SEMESTER-I

M.Ed.CC:101

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Expected Learning Outcome:

On completion of this course, the students will be able to

- ❖ Describe multiple dimensions of learner's development and its implications on learning;
- ❖ Reflect on the process of learning from the point of view of different theoretical perspectives and the need to adopt appropriate approaches;
- ❖ Understand the learner in terms of diversities and its implications on learning;
- ❖ Learn the factors affecting learner's environment and assessment;
- ❖ Discuss the strategies for effective management of learning;
- ❖ Gain a systematic knowledge about motivation and emotion
- ❖ Conceptualize the needs of the learners and the process of learning
- ❖ Recognize different theories of learning and creativity
- ❖ Understand the concept of personality and methods of personality assessment

Course Content:

Unit 1: Psychology & Development

- ❖ Psychology: Meaning of Psychology
- ❖ Schools of Psychology: Behaviourism, Constructivism and Humanism
- ❖ Methods of studying Psychology: Observation, Case study, Clinical and Experimental method
- ❖ Development – Concept and dimensions of Development: Physical, Intellectual, Emotional, Social, Language and Moral dimensions
- ❖ Theories of Development:
  - o Intellectual development – Bruner;
  - o Psycho social development- **Erikson;**
  - o Moral Development-**Kolhberg**

Unit 2: Learning & Motivation

- ❖ Learning: Concept and Nature of learning
- ❖ Theories of Learning and their educational implications: Lewin's field theory; Gagne's theory of learning; and Donald Normal informational Processing theory

❖ Transfer of learning: Types and its theories (any two) – Educational implications of the Transfer of Learning.

❖ Motivation: Factors facilitating motivation: Intrinsic and Extrinsic, Theories of Motivation (Maslow, McClelland) and their educational implications.

Unit 3: Intelligence and Creativity

❖ Intelligence: Theories of Intelligence (Guilford's Structure the Intellect Theory, Thurston's Group Factor Theory, Howard Gardner's Multiple Intelligent Theory, Sternberg's Triarchic Theory) – Emotional Intelligence: Meaning, Branches, Characteristics and Components – Assessment of Intelligence: Verbal; Non-Verbal; Performance; Individual and Group.

❖ Creativity: Concept, Characteristics, Steps of Creativity – Factors Influencing Creativity - Techniques for development of Creativity: Brain-Storming (Osborn); Synectics (Gorden); Attribute – listing (Grawford); SCAMPER (Bop Eberle); Mind Mapping (Buzan) – Fostering Creativity in our classrooms - Theories of Creativity: Taylor's Level of creativity and Arieti's Theory - Measurement of Creativity

Unit 4: Personality & Group Dynamics

❖ Personality: Concept, Nature and Factors Influencing Personality - Theories of Personality: Type Approach (Galen, Sheldon, Kretschmer, Jung); Trait Approach: (Allport, Cattell, Big Five Theory); Type-cum-Trait Approach (Eysenck); Psychoanalytical Approach (Sigmund Freud); Humanistic Approach (Maslow, Carl Rogers) and its educational implications - Measurement of Personality in Educational settings: Tools and Techniques.

❖ Group Dynamics & Leadership: Group Dynamics:- Characteristics and Type of Groups, Stages of Group Development, Factors of Group Formation, Factors Affecting Group Behavior, Causes of Poor Group Dynamics – Educational Significance of Group Dynamics – Leadership:- meaning, nature and Importance of Leadership –- Types of Leadership: Authoritarian, Paternalistic, Democratic, Laissez faire leaders, Transactional and Transformational - Qualities of Good Educational Leadership .

Practicum (Any Two)

Administrate and interpret two of the following tests:

    a) Individual test of intelligence

    b) Group test of intelligence

    c) Personality inventory

d) Test of creativity

e) Any other

Suggested Reading:

- ❖ Aggarwal, J.C. (2009). Child Development and the Process of Learning, Shipra Publication, Delhi

- ❖ Aggarwal.J.C. (2008) Essentials of Educational Psychology (2nd Edition) Vikas Publishing House Pvt. Ltd., New Delhi.

- ❖ Agochiya, Devendra (2010). Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents, Sage Publications Pvt. Limited, New Delhi

- ❖ Baron A. Robert (2000) Psychology. Prentice-Hall of India, New Delhi.

- ❖ Bichkard, M.H. (2000). Motivation and Emotion: An Interactive Process Model. In R.D. Ellis, N. Newton (Edn). The Caldron of Consciousness. Pp. 161-178. J.Benjamins.

- ❖ Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.

- ❖ Chaube, S.P. (2007). Development Psychology, Neelkamal Publications Pvt. Limited, Hyderabad.

- ❖ Chauhan. S. S. (2007) Advanced Educational Psychology (7th Edition), Vikas Publishing House Pvt. Ltd. New Delhi.

- ❖ Dececo, J.P. (1977). The Psychology of learning and instruction, Prentice Hall, Delhi.

- ❖ Dennis Child (1973) Psychology and the Teacher. Holt Rinehart and Winston, New York.

- ❖ Guilford, J.P. (1967). Nature of Human Intelligence, New York: McGraw Hill.

- ❖ Hergenhahn, B.R. & Mathew H. Olson (2007). Theories of Learning: An Introduction. (7th edition). Prentice Hall of India.

- ❖ Hurlock B.Elizabeth (1980) Developmental Psychology. Tata McGraw Hill, New Delhi.

- ❖ John.W.Santrock (2006) Educational Psychology, Mc graw-hill Higher Education, New Delhi.

- ❖ Mangal, S.K. (2012). Advanced Educational Psychology, 2nd Edition PH1 Learning Pvt. Limited, New Delhi

- ❖ Mangal. S. K (2007) Advanced Educational Psychology (2nd Edition), Prentice-Hall of India Pvt. Ltd., New Delhi.

❖ Pintrich, P.R.; and Schunk, D.H. (1996). Motivation in education: theory, research and applications. Englewood Cliffs, N.J. Merill. 20 I

❖ Schneider, F.W., Gruman, J.A. & Coutts, L.M. (Eds.) (2012). Applied Social Psychology-Understanding and Addressing Social and Practical Problems, Second Edition, Sage Publications Pvt. Limited, New Delhi

❖ Slater, M.A., & Quinn, P.C. (Eds.) (2012). Developmental Psychology-Revisiting the Classic Studies, Sage Publications Pvt. Limited, New Delhi

❖ Stephens J.M. and Evans ED (1983) Development and Classroom Learning: An Introduction to Educational Psychology. Macmillan Company, New Delhi.

❖ Synder, C.R. & Shane J. Lopez (2007). Positive psychology. SAGE Publications. U.K.

❖ Travers M. Robert (1973) Educational Psychology. The Macmillan Company, New Delhi.

❖ Uday Shankar (1983) Advanced Educational Psychology. Oxford University Press, New Delhi.

❖ Venkatesan, S. (2004). Children with Developmental Disabilities-A Training Guide for Parents, Teachers and Caregivers, Sage Publications Pvt. Limited, New Delhi

❖ Vigotsky. L.S(2006) Educational Psychology, Pentagon Press Bhavana Book & Prin, New Delhi.

❖ Whitebread, David (2012). Developmental Psychology & Early Childhood Education, Sage Publications Pvt. Limited, New Delhi

M.Ed.CC:102
PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Expected Learning Outcome:

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

❖ Understand the conceptual framework, nature and functions of philosophy of education.

❖ Analyse, interpret and synthesize of various concepts, proposition and philosophical assumptions about educational phenomena.

❖ Compare concepts of education between/among various western philosophical schools/traditions.

❖ Understand various Indian schools of philosophy and their educational implications

❖ Critical appraisal of contributions made to education by prominent educational thinkers

❖ Develop philosophical insight for resolution of educational issues.

Course Contents

Unit-1: Education and Philosophy

❖ Concept of philosophy and Education, Relationship between Philosophy and Education, Concept of Educational Philosophy and Philosophy of Education, Scope of Philosophy of Education and its significance , Functions of Philosophy of Education

Unit-2: Western Educational Philosophies-

❖ Thoughts and educational implications revealed by western schools of philosophy - Idealism, Naturalism, Realism, Pragmatism, Existentialism, Humanism and logical positivism

Unit-3: Educational Thoughts of Western Thinkers-

❖ Plato, Herbert Spencer, John Dewey, Rousseau

Unit-4: Indian Educational philosophies and Educational Thoughts of Indian Thinkers

❖ Thought and educational implications revealed by Indian schools of philosophy – Sankhya,Yoga ,Vedanta and Educational supposition of Buddhism, and Jainism

❖ Mahatma Gandhi, Swami Vivekanand, Sri Aurobindo, Ravindra Nath Tagore, J. Krishnamurti,

Practicum- any Two

❖ Presentation of paper related with philosophy of education on given topic.

❖ Study of any one thinkers' original literature (one book) and write review on it.

❖ Comparative Study of Indian and Western thinkers (Brief)

References

❖ Butler, J.D.(1968) *Four Philosophies and their practice in Education and Religion*, Third Edition , NewYork, Harper and Row co.,P.528.

❖ Brubacher, J.S. (1950) *Modern Philosophies of Education*, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd.,P.393.

❖ Cahn, S.M. *The Philosophical Foundations of Education*,P.433

❖ C.S. Shukla: Development of educational system in India. Loyal book depot, Meerut.

❖ John Dewey (1963) Democracy of Education, Mac Millan, New York.

❖ K. Patirick (1963) Philosophies of education, Mac Millan & Co. New York.

❖ Kabir Humayun (1961) *Philosophy of Education*, Asia Publishing House Bombay.

❖ Kabir Humayun(1971) *Education in Modern India.* Middlesen. England.

❖ Kirilenko,G. And Korshunova,L.(1988).*What is philosophy*? (Hindi translation by J.C.Pandey),Jaipur:Rajasthan Pupils Publishing House,Pp.272

❖ Mathur S.S. (2008) '*Shiksha ke Darshanik tatha Samajik Aadhaar'*, Agarwal Publications Agra-s.

❖ Park, J. *Selected Readings in the Philosophy of Education*, London, Macmillan and Co.Ltd.P.440.

❖ Radhakrishnan, S. (2004) *Uddeshyapurna Jeevan*, New Delhi, Hind Pocket Books.,P.110.

❖ Radhakrishnan, S. (2004) *Bhartiya Sanskriti Kuchh Vichar*, New Delhi, Hind Pocket Books., P.116.

❖ Radhakrishnan,S. (2004) *Hamari Virasat*, New Delhi, Hind Pocket Books.,P.98.

❖ Rusk, R.R. (1928) *The Philosophical Bases of Education* ,London ,University of London Press Ltd.,P205.

❖ Rusk, R.R. and Scotland, J.(1979) *Doctrines of the Great Educators*, (Fifth Edition), NewYork, The Macmillan Press Ltd.,P.310.

❖ Sharma,Y.K.(2002)*The Doctrines of the Great Indian Educators*, New Delhi, Kanishka Publishers, P.371.

M.Ed.CC:103
CURRICULUM STUDIES

Expected Learning Outcome:

On completion of this course, the students will be able to

❖ Understand the major concepts of Curriculum studies.

❖ Reflect up on various perspectives in Curriculum studies, Curriculum design and Curriculum evaluation.

❖ Apply their knowledge related to Curriculum studies, Curriculum design and Curriculum evaluation in their profession.

❖ Critically evaluate the various Curriculum theories, Curriculum design and Curriculum evaluation.

Course Content:

Unit 1: Basics of Curriculum

❖ Curriculum: meaning and definitions.

- ❖ Historical evolution of curriculum studies.
- ❖ Foundational Subjects of Curriculum Studies- philosophy, psychology, sociology, history, and technology
- ❖ Curriculum studies- Possibilities - Curriculum Policy

Unit 2: Curriculum theory

- ❖ Curriculum theory: Meaning, rationale and importance
- ❖ Perspectives in curriculum theory: Herbartian theory, Social Efficiency Movement (John Bobbitt, Edward L. Thorndake, Frederick Winslow Taylor, W.W. Charters), Progressive Reform Movement (Colonel Francis Parker, John Dewey, John Mayer Rice and Lester Frank Ward), Multicultural Education Movement and Critical theory
- ❖ Paradigm - Empirical–Analytic Paradigm, Critical Praxis Paradigm, Postmodern Antiparadigms

Unit 3: Curriculum Design

- ❖ Laws and Principles of Curriculum Construction
- ❖ Curriculum Design: Curriculum Planning, Curriculum Development, Curriculum Implementation, Curriculum Organization, Curriculum Supervision
- ❖ Curriculum Design of School Curriculum

Unit 4: Evaluation of Curriculum / Curriculum Evaluation

- ❖ Meaning, objectives, Need and Importance, Types of Curricula in the Classroom, Types of Curriculum Evaluation, CIPP Model of Curriculum Evaluation, Phases of Curriculum Evaluation, Techniques of Curriculum Evaluation, Principles of Curriculum Development / Evaluation; Qualitative Evaluation; Standard and Benchmarks of Curriculum Evaluation.

Learning Activities:

A seminar on any of the following topics or similar topics according to the choice of the teacher:

- ❖ Major trends that can be perceived from our contemporary curriculum construction practices
- ❖ My dream curriculum: how will it look like?

Suggested Reading:

- ❖ Craig Kridel (2010) Encyclopedia of Curriculum Studies. SAGE Publications, Inc.
- ❖ Charters, W. W. (1923). Curriculum construction .New York: Macmillan.
- ❖ Flinders, D. J., & Thornton, S. J. (Eds.). (2009). The curriculum studies reader. New York: Routledge

❖ Bobbitt, J. F. (1918). The curriculum. Boston: McGraw-Hill.

❖ Dewey, J. (1902). The child and the curriculum. Chicago: University of Chicago Press

❖ Hlebowitsh, P. (2005). Designing the school curriculum. Boston: Allyn & Bacon.

❖ Jickling, B. (1988). Paradigms in curriculum development: Critical comments on the work of Tanner and Tanner, a tough nut: A rejoinder to Robin Barrow and to Daniel and Laurel Tanner. Interchange, 19(2), 41–67.

