

Maharaja Surajmal Brij University, Bharatpur



FACULTY OF EDUCATION

SYLLABUS AND SCHEME OF EXAMINATION

M.Ed. (Two Year)

For the Examination of

I & II Semester


अकादमिक प्रभारी

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

O.327. The candidates seeking admission for the degree of Master of Education (two year programme) should have obtained at-least 50% marks or an equivalent in the following programme of this university or another university recognized by the syndicate for the purpose, a regular course of the study;

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

N.B.: Candidate passing Shiksha Shastri Examination and seeking admission to M.Ed. Course shall be considered eligible for admission to M.Ed. if the candidate has passed Shiksha Shastri examination with courses of study as are identical to B.Ed. This shall be operative from the session 1980-81.

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

O.328. The Master degree in Education (M.Ed.) programme is for a period of two year regular full time consisting of four semesters , viz. semester I, semester II, semester III, semester IV. Each year shall comprise of two semester viz. odd & even semesters. Odd semesters shall be from July to December and Even semesters shall be from January to May. To complete the M.Ed. programme maximum time period will be three years from the date of the admission as per NCTE regulations.

O.328 A. The objectives of the M.Ed. Course are:

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

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

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

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

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

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

Part II- Dissertation

Dissertation:-

O329A. The dissertation under semester Part-II shall be closely related to the optional papers offered by the candidate. The topic and the plan of the dissertation will be decided in consultation with the faculty members appointed by the Principal of an affiliated college and Head of the department, Education of the University. The topic is finally approved by the Principal in case of affiliated college and by the Head of the department of Education in case of university. In special case the Principal/ Head of the university department, Education of the university may permit a student to select any other field for his/her dissertation.

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

The dissertation together with two copies of the summary shall be submitted to the Principal of the College/Head of university department of Education, who will forward the same to the Registrar of the University by the 10 March of IInd Year(IV semester).

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

O.329 B. There shall be an examination at the end of each semester, for first semester in the month of December/January, for second semester in the month of May/ June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in December/January or May/ June.

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

of the examination.

O.329 D. A candidate who has passed the M.Ed. Examination of the University of any other University recognized by Syndicate may be permitted to appear for the examination in the remaining paper/papers in the area of specialization paper X already offered by him (without attending a affiliated college), or the papers in any other area of specialization under Part I (B) provided he/she studies at a Post-Graduate Teachers Training College affiliated to the University for at least six months and completes the required amount of Theoretical, Practical, Sessional work if the area of specialization which he/she wishes to offer is different from the one in which he/she submitted the dissertation during the M.Ed. Examination.

Regulation 43:- SCHEME OF EXAMINATION

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

Ist semester	Paper 1,2,3,4	ISB I
IInd semester	Paper 5,6,7,8,	ISB II a) Dissertation work b) Internship
IIIrd semester	Paper 9,10,11,12, *13 (*Internship)	ISB III a) Dissertation b) Academic Writing
IVth semester	Paper 14, 15, **16 (**Dissertation)	

Detailed programme of Examination (I, II, III, & IV Semester)

Programme Outline of M.Ed

Semester-I

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
I	M.Ed-01	Psychology of Learning and Development	04	75	25	100
II	M.Ed-02	Historical, Political and Economical Perspective	04	75	25	100
III	M.Ed-03	Educational Studies	04	75	25	100
IV	M.Ed-04	Introduction to Research Methods	04	75	25	100

ISB - I	*ISB I (Inter Semester Break)	Communication and expository Writing:- Part I - Review of Related Literature on any area of Education Research. Part II- Self Development Programme (Any Two)	02		50	50
			01	-	25	25
			01	-	2x12.5	25
		1. Personality Development -Meaning type, Factors, Approaches, Techniques to enhance the personality 2. Communication Skills - Meaning, components, types, barriers and ways of improving C.S. and its importance 3. Creative writing Skills – Meaning, Types, elements, forms and Techniques to improve the C.W. Skills 4. Decision making Skills - Meaning, Types, steps involved in decision making, Techniques to improve the D.M. Skills. 5. Interpersonal Skills - Meaning, Types, Techniques to improve & its importance. 6. Managerial Skills - Meaning, Characteristics, competence & its Importance. 7. Research Skills - Meaning, Types, Characteristics, components, ways of improving R.S. and its importance 8. Analytical Skills - Meaning, Types, Characteristics, Techniques to improve the Analytical Skills. 9. Time Management - Meaning, Types, Characteristics, components, ways of improving T.M. and its importance.				
Total			18			450

