

**Faculty of Education**  
**Mahatma Gandhi Kashi Vidyapith**  
**Varanasi**

**Department of Education**



**Rules, Regulations & Curriculum**  
**M.Ed. Two Year Programme**  
**(Semester Wise)**

**Session**  
**2015 - 17**

# **Mahatma Gandhi Kashi Vidyapith, Varanasi**

## **FACULTY OF EDUCATION**

### **M.ED. TWO YEAR PROGRAMME**

#### **RULES, REGULATIONS AND CURRICULUM**

1. **PREAMBLE** :- The Master of Education (M.Ed.) Programme is a two year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers.
2. **Duration** :- The M.Ed. Programme is of a duration of two academic years spread over four semester.
3. **Working Days** :-
  - a. There shall be atleast two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination.
  - b. The minimum attendance of students shall be 80% for theory courses and practicum and 90% for field attachment.
4. **Eligibility** :-
  - a. Candidate seeking admission to the M.Ed. programme should have obtained atleast 50% marks or an equivalent grade in any the following programmes :
    - i. B. Ed.
    - ii. B.A. BEd. / BSc. BEd.
    - iii. B. El. Ed.
    - iv. D. El. Ed. With an Undergraduate degree (with 50% marks in each)
  - b. Reservation and relaxation for SC / ST / OBC / PWD and other applicable categories shall be as per the rule of the Central Government / State Government whichever is applicable.
5. **Admission Procedure** :- Admission shall be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection procedure as per the policy of the state Government / Central Government / University.
6. **Examination** :-
  - a. M.Ed. students can answer the questions in Hindi or in English medium.
  - b. The award of division towards the end of the fourth semester will be decided on the basis of aggregate of scores/credits earned in all the four semesters in following manner –

**First Division** would be awarded to those students who have secured 60% and above, **Second Division** to those who have secured 48% and above but below 60% and **Third Division** to those getting a minimum of 40% in total and atleast 36% marks in each paper separately but less than 48% marks in aggregate.

- c. The examiners for both theory and practicum of M.Ed. programme shall be appointed from a panel of examiners prepared by the board of studies in Education.
  - d. In case of inflated marking in theory and practicum reported, the competent authority of the University shall have the right to review the same with the help of experts dully appointed for the purpose.
7. During the study of M.Ed. Course no student can avail the opportunity of any kind of full time or part time job. If any such cases are reported his/her admission will stand cancelled.

## **8. Detailed Course structure of the M.Ed. Programme**

- 8.1 The entire course is of 2000 marks (80 Credits) spread over four semesters. In each semester there will be five papers of 500 marks (20 Credits).
- 8.2 The entire course consists of core course of perspective, tools and teacher education with specialisation in either elementary or secondary education and with further specialisation in any one of a thematic cluster comprising of -
- a. Curriculum, Pedagogy and Assessment
  - b. Educational Administration, Management & Leadership
  - c. Educational technology, ICT and Web technologies and e-learning.
- 8.3 The common core will consist of the following :
- A- Perspective courses in the areas of :
- Philosophical Foundation of Education
  - Sociology of Education
  - Economics of Education
  - Psychology of Learning and Development
  - Educational Studies
  - Curriculum design
- B- Tool courses which comprise of the following :
- Research Methodology in Education – I
  - Research Methodology in Education – II
  - Writing and communication skill
  - Educational Technology and ICT
  - Self development through yoga education
- C- Teacher education courses are also linked with field internship and attachment in a teacher education institution.

**8.4** Specialization course with theory and practicum: This consists of specialization either in the area of elementary education/secondary education. As at present keeping in view the academic resources and infrastructural support the department will offer specialization only in the area of secondary education.

**8.5** The specialization component has a core course and elective with clusters in thematic areas as specified at 8.2

**8.6 Semester wise distribution of courses.**

**Semester - I Total marks 500 (20 Credits)**

Course Code	Course Title	Total Marks	Credit
101	Psychology of Learning and Development vf/kxe , oafodkl dk eukfoKku	100	4
102	Philosophical Foundation of Education f"kk{kk dk nk"ktud vk/kkj	100	4
103	Educational Studies "k{kd v/; ; u	100	4
104	Sociology of Education f"kk{kk dk l ekt "kkL=	100	4
105	Research Methodology in Education – I f"kk{kk ea vud dkku fof/k & I	100	4

**Semester - II Total marks 500 (20 Credits)**

Course Code	Course Title	Total Marks	Credit
201	Pre-service and In-service Teacher Education Lkok i wZ , oa l okdkyhu v/; ki d f"kk{kk	100	4
202	Research Methodology in Education – II f"kk{kk ea vud dkku fof/k – II	100	4
203	Economics of Education f"kk{kk dk vfk'kkL=	100	4
204	Curriculum Design i kB; Øe dk vfhkdYi	100	4
205	A. Self Development Through Yoga Education ; kx f"kk{kk }kj k vkRefodkl B. Dissertation Related Work : y?kq "k{kk i cdk l EcfU/kr dk; l i. Formulation of research proposal & Presentation "k{kk ik: lk dk fuekzk , oa i Lrphdj.k ii. Writing and Communication Skill y[ku , oa l Ei sk.k dk\$ky	50+50 = 100	4

## Semester - III

Total marks 500 (20 Credits)

Course Code	Course Title	Total Marks	Credit
301	Perspectives, Issues and Research in Teacher Education v/; ki d f"kk{kk dk ifji;] eqs, oa "kksk	100	4
	Specialization in the area of Secondary Education from any of the following two clusters :- <b>Cluster (1)</b>		
302	Curriculum in Secondary Education Ekk/; fed Lrj ij i kB; Øe	100	4
303	Pedagogy in Secondary Education Ekk/; fed Lrj ij f"kk{kk"kkL=	100	4
304	Assessment in Secondary Education Ekk/; fed Lrj ij vkdyu	100	4
	<b>Cluster (2) OR</b>		
302	Educational Administration at Secondary level of Education Ekk/; fed f"kk{kk ea "kks{k d i'kk l u	100	4
303	Educational Management at Secondary level of Education Ekk/; fed f"kk{kk ea i cdku	100	4
304	Educational Leadership at Secondary level of Education Ekk/; fed f"kk{kk ea "kks{k d urRo	100	4
305	<b>Internship in the Teacher Education Institution</b> based on the activities as specified Under the detailed description of Internship. v/; ki d f"kk{kk l hFkku l sLFkkuc) i f"kk{k.k	100	4

## Semester - IV

Total marks 500 (20 Credits)

Course Code	Course Title	Total Marks	Credit
401	Guidance and Counselling in Education f"kk{kk ea fun'ku , oami cksku	100	4
402	Technology of Teaching Behaviour f"kk{k.k 0; ogkj dh rdukkvkt h	100	4
403	Value and Peace Education eW; , oa "kkar f"kk{kk	100	4
404	Dissertation y?kq "kksk i cdk	100	4
405	Thematic presentation and Viva Voce (Comprehensive) idj.k vk/kkfjr i Lrfr; k; , oa ekk{k dh	100	4

**M. ED. FIRST SEMESTER**  
**Course 101 Psychology of Learning and Development**

**Objectives** – After completing this course, the students will be able to –

1. Understand the meaning and scope of psychology of learning - The Indian & Western concepts and their relevance for the teacher.
2. Differentiate among different theories of learning.
3. Identify the changes which occur in different stages of development and understand the different theories of development.
4. Understand the concepts of motivation and adjustment and their educational implication.
5. Explain the concept of personality & the different theories Indian and Western.
6. Interpret the concept of intelligence and its different theories with educational implication.

**Course Content**

**Unit 1- Educational Psychology and Psychology of development**

- A. Educational Psychology: meaning, scope, Indian & Western view, the relevance of educational psychology for the teacher.
- B. Development: meaning, difference between growth & development, cognitive, social and emotional development: main characteristics & educational implications, Indian concept of development (with special reference to Sanskara)

**Unit 2- Learning : concept and theories**

- A. Learning: meaning, Gagne's types of learning hierarchy, factors affecting learning, Transfer of learning: meaning, theory & its educational implication, Associative theory of learning: systematic behavior theory of Hull, main points and educational implications.
- B. Cognitive theory of learning: Gestalt theory and Bruner's theory : their main formulations and educational implication.

**Unit 3- Psychology of motivation and intelligence**

- A. Motivation: concept; content and process theories, Indian view: purushartha chatushaya (Dharma, Artha, Kām, Moksh) & educational implication: Techniques of motivating for diverse groups of learners including challenged groups, Motivational strategies for Special children: Educationally backward children, Gifted and Mentally retarded child: identification and educational provision. Creativity: meaning, process, identification and fostering creativity through education.
- B. Intelligence: meaning, Indian (Antahkaran chatustaya) and western concept - main point, Guilford's theory of intelligence, Gardner's concept of intelligence: chief features and educational implications, Emotional Intelligence: meaning, chief features and educational implications, Individual difference: meaning and types and educational implication, Concept formation: meaning, process and educational implications.