❖ Null, J. W. (2008). Curriculum development in historical perspective. In M. F. Connelly (Ed.), The SAGE handbook of curriculum and instruction (pp. 478–490). Thousand Oaks, CA: Sage

❖ Taba, H. (1962). Curriculum development: Theory and practice.New York: Harcourt Brace.

❖ Tanner, D., & Tanner, L. (1988). The emergence of a paradigm in the curriculum field: A reply to Jickling. Interchange, 19(2), 41–67.

❖ Tanner, D., & Tanner, L. N. (2007). Curriculum development: Theory into practice (4th ed.). New York: Macmillan.

❖ Tyler, R. W. (1949). Basic principles of curriculum and instruction. Chicago: University of Chicago Press

❖ Apple, M. (2000). Official knowledge: Democratic education in a conservative age.New York: Routledge.

❖ Pinar, W., Reynolds, W., Slattery, P., & Taubman, P. (1995). Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses. New York: Peter Lang

❖ Bellack, A., & Kliebard, H. (Eds.). (1977). Curriculum and evaluation. Berkeley, CA: McCutchan.

❖ Connelly, F. M., (Ed.). (2008). The SAGE handbook of curriculum and instruction. Thousand Oaks, CA: Sage.

❖ Jackson, P. W. (Ed.). (1992). Handbook of research on curriculum.New York: Macmillan.

❖ Marsh, C., & Willis, G. (2007). Curriculum: Alternative approaches: Ongoing issues. Columbus, OH: Pearson.

❖ Schubert, W. H. (1986). Curriculum: Perspective, paradigm, and possibility.New York: Macmillan

❖ Pacheco, Jose, Augusto (2012). "Curriculum studies: What is the field today?". Journal of the American Association for the Advancement of Curriculum Studies 8: 18.

❖ Smith, Mark, K. "Curriculum theory and practice". infed.org. The Encyclopaedia of Informal Education. Retrieved 18 January 2015.

❖ Deborah Britzman, "The Death of Curriculum?", in Curriculum Visions, eds. William E. Doll and Noel Gough (New York: Falmer, 2002), 92-101, on 92;

❖ Dwayne Huebner, "The Moribund Curriculum Field: Its Wake and Our Work," Curriculum Inquiry6, no. 2 (1976), 153-167, on 154, 165;

❖ William F. Pinar, ―Notes on the Curriculum Field,‖ Educational Researcher7, no. 8 (1978a), 5-12; William F. Pinar, ―The Reconceptualization of Curriculum Studies,‖ Journal of Curriculum Studies, 10, no. 3 (1978b): 205-214;

❖ William F. Pinar, William M. Reynolds, Patrick Slattery and Peter M. Taubman, Understanding Curriculum (New York: Peter Lang, 1995), 6; Joseph J. Schwab, "The Practical: A Language for Curriculum," School Review78, no. 1 (1969): 1-23, on 1

M.Ed.CC:104
TEACHER EDUCATION IN INDIA

Expected Learning Outcome:

On completion of this course, the students will be able to

❖ Gain insight and reflect on the concept of teaching and the status of teaching as a profession

❖ Understand the roles and responsibilities of teacher educators

❖ Use various methods of teaching for transacting the curriculum in schools

❖ Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education

❖ Reflect on the issues and problems related to teacher education in the country

Course Content:

Unit 1: Concept and Meaning of Teacher Education

❖ Meaning, nature and scope of teacher education

❖ Distinguishing between teacher training and teacher education

❖ The need and importance of teacher education

❖ Aims and objectives of teacher education at various levels

Unit 2: Teacher Education System in India

- ❖ Historical development of teacher education in India
- ❖ Types of Teacher Education Institutions in India
- ❖ Recognition, assessment and accreditation of Teacher Education Institutions: Role of UGC, NCTE, ,NAAC,NCERT, SCERT and various other central and state regulating bodies
- ❖ Recommendations of various commissions on Teacher Education: Hansa Mehta Committee, Kothari Commission, National Policy on Education, NKC, NCF, NCFTE etc.

Unit 3: Components of Teacher Education

- ❖ Components of Teacher Education- Common core (foundation courses), Specialization and pedagogy, school based practicum and internship, relationship and weightage given to theory and practical work
- ❖ Evaluation-Internal Assessment, External Evaluation, New techniques of Evaluation, Choice Based Credit System (CBCS)
- ❖ Relationship of Teacher Education Institution with Practice Schools

Unit 4: Pertinent Issues in Teacher Education

- ❖ Teacher Education in the global perspective
- ❖ Integrating technology in teacher education
- ❖ Preparing teachers for inclusive classrooms
- ❖ Research and innovations in teacher education
- ❖ Challenges in teacher education

Practicum-Any one

- ❖ Write a report based upon the comparative study of state and national curricula of pre-service teacher education
- ❖ Write a report based upon the interview of in-service teachers to identify the problems faced by them
- ❖ Work in close association with a recognized teacher education institution for a period of at least one week and prepare a detailed report
- ❖ Critically review a research article in the field of teacher education and write implications for the practitioner.

Suggested Reading:

- ❖ Education of Teachers in India- Volume I & II –S. N. Mukerji
- ❖ Emerging Trends in Teacher Education- R S Shukla

- ❖ G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
- ❖ G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
- ❖ K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India
- ❖ NCERT (2005): National Curriculum Framework.
- ❖ NCERT (2006): Teacher Education for Curriculum renewal.
- ❖ NCTE (1998): Perspectives in Teacher Education.
- ❖ Policy perspectives in Teacher education – Critique & documentation- NCTE, New Delhi
- ❖ S.N. Mukarji – Education of Teachers in India, Valun 1 e I& II – S Chand & Co., Delhi
- ❖ Sualemeyarl indsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55.
- ❖ Teacher Education modern Trends – Mohit Chakrabarti
- ❖ Teacher education- Theory, Practice & Research – R.A. Sharma.
- ❖ Teacher Education-Shashi Prabha Sharma ,Kanishaka Pub. New Delhi.
- ❖ Teachers Education in India (INSET)- Nizam Elahi.
- ❖ UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- ❖ William Taylor – Society and the Education of Teachers, Faber 7 Faber

M.ED CC: 105
COMMUNICATION SKILLS AND EXPOSITORY WRITING

Expected Learning Outcome:

On completion of this course, the students will be able to

- ❖ Sensitize students to their communicative behaviour
- ❖ Build capacities for self-criticism and facilitate growth
- ❖ Gain insight and reflect on the concept and process of communication.
- ❖ Use different style, tone and format to the writer's purpose and audience.
- ❖ Use rhetorical formats conventional to expository writing
- ❖ Demonstrate practical uses/applications for expository writing beyond the classroom.

Unit 1: Process of communication

- ❖ To understand the process of communication students should have the knowledge & skills for Presentation Interview, Public Speaking, Preparing & Organising the

Speech, Elements of Effective Writing, Main Forms of Written Communication: Agenda, Minutes, Notices, Writing of CV, Memo, Drafting an E-mail, Press Release.

Unit 2: Expository writing

❖ Meaning and Purpose of expository writing, types and forms in expository writing, steps in expository writing, Brain storming of ideas, Osborn's method in Brainstorming, Variations/types in Brainstorming. The students will be provided exposure to expository writing in the workshop. They will learn expository writing skills and gain experience writing various types of articles: informational, Opinion, Narration and Argument.

Learning Activities:

❖ Classroom Practice: • Greeting and introducing

❖ Practicing Short Dialogues, Extempore speeches

❖ Seminars/Paper-Presentations/Reporting an Issue

❖ Analysis of topics of text

❖ Panel discussion on different themes

❖ Review of articles, texts and reports

❖ Publishing in groups

❖ Shared writing products

❖ Critical Reflection on communication strategies

Suggested Reading:

❖ A.S. Hornby's. Oxford Advanced Learners Dictionary of Current English, 7th Edition.

❖ Anderson, Kenneth and Joan Maclean. Study Speaking. Cambridge University Press, 2010.

❖ Anderson, Kenneth and Joan Maclean. Study Speaking. Cambridge University press, 2010.

❖ Bansal, R.K. and J.B. Harrison. Spoken English, Orient Language.

❖ Brown, Kristine and Susan Hood. Academic Encounters, Cambridge University Press.

❖ Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 2000.

❖ Carter, Sam and Norman Whitby. Improve your IELTS Reading Skills, Macmillan Delhi, 2009.

❖ Carter, Sam and Norman Whitby. Improve your IELTS Reading Skills. Macmillan Delhi, 2009.

❖ Sethi, J & et al. A Practice Course in English Pronunciation, Prentice Hall of India, New Delhi.

❖ Taylor, Shirley Communication for Business person Delhi, 2005

❖ Taylor, Shirley. Communication for Business. Pearson. Delhi, 2005.

M.ED CC: 106
YOGA EDUCATION AND PERSONALITY DEVELOPMENT
Expected Learning Outcome:

On completion of this course, the students will be able to

❖ Explain the meaning and dimensions of an integrated personality.

❖ Explain how the practice of Yoga can help you develop an integrated personality.

❖ Discuss the concept of stress in terms of its causes, symptoms, and consequences.

❖ Explain how the practice of Yoga can lead to human excellence.

❖ Describe the harmful effects of stress in relation to behaviour, performance and health;

❖ Identify situations which may cause stress;

❖ Explain role of Yogic life style for managing stress;

Unit 1: Yoga and Personality Development

❖ Introduction

❖ Yogic concepts of personality

❖ Dimensions of integrated personality

❖ Yoga for integrated personality development

Unit 2: Yoga and Stress Management

❖ Concept of stress

❖ Stress – a yogic perspective

❖ Yoga as a way of life to cope with stress

❖ Yogic practices for stress management

❖ Cyclic meditation for stress management

Practicum

- ❖ One Seminar
- ❖ One Assignment

Suggested Reading:

- ❖ American Psychological Association. 'Stress'. Available at http://apa.org/topics/stress/index.aspx (Accessed April 8, 2015)

- ❖ Basavaraddi, I.V. (ed.) (2013). A Monograph on Yogasana. New Delhi: Morarji Desai National Institute of Yoga.

- ❖ Basavaraddi, I.V. (ed.) (2010). Yoga Teacher's Manual for School Teachers. Delhi: Morarji Desai National Institute of Yoga.

- ❖ Basavaraddi, I.V. (ed.) (2013). A Monograph on Prāṇāyāma. Delhi: Morarji Desai National Institute of Yoga.

- ❖ Bhavanani, Ananda Balayogi (2012). 'Yoga: The Original Mind Body Medicine'. Available at http://icyer.com/documents/Yoga_mind_body_2012 (Accessed April 11, 2015).

- ❖ Charlesworth, Edward A. & Nathan Ronald G. (1984). Stress Management: A Comprehensive Guide to Wellness. New York: Ballantine Books.

- ❖ Coleman, James C. (1984). Abnormal Psychology and Modern Life. Bombay: D.B. Taraporewala & Co. Private Limited.

- ❖ Digambarji, Swami & Gharote, M.L. (1978). Gheranda Samhita. Lonavla: Kaivalyadhama.

- ❖ Muktibodhananda, Swami (1993). Haṭha Yoga Pradīpikā: Light on Hatha Yoga. Munger: Yoga Publications Trust.

- ❖ Muktibodhananda, Swami (2000). Hatha-Yoga Pradipika Light on Hatha Yoga. Munger (Bihar): Yoga Publications Trust.

- ❖ Nagarathna, R. (2005). Yoga Therapy in Stress related Ailments' in Yoga – The Science of Holistic Living. Chennai: Vivekananda Kendra Prakashana Trust. 212-220.

- ❖ Nagendra, H.R. & Nagarathna, R. (1988). New Perspectives in Stress Management. Kanyakumari: Vivekananda Kendra Yoga Anusandhana Samsthana.

- ❖ Parivrajaka, Swami Satyapati (2006). Yogadarshanam. Rojad (Gujarat): Darshana Yoga Mahavidyalaya. Parivrajaka,

- ❖ Prabhupada, A.C. Bhaktivedanta Swami. (1986). Bhagvad-Gita: As It Is. Mumbai: The Bhaktivedanta Book Trust.

❖ Rama, Swami, Ballentine, Rudolph & Ajaya, Swami (1976). Yoga and Psychotherapy: The Evolution of Consciousness. Pennsylvania: Himalayan International Institute of Yoga Science and Philosophy.

❖ Ramakrishna Mission (2013). Parents and Teachers in Value Education, Ramakrishna Mission, Belur Math

❖ Rukmani T.S. (1999). Yoga Vrttika of Vijnanabhiksu. Delhi,

❖ John W. (2007). A Topical Approach to Life Span Development. New Delhi: Tata McGraw- Hill Publishing Company Limited.

❖ Udupa, K.N. (1985). Stress and its Management by Yoga. Delhi: Motilal Banarsidass.

SEMESTER-II

M.Ed.CC:201

INTRODUCTION TO RESEARCH METHODS IN EDUCATION

Expected Learning Outcome:

On completion of this course, the students will be able to

- ❖ Understand the scientific enquiry and its applications in education.
- ❖ Familiarize the students with various methods and techniques of educational research.
- ❖ Formulate design for undertaking research projects and to construct the tools for data collection.
- ❖ Use various statistical techniques in education research.
- ❖ Develop competency in software package for statistical analysis.

Course Content:

Unit 1: Research Process in Education

- ❖ Educational Research: Characteristics, functions and scope, Types of Research in Education- Fundamental, Applied, Action Research and their Characteristics, Research paradigms in Education- quantitative, qualitative and mixed research.
- ❖ Steps in research, selection and sources of a research problem – statement of a research topic, objectives and operationalization of key terms – Review of Related Literature, primary, secondary and e-resources-referencing and APA Styles, – Variables: definitions and types – Formulation of hypothesis – role, characteristics and types of research hypothesis.