Aggregate of Semester I

1 credits = 12 hours

Total Credits = 16+2 = 18 Credit

Total hours = 18x12=216hrs

Total Marks 100 x 4 = 400

ISB I

50

450 Marks.

Semester-II

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
V	M.Ed-05	Philosophy of Education	04	75	25	100
VI	M.Ed-06	Sociology of Education	04	75	25	100
VII	M.Ed-07	Curriculum Studies	04	75	25	100
VIII	M.Ed-08	Teacher Education -I	04	75	25	100

ISB-II	*ISB-II	Course of Professional Development	06	-	150	150
		A. Dissertation Work:-				
		Synopsis Presentation of Research Study (PPT)	02		50	50
		Seminar on Tools development related to current issues in Educational areas.				
		B. Internship in TEI				
		i. Prepare, Administration and Standardize of any one Psychology Test.	04		100	100
		ii. Case Study on basis of Individual differences			1 x 25	
		iii. Observation of One Educational Training institution and its Report writing.			1 x 25	
		iv. Development Skills to maintain Institutional Office records.			1 x 25	
Total			22			550

Aggregate of Semester II

Total Credits = 16+06 = 22 Credit

Total hours=22x12=264hrs

Total Marks 100 x 4 = 400


ISB II

150

550 Marks.

Semester-III

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
IX	M.Ed-09	Specialization on courses :- On the basis of two levels i.e Elementary Education, Secondary and Sr. Secondary Education) (Any One)-opt any one following paper with one level (a) Pedagogy of Science Education (b) Pedagogy of Mathematics Education (c) Pedagogy of Language Education (d) Pedagogy of Social Science Education	04	75	25	100


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X	M.Ed-10	Specialization on courses (Any one) i. Guidance and Counseling - I ii. Curriculum Pedagogy and assessment -I iii. Education Policy, Economics and Planning - I iv. Educational Management, Administration and Leadership-I v. Education Technology – I vi. Theme based on Institutional Strengths (Any one) a) Life Long Education-I b) Value Education and Human Rights-I c) Peace Education-I d) Yoga Education-I e) Inclusive Education-I	04	75	25	100
XI	M.Ed-11	Advanced Research Methods	04	75	25	100
XII	M.Ed-12	Teacher Education -2	04	75	25	100
XIII	M.Ed - 13	Internship (Practicum Work with B.Ed. Students) Seminar, Workshop, Conference (attend & organize), Project, Lecturers, Discussion, Tutorials, Team Teaching, Two P.P.T. Presentation on Current Educational Issues, Evaluation Techniques	04	-	10x10=100	100
ISB III	ISB III	A. Dissertation (2 Credits) i. Data Collection ii. Introduction of Excel/SPSS for Data Analysis iii. Presentation by students of statistical techniques used in data analysis using Excel/ SPSS B. Academic Writing (2 Credits) i. Abstract writing of two published research papers ii. Library based Self directed study notes (any two topics)	04	-	100	100
Total			24			600

Aggregate of Semester III

Total Credits = 20+04 = 24 Credit Total hours=24x12=288hrs
Total Marks 500
ISB II 100 600 Marks.

Semester-IV

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
XIV	M.Ed-14	Specialization on courses:- On the basis of two levels i.e Elementary Education, Secondary and Sr. Secondary Education (Any One) opt any one following paper with one level (a) Pedagogy of Science Education (b) Pedagogy of Mathematics Education (c) Pedagogy of Language Education (d) Pedagogy of Social Science Education Practical Work- Project work on topics of above papers	04	75	25	100
			02		50	50
XV	M.Ed-15	Part (A) Specialization on courses (Any one) i. Guidance and Counseling - II ii. Curriculum Pedagogy and assessment -II iii. Education Policy, Economics and Planning - II iv. Educational Management, Administration and Leadership-II v. Education Technology -II vi. Theme based on Institutional Strengths (Any one) a) Life Long Education-II b) Value Education and Human Rights-II c) Peace Education-II d) Yoga Education-II e) Inclusive Education-II Practical Work- Project work on topics of above papers	04	75	25	100
			02		50	50
XVI	M.Ed-16	Dissertation - Dissertation writing - Dissertation (Pre-submission Presentation) - Final Presentation and Viva-Voce				
			02	50	-	100
			01	-	25	
			01	25		
Total			16			400

