education as Consumption and Investment	1
11. Importance of Human Development Index (HDI)	1
12. Impact of Liberalization, Privatization and Globalization (LPG) on Education.	2
13. Role of Public Private Partnership (PPP) in Indian Education.	2
14. Foreign Education Providers Bill 2010(Draft) and Bill 2013(Draft).	2
15. GATS and Education.	1
16. Role of WTO and World Bank for the Promotion of Education in India.	2
17. Difference between Cost and Expenditure; their components and determinants of Cost of Education.	2
18. Types of Cost of Education-Direct Cost, Indirect Cost, Individual or Private Cost, Social Cost, Recurring Cost, Non-recurring Cost and Unit Cost of Education.	2
19. Direct and Indirect Benefits of Education	1
20. Individual Returns and Social Returns	1
21. Types of Expenditure on Education-Planned Expenditure, Non-planned Expenditure, Recurring and Non-recurring Expenditure.	1
22. Cost Effectiveness and Cost Benefits Analysis.	1
23. Finance: Central and State Government grants, Tuition fee, Donation, Foreign aids etc.	2
24. Issues related to Financing and Self-Financing of Education.	1
25. Scholarship Schemes instituted by the Govt of India	1
26. Funds and Grants available at Elementary, Secondary and Higher Education Levels-with special reference to SSA, RMSA and RUSA	3
27. School Budgetary and Accounting Procedure, Grants in aid policy in India	2
28. Monitoring of Expenditure.	1
29. Control and Utilization of Funds, Accounting and Auditing.	2
30. Central- State relationship in Financing of Education.	1
31. Policy of Government for Financing on Education after 12 th Five-year Plan.	1
32. Role of Education in Economic Resource generation at University Level	1

Practicum (Any one of the following):

- Preparation of budget for a school.
- Preparation of a blue print for expenditure control in a school.
- Preparing a report on the existing status of the secondary school teachers, method of recruitment and salary structure.
- Establish a guidance cell in school for special guidance to students on fees, finance, scholarships and loans etc.
- Draft a report on Financial Contribution of community to school and prepare a suggestive action plan/strategy for enhancement of resources.
- Visit any Govt. / private school to study financial resources of the schools, giving suggestions for enhancement of the resources.

Further Readings

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4. Cohn, E and T. Gaske (1989). Economics of Education, Pergamon Press, London
5. Cohn, E. and Gesker T.G. (1990). The Economics of Education. Oxford: Pergamon Press
6. Heggade, O.D. (1992). Economics of Education, Bombay: Himalaya Publishing house
7. Laxmidevi (ed) (1996). Encyclopaedia of Education Development and Planning Economics of Education. New Delhi: Anmol Publications Pvt. Ltd.
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10. Patteti, A.P., &Thamarasseri, Ismail, (2014). Economics of Education, New Delhi: APH Publishing Corp.
11. Tilak, H.E.G. (1989). Economics of Inequality in Education, Sage, New Delhi
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16. World bank. The World development Report, OUP, New York
17. Azad, Jagdishlal Financial 1975 of Higher Education in India, New Delhi, Sterling Publishers.
18. Blaug. Mark (1972): An Introduction to Economics of Education, Allen lane. London, Penguin.
19. Cohn. E and T.Celin Richards (1984). The Study of Elementary Education and Resource Book.Vol. I.
20. Coombs, P.H and Hallak.J (1988) Cost Analysis in Education: A Tool for Policy and Planning, Baltimore: John Hopkins Press.
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22. Government of India (1986) National Policy on Education, New Delhi, MHRD.
23. Government of India (1987) Programme of Action, New Delhi: MHRD.
24. Mehrotra, Santosh (2006). The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs. Sage Publications. New Delhi.
25. Mehrotra, Santosh, Panchmukhi, P.R., Srivastava Ranjana, Srivastava, Ravi (2005). Universalizing Elementary Education in India: Uncaging The 'Tiger' Economy (1st edition) Oxford University Press.

26. Mort, P. R. and Reusser, 1960 W.C. Public School Finance, New York: McGraw Hill.
27. Musgrave, R. A., Theory of public Finance: A Study of Public Economy, New York: Mcgraw Hill.
28. Saxton, P. G. 1961 Education and Income, New York : Viking Press.
29. UNESCO Financing of Education, Paris : 1961.
30. Vaizeg, J. 1964 Costs of Education, London : Allen and Union.

Educational Resource Creation

Course Details			
Course Code	MEEDU4006E04	Programme	M. Ed.
Credits	4	Course Duration	One Semester
Semester	IV	Contact Hours	60 Hours
Method of Content Interaction	Question Answer, Group Discussion, Collaborative work, Case Study, Seminars, Assignments, Laboratory, Publishing and Uploading, Marketing, Field, Pilot Study, Studio, Projects, etc.		