**Unit 4- Psychology of personality and adjustment**

- A. Personality : meaning, panchkoshiya development and Sata, Raja, Tam, Guna dominated personality and its educational implication, Indian concept of personality. Western concept of personality and theories– Trait approach Allport, Psychoanalytic theory - Freud, Humanistic theory - Rogers; Measurement of personality.
- B. Adjustment: Meaning, process, models of adjustment, mental conflict and defense mechanism, characteristics of well adjusted person, mental health and hygiene, meaning, chief features & educational implication. Group dynamics: meaning, social process, teacher's role for making the class room environment learning oriented and learner friendly.

**Transactional strategies -**

Lectures, dialogic presentations, case method, field-based observations and brainstorming

**Evaluation Rubrics -**

Unit Test, Assignment and Case study

**Reference Books:**

- Bernard, Harold W. (1972) : Psychology of Learning and Teaching, Mc Graw Hill Book Company
- Bhatnagar, S. and Saxena, A. : Advanced Educational Psychology, R. Lall Book Depot, Meerut
- Chauhan, S.S. (2002) : Advanced Educational Psychology, Vikas Publishing House, New Delhi.
- Cronback, L.J. (1954) : Educational Psychology, Harcourt Brace, New York.
- Dececco, J.P. and W. Crawford (1988) : Psychology of Learning and Instruction, Prentice Hall of India, New Delhi.
- Dutt, N.K. (1974) : Psychological Foundation of Education, Dowaba House, New Delhi.
- Gagne, Robert M. (1970) : The Conditions of Learning, Holt, Reinehart and Winston, Inc., New York
- Mangal, S.K. : Essentials of Educational Psychology, Prentice Hall of India, New Delhi.
- Pandey, K.P. (2007) : Advanced Educational Psychology, Vishwavidyalaya Prakashan, Varanasi.
- Pandey, Kalplata : Mother's Care and Girls Achievement, Mishra Trading Corporation, Varanasi
- Skinner, C.E. (2003) : Educational Psychology Fourth Edition Prentice Hall of India, New Delhi.
- Travers, John F. (1979) : Educational Psychology, Harper and Row Publishers.
- Travers, Robert M.W. (1973) : Educational Psychology-A Scientific Foundation for Educational Practice, The Macmillan Company, New York.

## **Course 102 Philosophical Foundation of Education**

**Objectives** – After completing this course, the students will be able to –

1. Understand the importance of Educational Philosophy and the relation between Philosophy and Education.
2. Critically differentiate between various branches of western philosophy such as metaphysics, epistemology and axiology.
3. Explain the different branches of Indian & Western philosophy and work out their educational implications.

### **Course Content**

#### **Unit 1- Relation between Philosophy and Education**

Relation between education and philosophy, Traditional branches of philosophy : Metaphysics, epistemology, axiology and logic : Their implications for educational practice : Modern Concepts of philosophy : Linguistic analysis, positivism and relative positivism. Importance of Educational philosophy, meaning and objectives of Education in different political systems and the critical analysis of political thought with implications for education.

#### **Unit 2- Western philosophies and their educational implications**

Schools of western philosophy: Idealism, Naturalism, Realism, Pragmatism, Existentialism and their implications in terms of educational objectives, curriculum, methods of teaching and discipline.

#### **Unit 3- System of Indian philosophy and their educational implications**

Branches of Indian philosophy – Sankhya, Yoga, Vedanta and Buddhism – Basic principles and their Educational implications,

#### **Unit 4- Indian philosophy: Views of Indian thinkers**

Modern Indian Educational philosophers - Mahatma Gandhi, Tagore, Shri Aurobindo and Swami Vivekanand, their educational thoughts and implications in the contemporary perspective.

#### **Transactional strategies -**

Discussions, Reflective seminars, Summary presentations of educational thoughts, Interactive lectures.

#### **Evaluation Rubrics -**

Unit Test, Assignment, Assigned reading followed by power point presentation and Seminar.

#### **Reference Books:**

- Baker, Jhon L. (1980) : Modern philosophy of education, Tata Mc Graw- Hill's.
- Bigge, Morris L. (1971) : Positive relativism: An Emergent education philosophy, Harper row.
- Brubacher, J. (1962) : Modern Philosophies of Education, McGraw Hill Company.
- Butler J.D. (1968) : Four Philosophies and Their Practice in Education and Religion (3<sup>rd</sup> Ed.), Harper and Row Publisher, New York.
- Kabir H. (1961) : Indian Philosophy of Education, Asia Publishing House, Bombay
- Knellar, George F. (1971) : Introduction to philosophy of education: Jhon willy and sons.
- Pandey, K. P. (1988) : Perspectives in social foundations of education. Shipra Publication Delhi.
- Pandey, Ramshakal (2006) : Teacher in Developing Indian Society, Vinod Pustak Mandir, Agra.
- Rusk R.R. (1928) : The Philosophical Bases of Education, University of London Press Ltd. London.
- Sharma, R.N. (2000) : Text Book of Educational Philosophy, Kaniska Publishers and Distributors, New Delhi.
- Taneja, B. R. (1979) : Socio-Philosophical approach to education, Atlantic Publication Delhi.
- Verma, M. (1989) : Philosophy of Indian Education, Meenakshy publication, Meerut.



## **Course 103 Educational Studies**

**Objectives** – After completing this course, the students will be able to –

1. Analyse the nature of education as discipline.
2. Explain the interdisciplinary basis of Education.
3. Understand the process of creation of knowledge in the context of education, learning and teacher and learner role.

### **Course Content**

#### **Unit 1- Knowledge and Education**

- A. Concept of knowledge in terms of knowing, learning, thinking and valuing; Difference between knowledge and information, methods of obtaining knowledge (knowledge generation).
- B. Knowledge and pedagogy in terms of behaviorist and constructivist approaches; knowledge without boundaries.

#### **Unit 2- Interdisciplinary Nature of Education**

- A. Critical analysis of education as a discipline, its relationship with other disciplines such as philosophy, psychology, sociology, anthropology, economics, management, communication and life sciences.
- B. Concept of liberal education, vocational education and professional education, needs and importance.

#### **Unit 3- Linkage of Knowledge and Issues**

- A. Concept of linkage and inter linkages, Linkage of content knowledge with pedagogy knowledge, School knowledge with community knowledge and life outside the school.
- B. Linkage of theoretical knowledge and Practical knowledge, Universal knowledge and Contextual knowledge, Analysis of concepts, Principles, theory related to education as a discipline such as schooling, Deschooling, teaching-learning process and assessment.

#### **Unit 4- Contemporary thoughts on education, teaching and learning, teachers and learners**

- A. The four pillars of education as given by Delor's commission report: Learning to learn, Learning to do, Learning to live together and learning to be, learning as a Search for meaning.
- B. Multicultural and diversified teaching and learning, Teachers and learners as creatures of knowledge, Philosophy of inclusive education, Equitable and sustainable development.

### **Transactional strategies** –

Thematic discussion, Guided studies, Assignment and presentation, dialogues and lectures.

### **Evaluation Rubrics** -

Unit Test, Assessment of students, Dialogic and Open discussions.

### **Reference Books:**

- Brophy J. E. et al (1976): Learning from teaching A Development perspective, Allyn & Bacom, Inc.
- Broudy, H. S. (1977) : Types of knowledge and Purpose of Education in R.C. Anderson, R.J.
- Brown, George (1978): Lecturing and Explaining, Methuen
- Dearden, R. F. (1984) : Theory and practice in Education, Routledge Kegen and Paul.
- Hyman, Ronald T. (1971): Contemporary thought on Teaching, Practice Hall, Inc.
- James, Rath et al (1967): Studying Teaching, Second Edition.
- MHRD (1992) : Programme of Action, Govt. of India, New Delhi.
- NCERT (2005) : National Curriculum Frame work, New Delhi.
- NCTE (2009) : National Curriculum Framework for Teacher Education, New Delhi.
- Peters, R. S. (1967) : The concept of Education, Routledge, U.K.
- Winch, C. (1986) : Philosophy of Human Learning, Routledge, U.K.

## **Course 104 Sociology of Education**

**Objectives** – After completing this course, the students will be able to –

1. Understand the implications of sociological knowledge for explaining the problems of education.
2. Analyse the basic features of education as a social system.
3. Explain the various educational issues from the perspective of sociological approach.
4. Indicate the sociological basis of education, teaching, learning, modernity and tradition.

### **Course Content**

#### **Unit 1- Educational Sociology : Conceptual Concerns**

- A. Scope and meaning of Sociology, Relation between Sociology and Education, Sociology of Education- modern and new concepts: meaning, scope, nature and importance. Sociological approach and education.
- B. Concept of socialization: Role of Education, family and community with special reference to Indian society.

#### **Unit 2- Education as a Social System**

- A. Social system and education: Structural and Functional Characteristics of Social System, Education and social change: concept of social change, determinants of social change.
- B. Role of education, social control and education, social mobility- meaning, kinds, relation with education and their importance.