Aggregate of Semester IV

Total Credits = 16 Credit Total hours=16x12=192hrs

Total Marks 400

Total Credits = Sem-I + Sem-II + Sem-III + Sem-IV

18 + 22 + 24 + 16 = 80 credits

Total Marks = 450 + 550 + 600 + 400 = 2000 Marks

Total hours =216+264+288+192= 960hrs

Evaluation of M.Ed. Examination

- Each theory paper in semester I, II, III, & IV will carry 100 marks out of which 75 marks will be of theory paper and 25 marks to be assessed on sessional work.

2. In each semester the duration of each paper shall be three hours. Internship programme in semester III will carry 100 marks equal valent to one paper.
3. **ISB-1:** Semester-1 will be of 50 Marks, out of which 20 marks will be for Part I - Review of Related Literature on any area of Education Research and 30 marks will be for Part II- Self Development Programme.
4. **ISB-2:** Semester II will be of 150 Marks, out of which 50 marks will be for Dissertation Work and 100 marks will be Internship in TEI.
5. **ISB-3:** Semester III will be of 100 Marks, out of which 50 marks will be of Dissertation and 50 marks will be of Academic Writing.
6. 50 marks will be carry in ISB I: Semester I, 50 Marks will be carry in ISB II Semester II, -50 Marks will be carry in Semester-IV. 100 marks out of which 50 of dissertation writing as external assessment, 25 marks of dissertation (Pre submission Oresentation) as internal assessment & 25 marks of final Presentation and viva-Voce as external assessment.

QUESTION PAPERS:-

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

Theory Paper	75 Marks
Sessional Work	25 Marks

Sessional Work:-

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

Part-II Dissertation

200 Marks

The dissertation shall be examined on the following line:

- | | | |
|------|-------------------|--|
| (i) | External Examiner | 75 Marks (Final Report=50 , Viva=25) |
| (ii) | Internal Examiner | 125 Marks (ISB PART-2 (50MARKS), ISB-3(50 MARKS), SEM-4(Pre-submission presentation 25 marks). |

Working out the result and awarding division:

The successful candidate shall be classified into two classes.

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

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

In dissertation the minimum passing marks shall be 48 percent.

O.8 B Credits:

The term 'Credit' refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. For instance, in case of Internship programme, symposium, seminar, workshop, communication skill and internal exams assigned 40 credits in each semester. However, in no instance the credits of a course can be greater than the hour allotted to it. One credit refers to 12 hours. Total 960 hours in two years. The total minimum credits, required for completing a PG M.Ed. Programme is 80 credits. Credit marks in I semester 18 in II Semester 22 in III Semester 24 and IV Semester 16. Total credit marks will be 80.

SEMESTER-1

M.Ed - 01

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

100 Marks

Objectives

After completing the course the students will be -

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

Course content

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

- A. **Meaning and concerns** of education psychology, Contribution of various schools with reference to teaching –learning: Structuralism, Functionalism, Behaviorism, Gestalt, Psychoanalytic, Humanistic, and Constructivism
- B. **Methods in psychology**- Survey, Observation, Clinical, Case Study and Experimental
- C. **Concept of Growth & Development** of the learner (Physical, Social, Mental & Emotional Development) and their Implications for learning. Role of heredity and environment in Growth & Development. Individual differences:-meaning, causes and their Educational Implications (with special reference to mental retarded, gifted & delinquent).

Unit-II Cognitive aspects of an individual

10 HOURS

A. Cognitive development:-

- Cognitive process-Perception, Attention, Memory, Development of concepts, Logical –Reasoning, Critical-Thinking, Development of concepts, Strategies for Teaching concepts, Problem – Solving, Decision –Making. Study of consciousness: Sleep, Wake Schedule, Dream, Stimulus Deprivation, Role of meditation in quality sleep,

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

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

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

Unit - III Paradigms of Learning

8 HOURS

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

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

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

Unit - IV Personality and Motivation

10 HOURS

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

B. Motivation: Instinct, Need, Drive, Motives, Maslow's Need Hierarchy, Reinforcement, Punishment-reward, Achievement Motivation by Mc- Cleland and educational implications, interest and aspiration, Measurement of Motivation.