Course Objectives:

This course will enable the trainee teacher educator to:

1. Understand the Educational Resource.
2. Understand the Educational Resource Creation.
3. Realize the role of a teacher in Educational Resource Creation.
4. Develop the Educational Resource.
5. Realize Ethics of Educational Resource Creation.
6. Use the process of Publication and Dissemination.
7. Do Preservation, Transmission and Enhancement of Educational Resources
8. Establish and maintain Educational Resource Center (ERC)

Expected Learning Outcomes:

After the completion of the course student teacher educators will be able to:

1. Explain the Educational Resources.
2. Explain the features and significance of Educational Resources.
3. Differentiate among various types and forms of Educational Resources.
4. Present the historical perspective Educational Resources - from *Bhojpatra* to digitalization
5. Explain the concerns and issues related to the application and usage of Educational Resources.
6. Recognize modern trends and initiatives of Govt. of India (GIAN, Shodh Ganga, MOOCs, SWAYAM, SWAYAM PRABHA, and others) for Educational Resources.
7. Explain the role of a teacher in caring, creating and sharing of Educational Resources.
8. Explain the Significance of creation of Educational Resources.
9. Differentiate among various types of creation of Educational Resources.
10. Explain various issues related to creation of Educational Resources.
11. Explain the philosophical, sociological, political, economic, and environmental basis of creation of Educational Resources.
12. Explain the impact of digitalization on creation of Educational Resources,
13. Cite the modern trends of creation of Educational Resources.
14. Explain the steps for development of Educational Resources.
15. Do planning of Educational Resources.
16. Script the Educational Resource.
17. Differentiate among various modes of presenting of Educational Resources.

18. Make the Educational Resources, especially books, video films, and e-learning Educational Resource.
19. Test the Educational Resources in terms of their relevance, applicability, workability, and productivity, etc.
20. Explain the ethics of creation of Educational Resources
21. Use the publication and dissemination process of Educational Resources.
22. Preserve the Educational Resources.
23. Transmit the Educational Resources.
24. Enhance the quality of Educational Resources.
25. Explain the elements and features of Educational Resource Center.
26. Explain the purpose and significance of Educational Resource Center.
27. Discriminate among various types and styles of Educational Resource Center.
28. Develop and maintain the Educational Resource Center.
29. Explain the need of ERC at local, State, and National Level.
30. Create Education Resources for his area of specialization.

Course Outline:

Unit No.	Unit Name	Course Contents	Contact Hours	Credits
1.	Educational Resource and Educational Resource Creation	<ul style="list-style-type: none"> • Educational Resource: Concept, Features, Significance, Types and Forms, Historical Perspective- from <i>Bhojpatra</i> to Digitalization • Educational Resource: Concerns and Issues related to its Application and Usage, Modern Trends and Initiatives of Govt. of India (GIAN, Shodh Ganga, MOOCs, SWAYAM, SWAYAM PRABHA, and others). • Educational Resource Creation: Concept, Significance, Types and related Issues • Educational Resource Creation: Philosophical, Sociological, Political, Economic, and Environmental Basis • Educational Resource Creation: Impact of Digitalization and Modern Trends • Teacher as a Gate Keeper, Creator and Sharer of Educational Resources 	15	1
2.	Development of Educational Resources	<ul style="list-style-type: none"> • Steps for Development of Educational Resources: Planning, Scripting, Making and Presenting, Testing • Planning of Educational Resource: Aims and Objectives, Theme, Process, Significance, Limitations, Need for Flexibility in relation to Diversified Nature of Users and Rapidly Increasing Knowledge. • Scripting of Educational Resource: Writing and its Nature, Types of Writing, etc. • Modes of Presenting of Educational Resources: Styles (Textbooks (print and digital), Workbooks, Worksheets, Flashcards, Educator workshops, Non-fiction books, 	25	5/3

		<p>Posters, Educational games, Apps, Websites, Software, Online courses, Activity books, Graphic novels, Reference books, DVDs, CDs, Magazines & Periodicals, Study guides, Teacher guides, Labs, Museums, Art Galleries, Models, Movies, Televisions shows, Webcasts, Podcasts, Maps & atlases, Mechanism, Code of Conduct, and Skills required with special reference to preparation of text, graphics, video, movie, e-learning material), their Features, Significance, Applicability, and Limitations</p> <ul style="list-style-type: none"> • Making of Educational Resources: Books, Video Films, and e-learning Educational Resource • Testing of Educational Resources: Relevance, Applicability, Workability, and Productivity, etc. 		
3.	Ethics of Educational Resource Creation and Culturing of Educational Resources	<ul style="list-style-type: none"> • Ethics of Educational Resource Creation: Plagiarism, IPR, etc. • Publication and Dissemination of Educational Resources: Policies and Procedures • Preservation of Educational Resources: Need and Significance, Ways and Means • Transmission of Educational Resources: Need and Significance, Ways and Means • Enhancement of Educational Resources Need and Significance, Ways and Means 	10	2/3
4.	Educational Resource Center (ERC)	<ul style="list-style-type: none"> • Concept, Elements and Features • Purpose and Significance • Types and Styles • Development and maintenance of ERC • Need of ERC at local, State, and National Level 	10	2/3
Total			60	4