#### **Unit 3- Tradition, modernity and democracy : role of education**

- A. Concept of tradition and modernization in reference to education: modernization and education- meaning and importance. Education, religion and culture: concepts, relations and their importance.
- B. Education and Politics : Democracy - meaning, objectives and the role of education in development of domestic values.

#### **Unit 4- Equality of educational opportunities : Issues & Concerns**

- A. Education : Equity and Equality ; Equality of educational opportunity, concepts, issues & challenges. Education and secularism; Education of the disadvantaged, Identity and Autonomy of Indian Education.
- B. Role of education in a changing society: Education and holistic social development: Education and changing social context.

### **Transactional Strategies** –

Preparation of reports, discussions, Interactive workshops & seminars and Issue based presentation.

### **Evaluation Rubrics** -

Preparing an assignment on the social issues and presentation on selected themes

### **Reference Books:**

- Aikara, J. (1994) : Sociology of Education, Indian Council of Social Sciences Research, New Delhi.
- Bhattacharya & Srinivas (1962) : Sociology in Education, Academic Publishers, Calcutta.
- Dubey, Mukund (1995): Indian Society: challenges if equality : Integration and empowerment, Anand Publication, New Delhi.
- Dukhiem, E. (1950) : Education and Sociology, New York: The free press.
- Jayram, N. (1990) : Sociology of Education in India, Rawat.
- Kumar, Krishna (1989) : Social Character of learning, SAGE, New Delhi.
- Ottaway, A.K.C. (1962) : Education in Society; An Introduction to Sociology of Education, London Routledge and Kegan Paul Ltd.
- Pandey, K.P. (1988) : Perspectives in social foundations of education. Shipra Publication Delhi.
- Pandey Ramshakal (2006): Teacher in Developing Indian Society, Vinod Pustak Mandir, Agra.
- Ruhela S.P. (1969) : Social Determinants of Educability in India, Jain Brothers Publishers, New Delhi

## **Course 105 Research Methodology in Education - I**

**Objectives** – After completing this course, the students will be able to –

1. Know the meaning and scope of educational research.
2. Differentiate among fundamental, applied and action research.
3. Analyse different methods used in Educational research.
4. Understand the process of educational research.
5. Use statistical techniques for the analysis and interpretation of data.

### **Course Content**

#### **Unit 1- Meaning, Concept and Paradigmatic aspects of Research**

- A. Meaning of educational research and its scope, various forms of educational research- Fundamental, Applied and Action research: difference among them on the basis of objectives, nature of problem, method and utility of research result. Research paradigms: Quantitative and Qualitative, their nature, characteristics and differentiating features.
- B. Methods of educational research – Historical, Descriptive survey, experimental, ex-post facto and case study: procedures and needed precautions.

#### **Unit 2- Research Process**

- A. Identifying Problem of research – Selection of problem, Definition and Delimitation of research problems.
- B. Formulation of hypothesis – sources of hypothesis, characteristics of a good hypothesis and types of hypothesis: Hypothesis testing and formulation of generalizations and conclusions.

#### **Unit 3- Population and Sampling in Research**

- A. Population & sampling techniques in educational research– Meaning of population in research, needs of sample, characteristics of a good sample, Probability and Non-probability sampling methods: procedure and limitations.
- B. Preparation of research synopsis – Structure for a research proposal in quantitative & qualitative research contexts.

#### **Unit 4- Elementary Statistics in Research**

- A. Measures of central tendency - Computation of Mean, Median and Mode and explaining their uses in treatment of data.  
Measures of variability- Range, Mean-deviation, Standard-deviation, Variance and Quartile-deviation and their uses.  
Measures of relative position: Percentiles and Percentile ranks.  
Graphical representation of data, Normal probability curve: properties and application.
- B. Correlation – Meaning of Correlation, calculation and interpretation of coefficient of correlation by Spearman and Pearson's methods.

### **Transactional Strategies** –

Case based presentations, lectures, review of selected researches and their presentation, teacher and peer directed practice session

### **Evaluation Rubrics** -

Unit Test, Assignment and Presentations

## Reference Books:

- Best, John W. (1993) : Research in Education, Prentice Hall Incorporation, New Delhi.
- Corey, Stephen M. (1953) : Action Research to Improve School Practices, Bureau of Publication, Teachers college, Columbia University, New York.
- Dalen, Van & Deobold B. Van (1973) : Understanding Educational Research, An Introduction ( 3<sup>rd</sup> Edition) McGraw Hill Book Company, New York.
- Ferguson, G.A. (1981) : Statistical Analysis in Psychology and Education, McGraw Hill International Book company, New York.
- Garrett, H.E. (1981) : Statistics in Psychology and Education, Vakis Feffers and Simons, Pvt. Ltd. Bombay.
- Guilford, J.P. (1986) : Fundamental of statistics in Psychology and Education, McGraw Hill Book company, New York.
- Kerlinger, Fred N. (1983) : Foundations of Behavioural Research, Surjeet Publication, 7 K Kolhapur Road, Kamala Nagar, Delhi.
- Kothari, C.R. (2006) : Quantitative Techniques, Second reprint, Vikas Publishing House PVT. Ltd. New Delhi.
- Koul, Lokesh (1990) : Methodology of Educational Research, Vikash Publishing House PVT. Ltd. New Delhi.
- Pandey, K.P. (2005) : Fundamentals of Educational Research; Vishwavidyalaya Prakashan, Varanasi.
- Sharma, R.A. (1993) : Fundamentals of Educational Research; Loyal Book Depot, Meerut.
- Travers, M.W. (1961) : An Introduction to Educational Research, The MacMillian Company, New York.
- Tuckman, Bruce W. (1978) : Conducting Educational Research, New York, Harcourt Bruce Jovanovich, Inc.
- Verma M. (1965) : An Introduction to Educational and Psychological Research, Asia Publishing House.

## **M. ED. SECOND SEMESTER**

### **Course 201 Pre-Service and In-Service Teacher Education**

**Objectives** – After completing this course, the students will be able to –

1. Critically analyse the needs and relevance of Pre-Service and In-Service teacher education programme in the context of quality enhancement and professionalism.
2. Comprehend the dynamics of various schemes and programmes of teacher education for professional development of teacher.
3. Understand the needed resource support for organization of teacher education curriculum and its implementation.

#### **Course Content**

##### **Unit 1- Structure, Curriculum and modes**

- A. Pre-Service teacher education; needs, objectives and scope, vision of teacher education, Curriculum as reflected in NCTE & UNESCO documents, Curriculum areas for initial teacher preparation: Foundation courses, Pedagogy courses, Practicum and School internship.
- B. Modes of pre-service teacher education: Face to Face and Distance mode, NCTE norms and guideline for pre-service teacher education programmes.

##### **Unit 2- Organisation of different aspects of Teacher Education Curriculum**

- A. Organisation, transaction and evaluation of different aspects of teacher education curriculum, Transactional strategies for foundation courses, practicum and competency development courses.
- B. Micro-teaching, Simulated teaching, Models of teaching, Peer and tutor observation, Internship objectives, Activities and duration, Post-internship and model practices.

##### **Unit 3- In-Service Teacher Education – Structure and modes**

- A. Purpose of In-service teacher education programme; orientation, refresher, workshop, seminar and conference- their meaning and objectives.
- B. Agencies of In-services teacher education; Local level, District level, State level and National level; Face to Face and Open and Distance learning modes, Blended approach, Induction, One shot, Cascade, Mentoring and action research based approach for professional development.

##### **Unit 4- Planning, Organisation and Evaluation of In-service Teacher Education**

- A. Planning In-service teacher education programme : Context, Purpose, Duration and Budget, Problems faced by teacher education institutions.
- B. Assessment of training needs, development of training programmes, preparation of course materials, evaluation of curricular inputs, Impact of In-service programme on development of professional competencies of practising teachers.

#### **Transactional strategies** –

Lecture, Dialogues, Thematic discussions, Workshop and Review of articles

#### **Evaluation Rubrics** -

Field based observation report unit test and case presentations

#### **Reference Books:**

- Flanders, N.A. (1970) : Analysing Teacher Behaviour Reading, Addison-welsey, Mass.
- Gardener, H. (1983) : Frame of mind; The theory of multiple intelligence, Basic Books, New York.
- NCTE (1979) : Organisation of core teaching programme package, NCERT, New Delhi.
- NCTE (2009) : Curriculum frame work of teacher education, NCTE, New Delhi.
- NCTE (2014) : Norms and Guidelines of Teacher Education Programme.
- Passi, B.K. (eds) (1976) : Becoming better Teacher, Ahemedabad, Sahitya Mudranalaya.
- Sahoo, P.K. et al (eds) (2010): Professionalism in Teacher Education, New Delhi, Concept.
- Sahoo, P.K. et al (eds) (2014): Quality Education in India Vol I & Vol II New Delhi, Concept.
- Sharma, R.A. (1999) : Teacher Education, Loyal Book Depot, Meerut.
- Single, L.C. (1990) : Teacher Education in Indian New Delhi, NCERT.