Unit V-Applications of psychology to health and education

10 HOURS

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

- B. Stress, Sources of Stress, Stress management technique, Anxiety, Forms of Anxiety:- panic and phobia, Vocational Guidance & Career Counseling.
- C. Promoting of positive health and well being:- mental-health & hygiene Resilience, Theory of Seligman, Positive thinking.

Sessional Work:

25 marks

- Active participation in routine class instructional deliveries (Practical work, tutorial, field work etc.)
- Prepare, Administration and scoring of psychological tests. (anyone)
 - i. Personality
 - ii. Case study
 - iii. Intelligence

References:

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9. Hays J.R. (1978): Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey press
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11. Joyce Bruce and well Marsha (1985). Models of Teaching prentice Hall of India Ltd.

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13. Michael Green (1989) : Theories of Human Development prentice Hall, englewood cliffs, New Jersey.
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SEMESTER-1

M.Ed. - 02

HISTORICAL, POLITICAL AND ECONOMICAL PERSPECTIVE

MARKS-100

Objectives:-

After completing the course the students will be able -

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

Course Content:

Unit – I: Historical Aspects

8 HOURS

- A. Comparative study of the development of Education in ancient, medieval and modern reign with special reference to aims, objectives, curriculum, methods and Evaluation techniques, Impact of colonialism on Indian Society, economy, polity and education.
- B. Experiments and contribution in Indian Education: Gujarat Vidya Peeth, Shanti Niketan, Pondichari Ashram, Chitrakoot Gramodyog Vishva Vidhyalaya, Riverside School.

Unit – II: Political Aspects

10 HOURS

- A. Educational Contribution of prominent thinkers in brief: M.K. Gandhi, Vivekanand, Maulana Abul Kalam Azad, Dr. A.P.J. Kalam and Jyotibha Phoolle.
- B. Democratization of Education, role of democracy and education in multicultural & multilingual societies, Constitutional provisions for Education in India, Human Rights (U.N. declaration) with special reference to Child Right.
- C. New trends, problems and their possible solutions of Indian Educational Administration, world Problems and Terrorism: its causes, impact on society, remedies through Education.

Unit – III : Economical Aspects

10 HOURS

- A. Meaning, Concept, Importance of Economic Growth and Economic development, Planning, Role of Education for it, Economy and Education: Impact of LPG (Liberalization, Privatization, globalization) and concept of PPP (Public Private Partnership).
- B. Economics and Migration, The Economics of Brain Drain, Economic threatening : Poverty, Unskilled labour, lack of resources, inequitable growth, unemployment, Economic Underdevelopment.
- C. Contribution of Education for development: Skill development, Man power planning, Human Resource management and its relevance to Education, Niti Aayog : Origin concept, objects, role, functions and challenges.

Unit – IV: Global Aspects

10 HOURS

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

- B. A study of secularism, Nationalism and Universalism, Scientific, Technical and Cultural invasion, its impact on society and education.
- C. Open learning society and open learning system: origin, meaning, concept, objectives, merits and challenges.

UNIT V: CENTRAL AGENCIES OF EDUCATION

10 HOURS

- A. Introduction: MHRD, NCTE, NCERT, CBSE, CABE, NUEPA, UGC, NAAC.
- B. Functions of Central agencies
- C. Educational Implications in reference to quality enhancement in present teacher training challenges.

SESSIONAL WORK:-

Attempt any two of the following.

25-MARKS

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

References:

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2. Banerjee, A.C. & Sharma S.R. (1999). Sociological and Philosophical issue in Education. Jaipur, Book Enclave.
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22. Sharma A.P. (1999) : An Approach to Philosophy of Education. New Delhi, The Indian Publication.
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24. Sharma, Y.K. (2002) The Doctrines of the Great Indian Educators, New Delhi, Kanishka Publishers, P.371.
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Semester – I
M.Ed – 03
EDUCATIONAL STUDIES

MARKS 100

Objectives –

After completing the course the students will be able –

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

Course Content:

UNIT - I Areas & Analysis of Educational Studies -


9 HOURS

- A. Pedagogical, Philosophical, Sociological, Psychological, Health, Curriculum, Gender issues, Action Research, School Administration, Technological development, Drama-Arts, Special education and Environmental Scenario.
- B. Analysis of Educational Studies from reputed and recognized, educational journals.