Course Based Activities:

- Enlisting various types of educational resources and critically analyzing their significance.
- Survey to observe the impact of digitalization on the usage of educational resources.
- Review of an educational resource of the subject specific area.
- Planning and writing to develop an educational resource of the subject specific area.
- Making a sample educational resource of the subject specific area.
- Uploading the sample educational resource online or getting published.
- Testing workability of an educational resource of the subject specific area.
- Review of an educational resource center.
- Designing a layout of an educational resource center.

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- Adeogun, A. A., & Osifila, G. I. 2008. Relationship between Educational Resources and Students' Academic Performance in Lagos State Nigeria. *International Journal of Educational Management*, 5-6, 144-153.
- Akinfolarin, C.A. 2016. Management of Education Resource Centre and Capacity Development in Nigerian Universities. *Journal of Human Resource and Sustainability Studies*, 4, 202-214.
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- Reid, J. M. (2000). *The process of composition (3rd ed.)*. New York, NY: Prentice Hall Regents.
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- TEKRI (Technology Enhanced Knowledge Research Institute), Athabasca University (2011) *Open Education Resources (OER) for assessment and credit for students' project: Towards a logic model and plan for action*. Athabasca: TEKRI, Athabasca University.

School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Elective Course

Course Details			
Course Code	MEEDU4006E04	Course	Early Childhood Care and Education
Credits	3L + 1 T = 04	Course Duration	One Semester
Semester	IV (Even)	Contact Hours	45 L + 15 T =60 Hours
Transactional Strategy	Lecture-cum-Discussion, Group Discussion, Panel- Discussion, Seminar, Assignment, Project, Community Engagement, Presentations		
Assessment and Evaluation	30 % Continuous Internal Assessment (Formative cum Summative) 70% End Term External Examination (University Examination)		

COURSE OBJECTIVES

- To develop understanding about ECCE in terms of its concept, importance and the research methods of studying young children.
- To develop an understanding about the historical development of ECCE in India.
- To develop understanding in the growth and development of children from birth to six years of age.
- To acquaint with the health and nutritional needs of young children and to be able to evaluate a diet as regards nutritional adequacy.
- To enable to identify common childhood illnesses, take care of the sick child and take preventive measures.
- To enable to interact with the community and impart simple health, nutrition and preschool education and early childhood care.
- To enable to identify children with special needs, to provide early stimulation and take preventive action.
- To develop understanding about various curriculum and pedagogical approaches, methods and strategies suggested by various educational thinkers and theories to educate young children.
- To enable to use play, games and various forms of art as effective tools to educate young children.
- To acquaint with the knowledge about the various Policies, Programmes and Agencies for ECCE.
- To develop skills and attitudes required for working with young children in crèches, preschools, nursery schools, kindergartens and day care centers.

LEARNING OUTCOMES

After completing the course prospective teacher educator will be able to:

- Explain the concept, Aims, Objectives, Need, Importance and scope of Early Childhood Care and Education (ECCE).
- Describe the historical development of ECCE in India.
- Discuss various methods employed for child study namely Observation, Case Study, Cross-sectional & Longitudinal Methods.
- Analyze the status of Indian Children under Six years of age in light of various national and international reports.
- Explain the relationship and difference between the growth and development.
- Explain the principles of growth and development.
- Explain the Physical, Motor, Cognitive, Language, Moral, Social and Emotional development of children under six years of age in the light of theories of Piaget, Vygotsky, Chomsky, Kohlberg, Bandura, Cooley, Mead and Freud.
- Discuss the curriculum and pedagogical approaches given by various educational thinker and theorist.
- Demonstrate the skill of educating young children through games and various form of arts.
- Explain different policies and plans related to ECCE in India.
- Analyze the status of Anganwadi, Balwadi, Crèche Service, ICDS in India.
- Evaluate the role of various agencies working for ECCE in India.
- Compare the status of ECCE programmes in India with Australia, U.K. & China.

COURSE OUTLINE

UNIT I: Perspective of Early Childhood Care and Education

- Concept, Aims, Objectives, Need, Importance and scope of Early Childhood Care and Education (ECCE)
- Early Childhood Education Movement in India: Pre-Independence & Post Independence Initiatives
- Methods employed for child study: Observation, Case Study, Cross-sectional & Longitudinal Methods
- Status of Indian Children under Six years of age: Various national and international reports, reports published by Ministry of Statistics and Programme Implementation, Child Development Index etc.