## **Course 202 Research Methodology in Education - II**

**Objectives** – After completing this course, the students will be able to –

1. Plan and develop appropriate research designs and tools of research.
2. Conduct advanced level analysis and interpretation of data.
3. Design research tools for selected domains of education.
4. Undertake treatment of data in bi-variate and multi-variate situations.

### **Course Content**

#### **Unit 1- Research tools and related data**

- A. Research tools: Concept and characteristics of a good research tool: Collecting Qualitative and Quantitative data through research tools : Some specific research tools their chief features and procedures for developing them : Interview and Questionnaire, observation and rating scales and check list, Scales, tests and Sociometry.
- B. Development of atleast two research tools : estimation of their reliability & validity.

#### **Unit 2- Quantitative techniques: parametric & non-parametric**

- A. Use of statistical techniques for data analysis : parametric and non-parametric test.
- B. Reliability of statistics, Use of Inferential statistics such as ‘t’ , ‘F’ tests – one way and non-parametric equivalents of these such as Mann-whitney, Wilcoxon and Kruskal-wallice tests : their calculations and application.

#### **Unit 3- Advanced statistical techniques for study of relationship among variables**

- A. Partial and Multiple correlation, Eta Coefficient : their calculation and interpretation.
- B. Phi-Coefficient, Bi-serial and point bi-serial Coefficients; Contingency coefficient via Chi-square: their calculation and use.

#### **Unit 4- Reporting formats in educational research**

- A. Reporting of Research, Writing of research report : Thesis and dissertation formats, scientific writings, needed skills and conventions. Preparation of research articles, seminar papers and monographs - their formats and needed skill requirements for preparation.
- B. Differences in reporting styles, features of research reports for quantitative and qualitative researches, Case presentations, formulation of research abstracts and summaries.

### **Transactional strategies** –

Case based presentations of data, Evaluation of the relevance and rationale of advanced statistical techniques : study of dissertations, thesis, monographs and research articles and their summary presentations.

### **Evaluation Rubrics** -

Unit Test, Assignment and presentations

### **Reference Books:**

- Best, John W. (1993) : Research in Education, Prentice Hall Incorporation.
- Corey, Stephen M. (1953) : Action Research to Improve School Practices, Bureau of Publication, Teachers college, Columbia University, New York.
- Ferguson, G.A. (1981) : Statistical Analysis in Psychology and Education, McGraw Hill Book company, New York.
- Garrett, H.E. (1981) : Statistics in Psychology and Education, Vakis Feffers and Simons, Pvt. Ltd. Bombay.
- Guilford, J.P. (1986) : Fundamental of statistics in Psychology and Education, McGraw Hill Book company, New York.

- Kerlinger, Fred N. (1983) : Foundations of Behavioural Research, Surjeet Publication, 7 K Kolhapur Road, Kamala Nagar, Delhi.
- Koul, Lokesh (1990) : Methodology of Educational Research, Vikash Publishing House PVT. Ltd. New Delhi.
- Pandey, K.P. (2005) : Fundamentals of Educational Research; Vishwavidyalaya Prakashan, Varanasi.
- Sharma, R.A. (1993) : Fundamentals of Educational Research; Loyal Book Depot, Meerut.
- Siegel, Sidney (1956) : Non parametric Statistics for Behavioral Sciences, International Student Edition, Auckland McGraw Hill International Book Company.
- Travers, M.W. (1961) : An Introduction to Educational Research, The MacMillian Company, New York.
- Tuckman, Bruce W. (1978) : Conducting Educational Research, New York, Harcourt Bruce.
- Verma M. (1965) : An Introduction to Educational and Psychological Research, Asia Publishing House.

## **Course 203 Economics of Education**

**Objectives** – After completing this course, the students will be able to –

1. Understand the concept of economics of education as a discipline.
2. Explain the specific role of education in human development.
3. Analyse the impact and implications of globalization for education.
4. Workout the implications of education for economic growth in micro and macro contexts.

### **Course Content**

#### **Unit 1- Concept and Approaches**

- A. Concept of Economics of Education, Development of economics of education as a discipline.
- B. Education as an investment, concept of education as a merit good.

#### **Unit 2- Education and Human development**

- A. Education for development of human resource, Human development index, constraints and implications for human resource development from budgetary angle.
- B. Educational planning, meaning, kinds and needs, The Niti Ayog, its role and functions in the context of education for different levels of education.

#### **Unit 3- Globalisation and Education in contemporary India**

- A. Globalisation, concept of globalisation, Privatization, Commercialisation and Liberalisation as consequence of global economy.
- B. Market failure and Education, Impact of market failure on educational development, new liberal perspectives and education development.

#### **Unit 4- Education and Economic Growth**

- C. Concept and Meaning of economic growth, Poverty, Inequality, Economic reforms and education.
- D. Education – Concept of public good, basic needs, Human right. .

### **Transactional strategies** –

Case reports, Summary of selected five year plans and evaluation of their strength and weakness, discussion and quiz session.

### **Evaluation Rubrics** -

Unit Test and Assignment

### **Reference Books:**

- Ahuja, Amrish Kumar (2007) : Economics of Education, Authorspress, Jawahar park, Laxmi nagar, Delhi.
- Ansari, M.M. (1987) : Education and Economic Development, AIU Publication, New Delhi.
- Blaug Mark (1980) : An Introduction to Economics of Education, England, Penguin Books Ltd.
- Kneller, G.F. (1968) : Education and Economic Growth, John Wiley, New York.
- Nagpal, C.S. & Mittal, A.C. (eds) (1993) : Economics of Education, Anmol Publication, New Delhi.
- Sethi, Vinita (1997) : Educational Development and Resource Mobilization, Kanishka Publication, New Delhi.
- Singh, Baljeet (1984) : Education an Investment, Meenakshy Publication, Meerut.
- Sodhi, T.S. (1978): Education and Economics Development, Ludhiana, Mukand Publication.
- Tilak, J.B.G. (1987) : Economics of Inequality in Education, Sage Publication, New Delhi.
- Vaizey, John (1962) : Economics of Education, Faber & Feber, London.



## **Course 204 Curriculum Design**

**Objectives** – After completing this course, the students will be able to:

1. Understand the concept, nature and forms of curriculum.
2. Comprehend the foundations, basis of foundation and determinant of curriculum.
3. Apply various principles of curriculum development.
4. Identify various stake holders, their role and manner of participation in curriculum development.
5. Identify criteria and instruments of curriculum development.
6. Understand the evaluation of various curriculum instruments such as text books, work books, teacher guides and laboratory manuals.
7. Explain the role of teachers, headmasters and school in effective transaction of curriculum.

### **Course Content**

#### **Unit 1- Meaning and Concept of curriculum**

- A. Forms (types) of curriculum; nature, meaning and concept, structure of curriculum; frame work, course of studies and syllabus.
- B. Approaches to translate curriculum- behavioural approach, system's approach, intellectual approach and humanistic approach, Indian perspectives with regard to curriculum policy and schemes.

#### **Unit 2- Foundations of Curriculum and Curriculum planning**

- A. Philosophical, Sociological, Psychological, Linguistic and historical foundations of curriculum.
- B. Curriculum planning and its levels- National, State, Institutional and individual teacher level, Improvement of curriculum planning, A review of NCF 2005.

#### **Unit 3- Models of Curriculum design**

- A. Components and sources of curriculum design, curriculum approaches- Subject centred approach, learner centred approach, problem centred approach.
- B. Models of curriculum; Grass root model vs Administrative model, Technical vs Non technical model, Dimensions of curriculum development, The curriculum triangle-Learning objectives, Congruent experiences and evaluation of learning outcomes (behavioural change) .

#### **Unit 4- Curriculum Construction, Evaluation & Innovation**

- A. Concept and principles of curriculum development; process of curriculum construction-situational analysis, selection of curriculum goal (objectives), selection of content and learning activities, selection of instructional procedure.
- B. Concept, nature and purpose of curriculum evaluation, types of curriculum evaluation, instruments of curriculum evaluation, barriers to curriculum change and innovation, curriculum reforms, participants in curriculum change and innovation-curriculum specialist, teachers, administrators and students, role of teachers as curriculum leader and decision makers.

### **Transactional strategies** –

Practical analysis of curriculum at various levels of school education, Evaluation of selected school text books and other Instruments of curriculum-Handwork, Manual, Workbook etc. ,Identification of co-curriculum activities, lecture, groups activities and presentation.

### **Evaluation Rubrics** -

Unit Test and Assignment

#### **Reference Books:**

- Anderson & Venon (1956) : Principles and procedure of curriculum Improvement, Ronaldo Press Company, New York.
- Chagla, M.C. (1962) : The Role of Education in the world of Today, Asia Publishing House, Bombay.
- Dewey, John ( 1959) : The Child and the Curriculum, The University of Chicago Press.
- NCERT (2005) : National Curriculum Frame work 2005, NCERT, Sri Aurobindo Marg, New Delhi.
- NCTE (2009) : National Curriculum frame work for Teacher Education.
- Wiles, J.W. & Joseph, Bondi ( 2006) : Curriculum development: A Guide to practice pearson publication.