Unit 2: Methods of Research

- ❖ Quantitative Research: Research designs: true experimental (single group pre-test, post-test design; two-group experimental-control group design; Solomon four-group design, rotational group design; factorial design), quasi-experimental designs, internal and external validity of the research designs
- ❖ Qualitative Research: meaning, nature, characteristics, scope and relevance, types of qualitative research

Unit 3: Sampling, Tools& Techniques in Research

- ❖ Concept of population and sample, sampling unit, representativeness of a sample, sampling frame, Sampling methods: meaning, nature, conditions and applicability of Probability Sampling (Simple Random Sampling, Stratified Random Sampling

Systematic Sampling, Multi-Stage Sampling) and Non-Probability Sampling (incidental Sampling, Purposive Sampling and judgmental sampling, snowball sampling).

❖ Tools and techniques – observation, interview, inquiry forms, scaling techniques, rating scale, attitude scale, psychological tests and projective techniques, sociometry – development and standardization of research tools, Characteristics of the tools: reliability, validity and usability

Unit 4: Statistics in Educational Research

❖ Qualitative and Quantitative nature of data, Processing data in tabular and graphical representation (Bar diagram, Line diagram, Histogram, Frequency curve, Frequency polygon, Ogive)

❖ Measures of Central Tendency: Mean, Median & Mode – Calculation, Interpretation and Uses

❖ Measures of Dispersion: Range, Mean Deviation, Quartile Deviation and Standard Deviation – Calculation, Interpretation and Uses

❖ Percentiles and percentile ranks, derived scores Z-score & T-score.

Practicum

❖ Preparing reflective diaries / journal
❖ E-referencing
❖ Project Work
❖ Seminar Presentation (PPT)
❖ Reflective written assignments
❖ Participation in discussions
❖ Practices and oral assessment
❖ Exercise performance analysis and observation

Suggested Reading:

❖ Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.

❖ Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.

❖ Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.

❖ Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.

❖ Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.

- ❖ Edwards (1973). Statistical Methods for Behavioural Sciences, New York: Holt, Rinehart and Winston.

- ❖ Ferguson, G. (1981).A Statistical Analysis in Psychology and Education, New York: McGraw Hill.

- ❖ Garret, H.E. (1967). Statistics in Psychology and Education, BombayVakils.

- ❖ Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication.

- ❖ Guilford, J.P. and B. Fruchter. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-Sixth edition).

- ❖ Levin, J. (1977).Elementary Statistics in Social Research. New York: Harper and Row Publishers.

- ❖ Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide.SAGE Publication.

- ❖ Popham and Sirohic (1993). Educational Statistics-Use and Interpretation, New York: Harper and Row.

- ❖ Quinn, MC Nemar (1969).Psychological Statistics, New York: Wiley & Sons.

- ❖ Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York, McGraw Hill.

- ❖ Garrett, H.E &Woodworth, R,S.(1998) Statistics in Psychology and Education. New York: Longman Greens & Co.

- ❖ Glan, G.V., & Hopkins, K.D. (1996). Statistical Methods in Education and Psychology, (3rd edition). Boston: Allyn & Bacon.

- ❖ Guilford, J.P., and B. Fruchter. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-Sixth edition).

- ❖ Good, Carter, V. Methodology of Educational Research, New York: Appleton Century Crafts.

- ❖ Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.

- ❖ Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.

- ❖ Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.

- ❖ Scott, David & Usher, Robin (1996). Understanding Educational Research. Rout ledge. London and New York.

❖ Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: McMillan Publishers.

❖ Van Dalen, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill Co.

❖ Wiersma, W., (2000). Research Methods in Education, (7th edition), Allyn & Bacon.

❖ Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches, SAGE Publication

M.Ed.CC:202
SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Expected Learning Outcome:

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

❖ On completion of this course, the students will be able to

❖ Understand the nature and scope of Sociology of Education; analyze, interpret and synthesize various concepts and sociological principles related to educational phenomena

❖ Analyze the relationship of education with culture, social stratification and social mobility

❖ Reflect the educational issues that relate to education system and practice (iii) changes occurring in the framework of education and their factors and (iv) the need to have a critical understanding on education and society.

❖ Analyze education from different sociological perspectives and theoretical frameworks.

❖ Review the seminal works in the Sociology of Education

Course Contents

Unit 1: Education and Society

❖ Meaning and Nature of Sociology of Education and Educational Sociology; Social organizations - Characteristics; Social groups; Social change; Social mobility Social stratification; Culture - meaning, nature, conservation, development and transmission; Social deviants - influences on personality development. Education as a process in the social system; a social activity.

- ❖ Education and its characteristics; interrelation amongst education and other social subsystems- economy, polity, culture, health, nature & metaphysical.
- ❖ Context of Social Groups for Education: Various Social Groups : Political, Economic, Professional, Caste, Class & Habitat- their Interaction and Education

Unit 2: Sociological Functions of Education

- ❖ Agents of socialization - Family, School, Religion, Community;
- ❖ Education as a social system, as a social process and a process of social progress;
- ❖ Technological change - Industrialisation and Modernisation.
- ❖ Socio-Political ideology suggested
- ❖ Preservation, Transmission, Evolution

Unit 3: Education and Social Change

- ❖ Concept of social change: modernization and development
- ❖ Factors affecting social change process
- ❖ Endogamous: exogenous factors
- ❖ Nature and impact of the factors
- ❖ Views on process of social change
- ❖ Structural functionalism
- ❖ Conflict theories
- ❖ Role of Education in Changing Indian Society
- ❖ Education and Wholistic Social Development
- ❖ Cognitive / Affective / Psychomotor / Environmental / Spiritual
- ❖ Education and Changing Social Context

Unit 4: Current Issues in the Context of Education and Indian Society

- ❖ Education & Neo-Colonialism, Neo- capitalism & Neo-liberalism
- ❖ Divergence of the State, society & Education
- ❖ Education & Lawlessness
- ❖ Education &Adhocism
- ❖ Education: Equity & Equality
- ❖ Education & Secularism
- ❖ Education of the Disadvantaged
- ❖ Identity & Autonomy of Indian Education
- ❖ Educational Determinism & Challenges of the Indian Society

Practicum- any Two

Students are expected to take two or more tasks to fulfil the sessional work

- ❖ Review the volumes —Field Studies in Sociology of Education‖ published by NCERT
- ❖ Book review pertaining to Sociology of Education. Apart from highlighting the ideas that book articulates and the way arguments with evidences are provided, students will have to critically review the strengths and weakness of the book. Also, the relevance of the book in understanding day to day phenomena that are happening in the school and teacher education system at large have to brought at the end of the book review.
- ❖ A term Paper based on the topics in the syllabus. It has to be very argumentative and analytical in nature.
- ❖ Thematic Presentations

References

- ❖ A.H. Halsey et. al. (eds.). 2002. Education. Culture, Economy, Society. Oxford: Oxford University Press. (Selected chapters).
- ❖ Aggarwal, J. C, "Philosophical and Sociological Perspectives on Education", Shipra publications, New Delhi, (2003).
- ❖ Apple, M. W. 1982. Cultural and Economic Reproduction in Education: Essays on class, ideology and the state. London: RKP. (Chapters 1, 9).
- ❖ Banks. Olive. 1971. Sociology of Education, (2nd Ed.) London : Batsford.
- ❖ Benei, Veronique. 2009. Schooling India. Hindus, Muslims and the Forging of Citizens. New Delhi, Orient Blackswan.
- ❖ Bhatia, K. K and Narang, C. L., "Philosophical and Sociological Bases of Education", Tandon Publications, Ludhiana, (2002).
- ❖ Coleman, J. S. 1968. —The Concept of Equality of Educational Opportunity‖. Harvard Educational Review, 38(1): 7-22.
- ❖ Dewey, J. (1916). Democracy and Education. An Introduction to the Philosophy of Education. New York: Free Press.
- ❖ Durkheim, E. 1956. Education and Society. New York: Teachers College Press.
- ❖ Gore, M.S. et.all (ed.): Papers on Sociology of Education in India, New Delhi, NCERT, 1975.
- ❖ Mohanty, J., "Indian Education in the Emerging Society", Sterling Publishing, New Delhi, (1994).

❖ Purkait, B. R., "Principles and Practices of Education", New Central Book Agency Private Ltd., Calcutta, (1996).

❖ Ramachandran, V. 2004. Gender and Social Equity in Primary Education, Sage Publication.

❖ Sadovnik, A.R. (2010) Sociology of Education: A Critical Reader. Routledge; 2 edition. **ISBN-10:** 0415803705

❖ Shankar Rao. C. N., "Sociology - Primary principles", S. Chand Publishing, New Delhi, (1990).

❖ Sharma, Y., "History and Problems of Education" Vol., I and II, Kanishka publishers, New Delhi, (2001).

❖ Singh, K., "Principles of Sociology", Prakashan Kendra, New Delhi, (2001).

❖ Suresh Bhatnagar, "Modern Indian Education and its Problems", R. Lall Book Depot, Meerut, (2002).

❖ Swaroop Saxena, "Principles of Education" R. Lall Book Depot, Meerut, (2002).

❖ Thapan, M. 2006 (1991). Life at School. An Ethnographic Study. New Delhi: OUP.

❖ Wazir, Rekha (2000) The Gender Gap in Basic Education. New Delhi, Sage Publications.

M.Ed.CC:203
PRE-SERVICE & IN-SERVICE TEACHER EDUCATION

Expected Learning Outcome:

On completion of this course, the students will be able to

❖ Gain insight and reflect on the concept and the status of pre-service and in-service teacher education.

❖ Be acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation

❖ Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher.

❖ Develop competence in organisation and evaluation of various components of a pre-service and in-service teacher education programmes

❖ Design in-service teacher professional development program/activities based on the needs of teachers

❖ Develop professional attitudes, values and interests needed to function as a teacher educator

Course Content:

Unit 1: Pre Service Teacher Education- Structure, Curriculum and Modes

❖ Pre-service teacher education – concept, nature, objectives and scope.

❖ The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE

❖ Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation

❖ Pre service teacher education for various levels of schooling

❖ Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

Unit 2: Organisation of Different Components of Teacher Education Curriculum

❖ Andragogy - Concept and its Principles

❖ Organisation of different components of teacher education curriculum – existing practices.

❖ Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation

❖ Transactional approaches for the skill and competency development courses – need for awareness-modelling-analysis-practice-feedback cycle – scope and possibilities for organisation and evaluation – practicum records and portfolio assessment

❖ Integrating e- learning in teacher education classrooms

Unit 3: In Service Teacher Education in India

❖ Concept, need for in-service teacher education.

❖ Purpose of an in-service teacher education programme –orientation, refresher, workshop, seminar and conference – their meaning and objectives

❖ Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.

- ❖ Varieties of in- service teacher education programmes- induction, one shot, recurrent, cascade, multi-site, school based and course work -scope, merits and limitations of each of them
- ❖ Centrally Sponsored Schemes for the Reconstructing and Strengthening of Teacher Education Institutions – IASE, CTE, DIET

Unit 4: Planning, Organising and Evaluating an In-service Teacher Education

- ❖ Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget
- ❖ Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material
- ❖ Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation.
- ❖ Relevant criteria for evaluating in-service teacher education programme
- ❖ Academic staff colleges – purpose and role in in-service teacher education; Roles, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERTs etc.

Learning Activities:

The students will undertake the following activities:

- ❖ A "comparative study of state and national curricula" of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment- document analysis
- ❖ Design, implementation and evaluation of a training input in any one course of pre-service teacher education – mentored practicum
- ❖ Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis
- ❖ Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.

Suggested Reading:

- ❖ Anderson, L.W. International Encyclopaedia of Teaching and Teacher Education (Second Edition).Elsevier Science Ltd. Oxford. 1995.
- ❖ Cohen L and Manion L.A Guide to Teaching Practice. Methuen: London. 1977

❖ Dash B. N. Teacher and Education in the Emerging Indian Society.Neelkamal: New Delhi. 2003

❖ Joyce, B., and Weal, M. (2003).Modals of Teaching (7th Ed.). Boston: Allyn& Bacon.

❖ Loknath Mishra. Teacher Education:Issues and Innovations. Atlantic Publishers & Distributors Ltd. New Delhi. 2013

❖ McClelland V. A. and Varma V. P. Advances in Teacher Education.Routledge: London. 1989

❖ Mohit Chakrabarti. Teacher Education: Modern Trends. Kanishka publishers. New Delhi.2012

❖ NCERT.National Curriculum Framework. NCERT: New Delhi. 2005

❖ NCERT.Teacher Education for Curriculum Renewal. NCERT: New Delhi. 2006

❖ NizamElahi.Teacher Education in India. APH: New Delhi. 1998.

❖ Panda B. N. and Tewari A. D. Teacher Education. APH: New Delhi. 1997.

❖ Rao, DigumartiBhaskara(1998). Teacher education in India.Discovery publishing House. New Delhi

❖ Siqqiqui, M.A.(1993) . In-service Education teachers.NCERT, New Delhi

❖ Singh L. C. and Sharma P. C. Teacher Education and the Teacher.Vikas: New Delhi. 1997

❖ Singh Y. K. Teaching Practice: Lesson Planning. APH Publishing Corporation: New Delhi. 2008.

❖ Talmeez Fatma Naqvi. Planned Teaching and Professional Development. Shiprapublications .New Delhi. 2013

❖ Tiwari D. Methods of Teaching Education. Crescent: New Delhi. 2006

❖ Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC

M.EDCC:204
Academic Writing

Expected Learning Outcome:

On completion of this course, the students will be able to

- ❖ Understand the process of academic writing

- ❖ Get the clarity while writing with respect to the parts of speech

- ❖ Get insights into the common errors committed in punctuation and grammar.

- ❖ Understand tips in writing

- ❖ Understand the concept of Plagiarism in writing.

Unit 1: Process of communication Understanding the process of academic writing

- ❖ Concept of academic writing

- ❖ Features of academic writing- complexity, formality - Precision, objectivity, explicitness, accuracy, hedging, responsibility

Unit 2: Academic writing: Punctuation and Grammar & Plagiarism

- ❖ Appropriate usage of : Syntax, Tense, Prepositions, Colons and semi-colons, Apostrophes, Speech marks, Singular and plurals, appropriate vocabulary, Informal phrases, Commas, Pronouns , Definite article, Capital letters, 'and' and 'to', Reasoning, Structure, Referencing techniques, Generalizations, Speculations and assertions, Metaphor

- ❖ Proof-reading

- ❖ Teacher Evaluation: Plagiarism and how to avoid it

- ❖ Academic writing assessment criteria

Learning Activities:

- ❖ Write an essay on a topic of your choice

- ❖ Find the appropriate use of language items in a sentence

- ❖ Correct the language with the help of guidance

- ❖ Finalize draft of writing using tips

- ❖ Check the draft with the features of academic writing

- ❖ Finalize the script / document.