Unit II: Development, Health and Nutrition in Early Childhood

- Concept of Growth and Development: Meaning, Definition and Relationship between Growth and Development
- Principles of Growth and Development
- Various aspects and theories of Early Childhood Development: Physical, Motor, Cognitive, Language, Moral, Social, Emotional; Piaget, Vygotsky, Chomsky, Kohelberg, Bandura, Cooley, Mead, Freud
- Identification of children with special needs in early age, Communicating with parents.
- Health and Nutritional needs of young children: Diet planning for nutritional adequacy, Common childhood illnesses, Care and preventive measures

UNIT III: Curriculum and Pedagogy for Early Childhood

- Curriculum and Pedagogy suggested for early childhood by various thinkers like Pestalozzi, Froebel, Montessori, Tarabai Modak, J. Krishnamurty, Giju Bhai Badheka
- Recent development in curriculum and pedagogy for early childhood based on different psychological theories: Behaviorist, Cognitivist, Psychoanalytical, Humanist, Constructivist
- Educational strategies to develop democratic culture and citizenship with the help of play, games, music, craft, and another form of arts from the early childhood.

UNIT IV: Policies, Programmes and Agencies for ECCE

- Recommendations of NPE 1986, National Nutrition Policy 1993, National Policy on Empowerment of Women 2001, National Programme of Action 2005, NCF 2005 and RTE 2010
- ECCE Programme in India with special reference to Aganwadi, Balwadi, Crèche Service, ICDS
- Agencies related to ECCE: NCPCR, Indian Council for Child Welfare, Social Welfare Boards and NGOs
- Comparative study of ECCE Programmes in India, Australia, U.K. & China

Transaction strategies: Lecture, Tutorial, Discussion,

Suggested Activities

Visit to Aganwadi Kendra and reflective writing

Visit to Crèche and reflective writing

S.N.	Topic/ Sub-Topics	Contact Hours
1	Concept, Aims, Objectives, Need, Importance and Scope of Early Childhood Care and Education (ECCE)	2
2	Early Childhood Education Movement in India: Pre-Independence & Post Independence Initiatives	2
3	Methods employed for child study: Observation, Case	3

	Study, Cross-sectional & Longitudinal Methods	
4	Status of Indian Children under Six years of age: Various national and international reports, reports published by Ministry of Statistics and Programme Implementation, Child Development Index etc.	3
5	Concept of Growth and Development: Meaning, Definition and Relationship between Growth and Development	1
6	Principles of Growth and Development	1
7	Various aspects of Early Childhood Development Physical, Motor, Cognitive, Language, Moral, Social and Emotional development of children under six years of age in the light of theories of Piaget, Vygotsky, Chomsky, Kohelberg, Bandura, Cooley, Mead and Freud.	3
8	Identification of children with special needs in early age, Communicating with parents.	2
9	Health and Nutritional needs of young children: Diet planning for nutritional adequacy, Common childhood illnesses, Care and preventive measures	3
10	Curriculum and Pedagogy suggested for early childhood by various thinkers like Pestalozzi, Froebel, Montessori, Tarabai Modak, J. Krishnamurty, Giju Bhai Badheka	5
11	Recent development in curriculum and pedagogy for early childhood based on different psychological theories: Behaviorist, Cognitivist, Psychoanalytical, Humanist, Constructivist	5
12	Educational strategies to develop democratic culture and citizenship with the help of play, games, music, craft, and another form of arts from the early childhood	2
13	Recommendations of NPE 1986, National Nutrition Policy 1993, National Policy on Empowerment of Women 2001, National Programme of Action 2005, NCF 2005 and RTE 2010	4
14	ECCE Programme in India with special reference to Aganwadi, Balwadi, Crèche Service, ICDS	3
15	Agencies related to ECCE: NCPCR, Indian Council for Child Welfare, Social Welfare Boards and NGOs	2
16	Comparative study of ECCE Programmes in India, Australia, U.K. & China	4
	TOTAL	45

Essential Readings

1. Aggrawal, J.S. & Gupta S.(2007). Early Childhood Care and Education. SHIPRA PUBLICATIONS
2. Child Development-Issues, Policies and Programmes Vol. I, II & III-Dolly Singh
3. Ganai M.Y. & Sayid, Mohd. Early Child Care and Education Dilpreet Publishers
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4. Gupta, M. S. (2009) Early Childhood Care and Education. Eastern Economy Edition. PHI Learning Private Limited, New Delhi.
5. Roopnarine, L.J., & Johnson, E. J. Approaches to Early Childhood Education (5th ed.). PHI Learning Private Limited, New Delhi.