## **Course 205 - A. Self Development Through Yoga Education**

**Objectives** – After completing this course, the students will be able to:

1. Understand the significance of yoga as a contributor to wellness life style.
2. Explain the yogic concepts of personality and its relevance for integrated personality development..
3. Use yoga for effective stress management.
4. Relate yoga to self development and human excellence.

### **Course Content**

#### **Unit 1- Introduction to yoga and personality development**

- A. Yoga- meaning and initiation, History of development of yoga, Understanding yoga- Ashtang yoga of Patanjali; streams of yoga.
- B. Yogic concepts of personality: Dimensions of integrated personality; Yoga for integrated personality development.

#### **Unit 2- Yoga and Stress management**

- A. Need of Yoga for positive health; Concept of health, healing and disease: Yogic perspectives: Potential Cause of ill health; Stress-Concept of Stress-a yogic perspective.
- B. Yoga- The way of life based on the vision of oneness; yoga as a way of life to cope with stress; yogic practices for stress management.

#### **Unit 3- Yoga and Self development**

- A. The Concept and nature of self development: the concept of value and value education; Helping children develop value: yoga and human excellence.
- B. Application of yoga, its practices and principles to students of various levels of school and college education.

#### **Unit 4- Guidelines for practicum**

- A. Guidelines for internship.
- B. Integrated approach of yoga for management of health and wellness life style.

### **Transactional strategies** –

Lectures, modular presentations, demonstration, practicum and reflective sessions with meditation, Asanas and Pranayam.

### **Evaluation Rubrics** -

Presentations of selected asanas followed by demonstration, unit test

### **Reference Books:**

- Bhide, Nivedita Raghunath (2015) : Yoga- The way of life based on the vision of oneness, Vivekananda Kendra Prakashan Trust.
- Kasambelkar, P.V. (1984) : Patanjali Yoga Sutra, Kaivalya Dham, S.M.Y.M. Samiti.
- Nagendra, H.R. (2011): Yoga, The path of will power: Rajyoga Vol.4 Bangalore.
- Yoga Education (2015) : Modules develop by NCTE.

## **Course 205 - B. Dissertation Related Work**

This component is intended to develop necessary preparedness and competencies for undertaking research and research projects in the discipline of education. As such it consists of two parts-

### **i. Formulation of research proposal & Presentation-**

The first part is directed towards helping students in formulation of research proposal and presentation thereon. The course transactor will take up graded exercises for development of research proposal on a theme chosen by a student. The research proposal will have a following structure-

- The research theme
- Background of the study
- Statement of research problem
- Hypothesis and rationale for its formulation
- Objectives of the proposed study
- Research design
- Population and Sampling techniques to be employed
- Research tools to be used
- Data analysis procedure
- Field work needed
- A tentative chapter scheme for the presentation of a dissertation
- Bibliography

### **Note –**

- 1 For research problem involving the Qualitative paradigm, the structure of the proposal as specified above will be suitably amended.
- 2 Each proposal developed by the student will have to be presented in a faculty seminar with adequate scope for critiquing-peer review and expert review.
- 3 Both research proposal and presentations thereon will be evaluated out of 50 marks by an expert / board of examiners as deemed desirable and the appointment of such experts may be external / internal depending on the discretion of the Head of Department of Education of the University.

### **ii. Writing and Communication Skill**

**a. Writing Skill** - In this component the emphasis will be on developing compositional skills in English or Hindi as opted by the student and also on development of communication skills. The compositional skill part in writing will consist of the following basic structure :

- Writing of connected sentences with grammatical accuracy
- Paragraph writing
- Writing of integrated paragraph on a theme assigned
- Free composition writing with vocabulary controlled / uncontrolled (free)
- Synonyms and Antonyms
- Word structure and phrase structure
- Vocabulary building

**b. Communication Skill** – In this course stress will be laid on presentation of research summary, abstract, monographs etc and the same will be followed by peer review / expert review. The session will also take into account the pronunciation / accents and intonation in speech so as to improve communicative competence.

## M. ED. THIRD SEMESTER

### Course 301 Perspectives Issues and Research in Teacher Education

**Objectives** – After completing this course, the students will be able to –

1. View teacher education programme as essentially professional in nature.
2. Understand the underlying purposes of pre-services and in-service teacher education.
3. Explain the rationale of various teacher education courses being designed and implemented in the contemporary perspectives.
4. Critically analyse the issues and challenges facing teacher education in India today.
5. Identify the research issues germane to teacher education programmes in India.
6. Understand the implications and scope of researches accomplished in the domain of teacher education.

#### **Course Content**

##### **Unit 1- Teacher Education as Professional development**

- A. Teacher education in India : historical perspectives, approaches to teacher development- traditional, competency based and reconstructionist.
- B. NCTE : Structure and function, Scope of teacher education programmes as reflected in NCTE Guidelines, Stage specific and area specific teacher education programme.

##### **Unit 2- Structure and Management of Teacher Education**

- A. Universalization of elementary and secondary education and its implications for teacher education at school stage.
- B. Management of teachers at state level; Qualification of teachers, Teacher recruitment policies, Professional development of teachers and vertical mobility of teachers.

##### **Unit 3- Problems and Issues in Teacher Education**

- A. Problems of pre-service teacher education : Privatization and Commercialization, Issues related to enhancing teacher educators competency.
- B. Challenges of professional development of teachers; Issues relevant to school education, quality assurance of teacher education programmes, networking of teacher education institutions.

##### **Unit 4- Research and development in Teacher Education**

- A. Paradigms for research and teaching, research and effectiveness of teacher education programmes, NAAC-NCTE criteria for assessment of teacher education institutions.
- B. Methodological issues of research in teacher education-Theoretical research, applied research and participatory action research in the context of teaching effectiveness; Trends of research in teacher education.

#### **Transactional strategies** –

- Issues based discussions, Group discussion and dialogues on problem of school education teacher preparation and research priorities.
- Study of atleast two annual report of national/state level teacher education institutions and preparing a summary thereon.
- Seminar presentation/Group discussion based on specific issues of teacher education.

#### **Evaluation Rubrics** -

Unit Test, Assigned reading followed by power point presentation

#### **Reference Books:**

- Flanders, N.A. (1970) : Analysing Teacher Behaviour Reading, Addison-welsey, Mass.
- Gardener, H. (1983) : Frame of mind; The theory of multiple intelligence, Basic Book, Newyork.
- NCTE (1979) : Organisation of core Teaching Programme Package, NCERT, New Delhi.
- NCTE (2009) : Curriculum Frame work of Teacher Education, NCTE, New Delhi.
- NCTE (2014) : Norms and Guidelines of Teacher Education Programme.
- Passi, B.K. (eds) (1976) : Becoming better Teacher, Ahemedabad, Sahitya Mudranalaya.
- Sahoo, P.K. et al (eds) (2010): Professionalism in Teacher Education, New Delhi, Concept.
- Sahoo, P.K. et al (eds) (2014): Quality Education in India Vol I & Vol II New Delhi, Concept.
- Sharma, R.A. (1999) : Teacher Education, Loyal Book Depot, Meerut.
- Single, L.C. (1990) : Teacher Education in Indian New Delhi, NCERT.

**Specialization in the following area of secondary education from either Cluster (1) or Cluster (2)**

**Cluster (1)**

**302** Curriculum in Secondary Education

**303** Pedagogy in Secondary Education

**304** Assessment in Secondary Education

The detailed course structure for the above cluster are as follows :

**Course 302 Curriculum in Secondary Education**

**Objectives** – After completing this course, the students will be able to –

1. Reflect upon a concept of curriculum and curriculum theory.
2. Explain the model of curriculum planning.
3. Gain insight in the models of curriculum change and innovation.
4. Identify long established presumptions on knowledge, learner, teacher and education.
5. Develop a more informed and meaningful understanding of knowledge learner, teacher and education.

**Course Content**

**Unit 1- Curriculum-concept and theory**

- A. Concept and types of curriculum studies.
- B. Curriculum theory and various thinkers such as, John Dewey, Stenley Hall and Indian thinkers such as Swami Vivekanand, Aurobindo and Krishnamurti.

**Unit 2- Knowledge and Curriculum**

- A. Different kinds of knowledge : methods of acquiring and verifying knowledge in Indian systems of philosophy.
- B. Processes and criteria for curriculum selection and construction, Hidden curriculum, inclusion and exclusion of knowledge of different social groups in curriculum and text books.

**Unit 3- Curriculum Design – Patterns and models**

- A. Curriculum design: Steps and patterns (centralised, decentralised and coordinated) .
- B. Models of curriculum design – objective models, process models, Tyler’s model and Indian model.