UNIT II- Changing Socio-Cultural Context of Education

10 HOURS

- A. Education in the present Socio-Cultural Perspective, Understanding Contemporary Indian society with reference to multilingual, multicultural gender, equity, poverty, diversity, human rights and rights of child, appropriate approaches for teaching, young children in the context of diversities and Constitutional provisions of education
- B. Process of socialization and acculturation of child-critical appraisal of the school, parents, peer group and the community, Young children and social policy, Social context as a source for rejuvenating teaching and learning and classroom as a social context


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UNIT - III Comparative Education**9 HOURS**

- A. Concept, Meaning, Nature and Importance Comparative Education.
- B. comparative study of Educational system at Primary, Secondary, Higher and Teacher education of India with reference U.S.A, U.K. and Russia

UNIT - IV Contemporary Concerns of Education -**10 HOURS**

- A. Impact of prevailing examination system on students and stake holder, Past exam reforms, -Secondary Education Commission(1952-53), Education Commission(1966), NPC (1986), National Focus Group Position Paper on exam reform, (Improving quality through range of question, grading, credit system, mode of certification and role of ICT
- B. Public - Private Partnership - issues and challenges, Professional development of teacher through quality training, Interpersonal relationship, Financial Status, Job satisfaction, Education for skill development, Delinking of Jobs with degree (emphasis on professional skills and life skills), Environmental Education, Gender Sensetazitation

UNIT - V Recent Education Policies and Acts**10 HOURS**

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

Sessionals –**Any two****25 marks**

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

References:-

1. Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon. Bruubacher
2. Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.

3. Butchvarov, P. (1970) The Concept of knowledge. Evanston, Illinois, North Western University Press. Debra Heyes
4. Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO
5. Freire, Paulo (1970). Pedagogy of the oppressed. New York: Continuum.
6. John S.; (1969) Modern Philosophies of education, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
7. Martin Hills, Pam Chistie and Bob Lingard (2007) Teachers and schooling: Making a Difference, Allen and Unwin, Australia.
8. NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
- 9.. NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
10. NCERT (2005): National Curriculum Framework, New Delhi.
11. NCTE, (2004): Teacher Education Curriculum, New Delhi.
12. Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.

Semester - I

M.Ed. - 04

Introduction to Research Methods

Marks 100

Objectives:-

After undergoing this course the students will be able to:-

1. Explain and describe the meaning of Scientific Method, Scientific Inquiry and their implications for educational research.
2. Describe characteristics of philosophical, psychological and sociological research paradigms as they apply to educational research.
3. Explain and adopt different strategies of research to solve educational problems.
4. Understand mechanics of writing research proposal research papers.

5. Select research problem, preparation of research proposal, doing research and its report writing.
6. Understand recent research trends in India & abroad.

COURSE CONTENT

UNIT I Structuring Educational Research

10 Hours

A. Nature of research, knowledge and inquiry: Nature of knowledge and its sources (Instinct, reason, intuition etc). Scientific method of inquiry (Authority, Intuition, Tenacity, Rationalism, Empiricism) and their role in knowledge generation, Meaning, nature & need of research nature, scope and significance of Educational Research, Major orientation in Educational Research: Philosophical, Sociological, Psychological, Technological and Management etc. Types of Researches: Fundamental, Applied & Action Research, Quantitative & Qualitative.