Suggested Readings

1. Austin, Gilbert R. Early Childhood Education. An International Perspective, New York:Academic Press, 1976.
2. Banta, T. (1966). Are these Really a Montessori Method? Columbus, Ohio: Ohio Psychological Association and Ohio Psychiatric Association.
3. Brown, G. (1977). Child Development. London: Open Books, Central Advisory Board of Education (CABE). Pre-Primary Education (Chapter II). In Post-War Development in India- A Report, Govt. of India.
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13. Regional Meeting of Experts, Bangkok, UNESCO Regional Office for Education in Asia and Oceania, 1979.
14. The Years before School – Guiding Pre-school Children Vivian Edmiston Todd, Helen Hefferman
15. UNESCO, Encyclopedia of Educational Thinkers
16. UNESCO, New Approaches to Education of Children of Pre-School Age Report of a
17. UNESCO, World Survey of Pre-School Education, Paris: UNESCO, 1976.

Distance Education

Course Details			
Course Code	MEEDU4007E04	Programme	M.Ed.
Credits	4	Course Duration	One Semester
Semester	IV (Even)	Contact Hours	60 Hours
Method of Content Interaction	Lecture-cum-discussion, interactive session, group discussion; assignment, seminar, group work, library work, field visit i.e. visit to Regional study centre of IGNOU and observation of the functioning of the distance mode, workshops, simulated teaching, book review, etc.		

Course Objectives:

The course will enable the student to-

- Understand the concept of distance education
- Reflect on the growth of distance learning system in India
- Discuss the present status of distance education in India
- Understand the nature of distance learner and their problems
- Understand the role of Distance educators in DE
- Develop an understanding of the intervention strategies in DE
- Development the Self Learning Materials Modules
- List the importance of self learning material and relevant comprehension skills
- Discuss various evaluation techniques and its relevance to distance learning

Course Contents

Unit – I: Distance Education: An Introduction

(20 Hours)

- Concept, Need, Importance and Objectives
- Growth of Distance Learning System in India at the level of School Education and at Higher Education
- International Council of Correspondence Education & International Council of Distance Education
- Distance education and continuing education in Australia, UK and India.
- Issues in Distance Education- quantity, quality, relevance and effectiveness
- Distance Educators : Meaning and their types
- Distance Learners : Nature, Characteristics, Types and their Problems

Unit – II: Learning Materials in DE

(15 Hours)

- Self Learning Material (SLM) : Meaning , Importance, characteristics and types
- Instructional Material in Distance Education : SLMs, assignments, audio visual aids, use of ICT
- Media in Distance Education : Print, Audio-Visual, Computer based Media, Online and Web based media
- Role of MOOCs, SWAYAM, NPTEL in Distance Education
- **Development /Preparation of Self-Learning Modules**

Unit- III: Intervention Strategies in DE

(10 Hours)

- Student Support Services : Concept, Need and Importance,
- Management of Student Support Services
 - Curriculum and Instruction
 - Library and Learning Resources
 - Student Services: Information dissemination, help desk, addressing students' grievances, handling queries etc.
 - Facilities and Finances
- Counselling Services in Distance Education

Unit-IV: Evaluation Procedure in DE

(15 Hours)

- Meaning, concept, and need of evaluation in DE
- Difference between evaluation in traditional learning and distance learning
- Comprehensive and continuous evaluation in DE
- Techniques of evaluation in Distance Education
- **Evaluation through Online modes**
- Dropout in distance learning and factors carrying distance learning.

Suggested Activities:

At least one of the following-

1. Visit to any distance education centre and preparation of report
2. Review of any book on distance education
3. Comparison of a text book and Self Learning Material developed for distant learner
4. Assignment on the need and relevance of distance education system, in India at elementary/secondary/higher levels.
5. Assignments on the relevance of print and non print media in distance education.
6. Review of CIET/UGC/IGNOU TV Programmes, and preparation of report. Essential Readings
7. Any other relevant activity

Essential Readings:

- Education Commission Report (1948-1949) Ministry of Education, Government of India.
- ICDE (1995), 17th World Conference for Distance Education, One World, Many voices, Conference Papers, (ed) David Sewart (All references to Eastern Europe are form Vol. 1).

Suggested Readings:

- Bates, A. (1995): Technology, Open Learning and Distance Education. Routledge, London.
- Criscito Pat (2004): Barron's Guide To Distance Learning. Barron's E Publisher.
- Daniel, J.S. et al; (1982): Learning at a Distance: A world Perspective. Athabasca University, Edmonton.
- Gachuhi, D. & Matiru, B. (Eds.) (1989): Handbook for Designing and Writing Distance Education Materials. Zentralstence Far Erziehung, Wissenschaft and Documentation, Bonn, Federal Republic of Germany.