**Unit 4- Curriculum change and Innovation**

- A. Concept and difference between curriculum change and curriculum innovation.
- B. Theory of curriculum change and innovation: Roger’s theory, models of dissemination - Schon’s model and Havlock’s models.

**Transactional strategies** –

- Interactive lecture, Group discussion, Case based presentation.
- Critical analysis of existing syllabi on specific school subject area.
- Projects.

**Evaluation Rubrics** -

Unit Test, Assignment and presentation

**Reference Books:**

- Aggarwal, Deepak (2007) : Curriculum development: Concept, Methods and Techniques, Book Enclave , New Delhi.
- Aggarwal, J.C. (1990): Curriculum Reform in India, World overviews, Doaba World Education
- Arora, G.L. (1984) : Reflections on Curriculum, NCERT.
- NCERT (2000) : National Curriculum frame work for school education, NCERT, New Delhi.
- NCERT (2005) : National Curriculum frame work 2005, NCERT, Sri Aurobindo Marg, NewDelhi. Series 3 Delhi, Doaba House, Book Seller and Publisher
- Srivastava, D.S. & Kumari, Sarita (2005) : Curriculum and Instruction, Isha Books D-43, Prithviraj Road, Adarsh , Nagar, Delhi.
- Taba Hilda (1962) : Curriculum development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.

## **Course 303 Pedagogy in Secondary Education**

**Objectives** – After completing this course, students will be able to –

1. Understand the specific nature of curriculum in secondary education programme.
2. Explain the need for diversification of curriculum at secondary stage.
3. Analyse the importance of resources and approaches of curriculum transaction at secondary level.
4. Explain the concept of communication in transaction and its importance in learning experience.
5. Integrate ICT in curriculum transaction.

### **Course Content**

#### **Unit 1- Understanding Curriculum Transaction**

- A. Meaning of curriculum transaction, minimum requirement for transaction of curriculum- duration, intake, eligibility of students, content, infrastructural facilities, qualification of teacher and class climate.
- B. Role of teacher in curriculum transaction, issues related to teaching-learning styles and social diversity factors as manifest in class room teaching-learning processes.

#### **Unit 2- Resources and Approaches of curriculum Transaction**

- A. Curriculum materials in Secondary level institution: text books, language, Illustrations, episode, stories and practice exercises, teacher guides and hand books.
- B. Collaborative/co-operative learning: meaning and its role in curriculum transaction at secondary level, use of various methods-direct and indirect and media in transaction of curriculum.

#### **Unit 3- Integration of ICT in Curriculum Transaction**

- A. The ICT resolution in Education, importance of ICT and its role in transaction of curriculum.
- B. Specific ICT modes such as computer assisted learning (CAL) and computer assisted instruction (CAI) and programmed learning and modular materials at secondary level, their use and importance for promoting quality concern.

#### **Unit 4- Role of communication in Transaction**

- A. Concept of communication in transaction, various means of communication and requirements for proper communication.
- B. Communication process and its elements- the sender, the receiver, the message, the communication medium and the effect of communication, observation of teaching conducted with the help of lecture, dialogues, guided studies and presentation-critical notes on the observed activities.

### **Transactional strategies** –

- Observation schedule for curriculum transaction in any one school subject at secondary stage.
- Observation and identification of various methods and media used in curriculum transaction of secondary schools.
- Project based on study of curriculum transaction in secondary school.
- Presentation on selected theme of curriculum transaction.

### **Evaluation Rubrics** -

Unit Test and Assignments

#### **Reference Books:**

- Aggarwal, Deepak (2007) : Curriculum development: Concept, Methods and Techniques, Book Enclave, New Delhi.
- Aggarwal, J.C. (1990): Curriculum Reform in India, World overviews, Doaba World Education Series 3 Delhi, Doaba House, Book Seller and Publisher.
- Arora, G.L. (1984) : Reflections on Curriculum, NCERT.
- Dewey, John (1966) : The child and the Curriculum, The University of Chicago.
- NCERT (2000) : National Curriculum frame work for school education, NCERT, New Delhi.
- NCERT (2005) : National Curriculum frame work 2005, NCERT, Sri Aurobindo Marg, NewDelhi.
- Reddy, B. (2007) : Principles of Curriculum Planning and Development.
- Srivastava, D.S. & Sarita Kumari (2005) : Curriculum and Instruction, Isha Books D-43, Prithviraj Road, Adarsh , Nagar, Delhi.
- Taba Hilda (1962) : Curriculum development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc

## **Course 304 Assessment in Secondary Education**

**Objectives** – After completing this course, the students will be able to –

1. Understand process of curriculum assessment.
2. Differentiate between formative and summative evaluation.
3. Explain various tools used in curriculum assessment.
4. Interpret the rationale underlying different techniques for evaluation of curriculum and programme.

### **Course Content**

#### **Unit 1- Curriculum Evaluation**

- A. Concept, characteristics and principles of curriculum evaluation.
- B. Models of curriculum evaluation as given by Tyler, Robert stake and Scriven.

#### **Unit 2- Types of Curriculum Evaluation**

- A. Formative and summative evaluation: Concept and importance, NRT and CRT – their use in various educational context.
- B. Evaluation of curriculum based on student, teacher and parents reaction about courses: Situational analysis with the help of survey and interview of important stake holders.

#### **Unit 3- Strategies for Assessment of Curriculum**

- A. Goal and objectives of education and evaluating the appropriateness of curriculum content in terms of learner needs and life experiences of learner.
- B. Stages of curriculum evaluation, process evaluation strategies, outcome related evaluation strategies.

#### **Unit 4- Tools and techniques of Curriculum assessment**

- A. Observation and class room interaction with teacher as a tool for curriculum evaluation, oral methods: pre-testing and diagnostic evaluation.
- B. Interview, consulting stake holder, project work and portfolio of the work and making them the basis for curriculum effectiveness.

### **Transactional strategies** –

- Group work and Group projects and development of various evaluation tools.
- Classroom discussions.
- Observation and critical analysis.
- Development of formative and summative tools

### **Evaluation Rubrics** -

Unit Test, Assignments, Construction of test items

### **Reference Books:**

- Ebel, Robert L. (1991) : Essentials of Educational Measurement, Prentice Hall of India, New Delhi.
- Kubiszyn, Tom (2003) : Educational Testing and Measurement, John Wiley.
- Linn, Robert L. & Gronlund, Norman E. (2000) : Measurement and Assessment in Teaching, Pearson Education Inc.
- NCERT (2005) : National Curriculum Framework for School Education, NCERT, New Delhi.

## **Cluster (2)**

This cluster consists of the following three courses of Secondary level teacher educators :

**302** Educational Administration at Secondary level of Education

**303** Educational Management at Secondary level of Education

**304** Educational Leadership at Secondary level of Education

### **Course 302 Educational Administration at Secondary level of Education**

**Objectives** – After completing this course, the students will be able to –

1. Understanding concept of Educational Administration and its significance at secondary level.
2. Differentiate between Educational Administration and Educational management.
3. Develop an understanding of issues and challenges in Educational Administration.
4. Critically analyse the relationship between Administration and management of centrally sponsored programmes and schemes for improvement of school education.
5. Identify the characteristics of the centralization and local management and governance in education.
6. Appreciate the relationship between Administration, management and research.

### **Course Content**

#### **Unit 1- Concepts and Approaches in Educational Administration**

- A. Theoretical dimensions of Educational Administration – Federalism, decentralization and multi level system of Educational Administration.
- B. Differentiating Administration from management.

#### **Unit 2- Educational Administration in India**

- A. Historical and development perspectives of Educational Administration of India, Constitutional provisions, Legal enactments, Rules and procedures influencing educational administration in India with special reference to state of U.P.
- B. Structure of educational administration, functions and processes at the centre, state, district and sub-district levels.

#### **Unit 3- Supervision and monitoring of the Education Systems**

- A. Principles and practices of supervision and monitoring school standard and evaluation of academic support.
- B. Regulation and accountability mechanism guiding the education system; code of conduct and professional ethics, Regulatory bodies and academic support structure such as NCERT, SCERTs, SIEMATs, DIETs, BRC and CRC.

#### **Unit 4- Emerging Issues and Problems in Educational Administration at secondary level**

- A. Governance of Secondary Education, New trends, Human resource management in Secondary school, RMSA and its major concerns.
- B. Emerging issues relating to management of public education and continuing professional development of teachers: Adapting TQM at secondary level of education, Research in Educational Administration and its relevance for promoting Quality for school at secondary level.

### **Transactional strategies** –

- Lecture cum Discussion
- Guided study
- Projects
- Review of historical development of educational administration at district and sub-districts levels- Case based presentation.