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

UNIT II Design in Educational Research

10 Hours

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

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

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

UNIT III Variables, Hypothesis, Population & Sample

10 Hours

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

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

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

UNIT IV: - Tools and Methods of data collection

8 Hours

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

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

UNIT V Writing of Research Proposals, Recent trends in Education

10 Hours

A. Writing of Research Proposals - Identification of a research topic: Sources and need, Review of related literature, Rationale and need of the study, Conceptual and operational definition of the term, Variables, Research question, aims objectives and hypotheses, Delimitation, Methodology, samples, tools, Scope, limitation, delimitation, Significance of the study, Bibliography, Time frame, Budget if any and chapterisation

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

Sessional:-

25 marks

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

References:-

1. Best, John W. : *Research in Education*
2. Dalen; Deobold B. Van: *An Introduction to Educational Research.*
3. Fisher, R: *Designs of Experiments.*
4. Garrett, H.E. : *Statistics in Education and Psychology.*
5. Good, C.V.: *Introduction to Research.*
6. Guilford, J.P.: *Fundamental Statistics in Psychology and Education.*
7. Keeves, John P. (Ed.): *Educational Research, Methodology and Measurement: An International Handbook.*

8. Kerlinger, Fred N: Foundations of Behavioural *Research*.
9. Mouley, George J.: *The Science of Educational Research*.
10. Myros J.K.: *Fundamentals of Experimental designs*.
11. Verma, M.: *An Introduction to Educational and Psychological Research*.

Semester-II

M.Ed. - 05

Philosophy of Education

Marks : 100

Objectives:

After completing the course the students will be able -

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

Course Content:

Unit 1 Educational Philosophy

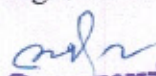
8 HOURS

- A. Philosophical Foundation of Education: - Meaning & scope of Philosophy, Need of philosophy in life and for a Teacher its Practical Meaning & Various definitions of education.
- B. Interrelationship between philosophy & Education, Modern Concept of Philosophy: Analysis – Logical empiricism & positive relativism, Scope- Functions of Educational Philosophy

Unit 2 Fundamental philosophical Issues: -

10 HOURS

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


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- B. The issues special reference to reality and objectivity, worth of knowledge and truth
C. Axiological Issues: Ethics and aesthetic issues, their origin and scope. Nyaya, Yoga, Samkhya.

Unit 3. Comparative Study of the western Schools of Philosophy 10 HOURS

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

B. Naturalism, Pragmatism, Idealism, Existentialism and Realism

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

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

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

Unit 5. Indian School of philosophy 10 HOURS

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

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

Sessional Work:

Any two of the following:

25 Marks

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

References:

1. Broalldy Harry (1967). Building a Philosophy of Education, Engleword; Cliffs, Prentice Hall Inc.
2. Brubacher G.S. (1962). Midern Philosophy of Education (International Student Edition) Tokyo; McGrow Hills.
3. Brubacher, John S. (1962): Modern Philosophy of Education: Prentice-Hall Inc., Englewood Cliffs, N.J.

4. Chaube S.P. (1981). A Philosophical and Sociological Foundations of Education, Agra; Vinod Pustak Mandir
5. Hirianna, M. (1995): The Essentials of Indian Philosophy, Motilal Banarasidas Publishers.
6. Noddings Nel (2012) Philosophy of Education, West View Press
7. ओड, लक्ष्मीलाल के. (1973). शिक्षा की दार्शनिक पृष्ठभूमि: राजस्थान हिन्दी ग्रन्थ अकादमी।
8. Pandey, R.S. (1997): East West Thoughts on Education: Allahabad, Horizon Publishers
9. Pareek, M. & Sharma Rajni,(2005).Udāiman Bhartiya Samaj mein shikshak avam Shiksha,Shiksha Prakashan , Jaipur
10. Rurk Robert R. (1956). The Philosophical Bases of Education, Bosten; Houghton Mifflin.
11. शर्मा आर.ए. (2014) : तत्वमीमांसा, ज्ञानमीमांसा, मूल्यमीमांसा एवं शिक्षा, आर लाल बुक डिपो, मेरठ।
12. Thomson Godfrey (1957). A Modern Philosophy of Education, London; Gersrge G. Garper & Colts.
13. Wynee John P. (1947). Philosophy of Education, New York: Prentice Hall Inc.

SEMESTER II

M.Ed.- 06

SOCIOLOGY OF EDUCATION


Marks 100

Objectives:-

After completing the course the students will be able -

1. To understand the concept of Educational Sociology and Sociology of Education.
2. To understand the relationship among Education, Society and social substance.
3. To understand the contribution of great educator's to society and education.
4. To understand the process of socialization relationship between culture, society and education.