- Garrison, D.R. (1989): Understanding Distance Education Framework for Future. Routledge, Chapman and Hall, London.
- Hutton, B. (1995): A Manual for Writers of Learning Materials for Distance Learning. Open and Distance Learning Today, Routledge, London, pp. 279-87.
- IGNOU (1988): Distance Teaching: Prerequisites and Practices (Block 1, 2 & 3). IGNOU, New Delhi.
- IGNOU (1988): Reading in Distance Education (Block 1, 2 & 3). IGNOU, New Delhi.
- Jenkins, J. (1990): Course Development: A Manual for Editors of Distance Teaching Materials, International Extension College, UK
- Kaye, A. & Rumble, G. (1981): Distance Teaching for Higher and Adult Education. Croom Helm, USA.
- Keegan, D.J. (1986): The Foundation of Distance Education. Croom Helm, USA.
- Parmaji, S. (Ed.) (1984): Distance Education. Sterling Publishers, New Delhi.
- Pentz, M.J. & Neil M.W. (1981): Education of Adults at a Distance. Kogan Page, London.
- Power et al; (2000): Quality in Distance Education in performance indicator in Higher Education. Aravali, New Delhi.
- Reddy, G.R. (1988): Open Universities: The Ivory Towers Thrown open. Sterling Publishers, New Delhi.
- Rountree, D. (1986): Teaching through Self-Instruction. Kagon Page, London.
- Rumble, G. & Herry, K. (1982): The Distance Teaching Universities. Croom Helm, USA.
- Rumble, G. (1992): The Management of Distance Learning. UNESCO and IIEP. Paris.
- Sewart, D. Keegan D. & Holmberg, B. (Eds.) (1988): Distance Education: International Perspectives. Routledge, Chapman and Hall, London.

INCLUSIVE EDUCATION

Course Details			
Course Title: Inclusive Education			
Course Code	MEEDU4008E04	Credits	4
L +T+P	3+1+0	Course Duration	One Semester
Semester	IV (Even)	Contact Hours	60 Hours 45 (L) + 15 (T) = 60 Hours
Methods of Content Interaction	Lecture-cum-discussions, Assignments, Group discussions, Projects, Movies, Documentaries and Field based Projects, Individual and Group Presentation		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative cum Summative) 70% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the student teacher educators to:

- develop conceptual understanding of diversities and inclusive education.
- orient with different inclusive pedagogical practices in classroom.
- aware the different innovative assessment practices for inclusive setting.
- to analyse the various issues to inclusive education.
- demonstrate an overview of policy interventions for inclusive education.
- to develop insight about the researches in inclusive education.

Expected Learning Outcomes:

After the completion of the course student teacher educators will be able to:

- explain the concepts of diversities with reference to culture, language, gender and abilities.
- understand the meaning, need and significance of Inclusive education .
- manage students in inclusive classroom by adapting appropriate strategies.
- analyse the role of teachers in implementing reforms in assessment and evaluation in Inclusive education.
- aware the key legislations and policy interventions for inclusive education.
- understand the global and national commitments towards the education of learner with diverse need.
- utilizing the results of existing researches for promoting inclusive practice.

UNIT-I: Understanding Diversities and Inclusion

[33% Weightage]

- ❖ Diversities, Factors Affecting Diversities [Culture, Language, Gender, Socio-Economic Status etc]
- ❖ Concept, Nature, Objectives and Scope of Inclusive Education
- ❖ Significance of Inclusive Education for the Individual and Society, Facts and Myths of Inclusive Education with Special reference to Indian Context
- ❖ Shifting Models of Inclusion/Diverse Groups: The Charity Model, The Bio-centric Model, The Functional Model and the Human Rights Model
- ❖ Definition, Types, Causes, Characteristics of Children with Sensory (Hearing & Visual), Intellectual deficiency (Mentally Challenged), Developmental Disabilities (Learning Disabilities, Autism), Children belonging to Marginalized Section [SCs, STs etc.], Orthopedically Handicapped and Creative & Gifted children

UNIT-II: Educational Provision for Diverse Groups: Policy Perspectives

[22% Weightage]

- ❖ International Level: The Universal Declaration of Human Rights 1948, the UN Convention on the Rights of the Child (CRC), Recommendations of the Salamanca Statement and Framework of Action, 1994; UN Conventions

- ❖ National Level: Indian Education Commission, Integrated Education for Disabled Children 1974, National Policy on Education (NPE) 1986 and POA (1992). The Rehabilitation Council of India Act 1992 (RCI Act); The Right of Children to Free and Compulsory Education Act 2009 (RTE Act); National Policy on Disability, 2006; National Curriculum Framework (NCF) 2005, The National Trust For Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation And Multiple Disabilities Act, 1999; The Rights of Persons with Disabilities Act 2016.