**Evaluation Rubrics -**

Unit Test, Case based presentations

**Reference Books:**

- Gupta, Shashi K. & Joshi, Rosy (2008) : Organisational Behaviour, Kalyani Publishers, Ansari Road Daryaganj, New Delhi.
- Koortz, H. & Weirich, H. (2007) : Essentials of management, Mc Grow Hill Publishing Company Limited.
- Mathur, S.S. (1990) : Educational Administration and Management, The Indian Publishers, India.
- Mukhopadhyay, Marmar (2005) : Total Quality Management in Education, Sage Publication, Delhi.
- Pareek, Udai (2004) : Understanding Organizational Behaviours, Oxford University Press.
- Rai, O.P. (2013-14) : Fundamentals of organizational behavior, wisdom books, Varanasi.
- Tosi Henry, L. & Mero Neal, P. (2003) : The fundamentals of organizational Behaviours, Blackwell publishing, 7/22 Ansari Road Dariaganj New Delhi (Distributors)

## **Course 303 Educational Management at Secondary level of Education**

**Objectives** – After completing this course, the students will be able to –

1. Identify the Concept and approaches to Educational management.
2. Understand the essentials of management.
3. Differentiate between formal and informal organization at secondary level.
4. Use motivational approaches for better school management.
5. Work out the implications of system's approach to the educational management.
6. Appreciate the relevance of strategic planning for improvement of secondary schools.
7. Analyse the communication process in management of schools.

### **Course Content**

#### **Unit 1- Concepts and Process of Educational management**

- A. Management and administration differentiated, defining educational management, emerging concepts of educational management.
- B. Models of management: Input-output model, The system model of management.

#### **Unit 2- Essentials of Educational Management**

- A. Essentials of planning in respect of secondary school, strategies and premises for planning; organizational structure and school authority; effective organizing and organizational culture.
- B. Human resource management at secondary education level, performance appraisal and career strategies.

#### **Unit 3- Motivating Teachers and School Personnel**

- A. Techniques for increasing motivation and performance, content and process theory of motivation with special reference to Maslow's need hierarchy, Alderfer's ERG Theory, Herzberg's motivation Hygiene Theory, McGreger's Theory X and Y, Vroom's Expectancy Theory, Porter Lawler's Model; integrating motivation theory with a focus on capacity building of secondary school teachers.
- B. Decision making and motivational techniques applicable to secondary school management, organizational behaviour modification and OB model for better secondary school.

#### **Unit 4- Managing Effective School**

- A. Concept of effective management of schools, essentials of human resource management, ensuring effective organizational climate and ambience.
- B. Research in school management: management of change with reference to school education, innovative practices for better management of school, teaching and learning in classroom and use of action research and TQM as strategies for achieving better management of school.

### **Transactional strategies** –

- Case based presentations and discussions
- Case study of best school practices
- Interactive discussions and lectures
- Projects

### **Evaluation Rubrics** -

Unit Test, Case based presentations

### **Reference Books:**

- Hersey, P. & Blanchard, K. (1988) : Management of organizational Behaviour, Prentice Hall, New York.
- Koortz, H. & Weitirich, H. (2007) : Essentials of management, Mc Grow Hill Publishing Company Limited.
- Mukhopadhyay, Marmar (2005) : Total Quality Management in Education, Sage Publication, Delhi.
- Vasishth, Neeru : Principles of management, 3<sup>rd</sup> Edition, Taxmann Publication, Delhi.

## **Course 304 Educational Leadership at Secondary level of Education**

**Objectives** – After completing this course, the students will be able to –

1. Understand the meaning of Educational leadership.
2. Differentiate between various leadership styles.
3. Analyse the characteristic of effective leadership style.
4. Understand the various theories of leadership style.
5. Differentiate between manager and leader role of teachers in schools.
6. Identify and internalize the essential attributes of a successful leadership style for secondary school.

### **Course Content**

#### **Unit 1- Concepts and Characteristics of Educational leadership**

- A. Meaning and scope of educational leadership, difference among managing, leading and administering.
- B. Theories of leadership, Human factors in managing and leading, situational leadership, style and concepts, contingency leadership model with focus an effective leadership.

#### **Unit 2- Types of Leader in Educational Context**

- A. Formal and Informal leader, The managerial grid, leadership function, successful leadership VS effective leadership, Transactional and Transformational leader- characteristics and attributes.
- B. Leading change – The role and functions of transactional and transformational leadership behaviour.

#### **Unit 3- Developing Leadership style for effective School Management**

- A. Concept of an effective school system, Determinants of effectiveness in the Indian Context, the Indigenous model of Gurukul and their characteristics for effective management style.
- B. Promoting effective and successful leadership characteristics at school level, the characteristics of a transformational and transactional leader for better management of school.

#### **Unit 4- ‘Out of the Box’ Thinking Approach to Management of schools**

- A. The characteristics of out of the Box Thinking as related to management for school, the innovative school practices and their relevance for ensuring quality ethos in classroom and school transaction.
- B. Management for change through leadership style: Concept of Vision, Mission and Goals in respect of school education in India for 21<sup>th</sup> Century, Use of effective interventions as reflected in RMSA and the follow-up studies.

### **Transactional strategies** –

- Group discussion
- Case study of selected schools known for innovative practices
- Development of leadership models
- Assigned readings of certain exemplary cases
- Interactive lectures followed by group discussion

### **Evaluation Rubrics** -

Unit Test and presentation of leadership profiles related to various levels of school education

### **Reference Books:**

- Blake, R.R. & Mounon, J.S. (1969) : Building a Dynamic Corporation through Grid Organization Development Reading, M.A. Addison – Wesley.
- Fiedler, F.E. (1967) : A theory of Leadership Effectiveness, Mc Graw Hill, New York.
- Hersey, P. & Blanchard, K. (1988) : Management of organizational Behaviour, Prentice Hall, New York.
- Stogdill, R.M. (1974) : Handbook of leadership : A survey of Theory and Research, New York : Free Press.
- Thomas, A.B. (1988) : Does leadership make a difference to organizational performance? Administrative Science Quarterly, 33.
- Vasishth, Neeru : Principles of management, 3<sup>rd</sup> Edition, Taxmann Publication, Delhi.

## **Course 305 Internship**

The students will get first hand experience by visit to secondary school for practicum in their specialization courses. They will be also attached to secondary teacher education institutions where B.Ed. / M.Ed. programmes are being conducted and he / she will be required to have hands on experience by undertaking the following activities -

1. Observation of Institutional activities such as programme of teaching, conduct of practicum, preparation of TLM and designing of assessment tools etc.
2. Development of teaching-learning material and producing exhibits /resources in concerned school subject.
3. Formulation of a class room/school based small innovative project and its implementation
4. Programme evaluation studies.
5. Development of power point presentation for use in school.
6. Designing of formative and summative tests for used in schools.
7. Observation of skill based teaching practice.
8. Assisting B.Ed. students in designing of lesson plan.
9. Preparation of observation matrixes (at least five) using systematic observation of tools such as category system or sign methods. This will be based on observation / supervision of a school classroom teaching learning session.
10. Developing institutional profile in respect of scheme based on SSA and RMSA with particular reference to quality interventions.

**Note** – Each of the activities will be assessed internally while observation matrixes project report will be evaluated externally. The ratio of internal / external evaluation-weightages will be 80:20. A student will be required to undertake at least five activities in the area of specialization as listed above.

### **Evaluation Rubrics -**

Evaluation will be done by a team of faculty members and peers focusing on extent and quality of participation in internship and contributions of the trainee as evident from records.

**M. ED. FOURTH SEMESTER**  
**Course 401 - Guidance and Counselling in Education**

**Objectives** – After completing this course, the student will be able to –

1. Understand the importance and application of guidance in their daily life.
2. Know the, modern trend and problems of guidance.
3. Understand different types of guidance and counseling procedures.
4. Use different techniques of guidance and counseling for problem solving.
5. Use different techniques of guidance.
6. Understand different tools and methods for ensuring effective guidance and counseling.

**Course Content**

**Unit 1- Guidance : Concept and perspectives**

- A. Guidance – concept, need, scope, basic assumptions and principles, modern trends and tendencies.
- B. History of guidance movement in India, Suggestions for use of guidance as evident from the recommendations of various education commissions.
- C. Present situation and problems of guidance in Indian context.

**Unit 2- Guidance types and organization**

- A. Kinds of guidance – educational, vocational, personal – objectives, difference and applied techniques.
- B. Organization and administration of guidance programs in Schools.

**Unit 3- Guidance Services**

- A. Guidance services at various levels of education.
  - Types of Guidance services :
    - 1) Information service.
    - 2) Individual information collection
    - 3) Vocational information: sources, collection and role of media.
    - 4) Counselling service
    - 5) Placement services
    - 6) Follow up service
    - 7) Research service
    - 8) Preparatory service
- B. Counselling : concept, principle, steps, process of counselling and characteristics of a good counsellor.

**Unit 4- Guidance tools & use for evaluation**

- A. Tools and Techniques of Guidance, use of psychological tests and evaluation in guidance.
- B. Evaluation of Guidance Programme - various techniques and utility of evaluation including use of research strategy for improvement of guidance services at various levels.