Suggested Reading:

- ❖ Jonathan Culler and Kevin Lamb. Just being difficult? : Academic writing in the public arena Stanford, Calif.: Stanford University Press, 2003. ISBN 0-8047-4709

- ❖ William Germano. Getting It Published, 2nd Edition: A Guide for Scholars and Anyone Else Serious About Serious Books. ISBN 978-0-226-28853-6.

❖ Wellington, J. J. Getting published: a guide for lecturers and researcher London; New York: Routledge Falmer, 2003. ISBN 0-415-29847-4.

❖ John A. Goldsmith et al. "Teaching and Research" in The Chicago Guide to Your Academic Career. ISBN 0-226-30151-6.

❖ Cary Nelson and Stephen Watt. "Scholarly Books" and "Peer Review" in Academic Keywords: A Devil's Dictionary for Higher Education. ISBN 0-415- 92203-8..

❖ Carol Tenopir and Donald King. "Towards Electronic Journals: Realities for Librarians and Publishers. SLA, 2000. ISBN 0-87111-507-7.

❖ Björk, B-C. (2007) "A model of scientific communication as a global distributed information system" Information Research, 12(2) paper 307.

❖ Furman, R. (2007). Practical tips for publishing scholarly articles: Writing and publishing in the helping professions. Chicago: Lyceum Books.

❖ Murray, Rowena (November 2009). Writing for Academic Journals. Open University Press. p. 288. ISBN 978-0-335-23458-5.

❖ Lyons L H & Heasley B (2010): Study Writing – A course in writing skills for academic purposes. Cambridge University Press.UK.

M.EDCC:205
Internship in DIET's/CTE's for Four weeks (with report)

Internship will be organized with attachment to both pre service teacher education and in service teacher education setting for 4 weeks. Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship Instructions: 1. the institutional based internship will be begun from the 2nd semester. The first part of internship involves a compulsory attachment with a teacher education institution. 2. The Teacher Educator is supposed to be developing a network of partner organization where the student teachers study again the college of Teacher Education. 3. The colleges of education will help in designing field internship keeping in view the activities that will be going on during the internship period. 4. The host organization will suggest aspects for study/ work/ focus which are to be followed by

the Teacher Educators. 5. The host organization will have to monitor or supervise from time to time.

Expected Learning Outcome:

On completion of this course, the students will be able to

- ❖ To internalize the working of teacher training institution.
- ❖ To develop insight into the working of training college.
- ❖ To create an interface of theory and practice.
- ❖ To enhance practical competence of M.Ed students regarding various function of teaching, management & organization of activities.

S.No	Assessment is based on the following activities	Marks
1	A detail report on Teachers Education Institution (In Suggested Format)	**20**
2	Observation and write a detail report on two activities from the following. 1) Topics related to EPC 2) Cultural Activities 3) Games & sports 4) Social work 5) Health and Physical Education 6) Any other	**20**
3	Observation of 06 classes in teaching subjects (3 foundation courses+ 3 methodology courses)	**20**
4	Teaching practice (2 classes) in their respective pedagogy subjects with lesson plans and teaching aids	**40**
	Total	**100**

M.ED D:206
Dissertation

Dissertation Synopsis will be of maximum 50 marks. The M.Ed. student will develop a synopsis for the dissertation in the first year which he/she will be pursuing and completing in the next year for the fulfilment of the M.Ed. Course. The synopsis will be presented in the Departmental Open Synopsis presentation (DOSP).The DOSP will comprise of the Head/Principal and all Supervisors. However the marks will be given by the Supervisor in consultation with the Head of the Department/ College Principal.

1. Teacher educator will explore the areas of educational research.
2. Student /scholar is expected to take up a research based project on an area of interest which is associated with optional/specialization course or Problems face /recent needs
3. Identification of the problem and definition.
4. Preparation & presentation of the synopsis in front of the panel
5. Submission of final Synopsis to the department

SEMESTER-III

M.Ed.CC:301

ADVANCE RESEARCH METHODS AND STATISTICS IN EDUCATION

Expected Learning Outcome:

On completion of this course, the students will be able to

- ❖ Analyse quantitative & qualitative in educational research
- ❖ Understand the various application of statistics in research
- ❖ Use different software for data analysis
- ❖ Identify issues of data collection and their treatment;
- ❖ To develop competencies in Research reporting
- ❖ Appreciate role of research methodology in education

Course Content:

Unit 1: Quantitative Data Analysis

- ❖ Scales of Measurement- Nominal, Ordinal, Interval and Ratio
- ❖ Normal Probability Distribution -Concept, Characteristics and Applications, Deviation from normality and underlying causes,
- ❖ Correlation: Meaning, Computation and Interpretation of Linear correlation, Product-Moment Correlation, Rank Order Coefficient of Correlation, theoretical aspects of biserial, point biserial, tetrachoric, phi coefficient, partial and multiple correlation,
- ❖ Regression: Concept of linear regression, regression equations - computation and application, prediction in relation to correlation.

Unit 2: Inferential Statistics- Parametric & non-parametric

- ❖ Inferential Statistics- meaning and logic, concept of sampling distribution of statistics, standard error as an index of sampling error; concept of estimation-point and interval; parametric testing of hypothesis, concepts of one-tailed and two-tailed test; type 1 and type 2 error, degrees of freedom, testing the significance of the difference between means, variances, correlations and proportions. ANOVA - inference and generalization
- ❖ Non-parametric statistics in education - Use of non-parametric tests and its rationale for distribution free data; Chi-Square Test; Median Test; Sign Test, Mann Whitney U-test and Wilcoxon test, Kruskal-Wallis test and Friedman's test.

Unit 3: Qualitative Data Analysis

❖ Techniques of qualitative data analysis - Content Analysis, Classification, Categorization, Triangulation, Frequency and Percentage Analysis, Trend Analysis, Utilization of Corroborative evidences – Utilizing Packages for qualitative analysis (Use of Anthropack, Alta vista) – Credibility and Limitations of on Line Research – Computer Based Data Analysis: Support & Threats – Threats to Validity of Research.

Unit 4: Research Report Writing

❖ Mechanics of Reporting Quantitative/Qualitative Research- Format, Language, Style, Bibliography/Referencing, Appendix, Variation in the scheme of Reporting ,Tables and figures, Footnotes, Bibliography, Pagination Typing and Font, Format of Report Writing; APA reference style

❖ Ethical considerations in quantitative and qualitative research: Accuracy, credibility, confidentiality, transparency, honesty, originality, protecting, authenticity, plagiarism.

Practicum

❖ Preparing reflective diaries / journal
❖ E-referencing
❖ Project Work
❖ Seminar Presentation (PPT)
❖ Reflective written assignments
❖ Participation in discussions
❖ Practices and oral assessment
❖ Exercise performance analysis and observation

Suggested Reading:

❖ Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.

❖ Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.

❖ Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.

❖ Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.

❖ Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.

❖ Edwards (1973). Statistical Methods for Behavioural Sciences, New York: Holt, Rinehart and Winston.

❖ Ferguson, G. (1981).A Statistical Analysis in Psychology and Education, New York: McGraw Hill.

- Garret, H.E. (1967). Statistics in Psychology and Education, BombayVakils.

- Creswell, J.W. (2011). Educational Research: Planning, conducting, and Evaluating, Quantitative and Qualitative Research. New Delhi: PHI learning Pvt. Ltd.

- Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.

- Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York, McGraw Hill.

- Flick, U. (2012).An Introduction to Qualitative Research. London: Sage Publication.

- Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.

- Garrett, H.E & Woodworth, R,S.(1998) Statistics in Psychology and Education. New York: Longman Greens & Co.

- Gay, L.R., Mills, G.E., and Airasian, P. (2009). Educatinal Research. Competencies for Analysis and Applications. New Jersy: Merrill and Pearson.

- Ghose, B.N. (1969).Scientific Method and social Research. New Delhi: Sterling publisher Pvt. Ltd.

- Glan, G.V., & Hopkins, K.D. (1996). Statistical Methods in Education and Psychology, (3rd edition). Boston: Allyn & Bacon.

- Good, Carter, V. Methodology of Educational Research, New York: Appleton Century Crafts.

- Graziano, M., and Raulin, M. (1980). Research Methods, A process of Inquiry. New York: Harper and Row.

- Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication.

- Guilford, J.P. and B. Fruchter. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-Sixth edition).

- Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.

- Keeves, J. P. (Ed.) (1990).Educational Research Methodology and Measurement: An international Handbook. New York: Pargamon Press.

- Lichmen, M (2006) Qualitative Research in Education. London: Sage Publication

- Lovell, K., and Lawson, K.S. (1970).Understanding Research in Education. London : University of London.

- Patton, M.Q. (2002). Qualitative Research and Evaluation Methods,ThousandOaks, C.A, Sage.

❖ Popham and Sirohic (1993). Educational Statistics Use and Interpretation, New York: Harper and Row.

❖ Quinn, MC Nemar (1969).Psychological Statistics, New York: Wiley & Sons.

❖ Scott, David & Usher, Robin (1996). Understanding Educational Research. Rout ledge. London and New York.

❖ Singh, K.(2001).Methodology and Techniques of social Research. New Delhi: Kanishka publishers.

❖ Wiersma, W. (2000) Research Methods in Education. New York: Allyn Bacon

❖ Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches, SAGE Publication.

M.Ed.CC:302
EDUCATIONAL MANAGEMENT AND LEADERSHIP

Expected Learning Outcome:

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

❖ Comprehend theoretical as well as practical aspects of Educational Management in existing and emerging scenario.

❖ Understand the meaning, types, nature of educational management

❖ Understand the chronological development of educational management / administration in Pre-Independence and Post – Independence Era

❖ Understand the leadership, meaning and styles of leadership.

❖ Analyze their role in quantitative and qualitative improvement of education.

❖ Deal with the day to day problems concerning education in general and school education in particular.

❖ Understand Educational, Planning, Approaches and Alternatives.

❖ Understand the role of National bodies and State level agencies and controlling authorities of educational management.

Course Contents

Unit- 1: Introduction to Educational Administration and Management

❖ Meaning, Nature, Scope and functions of Educational Administration and Management

❖ Historical perspective of Educational Management in India

- ❖ Theories, Models and Practices of educational Management.
- ❖ Growth and development of Modern concept of educational administration from 1900 to present day.
- ❖ Management of Innovations in Educational Management: Human relations approach to Educational Administration.

Unit-2 : Educational Administration in India

- ❖ Education and the Indian constitution
- ❖ Educational Administration at the National Level and State level
- ❖ Educational Administration at the Local level; Role of NGOs in Expansion of Education and Quality Retention.
- ❖ Structure of Education in India from pre-primary-Education to Post-Doctorate level.
- ❖ Administrative Setup of Education in Nagaland State.

Unit-3 : Leadership in educational Management

- ❖ Meaning, Nature and Functions of Leadership
- ❖ Theories and Styles of Leadership
- ❖ Transformational Leadership in Educational Management
- ❖ Decision making-Nature of decision making, models of Decision making, factors influencing decision making, group Decision making techniques.

Unit – 4: Educational Management at State and National Level

- ❖ Educational Policy formulation and Policy Planning
- ❖ Organizational Structure of educational management at State and National Level
- ❖ Role of Controlling Authorities & Universities in Educational Management
- ❖ Centre-State coordination – Networking, partnership and linkages.
- ❖ Quality education: Issues and challenges in policy Implementation –NAAC and performance Appraisal

Engagement:

- ❖ Review and reflect on structure and functioning of CABE, UGC, NAAC, NCTE, NIEPA in Educational Management
- ❖ Critically reflect on the educational programmes in India to develop human resources.
- ❖ Review NAAC's SSR reports of different universities placed on the university's website & write your critical reflections.
- ❖ Critically reflect on the Institutional Autonomy & Accountability in the existing autonomous colleges.

- ❖ Visit a school / College and Study the Leadership behavior of a School Headmaster / Principal

- ❖ Observe the co-curricular Programmes and activities in a school and college.

- ❖ Observe the school or college for the availability of academic resources and their optimum utilization and write a report.

- ❖ Review present education policy of State of Telangana at school & higher education and reflect on it.

- ❖ Visit to State Resource centers.

References

- ❖ Agarwal, J.C. (2007): Development of educational system in India), (revised Edition) Shipra publications 115-A, Vikas marg, Shakarpur, Delhi.

- ❖ Khan Sharif and Saleem Khan (2007): Educational Publishing Corporation, 4435-36/7, Ansari Road, Darya Ganj, New Delhi.

- ❖ Khanna S.D. et.al.(2000): Educational Administration, Planning . Supervision and Financing, Doaba House, Book sellers & Publishers, Delhi.

- ❖ Laxmi Devi (1998): Educational Planning, (Encyclopedia of Educational development and planning Services), Institute for sustainable development, Lucknow and Anmol Publications private Limited, New Delhi.

- ❖ Lepousky A (1965): Administration – The art and science of Organization and management. Oxford & I.B.H. Publishing Company, Culcutta.

- ❖ Mathur S.S. (1990): Educational administration and Management. The India Publications, Ambala Cantt.

- ❖ Mishra R.C. (2007): Hisorty of education Administration, S.B. Nangia A.P.H. Publishing Corporation, 5., Ansari Road, Darya Ganj, New Delhi.

- ❖ Mohanty J (2005); Educational Administration, Supervision and School Management (2nd revised and Enlarged Edition) Deep & Publications Private Limhed, F-159 Rajouri Garden, New Delhi.

- ❖ Ostrander Raymond H, Ray C. Deity (1968): A Values approach to Educational Administration, Americal Book Company, New York.

- ❖ Prakash, (2005): Educational Planning Gyan Publishing house, 5, Ansari road. New Delhi.

- ❖ Sharma R.N. (2007): Educational Administration, Management and Organization, Subject publications, Delhi.