UNIT-III: Inclusive Practices in Education

[27% Weightage]

- ❖ Different Approaches for Inclusive setting - Individualized Education Programme (IEP) & Universal Design for Learning (UDL)
- ❖ Pedagogical Practices for Inclusive Classroom (Collaborative Teaching, Activity-Based Learning, Peer-tutoring and Co-operative Learning and Reflective Teaching, Reciprocal Teaching, etc.)
- ❖ Use of ICT (Adaptive and Assistive Devices, Equipments and other Technologies for Differently Disabilities)
- ❖ Identification, Functional Assessment and Assessment and Evaluation for Children with Diverse Needs
- ❖ Developing Support Network [Learner to Learner, Learner and Teacher, Parents and Teachers, Community]

UNIT-IV: Curricular adaptations, Pedagogical Strategies, and Assessment for Children with Diverse Needs

[18% Weightage]

- ❖ Adaptation in Instructional Objectives, Curriculum, Pedagogical Strategies, Co-Curricular Activities and Assessment for Meeting Diverse Needs of Children with Sensory (Hearing & Visual), Intellectual (Mentally Challenged), Developmental Disabilities (Learning Disabilities, Autism), Children belonging to Marginalized Section [SCs, STs etc.], Orthopedically Handicapped, creative and gifted children

INTERNAL ASSESSMENT

Test: Best one out of two continuous tests

Practicum/Assignments: Assignment on any one of the following:

Field Work/Project/Assignment:

1. Observe the teaching learning processes, infrastructure available and assess the nature of inclusive practice during the internship
2. Enlisting the barriers for promoting the inclusion in school and suggestion to remove it.
3. Critically analyse the need profile of all children in a classroom to identify relationship between students' needs and their socioeconomic and educational status.
4. Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education.
5. Visit of different types of special schools (Special Schools, Inclusive Schools and Rehabilitation Centers and National Institutes etc.) and write a report about it.
6. Visit of Inclusive school in local setting.
7. Critical review of policy and practice and panel discussion by a group of students.

Suggested Readings:

1. Ainscow, M., Dyson, A., & Booth, T. (2006). *Improving schools, developing inclusion*, London: Routledge.
2. Baker, E. T., Wang, M. C., & Walberg, H. J. (1998). The effect of inclusion on learning. *Educational Leadership*, 33–35.
3. Bhatnagar, R. P., & Agrawal, V. (2006). *Educational administration supervision planning and financing*, R. Lall Book Depot, Meerut.

4. Burrello N. C., Lashley C., & Beatty E. E. (2001). *Educating all students together. How school leaders create Unified System*. Thousand Oaks, CA: Corwin Press.
5. Chadha, A. (1999). *A handbook for primary school teacher of children with learning disabilities*. New Delhi: Education consultant of India Limited.
6. Hallahan, & Kanffman J. M. (1984). *Exceptional children*. NJ: Prentice-Hall.
7. Hegarty S., & Mithu Alur (2002). *Education and children with special needs*. New Delhi: Sage Publication.
8. Jha, M. (2002). *Inclusive education for all: Schools without walls*. Chennai: Heinemann Educational publishers.
9. Julka, A. (2006) “*Including students and youth with disabilities in education – A guide for practioners*”. NCERT, New Delhi
10. Julka, A. (2012). *Index of inclusion*. NCERT, New Delhi.
11. Julka, A. (2015). *Including children with special needs: Upper primary stage*. NCERT: New Delhi.
12. Loreman, T., Deppeler, J., & Harvey, D. (2016). *Inclusive education: Supporting diversity in the classroom*. New York: Routledge.
13. MHRD (2009). *The right of children to free and compulsory education Act, 2009*. Ministry of Human Resource Development, New Delhi.
14. Ministry of Social Justice and Empowerment (2006). *National Policy for persons with disabilities*. New Delhi: Government of India.
15. NCERT (2006). *Position paper: National focus group on education of children with special needs*. NCERT: New Delhi
16. Rehabilitation Council of India (2005). *Annual Report, 2003–04*, Rehabilitation Council of India, New Delhi.
17. Salvia, J., Yesseldyke, J. E., & Bolt, S. (2010) *assessment in special and inclusive education (11th Ed)*. USA: Wadsworth Cengage Learning.
18. Siddiqui, H. (2016). *Inclusive education*. Agra: Agrawal Publications.
19. UNICEF (2003). *Examples of inclusive education*. UNICEF ROSA, Kathmandu
20. White W. F (1971). *Tactics for teaching the disadvantaged*. McGraw – Hill book Company.

Journals:

- International Journal of Inclusive Education – Taylor & Francis
- European Journal of Special needs Education – Taylor & Francis
- International Journal of Disability, Development and Education- Taylor & Francis
- Speech Language and Hearing- Taylor & Francis
- Prospects –Springer
- The Journal of Special Education -SAGE

Websites:

- www.en.unesco.org
- <https://inclusiveschools.org/>
- <https://www.nclde.org/>
- <https://tash.org/>