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5. To analyze, interpret and synthesize various concepts of sociological principles related to educational phenomena.
6. To understand the concept and process of social stratification and social change.
7. To understand the issues of excellence, equality and inequalities.
8. To understand emerging trends of society in global perspectives.
9. To understand the process of social change, modernization and role of education in the transmission of the national and cultural heritage.

Course Content:

Unit –I: Education and Sociology

8 HOURS

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

Unit – II : Socio- Cultural Context of Education

10 HOURS

- A. Relationship of Education with culture, cultural change, cultural conflict, cultural relativity, cultural pluralism, VIS-A -VIS Education, Indian culture in global perspectives.
- B. Process of socialization and acculturation of the child, critical appraisal of the role of school, parents, peer groups and the community.
- C. Meaning & process of modernization, Concept of post modernism, Impact of modernization on education and culture, role of education for making composite culture.

Unit – III : Education as a Social Process

10 HOURS

- A. Concept of change, planned change and process of planned change.
- B. Education as related to social change, social mobility and social stratification.
- C. Education for sustainable development: Meaning, Dimensions, Principles, strategies and role of Education in sustainable development.

Unit – IV : Social Dimensions of Education

10 HOURS

- A. Meaning and concept of social ecology and contribution of education to maintain harmonious social ecology.
- B. Social structure and education: conflict, Crisis within Indian social structure.
- C. Unity and diversity in India, Education and Inequalities; caste, class, gender, education for the oppressed, issues of equality of Education opportunity and excellence in Education.

UNIT – V Futuristic Society and Education

10 HOURS

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

SESSIONAL WORK -

Attempt any two of the following :-

(25 marks)

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

REFERENCES :-

1. Anand C.L. and Et.al., The Teacher and Education in Emerging Indian Society, NCERT, New Delhi. (1983)
2. Bānerjee A.C. & Sharma S.R. (1999), Sociological and Philosophical Issues in Education, Jaipur : Book Enclave.
3. Bhatia, K.K. (2005). Education in Emerging Indian Society. Ludhiana: Kalyani Publishers.
4. Bhatia, K.K. and Narang, C.L. (1992). Teacher and Education in Emerging Indian Society. Ludhiana: Tandon Publications.
5. Bhatia, K.K. and Narang, C.L. (2008). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
6. Brown J.F.: Educational Sociology
7. Chaube, S.P. (1981). Philosophical and Sociological Foundations of Education. Agra: .Ravi, Moudarnalya.

8. Dash, B.N. (2004). Theories of Education & Education in the Emerging Indian Society. New Delhi: Dominant Publishers and Distributors.
9. Dubey, S.C. (1994) Indian Society, New Delhi, NBT, Pp.
10. Frasnais M. Abraham (1982), Modern Sociological theory An introduction, Oxford University Press, Delhi.
11. Haralambos M., Sociology: Themes and Perspectives, Oxford University Press, New Delhi. (1980)
12. Harlambos N., R.M. Heald (1980), Sociology-themes and perspectives, Oxford University Press.
13. Jonathan.H.Turner (1995), The structure of sociological theory, Rawat publications, Jaipur.
14. Kenkel, W.F., Society in Action (1980), Introduction to Sociology. New York: Harper and Row.
15. Mathur S.S.(2008), A Sociological Approach to Indian Education, Agra : Vinod Pustak Mandir.
16. Mathur, S.S. (1985). Sociological Approach to Indian Education. Agra: Vinod Pustak Mandir.
17. Mohanty, J. (1994). Indian Education in the Emerging Society. New Delhi: Sterling Pvt. Ltd.
18. Pandey, R.S. (1997), East West Thoughts on Education, Allahabad: Horizon Publishers.
19. Sachdeva Vidya Bhushan (2003), An introduction to sociology, Kitabmahal, New Delhi.
20. सक्सेना एन. आर. स्वरूप (2013) : शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत, आर. लाल बुक डिपो।
21. शर्मा, आर. ए. (2014) : शिक्षा के दार्शनिक एवं सामाजिक एवं मूल आधार, आर. लाल बुक डिपो।
22. Singh Yogender, Social Stratification and Change in India, Manohar Book Service, New Delhi. (1977)
23. Sodhi T.S. & Suri A.(1998), Philosophical and Sociological Foundation of Education, Patiala : Bawa Publications.
24. Srinivas M.N.: Social Change in Modern India

25. Weber, C.O. (1960), Basic Philosophies of Education, New York: Holt, Rinehart & Wins
26. Wilbur, B. Brookover, D. Gottlieb (1964), A Sociology of Education, New York : American Book Company.