- ❖ Singh Rajendra Prasad (1997): Educational Finance and the planning Challenge, (A Critical approach to Sectoral Strategy).

M.Ed.CC:303
ICT IN EDUCATION

Expected Learning Outcome:

On completion of this course, the students will be able to

❖ Explain the concept and scope of ET.

❖ Explain the different instructional designs.

❖ Understand the nature and scope of ICT in Education.

❖ Appreciate the applications of ICT in Education.

❖ Understand the process of ICT integration in teaching and learning.

❖ Appreciate the scope of ICT for improving the personal and professional competence of teachers.

❖ Understand the components and basic functionality of computer.

❖ Know the instructional applications of internet and Web resources.

❖ Understand the process of locating research studies available in the Internet and the use of online Journals and books.

❖ Develop various skills to use computer technology for sharing information and ideas through the E-mail, Blogs and Chatting groups.

Course Content:

Unit 1: Introduction to Information and Communication Technology

❖ Meaning, Nature, Scope and Significance of ICT.

❖ ICT resources for teaching and learning.

❖ Uses of ICT: Teaching-learning process, Evaluation, Research and Administration.

❖ Role of ICT in personality development and professional development.

Unit 2: **Computer, Internet and World Wide Web**

❖ Fundamentals of Computer: Meaning of Hardware and various Hardware components of a computer; Concept and types of Computer Software; Computer memory and its types; Meaning, types and functions of Operating System; Computer VIRUS and protection measures.

❖ The Internet: Meaning of Internet, H/W and S/W requirements for Internet, Internet terminology, Applications of Internet in Education.

- ❖ The World Wide Web: Concept of W.W.W; Distinction between Internet and W.W.W; Web pages and H.T.M.L; Web browsers and Web Search Engines; Web Surfing.
- ❖ Educational Multimedia: Meaning and significance of Multimedia; Elements of Multimedia; Development of Multimedia Courseware.

Unit 3: Information Storage and Management

- ❖ Data and Information: Types of data, File management.
- ❖ Data storage and Data base management.
- ❖ Meaning, Characteristics and benefits of cloud computing.
- ❖ Management information systems in the field of education.

Unit 4: ICT in Education

- ❖ E-Learning: Meaning, nature and characteristics of E-learning; E-learning and Class room dynamics; Advantages and limitations of E-learning.
- ❖ Web Based Learning–Online Learning: Meaning, principles and categories of Web based learning; Merits and limitations of Web based learning; Meaning, significance, functions and advantages of Virtual Campus.
- ❖ E–Journals and E–Books: Meaning, types, salient features and availability of E-Journals; Meaning, nature and significance of E – Books.
- ❖ Electronic portfolio.

Practicum

(1) One Seminar
(2) One Assignment

Suggested Reading:

- ❖ Ahmad, J., Ahmad, Md. S., & Khan, A. (2012). *Computer Applications in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- ❖ Arulsamy, S. & Sivakumar, P. (2012). *Applications of ICT in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- ❖ Barton, R. (2004). Teaching Secondary Science with ICT. Mc. Graw Hill International.
- ❖ Bhaskara Rao, Digumarti (2013). Vidya Samachara Sankethica Sastram (ICT in Education). Guntur: Master minds Publications.

❖ Cambridge, D. (2010). E-Portfolios for Lifelong learning and assessment. John Wiley and Sons.

❖ Constantino, P.M., DeLorenzo, M.N. & Kobrinski, E.J. (2006). Developing a professional Teaching Portfolio: A Guide for Success. New Delhi: Pearson.

❖ Imison, T. & Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.

❖ Intel Teach to the Future – Pre-Service Binder – Version 2.0.

❖ Kirwadkar, A. & Karanam, P. (2010). E-Learning Methodology. New Delhi: Sarup Book Publishers Pvt. Ltd.

❖ Mangal, S.K. & Uma Mangal (2011). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.

❖ Norton, P. (2011). Introduction to Computers, 7th Edition. New Delhi: Tata McGraw-Hill Education Private Limited.

❖ Roblyer, M.D. (2006). Integrating Educational Technology into Teaching. New Jersey: Pearson Prentice-Hall Inc.

❖ Sharma, R.A. (1991). Technology of Teaching. Meerut: Loyal book depot.

❖ Shukla, Satish, S. (2005). Basics of Information Technology for Teacher Trainees. Ahmedabad: Varishan Prakashan.

❖ Simmons, C. & Hawkins, C. (2009). Teaching ICT. New Delhi: Sage Publications.

❖ Sinha, P.K. & Sinha, P (2011). Computer Fundamentals, 6th Edition. New Delhi: B.P.B Publications.

<div align="center">

M.EDCC:304
ECONOMICS OF EDUCATION

</div>

Expected Learning Outcome:

On completion of this course, the students will be able to

❖ Understand the process of academic writing understand of importance of Economics in the field of education

❖ understand education on consumption and instrument activities

❖ understand cost of education its role in individual and Human development

❖ understand Internal efficiency of the systems of education

❖ understand modern development in economics of Education

❖ understand educational policy management planning and Finance.

❖ understand new educational reforms adopted in India and their capability in the field of education

Unit 1: Introduction to Economics of Education

❖ Concept and scope of economics of education Interdependence of Economics and education

❖ Education as Human capital, critique on the concept of Human capital

❖ Concept of Micro and Macro Economics of Education

❖ Brief historical perspective of economics of education

❖ Critical understanding of the concept of Political economy

Unit 2: Economic Reforms and Education

❖ Standard of living schooling and Education

❖ Modernization of education relationship between Market and education, Human Development Index

❖ Privatization of education – public and private partnership in education

❖ Globalization of Education; Role of International Institutions, IMF, WB & WTO

❖ Liberalization of Educational policies a critical appraisal

Learning Activities:

❖ Collection of Material related to Budget allocation, and satisfaction of both State and Central Government

❖ Study of School Budget.

❖ Collecting Budget proposals of Private & Public educational institutions & reviewing the mode of allocation and expenditure

❖ Reviewing State Fee reimbursement policy and its challenges to Private & Public institutions financial status.

❖ Reviewing of the last five Five Year Plans (FYPs) and reflecting on Budget allocation to Education Sector for different levels.

❖ Review Nagaland State budget & reflect on allocation to Education.

❖ Interview some eminent persons at State, Institutions, Public & Private institutions, Chartered Accountants and write a report on judicious budgetary procedures.

Suggested Reading:

❖ Amrish Ahuja Kumar (2007): Economics of Education, Authors Press, New Delhi.

❖ Blaug Mark (1970): Economics of Education, Penguin London.

❖ Cohn E (1972): Economics of Education, Lexington Mass- D.C. Health Company.

❖ Devender T (1999): Education and Manpower Planning, Deep and Deep Publishers, New Delhi.

❖ Economics of Elementary Education in India – A challenge of Public Finance Private Provisions and Household Costs, Sage Publications, New Delhi, 2006.

❖ Education and Economic Aspects of Asia, Education for Development, Sage Publications, New Delhi. 1994.

❖ Educational Change in India, Har Anand Publications (1996).

❖ Hedge O., Economic of Education, Himalaya Publishers New Delhi.

❖ Martin Carnoy International Encyclopedia of Economics of Education- 2nd Edition, 1995

❖ Mathur, S. S: Educational Administration – Principles and Practices, Krishna Brothers, Jullundar.

❖ Panchamukhi: Research in Economics of Education, Fifth Survey of Educational Research 1988-92: Trend Reports Vo11, New Delhi, NCERT,

❖ Reddy Shiva B (2000): Education and Rural Development in India, UNESCO: International Institute of Educational Planning Paris

❖ Sacharopoulos George P & Woodhall M. (1985): Education for Development New York – Oxford University Press

❖ Thurow Laster C (1970).: Investment in Human Capital, Belmont : Wadswarth Publishing Co.

❖ Tilak J. B. G. (1987): The Economics of Inequality in Education, Sage Publications, New York.

❖ Tilak, J.B. G. (1985): Economics of Inequality in Education. Sage Publications, New Delhi.

M.EDCC:305
Internship (Field Attachment) related to specialization

Instructions:

1. The third semester involves the teacher educator entering into a field sight related to the area of specialization.

2. The 1st & 2nd part of internship will be organized in 3 to 4 weeks each.

3. The internship should be structured around some focus tasks or projects which teacher educator may design in consultation with the faculty.

4. The internship also facilitates a bridge between what students learn in classrooms and observing the field.

5. For all the internship the teacher educators will act as mentors.

Expected Learning Outcome:

On completion of this course, the students will be able to

- ❖ To experience and understand the academic and social climate of school as social Institution.
- ❖ To observe and drive the developmental need of students.
- ❖ To identify and workout practical solution of different type of problems.
- ❖ Develop teaching competence through practice teaching and social modeling.

S.No	Assessment is based on the following activities	Marks
1	**Activities:** ❖ Students Case Studies (2 Students)	**20**
2	**Activities:** ❖ Institutional Case Study (Elementary / Secondary) ❖ Multimedia Lesson Presentation using Teaching Models ❖ Organization of Events like (a) Brain storming (b) Quiz c) Group Discussion d) Events of National Importance (e) Life Skills Activities (conduct the activity & write a report)	**30**
3	Educational Tour (National importance institutions)	**50**
	Total	**100**

Note: 28 days will split in two 18 days and 10 days

M.ED D: 306
Dissertation

Dissertation related to work

1. Give the background of the problem.
2. Review of the literature.
3. Make a research designing
4. Selection of Tool and Collecting and using data thought provokingly and in a convincing manner.
5. Submission of Progress Report from the above topics

SEMESTER – IV

M.Ed.CC:401
GUIDANCE AND COUNSELING

Expected Learning Outcomes:

On completion of this course, the students will be able to

- ❖ The Counseling process & Group guidance programme.
- ❖ The Organization of a Guidance Programme.
- ❖ The Testing in Guidance Service.
- ❖ The Human adjustments and mental health & hygiene.

Course Content:

Unit – 1 Counseling process & Group guidance:

- ❖ Counseling process
- ❖ Concept, nature, principles of counselling
- ❖ Counseling approaches – directive, non-directive
- ❖ Group counseling vs. Individual counseling, Counseling for adjustment
- ❖ Characteristics of goods counselling
- ❖ Activities of Group guidance
- ❖ Concept, concern and principles of group guidance
- ❖ Procedure and techniques of group guidance

Unit – 2 Organization of a Guidance Programme

- ❖ Principles of organization
- ❖ Characteristics of well Organized Guidance.
- ❖ Eclectic Counseling service and Individual inventory service- Testing Service.
- ❖ Information orientation service, placement service and follow up programme

Unit – 3 Testing in Guidance Service

- ❖ Use of tests in guidance and counselling
- ❖ Tests of intelligence, aptitude, creativity, interest and personality
- ❖ Administering, scoring and interpretation of test scores
- ❖ Communication of test results as relevant in the context of guidance programme

Unit – 4 Human Adjustments and Mental Health:

- ❖ Definition and meaning of Adjustment.
- ❖ Role of motivation in adjustment Process: Meaning and definition of motivation, Five Steps of Adjustment process.
- ❖ Role of Positive Motivation and Negative Motivation in adjustment process.
- ❖ Role of perception in adjustment: Perception and adjustment, Factors of actual Perception, Teacher and Perception.
- ❖ Definition and Meaning of Mental Hygiene. Objectives of Mental Hygiene.
- ❖ Principles of mental hygiene and their implication of effective adjustment.
- ❖ Mental health and development of integrated personality.

Suggested Practical Work:

1. To arrange seminar, career conference & career days.

2. To provide Guidance and counseling of Students.

3. To visit work places and related institutes.

4. To visit institutes of who providing Guidance and Counseling.

5. To collect information or paper cutting about career development of students.

6. To administrate any five psychological tools and its analysis for guidance and counseling.

7. To provide Guidance and counseling of Students.

Reference Books:

1. Adams, James F. (1986): Counseling and Guidance: A Summary view (6thprinting) New York:McMillan.

2. Beride, R.F. et. Al. (1963): Testing in Guidance and Counseling New York: McGraw Hill.

3. Bengalee, M.D. (1984): Guidance and Counseling Bombay: Sheth Publishers.

4. Bernard, H.W. (1977): Principles of Guidance (2nd ed.) New York: Harper and Rwo.

5. Burkes, H.M. and Steffir B. (1979): Theories of Counseling (3rd ed.) New York: McGraw Hill.

6. Crow, L.d. and Crow A. (1962): An Introduction to Guidance New Delhi: Eurisia.

7. Farwell, G.F. and Paters H.J.(1959) : Guidance Reading for Councellors Chicago : Rand McNally.

8. George, R.L. and Cristiani, T.S. (1981): Theories, Methods and Processes of Counseling and Psychotherapy Englewood Cliffs, N.J.: Prentice Hall.

9. Gibson, R.L. and Mitchell, M.H. (1981): Introduction to Guidance New York: McMillan.

10. Gingberg, E. and others (1972): Occupational choice – an approach to General Theory (2nd ed.) New York: Columbia University Press.

11. Holland, J.L. (1966): The Psychology of Vocational Choice Waltham Mass: Blaisdell.

12. Humphy, I.A. and Traxler, A.E. (1954): Guidance Services Chicago: Science Research Associates, Inc.

13. Jones, Arthur, J. (1970): Principles of Guidance (6th ed.) New Delhi: Tata McGraw Hill Publishing Co.

14. Mehdi, B. (1976): Guidance in Schools New Delhi: N.C.E.R.T.

15. Ohlsen, Merle M. (1977): Group Counseling (2nd ed.) New York: Holt Rinehart and Winston.

16. Pasricha P. (1976): Guidance and Counseling in Indian Education New Delhi: N.C.E.R.T.

17. Patel R.S. (2009) Statistical Methods for Educational Research Ahmedabad: Jay Publication.

18. Patel, R.S.: (2012) Statistical Techniques for Data Analysis (International Version) LAP LAMBERT Academic Publishing GmbH & Co. Saarbrucken, Germany.

19. Patterson, C.H. : Counseling and Guidance in School New Delhi : Harper

20. Patterson, C.H. : Training and Reference Manual for job analysis Washington D.C. : Department of Labour, U.S. Employment Services.