S. No	Topic/Sub Topic	Contact Hours
UNIT-1 [Understanding Diversities and Inclusion]		15
1.	Diversities, Factor Affecting Diversities [Culture, Language, Gender, Socio-Economic Status etc]	1
2.	Concept, Nature, Objectives and Scope of Inclusive Education, Special Education, Integrated Education and Inclusive Education	2
3.	Significance of Inclusive Education for the Individual and Society, Facts and Myths of Inclusive Education with Special reference to Indian Context	1
4.	Shifting Models of Inclusion/Diverse Groups: The Charity Model, The Bio-centric Model, The Functional Model and the Human Rights Model	2
5.	Definition, Types, Causes, Characteristics of Children with Sensory (Hearing & Visual), Intellectual deficiency (Mentally Challenged), Developmental Disabilities (Learning Disabilities, Autism), Children belonging to Marginalized Section [SCs, STs etc.], Orthopedically Handicapped and Creative & Gifted children	9
UNIT-II [Educational Provision for Diverse Groups: Policy Perspectives]		10
5.	International Level: The Universal Declaration of Human Rights 1948, the UN Convention on the Rights of the Child (CRC), Recommendations of the Salamanca Statement and Framework of Action, 1994;	3
6.	National Level: Indian Education Commission, Integrated Education for Disabled Children 1974, National Policy on Education (NPE) 1986 and POA (1992). The Rehabilitation Council of India Act 1992 (RCI Act); The Right of Children to Free and Compulsory Education Act 2009 (RTE Act); National Policy on Disability, 2006; National Curriculum Framework (NCF, 2005); The National Trust For Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; The Rights of Persons with Disabilities Act 2016;	7
UNIT-III [Inclusive Practices in Education]		12
7.	Different Approaches for Inclusive setting - Individualized Education Programme (IEP) & Universal Design for Learning (UDL)	3
8.	Pedagogical Practices for Inclusive Classroom (Collaborative Teaching, Activity-Based Learning, Peer-tutoring and Co-operative Learning and Reflective Teaching, Reciprocal Teaching, etc.)	3
9.	Use of ICT (Adaptive and Assistive Devices, Equipments and other Technologies for Different Disabilities)	2
10.	Identification, Functional Assessment and Assessment and Evaluation for Children with Diverse Needs	2
11.	Developing Support Network [Learner to Learner, Learner and Teacher, Parents and Teachers etc.]	2
UNIT-IV [Curricular Adaptations, Pedagogical Strategies, and Assessment for Children with Diverse Needs]		8
13.	Adaptation in Instructional Objectives, Curriculum, Pedagogical Strategies, Co-Curricular Activities and Assessment for Meeting Diverse Needs of Children with Sensory (Hearing & Visual), Intellectual (Mentally Challenged), Developmental Disabilities (Learning Disabilities, Autism), Children belonging to Marginalized Section [SCs, STs etc.], Orthopedically Handicapped, Creative and Gifted Children	8

MANAGEMENT AND ADMINISTRATION OF HIGHER EDUCATION

Elective Course

Course Details			
Programme: M.Ed.	Course Title: Management and Administration of Higher Education		
Course Code	MEEDU4009E04	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	IV (Even)	Contact Hours	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentation etc.		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives

- To acquaint the students with the structure of higher education in India.
- To acquaint the students with the management of higher education in India
- To orient the students with the administration of higher education in India.
- To make the students understand the contemporary issues of higher education in India.

Learning Outcomes

After completion of the course the learners will be able to:

- Explain the structure of higher education in India.
- Correlate the socio economic development with higher education.
- Compare the role of public and private in managing higher education in India.
- Explain and compare the roles of various organizations in the administration of higher education in India.
- Reflect upon various contemporary issues of higher education in India.

Course Contents

Unit 1: Meaning and Structure of Higher Education in India

The Idea and Structure of Higher Education in India-Past to Present

Meaning and Goals of Higher Education

Constitutional provisions and Policy Perspectives in Higher Education

Higher Education and Socio Economic Development

Unit 2: Management of Higher Education

Public/Private Partnership

Governance

Access and Equity

Internationalization of Higher Education

Economics of Higher Education

Unit 3: Administration of Higher Education

Ministry of Human Resources Development

University Grants Commission

Association of Indian Universities

Administration of a University and College

Unit 4: Contemporary Issues

Issues of autonomy, diversity, uniformity in education

Inter institutional mobility, Accreditation and Assessment

Pre-service and In-service Teacher Education in Higher Education

Content Interaction Plan:

<u>Lecture cum Discussion</u> <u>(Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-10	Unit 1: Meaning and Structure of Higher Education in India
11-20	Unit 2: Management of Higher Education
21-30	Unit 3: Administration of Higher Education
31-45	Unit 4: Contemporary Issues
<i>15 Hours</i>	<i>Tutorials</i>
<ul style="list-style-type: none">• <u>Suggested References:</u>• A Half-Century of Indian Higher Education: Essays by Philip G Altbach• Higher Education in India: In Search of Equality, Quality and Quantity• Indian Higher Education: Envisioning the Future by Pawan Agarwal• Navigating the Labyrinth: Perspectives on India's Higher Education by• www.mhrd.gov.in• www.ugc.ac.in	