Semester-II

M.Ed -07

Curriculum Studies

MARKS 100

Objectives:-

After completing the course the student will be able:

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

Course Content:

Unit I Concept and Meaning of Curriculum:

8 HOURS

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

Unit II Curriculum development and theories:

10 HOURS

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

- Curriculum and Poststructuralist Theory.

Unit III Conceptions and Designing of the Curriculum:

10HOURS

- The Humanistic, Social Reconstructionist and Technological Curriculum.
- Organization, Components, Sources, Principles and Approaches of curriculum design.
- Plan and implementation of technology in curriculum design.

Unit IV Evaluation and trends in Curriculum

10 HOURS

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

UNIT V- Models of curriculum design:

10 HOURS

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

Sessional Work: -

Following two:-

25 marks

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

REFERENCES:-

1. Aggrawal, J.C(1990): Curriculum Reforms in India: Doaba house.
2. Anning, Angela(1995): " A National Curriculum for the Early Years", Open Univesity Press, Buckingham, Philadelphia.
3. Audrey & Howard Nocholls(1978):" Developing Curriculum", A practical guide- George Allen& Unwin, Boston, Sydney, London.
4. Bhatt, B.D. - Curriculum reform, Kanishka Publishers, New Delhi.
5. Bhatt, B.D and Sharma, S.R(1992) Principle of curriculum Construction, Delhi, Kanishka Publishing House.
6. Curriculum Development and Educational Technology, New Delhi: Sterling Publishers.
7. D.Warwick (1975): Curriculum structure and Design, University of London press

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

SEMESTER: - II

MED-08

TEACHER EDUCATION I

MARKS 100

Objectives:-

After completing the course the students will be able –

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


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

Course Content:

Unit 1: Context of Teacher Education: 10 HOURS

- a) Meaning, Nature, Scope and Significance, Teacher Education and Social Intervention.
- b) Aims and Objectives of teacher Education at different level.
- c) The Context of Teacher Education - The Dynamics of Social, Psychological, Political and Economic Changes in Society.
- d) Futuristic Views of Teacher Education. (Preparation of Teachers for Schools, Inclusive Classrooms and the Global Context)
- e) Curricular Areas of Initial Teacher Education – National Curriculum Framework (NCF) 2009. Training of special teacher-Arts, Crafts, Physical Education, Home Science, Vocational, Technical and work experience.

Unit 2: Knowledge based Teacher Education: 10 HOURS

- a) Qualifications of teachers-pre-primary, primary, Secondary, Higher Secondary, Higher Education.
- b) Meaning and Types of Knowledge, Habermas's Theory of 'Knowledge - Constitutive Interests, Deng and Luke's Conceptions of Knowledge, Shulman's Theory of 'Knowledge-base for Teaching'. The Knowledge Continuum - the General Principles of Teacher Effectiveness.
- c) Reflective Teacher Education –Meaning, Strategies for Promoting Reflection, Reflective Thinking v/s Reflective Action, Reflective Practice leading to Reflective Teaching. The Reflective Teaching Model. Need for Reflective Teaching, Difference between Reflective Teaching and Action Research.

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

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

Unit 4: Managing Practicum in Teacher Education: 10 HOURS

- a) Integration of Theory and Practice.
- b) Organization, Observation, Supervision and Assessment of Practice Teaching.

- c) Concept and Types of Feedback to Student Teachers.
- d) Principles and Organization of Internship.
- e) Mentoring and Coaching in Teacher Education.

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

- a) Developmental concept of a teacher.
- b) Problems of teacher education at school levels.
- c) Quality assurance and accreditation in teacher education.
- d) Application of ICT in teacher education.
- e) Code of teacher education.

Sessional Work: -

25 Marks

- A critical study of one teacher training college.
- Contribution of UGC, NAAC, CTE, & IASE for quality enhancement.

REFERENCES:-

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