21. Shertger, B. and Stone S. (1976): Fundamentals of Guidance (3rd ed.) Boston: Houghton Miffilin Co.

22. (1980): Fundamentals of Counseling (3rd ed.) Boston: Houghton Miffilin Co.

23. Super, B.E. (1957): The Psychology of Carrees New York: Harper.

24. Super, D.E. and Cities, J.O. (1968) : Appraising Vactional Fitness by means of Psychological Tests (revised ed.) Delhi : Universal Book Stall.

25. Traxler, A.E. and Worth R.D. (1964): Techniques of Counseling (2nd ed.) New York: McGraw Hill.

26. (1960): Group Guidance New York: McGraw Hill.

27. Anastasi, A. (1982): Psychological Testing New York: Macmillan Publishing Co. (5th Ed.)

28. Buros, D.K. (Ed) (1972): The Mental Measurement Year Book Highland Park: N. H. Gryphon Press.

29. Chronbach, L.J. (1970): Essentials of Psychological Testing New York: Harper (3rd Ed.)

30. Freeman, F.S. (1972): Theory and Practice of Psychological Testing New Delhi: Oxford and IBH Co.

31. Garrett, H.E. (1979): Statistics in Psychology and Education Bombay: Vakils, Feffer and Simons Pvt. Ltd.

32. Nunnalty, L.C. (1967): Psychometric Theory New York: McGraw Hill Book Op. Inc.

33. Nunnalty, J.C. (1972) Educational Measurement and Evaluation New York: McGraw Hill.

34. Parcek, U. and Sound S. (1971) : Directory of Indian Behavioral Science Research Delhi : Acharan Sahakar.

35. Super D.E. and Crites, J.C. (1968): Appraising Vocational Fitness by Means of Psychological Tests Delhi: Universal Book Stall.

M.Ed.CC:402

Life Skills Education

Expected Learning Outcomes:

On completion of this course, the students will be able to

❖ Understand Concept, Process and Practice of Core life Skills.

❖ Identify role of Life Skills for Positive Change and well being.

❖ Understand social skills, thinking skills and emotional skills.

❖ Communicate effectively, Cope with Stress and Emotions, Problem Solving and Decision Making.

❖ Emphasize the importance of Effective Communication as a Life Skill.

Course Content:

Unit-1 : Peace values for Personality Formation

Life Skills: Concept, Importance of Various key Life Skills- Emotional Skills, Social Skills, Thinking Skills,. Importance of Life Skills for Growing minds. Need For Life skill Education.

Unit-2 : Life skill and Wellbeing

Life Skills in Social Context vis-à-vis media influence, Social Harmony and National Integration . Life Skills to deal with Peer Pressure, Suicide Prevention and Substance Abuse. Factors affecting Wellbeing of an Individual. Role of Life skills for ensuring Wellbeing.

Unit-3 : Communication Skill

Functions of Communication. Essentials of Effective Communication. Types of Communication-Downward or Upward, Lateral or Horizontal. Barriers to Communication.

Unit-4: Method for Life skill Enhancement

Methods to Enhance Life Skills -Class Discussion, Brain Storming, Demonstration, Role Play, Case Studies. Audio-Visual activities e.g. Arts, Music, Theatre, Dance. Decision Mapping or Problem Trees, Storytelling, Debates, Educational Games and Simulation, Small Groups.Matrix of Life skills in a class room.

References

- ❖ Baumgardner, R. Steve., Crothers. K. Marie. (2009). Positive Psychology. New Delhi: Dorling Kindersley India Pvt. Ltd.
- ❖ Carr Alan, (2004). Positive Psychology.: New York: Routledge.
- ❖ Nair,A.Radhakrishnan (2010). Life Skills Training for Positive Behaviour. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
- ❖ UNESCO (2005). Quality Education and Life Skills: Unesco: Dakar Goals. Paris:
- ❖ WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Geneva: Inter-Agency Meeting. WHO.
- ❖ Life SKills Education and CCE, CBSE. (**www.cbse.nic.in/cce/life** skills_cce pdf.)
- ❖ Life SKills Education (**www.lifeskillsed.com**.)
- ❖ Life Skills Approach to Teaching- Teacher Education (**www.teindia.nic.in/files/teacher_trg-module/13_life_skills_module** pdf.

M.Ed.CC:403

Pedagogy of Language Education

Expected Learning Outcomes:

On completion of this course, the students will be able to

- ❖ acquaint to Indian & Western tradition in language
- ❖ know the psychology of teaching of language learning
- ❖ acquaint the students with pedagogy of language learning & language teaching
- ❖ acquaint the students with evaluation of language learning of different language
- ❖ evaluate various areas of research in language education.

Course Content:
UNIT-I : Pedagogy of Language

- ❖ Pedagogy of language L1, L2, L3.
- ❖ Participatory strategies and methods of language teaching.
- ❖ Innovative techniques for teaching grammar, reading comprehension, written expression and note making, Use of ICT in Teaching-learning language

Indian & Western tradition in language learning

- ❖ Indian Traditions: (i)Yask, (ii) Panini, (iii) Patanjali, (iv)Bhartihari.
- ❖ Western Traditions: (i) Behavirioustic Approach , (ii) Cognitive Approach, (iii) Communicative Approach

UNIT-II: Language Learning and Linguistics

- ❖ Concept of language learning and language acquisition, Factors affecting language learning and language acquisition.
- ❖ Teaching language for creativity.
- ❖ Linguistics: Nature and Functions, linguistic process involved in learning of languages with reference
- ❖ to contrastive analysis, error analysis and structural linguistics.
- ❖ Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and gradation of content

Language Acquisition

- ❖ Language acquisition and communication-factors affecting language learning language acquisitions and communication
- ❖ Linguistic, psychological and social processes involved in learning of languages.
- ❖ Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget cognitive; application of these theories to development of methodologies of teaching-learning of language.

UNIT-III: Curriculum of Language Education

- ❖ Development of language curriculum.
- ❖ Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.
- ❖ Multilingual class room problems of curriculum text about development.
- ❖ Three languages for rule constitution provision regarding language.

Skills and Strategies of Teaching-learning language
- ❖ Development of basic language skills as well as advanced language skills elementary, secondary and senior secondary school level.
- ❖ Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- ❖ Meta linguistic awareness with a focus on listening, speaking, comprehension at writing.
- ❖ Needs, Techniques, viz. differential assignments, classroom tasks, personalized system of instruction.

UNIT- IV: Evaluation in Language
- ❖ Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic).
- ❖ Types of mistakes in language, their identification and analysis with a purpose of preventing and remedial measures.
- ❖ Types of test items in language such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and precautions taken while constructing test items.

Contextual Problem and Researches in Language Education
- ❖ Problems and issues of the multilingual context in India with reference to three language formula.
- ❖ Preservation of language heritage.
- ❖ Mother tongue, school language and problem of tribal dialects.
- ❖ Research trends in India and abroad in language education.

Tasks and Assignments:
The students may undertake any two of the following activities
- ❖ A critical study of language curriculum of secondary school stage.
- ❖ Seminar related to language education using power point presentation
- ❖ Visit to language laboratory/ language institution & writing its report.
- ❖ Survey the language competency of school children & writing report.

Suggested Readings:
- ❖ Bennett, W.A. (1969). Aspects of Language and Language Teaching. London: Cambridge University Press.
- ❖ Braden, K (2006). Task Based Language Education: From Theory to Practice. London: Cambridge University Press.
- ❖ Britton, J. (1973). Language and Learning. England: Penguin Books.
- ❖ Byrnes, H. (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International Publishing Group.
- ❖ Hodges and Rudolf (1972). Language and Learning to Read – What language teachers should know about language. Boston: Houghton Mifflin Co.
- ❖ Joyce and Banks (1971) Teaching the Language Arts to Culturally Different Children. London: Addison Wesky, Pub Co.
- ❖ Krashen, S. (1988). Second Language Acquisition and Second Language Learning. Prentice Hall International.

❖ Martinovic, T. (2004). Discourse Across Languages and Cultures. John Benjamins Publishing Company.

❖ Ornstein, J. (1971). ProgramM.Ed. Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems. The Centre for Curriculum Development Inc, Philadelphia.

❖ Osherson, N. & Howard L. (1990). Language an Introduction to Cognitive Science: USA: Massachusets Institute of Technology, Vol.1.

❖ Pavelenko; Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Berlin: Walter de' Gruyter Gmbh & Co. KG.

❖ Schiffrin, D. et. al.(2001). The Handbook of Discourse Analyses. Blackwell Publishing.

❖ Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press.

❖ Wilkinson, Andrew. (1971). The Foundations of Language. London: Oxford University Press.

❖ Perez Milan's, M (2013). Urban schools and English language Education in late modern china: Agritical sociolinguistic ethnography. New York & London: Rutledge.

❖ Gao, Y (andy), (2010). Strategic language learning Multilingual matters, Canada.

M.Ed.CC:404
Pedagogy of Mathematics Education

Expected Learning Outcomes:

On completion of this course, the students will be able to

❖ appreciate the abstract nature of mathematics distinguish between science and mathematics

❖ distinguish between the roles of pure and applied mathematics

❖ develop the skill of solving real-life problems through mathematical modeling as an art

❖ develop the understanding of using constructivist approach in mathematics

❖ develop the skill of using various methods of teaching mathematics

❖ highlight the significance of mathematics laboratory

❖ enable to distinguish between induction and mathematical induction

❖ develop the skills required for action research in mathematics.

Course Content:

UNIT-I: Nature, Development and Significance of Mathematics

❖ Abstractness of mathematics; Distinction between mathematics and science; Distinct roles of pure and applied Mathematics; aesthetic aspect of mathematics; historical development of mathematical concepts with some famous anecdotes such as gauss, ramanujan, etc.; teaching of mathematical modeling.

❖ Undefined terms and axioms; proofs and verification in mathematics and distinction between them; types of theorems such as existence and uniqueness theorems etc.; types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction.

UNIT-II: Curriculum of Mathematics at Secondary to Senior Secondary School Level
- ❖ Principle for curriculum development in mathematics education.
- ❖ Mathematics curriculum at different stages of school education – at secondary, senior secondary.
- ❖ Instructional materials including textbook: contextualization, criteria and concerns.
- ❖ Integrating co-curriculum activities with mathematics education.
- ❖ Approaches to organization of mathematics curriculum at various stages of school education.
- ❖ Methodology of development of curricular materials viz. textbooks, workbooks, teacher handbooks.

Unit III: Objectives and Strategies of Teaching – Learning Mathematics
- ❖ Aims and Objectives of Teaching Mathematics at secondary school level, Instructional objectives in teaching mathematics; constructivist approach in teaching of mathematics; methods of teaching Mathematics – inductive and deductive methods, analytic and synthetic methods; problem solving skills- stages in problem solving techniques to improve problem solving skills, competence based approach in teaching mathematics; teaching Gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion, Recreational aspect of mathematics-mathematical games, puzzles and amusements; computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club.

UNIT-IV: Evaluation in Mathematics
- ❖ Concept of evaluation in teaching – learning process (formative, summative, criterion, diagnostic); Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of test items in mathematics such as long answer type, short answer type and objective type; planning and construction of such items and precautions taken while constructing test items; action research in mathematics.

Tasks and Assignments: any two of the following
- ❖ A critical study of any two discoveries selected from different areas of mathematics to illustrate the importance of history of maths. i.e. discovery of the zero; the development of Pythogourus theorem etc.
- ❖ A critical study of mathematics curriculum of secondary school stage of Nagaland.
- ❖ Prepare and experiment on an action plan for use of ICT multi-media in teaching concepts of maths.
- ❖ Development of criteria for evaluation of laboratory work and using it in laboratory.
- ❖ Make a study of the evaluation practices in selected schools making critical analysis of examination papers.

Suggested Readings
- ❖ Baw, G.R. and George, L.U. (1976). Helping Children Learn Mathematics-A Competency Based Laboratory Approach. California: Cummings Publishing Co.
- ❖ Bhanumurthy, I.S. (1992). Ancient Indian Mathematics. New Delhi:Wiley Eastern Ltd.

- ❖ Gronlund, N.E., (1990) Measurement and Evaluation in Teaching. New York; Macmillan.
- ❖ Heimer, R.T. and Trueblood, C.R. (1970) Strategies for Teaching Children Mathematics; Reading. Massachusetts: Addison Wesley Publishing Co.
- ❖ Kenneth, Kidd P, et al. (1970) The Laboratory Approach to Mathematics. Chicago: Science Research Associates.
- ❖ Lieback, Pamela (1984). How Children Learn Mathematics. Penguin Books.
- ❖ Polya, G (1957). How to solve it. (2nd edition), Garden City, N.Y.: Doubleday and Company.
- ❖ Polya, G Mathematical Discovery on Understanding, Learning and Teaching Problem Solving. NewYork: John Wiley & Sons.
- ❖ Reasonik, L.B. and W.W. Ford (1980). The Psychology of Mathematics for Instruction. New Jersey: Lawrence Eribaurn Associates.

M.Ed.CC:405

Pedagogy of Science Education

Expected Learning Outcomes:

On completion of this course, the students will be able to

- ❖ understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavour
- ❖ understand the difference and relationship between Science and Technology
- ❖ understand the need to evaluate curricula
- ❖ know about and critical study of innovative curricular efforts in India
- ❖ understand diversity of instructional materials, their role and the need for contextualization in science education
- ❖ appreciate the role of Co-curriculum activities in science instruction
- ❖ understand the constructivist approach to science instruction
- ❖ understand the role of assessment in the teaching-learning process in science
- ❖ familiarize with innovative trends in assessment
- ❖ analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Course Content:

UNIT-I: Nature of Science

- ❖ Meaning, concept, scope and importance of science.
- ❖ Historical Development of Science.
- ❖ Science- its origin and development Structure of Science- Syntactic, Process including Stretch Methods. Attitude inquiring. Substantive: Facts, concepts, laws, theories, generalization.
- ❖ Correlation of science with other subjects.
- ❖ Nature of Science; characteristics of different disciplines of science, their interrelationship and integration.

- ❖ Experiences in Science: Science Centers, Science museums, Science Clubs, Science Fairs, Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium.