**Transactional Strategies -**

- To present report based on a counselling session of five students on the basis of case study for solving their problems.
- Preparation of a report by using an any two tools of evaluation in the context of guidance.
- Interactive lectures.

**Evaluation Rubrics -**

Unit Test, Case study reports and counselling in practical/simulated sessions

**Reference Books:**

- Agrawal, J.C. (1989) : Education Vocational Guidance and Counselling, Dowaba House, New Delhi.
- Bhatia, K.K. : Principles of Guidance and Counselling, Kalyani publishers.
- Jones, Athor J. (1963) : Principles of Guidance, MacHill Book Company Incorporation.
- Kochhar, S.K. (1993) : Educational and Vocational Guidance in Secondary Schools, Sterling Publishers Private Limited, New Delhi.
- Moyers, Jorge E.(1971) : Principles and Techniques of Vocational Guidance, McGraw Hill Company
- Pandey, K.P. (2000) : Educational and Vocational Guidance in India, Vishwavidyalaya Prakashan, Varanasi

## **Course 402 - Technology of Teaching Behaviour**

**Objectives** – After completing this course, the student will be able to –

1. Understand the use of educational technology in the contemporary educational contexts.
2. Analyse the teaching-learning relationship and different stages of teaching and its operations.
3. Differentiate among the different types of learning.
4. Explain the relevance of different models of teaching.
5. Utilise the different approaches of teaching communication.
6. Understand the nature of teaching behaviour and different techniques of its modification.

### **Course Content**

#### **Unit 1- Conceptual basis of Educational Technology**

- A. Educational Technology: Meaning, Scope and Modern trends, Behavioural Technology, Instructional Technology, Teaching Technology, Instructional Design-Nature and Scope.
- B. Teaching-learning relationship: types of teaching, stages of teaching and its operations.
- C. Levels of teaching: memory level, understanding level, reflective level-nature, related theories, teaching and testing methods.

#### **Unit 2- Instructional procedures & models for various types of learning**

- A. Steps underlying teaching of skills, verbal knowledge, concept, rule and problem - solving learning.
- B. Models of teaching: concept, need and important elements, classification of teaching models, Some selected models of teaching – Basic teaching model, School learning model, Concept attainment model and Inquiry training model- elements, characteristics and implications for teacher.

#### **Unit 3- Teaching behavior & systematic observation**

- A. Concept of teaching behaviour: characteristics and nature, sequential form of class-room behaviour, strategies and techniques,
- B. Methods of modification of teaching behaviour: Micro-teaching, Simulated teaching-concept and application.
- C. Systematic observation of Teaching: Flanders' Interaction Analysis Categories System (FIACS), Reciprocal category system (RCS) and Equivalent Talk category system (ETCS).

#### **Unit 4- Communication in teaching : PI and CAI**

- A. Communication and teaching : structure, theories, types, process, and classification of communication medium.
- B. Programmed Instruction: Origin, concept and Types - Linear, branching and mathematics, Development of program, Writing and evaluation of programme, Computer-assisted instruction in teaching, e-learning and virtual class room.

#### **Transactional Strategies -**

- Construction of teaching plan on the basis of any one teaching model.
- Construction of at least five interaction matrix by using any one systematic observation method.
- Interactive/power point based lectures.
- Discussions and group work.

#### **Evaluation Rubrics -**

Unit Test, Portfolios related to instructional designs developed by trainees

#### **Reference Books :**

- Aggrawal, J.C. (1995) : Essentials of Educational Technology, Teaching-learning Innovations in Education. Vikash Publishing PVT Ltd. New Delhi.
- Dececco, John P. (1964) : Educational Technology : Reading Programmed Instruction, Hall, New Delhi.
- Flanders, Ned A. (1972) : Analyzing Teaching Behaviour, Addison-Wesley Publishing Company, California, London.
- Joyee, Bruce & Marsha Weil (1972) : Models of Teaching, Prentice Hall Inc, Englewood cliffs, N.J.
- Pandey, K.P.: Dynamics of Teaching Behavior, Amitash Prakashan, Ghaziabad.
- Pandey, K.P.: Modern concepts of teaching behavior, Vishwavidyalaya Prakashan, Varanasi.
- Sharma, R.A. (1996) : Educational Technology, International Publishing House, Meerut.
- Skinner, B.F. (1968) : The Technology of Teaching, Meredith Corporation, New York.

## **Course 403 - Value and Peace Education**

**Objectives** – After completing this course, the student will be able to–

1. Understand the concept of value and its different categories.
2. Understand about the nature of peace, value and different procedures of addressing the conflicts.
3. Use different techniques for inculcation of peace related values.
4. Analyze different agencies like home, school and community for enrichment of peace related value.
5. Understand the nature of peace, objectives and relevance of peace education in the present context.
6. Understand the value education and its relevance for different levels of teacher education programming.

### **Course Content**

#### **Unit 1- Concept of peace : meaning and classification**

- A. Peace – Meaning, nature and its relevance in the context of the present global scenario, Sources of peace.
- B. Classification of peace-positive and negative peace, concept, characteristics, remedy to minimize the negative peace, Indian and western view point in respect of peace.
- C. Role of different organizations like UNESO in peace enrichment.

#### **Unit 2- Value : meaning & classification of values for promoting peace**

- A. Value- Meaning, nature and its relevance in present global scenario.
- B. Classification of value.
- C. Role of community, school and family in the development of value.

#### **Unit 3- Peace Education : meaning and pedagogy in relation to peace**

- A. Peace education – meaning, objectives, scope and its relevance.
- B. Methods for peace education.
- C. Ongoing researches in the field of peace education – present scenario and suggestions.

#### **Unit 4- Value Education**

- A. Value education – Meaning, nature, objectives, scope and its relevance.
- B. Value education, fundamental right, duty and role of teacher.
- C. Ongoing researches in the field of value education and their implications for present scenario in respect of peace.

#### **Transactional Strategies -**

- Formulation of plan to enrich value in teachers.
- Designing of a test for the measurement of peace related value.
- Methods used for solving the internal conflicts and their application and use and presentation of reports thereon.
- Case study of selected educational institutions which promote concerns for peace and value.
- Discussions / Seminar presentations.

#### **Evaluation Rubrics -**

Case studies and Case reports, Unit tests

#### **Reference Books :**

- Chakrabarti, Mohit : Value education.
- Patil, V.T. : Value education and Human rights Education, Gnosis Publishers.
- Raghuvansh, Sujata : Human Rights and Duties education, Mahaveer and Sons, New Delhi.
- Smith, P.G. (1970) : Theories of Value and problems of Education, University of Illinois Press, London
- Tiwari, K.K. : Education for values.

## **Course 404 – Dissertation**

This course will be a continuation of the course 205 B which relates to formulation of research proposal and presentation. In the fourth semester at this stage the student will be required to do the following -

- a. Implementation of research proposal already approved under 205 B.
- b. Development/Selection of research tool related to the proposed research theme.
- c. Selection of data and field work/library work.
- d. Data analysis and interpretation.
- e. A short presentation on the research outcomes followed by peer-critiquing and expert review.
- f. Writing of dissertation with the chapter scheme decided under 205B.
- g. The dissertation will have the following format for final submission.
  - The caption- Title page
  - Introductory page- preface, content, list of tables, list of figures- if any
  - The main body of the dissertation under various chapters such as Introduction, related studies, plan/design of the study, Data presentation & analysis, results of the study and their educational implication.
  - Supplementary pages consisting of Bibliography, detailed references and appendices.

### **Note :-**

- 1) The evaluation of dissertation will be conducted with 75:25 weightage to the quality of research as evident from the dissertation and viva voce test respectively.
- 2) The dissertation will be evaluated by a board of examiners consisting of an external and internal member to be appointed by the Board of studies / Head of the Department of Education, Mahatma Gandhi Kashi Vidyapith, Varanasi.



## **Course 405 – Thematic presentation and Viva Voce**

This course lays down thematic presentation by students as a part of their academic acquisition and excellence in pedagogy, management and core/perspective papers prescribed. The thematic presentation will be decided by the faculty members for five sessions of 25 to 30 minutes each by a candidate on a theme specified by the course transactors of various semesters. The performance in thematic presentation will be adjudged internally by a board of internal evaluator. If need be, an external member may also be invited to conduct the evaluation of theme presentations along with the internal member. The evaluation of thematic presentation will be out of 50 marks (2 credits) while that of comprehensive viva voce out of 50marks (2 credits). For comprehensive viva a board of examiners consisting of an external and internal member will be appointed by the Board of Studies / Head of Department of Education, M. G. Kashi Vidyapith, Varanasi. In the comprehensive viva the following parameter will be used.

- a. Mastery over the content.
- b. Linguistic competence.
- c. Evidence of extensive/intensive readings.
- d. Ability to provide implications of educational concepts in practical school/field related situation.

**Note :-** The Comprehensive viva voce will be based as all the courses taken up by the candidate during the spell of four semesters of the two year M.Ed.