UNIT-II: Curriculum of Science Education

- ❖ Meaning, concept and types of Curriculum, NCF- 1972, 77, 79 & 2005 related to Science.
- ❖ Principle for curriculum development in Science Education.
- ❖ Science curriculum at different stages of school education – at elementary, upper elementary, upper elementary secondary, senior secondary.
- ❖ Instructional materials including textbook: contextualization, criteria and concerns.
- ❖ Integrating Co-curriculum activities with science education.
- ❖ Approaches to organization of science curriculum at various stages of school education.
- ❖ Recommendations of commissions and committees on curriculum of Science.
- ❖ Place of sciences in school curriculum; aims and objectives of teaching sciences at various stages of school education.

UNIT-III: Approaches to Teaching-Learning of Science

- ❖ Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development: inductive method, project method and learner centered activity based participatory learning.
- ❖ Role of experiments in science, integration of theories and experiments in science: planning and organization of laboratory work reporting skills, low cost science experiments.
- ❖ Encouraging and respecting children responses, integrating science across different disciplines and with real life situations.
- ❖ Use of ICT in teaching-learning of science.
- ❖ Strategies of Teaching Science; Teacher-Centered approach, Child-centered approach.

UNIT-IV: Assessment & Contemporary Issues in Science Education

- ❖ Continuous and comprehensive evaluation in science.
- ❖ Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- ❖ Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- ❖ Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.
- ❖ Types of test items, Preparation of test items.
- ❖ Weight age tables, Preparation of blueprint based on Competency.
- ❖ Preparation of question bank.
- ❖ Unit tests, Projects and assignments.
- ❖ Analysis of tests and remedies.

Task & Assignments: Any of the following

- ❖ Develop science club in elementary school with help of their teachers, students and community
- ❖ Conduct at least five activities related to club.

❖ Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
❖ Visit to science centre/science museum and presenting the report.
❖ Make a study of the evaluation practices in selected schools critical analysis of examination papers.

Suggested Readings:

❖ Alan J. Mc Cormack. Trends and Issues in Science curriculum Resource Handbook: A practical guide to k-12 science curriculum. Kraus: International Publications.
❖ Bhanumathi, S. (1994) Small Scale Chemical Techniques- Chemistry Education (April-June) 20-25.
❖ Black, P (1998). Testing: Triend or Foe? Theory and practice of Assessment and Testing. London: Falmer Press.
❖ Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10), 1123- 1130.
❖ Chalmers, A. (1999). What is the thing called Science. 3rd Ed. Buckingham: Open University Press.
❖ Driver. R, Leach. J, Millar. R and Scott, P. (1996). Young Peoples' Image of Science. Buckingham: Open University Press.
❖ Gipps, C.V. (1994) Beyond Testing. London: Falmer Press.
❖ Minkoff, E.C. & Baker, P.J (2004). Biology Today: An Issues Approach. Garland Science New York pp. 1-32. Biology: Science and Ethics.
❖ NCERT (2005). National Curriculum Framework-2005. New Delhi:NCERT.
❖ NCERT(2005).Focus Group Report' Teaching of Science (2005). New Delhi: NCERT.
❖ Novak, J. D & Gown, D. B (1984). Learning how to learn: Cambridge University Press.
❖ Science & Children (NSTA's peer reviewed journal for elementary teachers).
❖ Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
❖ Steve Alsop & Keith Hicks (2003). Teaching Science. Koegan :Page India Private Limited.
❖ Sutton, C. (1992) Words, Science and Learning. Buckingham :Open University Press.

M.Ed.CC:406

Pedagogy of Social Science Education

Expected Learning Outcomes:
On completion of this course, the students will be able to
❖ develop an understanding about the meaning, nature, scope of social science
❖ understand the need for teaching social science as an integrated discipline
❖ to find out the distinction and overlap between social sciences, humanities and liberal arts
❖ understand the role of various methods and approaches of teaching social sciences
❖ gain knowledge about the different approaches associated with the discipline

❖ develop certain professional skills useful for classroom teaching
❖ understand the principles of curriculum development, its transaction and evaluation
❖ explain use of teaching aids effectively in the class-room
❖ develop lesson plan with the help of advanced technology and explain challenging situations in the society
❖ effectively use different materials and resources for teaching social sciences
❖ construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation.

Course Content:
UNIT – I: Conceptualization of Social Science
❖ Concept, nature, and scope of Social Science as a school subject
❖ Place of Social Science at secondary and senior secondary level of school education
❖ Aims and objectives of teaching Social Science at various stages of school education.
❖ Evolution of Social Science as a discipline, Social Science as a dynamic expanding body of knowledge
❖ Inter-disciplinary & Intra -disciplinary correlation of Social Science.
❖ Relationship between Science & Technology
❖ Characteristics of different disciplines of social science, their interrelationship and integration.

UNIT –II: Social Science Curriculum & Teaching Learning Material
❖ Meaning of Curriculum and Core Curriculum.
❖ Principles for Curriculum Development in Social Science Education.
❖ Approaches to Curriculum Formation:
      i. Concentric Approach
      ii. Spiral Approach
      iii. Chorological Approach
      iv. Topical Approach
      v. Unit Approach.
❖ Integrating Co-curricular activities with Social Science Education.
❖ Planning, preparation and presentation of Instructional Material.
❖ Use of Teaching Learning Material in Social Sciences: Textbook, Reference Books, Workbooks,Documentaries, News Papers, Maps, Atlas, and E-resources
❖ Use of ICT in Social Science Education: Video clips, Power points presentation, films etc.

UNIT-III: Approaches / Methods & Techniques of Teaching Social Sciences
❖ Development of unit plan, Lesson Plan, using variety of approaches.
❖ Teaching Learning process with a focus on:
      i. Inquiry Approach
      ii. Problem Solving Approach
      iii. Project Method
      iv. Innovative Methods
      v. Computer Assisted Instruction (CAI)

vi. Constructivist Approach
- ❖ Teaching Strategies: Questioning, Dramatization, Role Play, Simulation, Story Telling, Display &

Exhibition, Survey, field trips, Educational games, Songs I Action Songs, Data Collection and Data representation through graphs, tables, charts, maps and cartoons Puppetry.
- ❖ Grouping students for learning
    - i. Cooperative learning
    - ii. Using structured questions to aid learning
    - iii. Role playing and simulation

UNIT-IV: Evaluation in Social Science Education

- ❖ Concept and need of Evaluation in teaching- learning process
- ❖ Approaches to Evaluation: Formative, Summative, Diagnostic, Norm Referenced and Criterion Referenced
- ❖ Continuous and Comprehensive Evaluation: Concept, Need and Process.
- ❖ Construction of Achievement Test – Concept and Steps.
- ❖ Diagnostic test and Remedial measures .
- ❖ Use of Observation, Rating Scale, Check-List, Anecdotal Records, Attitude Scales, Interest Inventories, Self Reporting Techniques and Interviews as assessment tools
- ❖ Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.
- ❖ Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- ❖ New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System

Tasks & Assignments: Any one of the following :

- ❖ Write a detailed essay on 'Evolution of Social Science as a discipline'.
- ❖ A Critical appraisal/analysis of existing syllabi and textbooks of any class at secondary/ senior secondary level developed by NCERT.
- ❖ Development of a lesson designed on the basis of Computer Assisted Instruction (CAI)
- ❖ Prepare, administer and interpret a diagnostic test to conduct a continuous evaluation in scholastic and non-scholastic areas
- ❖ Construction, administration and interpretation of an achievement test of any standard of school.
- ❖ Any other assignment/ project given by the Institute.

Suggested Readings:

- ❖ Alan J.S. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates. New Jersey: Mahwah.
- ❖ Arora, GL. (1988), Curriculum and Quality in Education. New Delhi: NCERT.
- ❖ Ashley Kent, (2001) Reflective Practice in Geography Teaching, Paul Chapman Educational Publishing, Ltd.
- ❖ Avijit P., (2002). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness, New Delhi: Rainbow Publishers.

- Batra, P. (ed) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi:Sage.
- David Lambert and David Balderstone (2000). Learning to Teach Geography in Secondary School: A Companion to School Experience. London: Routledge Falme.
- Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House.
- Digumarti B. Rao and Ranga Rao (2007), Techniques of Teaching Economics. New Delhi. Sonali: Publications.
- Eklavya (1994). Samajik Adhyayan Shikshan: Ek Prayog, Hoshangabad, Eklavya.
- Ferris, J.Pamela (2003), Elementary and Middle School Social Studies: An Interdisciplinary instructional approach, McGraw Hills, New York.
- George, A. and Madan, A. (2009). Teaching Social Science in Schools, NCERT's New Textbook, New Delhi, Sage Publications
- GOI (1993), Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development. New Delhi: Department of Education.
- GOI (2005), Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report, Committee of the Central Advisory Board of Education. New Delhi:Ministry of Human Resource Development.
- Jack Z. (2000). Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools. New Jersy: Lawrence Erlbaum Associates Mahwah.
- Khan, S. U. (1998). History Teaching-Problems: Prospective and Prospect. New Delhi: Heera Publications.
- Kochhar, S.K. (1998).Teaching of Social Studies. New Delhi: Sterling Publishers Pvt. Ltd, NewDelhi.
- Krishna Kumar, (2002). Prejudice and Pride. Delhi. Penguin Books India.
- Maggie Smith (2002). Teaching Geography in Secondary Schools: A Reader, Routledge Falmer, London.
- NCERT (1972). Preparation and Evaluation of Textbooks in Geography: Principles and Procedures, New Delhi National Council of Educational Research and Training.
- NCERT (1976). The Curriculum for the Ten-Year School: A Framework, Reprint Edition. New Delhi National Council of Educational Research and Training.
- NCERT (1988). National Curriculum for Elementary and Secondary Education: A Framework, Revised Edition. New Delhi: National Council of Educational Research and Training.
- NCERT (2001). National Curriculum Framework for School Education, Reprint Edition. New Delhi: National Council of Educational Research and Training.
- NCERT (2005a). National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science. New Delhi: National Council of Educational Research and Training.
- NCERT (2005b), National Curriculum Framework 2005. New Delhi: National Council of Educational Research and Training.

❖ NCERT (2006a). Syllabi for Secondary and Senior secondary Classes, New Delhi: National Council of Educational Research and Training.

❖ NCERT (2006b). Syllabus for Classes at the Elementary Level. New Delhi: National Council of Educational Research and Training.

❖ Williams E. B., Michael W. and Suzanne R. B. (2006) Teaching Economics: More alternatives to chalk and Talk. USA: Edward Elgar Publishing, Northampton.

M.Ed.CC:407

INCLUSIVE EDUCATION

Expected Learning Outcomes:

On completion of this course, the students will be able to

❖ Understand the global and national commitments towards the education of children with diverse needs.

❖ Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.

❖ Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.

❖ Analyze special education, integrated education, mainstream and inclusive education practices.

❖ Developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs.

❖ Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners.

Course Content:

Unit 1- Introduction and Preparation for Inclusive Education

❖ Difference between special education, integrated education and inclusive education. Advantages of inclusive education for the individual and society.

❖ Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations

❖ National and International initiatives for inclusive education

❖ Current Laws and Policy Perspectives supporting IE for children with diverse needs

❖ Brief account of existing special, integrated and inclusive education services in India.

Unit 2- Children with Diverse Needs and Utilization of Recourses

- ❖ Definition and characteristics of children with sensory(hearing, visual and physically challenged)intellectual (gifted, talented and children mentally challenged children), developmental disabilities(autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.

- ❖ Importance of early detection, Functional assessment for development of compensatory skills.

- ❖ Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.

- ❖ Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.

- ❖ Role of technology for meeting diverse needs of learners

- ❖ Identifying the required resources for children with varied special needs

Unit 3-Curriculum adaptations and evaluation for children with diverse needs

- ❖ Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.

- ❖ Guidelines for adaptation for teaching/ practicing science, mathematics, social studies, languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.

- ❖ Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.

- ❖ Techniques and methods used for adaptation of content , laboratory skills and play material

Unit 4-Teacher Preparation for Inclusive Education

- ❖ Review existing educational programmes offered in secondary school (general, special education).

❖ Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.

❖ N.C.F 2005 and curriculum for teacher preparation and transaction modes.

❖ Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.

❖ Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.

Suggested Practical Work:

1. Observation of inclusive teaching strategies and discussion.

2. Planning and conducting multi level teaching in the DMS (two classes).

3. Critical analysis of N. C. F 2005 for planning quality teacher preparation programme

4. Identify suitable research areas in inclusive education.

5. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.

Reference Books:

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools* Bristol: Center for Studies in Inclusive Education.

2. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach* National Publishing house 23 Daryaganj, New Delhi 110002.

3. Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped* Gurgaon, Old Subjimandi, Academic Press.

4. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls* Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.

5. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.

6. Sharma P.L (2003): *Planning Inclusive Education in Small Schools* R .I E. Mysore

M.Ed.CC:408

Value Education

Expected Learning Outcomes:

On completion of this course, the students will be able to

❖ know the need and importance of value education.

❖ understand the process of moral development viz-a viz. their cognitive and social development.

❖ know the various interaction strategies for moral development.

Course Content:

Unit I: Concept of Values

❖ Education and values- need and importance of values in education.

❖ Recommendations in NPE-1986 regarding inculcation of values at school level.

❖ Stages of moral judgment- Factors affecting moral judgment

Unit II: Socio-Moral and Cultural Context of Values

❖ Nature and sources of values (Biological, Social. Psychological and Ecological)

❖ Difference between values, religious education and moral judgment

❖ Indian culture and Human values

❖ Classification of values- material, social, moral and spiritual

Unit III: Moral Development of the Child

❖ Concept of moral development, moral judgment, and moral action

❖ Justice and care- the two perspectives of morality

❖ Approaches to moral development-

- Psycho-analytic approach

- Social-learning theory approach

- Cognitive development approach of Piaget and Kohlberg

Unit IV: Instructional Strategies for Moral Development

❖ Models of moral development

o Rationale building model

o Value classification model

o Social action model

o Just community intervention model

❖ Assessment of moral maturity via moral dilemma resolutions.

Assignment

❖ Assignment on any two of the following topics (One each from every section) to be done: (Section A)

• Discuss the recommendations for value education as prescribed in the document NCF-2005.

• Detail the theory of moral judgment by Lawrence Kohlberg and prepare a presentation on it.

• Enlist the characteristics of a culture of peace.

❖ (Section B)

- Describe some in-school strategies that you will use to impart value-education to the students.

- Administer a Moral Judgment Test on students and analyze the results.

- Interview teachers of value education and collect their feedback on improving the transactional procedure for effectively teaching values to the students in schools.

Suggested Readings:

• Bagchi, J.P. &Teckchadani, Vinod (2005); *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II*. Jaipur: University Book House.

• Bhatt, S.R. (1986). Knowledge, *Value and Education: An axiomatic analysis.* Delhi: Gian Publications.

• Biehler, R. & Snowman, J. (2003); *Psychology Applied to Teaching*. USA: Houghton MifflinCompany.

• Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.

• Dagar, B. S. (1992). *Shiksha Tata ManavMulya (Hindi).* Chandigarh: Haryana Sahitya Academy.

• Dagar, B. S. and Dhull Indira (1994). Perspective in Moral Education, New Delhi: Uppal Publishing House.

• Dash, M. & Dash, N. (2003); *Fundamentals of Educational Psychology*. Delhi: Atlantic Publishers and Distributors.

• Josta, Hari Ram(1991). *Spiritual Values and Education*. Ambala: Associated Press.

• Kar, N.N. (1996). *Value Education: A Philosophical Study*. Ambala Cantt: Associated

• Mangal, S.K.(2011); *Advanced Educational Psychology* (2nd Ed.) New Delhi: PHI Learning Private Limited.

• McCown, R., Driscoll, M., Roop, P.G. (2003); *Educational Psychology: A Learning-Centred Approach to Classroom Practic*e. USA: Allyn and Bacon Company.

• Nanda, R.T. (1997); *Contemporary Approaches to value Education in India*. New Delhi: Regency Publications.

• Pandey, V.C(2005). *Value Education and Education for Human Rights*. Delhi: Isha Books. Publications.

• Sharma, S.R.(1999) *Teaching of Moral Education*, New Delhi: Cosmo Publications.

• Shivapuri, Vijai (2011). *Value Education* Varanasi: Manish Prakashan.

• Singh, Samporan (1979). *Human Values*. Jodhpur: Faith Publications.

• Thomas, B. (2004); *Moral and Value Education.* Jaipur: Avishkar Publishers.

• Verma, Yoginder (2007). *Education in Human values for Human Excellence*. New Delhi: Kanishka Publishers and Distributers.

• Verma, Yoginder (2007); *Education in Human Values for Human Excellence*. New Delhi: Kanishka Publishers and Distributors.

M.Ed.CC:409
ENVIRONMENTAL EDUCATION

Expected Learning Outcomes:

On completion of this course, the students will be able to

- ❖ to develop comprehensive concept about the scope and importance of environmental education.
- ❖ to acquaint with environmental issues and problems.
- ❖ to be aware of the recent environmental hazards and the plan of action to overcome this in a broad perspective.
- ❖ to provide training in IT enabled strategies for imparting environmental education.
- ❖ to carry out research projects for improving environmental quality and sustainable development.
- ❖ to develop an action plan and conduct awareness program for the public about sustainable development.
- ❖ to lead a nature friendly life and promote green living in the society.
- ❖ to develop an attitude to conserve the nature and natural resources.

Course Content:

UNIT I: CONCEPT OF ENVIRONMENTAL EDUCATION

- ❖ Meaning, history, need and significance and objectives of environmental education.
- ❖ The philosophical, sociological, ethical and cultural perspectives of environmental education.
- ❖ Contributions of social activists in environmental education in India.
- ❖ Structure and status of environmental education.
- ❖ Environmental education in a global perspective – steps taken by national, international and state organizations in the promotion of environmental education.
- ❖ Challenges in environmental education

UNIT II: THE ENVIRONMENT AND ITS CONSERVATION PRINCIPLES

❖ Ecology, Concept of Ecosystem, Food chain, Food web, factors affecting Food chain And Food web, Energy Flow, Bio-Geo Chemical cycles In Nature- Carbon cycle, Nitrogen cycle, Water cycle And Phosphorous cycle

❖ The Need Of Conservation- Conservation Of Nature And Natural Resources

❖ Need of conservation of Environmental Heritage

❖ Environmental Literacy

❖ Need and scope of sustainable development, Concept of Environmental Sustainability

UNIT III: ENVIRONMENTAL PROBLEMS

❖ Environmental problems at global, regional and local level- give emphasis to any five prominent issues Problems at global level

    a. Global Warming and Glacier Erosion

    b. e- Waste and Its Management

    c. Loss of Habitat and Biodiversity

    d. Ozone Depletion and CFCs

    e. Pollution

Problems at Regional Level

    a. Solid And Liquid Waste and their Management

    b. Destruction of Mangroves and Shrinkage of Back Water

    c. Changing Crop pattern and Land Use

    d. Quarriying and Sand Mining

    e. Ecological Hot Spot

    f. Environmental Conflicts

Problems at Local Level

    a. Specific Environmental Issues Pertaining To The District

❖ Environmental Stress- Effect of Stressors on Health and Behaviour

❖ Natural Disasters and Calamities, Disaster Management.

UNIT IV: ENVIRONMENTAL PLANNING AND MANAGEMENT (15 hrs)

❖ Concept and Need of Environmental Planning

❖ Issues Related to Environmental Planning

❖ Environment Management Information System

❖ Environment Monitoring System

❖ Environmental Accountability – Environmental Ethics

❖ Ecotourism, Earth summit, Eco- feminism, Green living, Eco- footprint

PRACTICUM (Any two items)

1. Prepare a report based on the conservation strategies adopted in your locality.

2. Preparation of biological album/CD on endangered species.

3. Prepare a report based on solid and waste management strategies adopted in any three educational institutions.

4. Prepare a report based on nature camp

REFERENCES

1. Bell, F. et al. (1996). *Environmental Psychology,* New York: Harcourt College Publishers

2. Jones, M. A. (1997). *Environmental Biology* , New York: Routledge Introduction To Environmental Series

3. Yearly, S. (1996). *Sociology, Environmentation Globalization* , London: SAGE publication

4. Elliot, D. (1997). *Energy, Society And Environment*, London, Routledge Introduction To Environmental Series

5. Light, A., & Katz, E. (1996). *Environmental Pragmatism.* London: Environmental Philosophies Series

6. Pepper, D. 1996). *Modern Environmentism: An Introduction*. London, Routledge.

7. Bennet, D.B. (1989). *Evaluating Environmental Education in Schools- A Practical Guide For Teachers.* UNESCO- UNEP – International Environmental Education Programe.

8. Stokking, H., Vanalert, L., Meijhrg, W., Kaskens, A.(1999*). Evaluating environmental education. IUCN*, gland, Switzerland& Cambridge, UK.

9. Palmer, J., & Neal, P. (1996). *The Hand Book of Environmental Education*. London: Routledge.

10. Goudie, A. (1993). *The Nature of Environment,* Great Britain: Hartnolls Ltd.

11. Harrison, L. (1995). *Environmental Health and Safety*. auditing., Hand Book, Newyork: Mc. Graw- Hill Inc.

12. Mehta, C.S. (1997). *Environmental Protection and the Law.* New Delhi: Ashish Publishing House.

13. Bridgeman, H. (1992). Global Air Pollution, New Delhi: CBC Publishers and Distributors.

14. Sharmakadambari. (1996). *Perspectives In Nuclear Toxic And Hazardous Wastes,* New Delhi: Common wealth publishers

15. Srivastava, N.Y. (1995). *Environmental pollution*. NewDelhi: Himalaya publishing house.

16. Jadhav, H.V. (1994). Principles of Environmental Science. NewDelhi: Himalayapublishing house.

17. Mohal, I. (1989). Environmental Pollution and Management. New Delhi: Ashish Publishing House.

18. Khoshoo (1991) Environmental Concerns and Strategies. New Delhi: Ashish Publishing House.

19. Lacey. C., & Williams, R. (1987). Education, Ecology and Development. Great Britain.: Dereck Doyle And Associates

20. Vgas, L.N., Garg, R. k. et al.(1996). Contributions to the Environmental Sciences. New Delhi: Himansion publications

21. Seth, m.s& iqbal, SA.A.(1998). *Encyclopaedia of nature and environment,* New Delhi: discovery publishing

22. Right, R.P. (2008). *Environmental Science towards a Sustainable Future.* New Delhi: phi. Learning (pvt) Ltd.

23. Chhockar, K.B. et al. (2005). *Understanding environment.* New Delhi: SAGE publication

M.Ed.CC:410

HIGHER EDUCATION

Expected Learning Outcomes:

On completion of this course, the students will be able to

- ❖ Meaning, goals, structure, policy and financing concept of Higher Education
- ❖ Higher Education in Historical Perspective with reference to various period of time.
- ❖ Designing Curriculum, its process and the roll of the universities.
- ❖ Management of Higher Education and its institutions.

Course Content:

Unit: 1 INTRODUCTION TO HIGHER EDUCATION

- ❖ Meaning and Goals of Higher Education in India.
- ❖ Structure of Indian Higher Education.
- ❖ Policy Perspectives and Emerging Trends in Higher Education.
- ❖ Financing of Higher Education- Sources and Financing system.

Unit: 2 HIGHER EDUCATIONS IN HISTORICAL PERSPECTIVE

- ❖ Modern Higher Education in India, The Despatch of 1854 and establishment of Indian universities.

- ❖ Development of Higher Education in Free India- Various Commission Report and Recommendations. The major recommendations of – (make specific) higher education, The University Education Commission (1948-49)

- ❖ National Policy on Education in perspective of higher education- 1986, 1992 (Revised) 1915

- ❖ Higher Education and Socio-Economic Development.

Unit: 3 CURRICUM IN HIGHER EDUCATION AND ROLL OF THE UNIVERSITIES.

- ❖ Curriculum Planning: internationalization of higher education curriculum
- ❖ Curriculum Development
- ❖ Elements of quality teacher education programme
- ❖ Curriculum Evaluation

Unit: 4 MANAGEMENT OF HIGHER EDUCATION

- ❖ Ministry of Human Resource Management

- ❖ University Grants Commission, Rashtriya Uchchatar Shiksha Abhiyan, NCTE, IGNOU Distance Education Bureau, Rehabilitation Council of India, Association of Indian Universities, Department of Higher Education (Directorate- Commissioner HE) , Nagaland University.

- ❖ Quality and Quantity in Higher Education- Considerations: NAAC procedures to assess quality

- ❖ Role of Teachers in Higher Educational institutions

Suggested Practical work:

- ❖ Should arrange academic visit to the institutions of higher education during the internship or semester study.

- ❖ Prepared an assignment on UGC, NCTE.

Reference Books:

1. Akther, N.: Higher Education for the Future Rawat Publications, Jaipur, 2000.

2. Amrik Singh & Philip G. A.: The Higher Learning in India Delhi, Vikash Publishing Home, 1974.

3. Dahiya, B.S: Higher Education in India: Some Reflection New Delhi Kanishka, 1997.

4. Dhir, R.N.: Higher Education Chandigarh, Abhishek Publishers, 2002.

5. Dongerkery, S. R.: University Autonomy in India Bombay,1967.

6. Dongerkery, S. R.: University Education in India Bombay, Manaktabs, 1967.

7. Garge, V. P.: Financing Higher Education, *Scope & its Limits* New Delhi, Radha Publication, 1976.

8. Machavan, K.: Role of Distance Education in Developing Countries Guwahati, DVS Publishers, 2001.

9. Mathur, M. V. & Others: Indian University System-Revitalization and Reforms New Delhi, Wiley Eastern D Limited, 1994.

10. Moonis Raza (ed): Higher education in India, Retrospect and Prospect New Delhi, Association of Indian Universities, 1991.

11. Naik, J. P.: Educational Planning in India Bombay, Allied Publishers, 1965.

12. Naruallah Syeed & Naik, J.P.: A Student History of Education in India Bombay, MacMillan, 1972.

13. Patnaiks: Higher Education in Information Age Guwahati, DVS Publishers, 2001.

14. Powar, K.B.(Editor): Association of Indian universities

15. Philip Altback: Comparative Perspective on the Academic Profession New York, Praeger, 1985

16. R. S. Sharma: Higher Education Scope & Development New Delhi, Commonwealth Publishers, 1995.

17. Ram, A.: Higher Education in India, Issues & Perspectives New Delhi, Mittal Publications, 1990.

18. Ravi Mathai: The Rural University New Delhi, Popular, 1985.

19. Reddy, G.R.: Higher Education in India New Delhi, Sterling Publishers, 1995.

20. Reddy, M.G.: Higher Education in India APH Publications, New Delhi, 2000.

21. Richard Bourne: uni- & Development ICS, Institute of commonwealth studies.

22. Sharma, S.L. (1979): Modernizations' Effects on university education Allier Publication, Bombay

23. Swamy: Higher Education Administration and Management DVS Publishers & Distributors, Guwanati, 2006.

24. Sharma, R.S.: Higher Education Administration and Management DVS Publishers & Distributors, Guwanati, 2004.

25. Sharma, S.: History and Development of Higher Education in India (set 5 Vols), DVS Publishers & Distributors,(set 5 Vols) Guwanati, 2002.

26. UGC: Development of Indian Higher Education in India New Delhi. 1982.

Websites:

www.ugc.ac.in, www.ignou.ac.in , mhrd.gov.in,

www.aiuweb.org , www.ncte-india.org

www.rehabcouncil.nic.in gujarat-education.gov.in

M.Ed.CC:411

EARLY CHILDHOOD EDUCATION

Expected Learning Outcomes:

On completion of this course, the students will be able to

- ❖ The historical development of Early Childhood Education
- ❖ The different aspects of child development
- ❖ The different models of Early Child Education
- ❖ The different interventions in India in Early Child Education
- ❖ The awareness about special needs of children at ECE
- ❖ The awareness of Child Rights in India
- ❖ The researches available in ECE both in east & west.

Course Content:

Unit 1: Introduction to Early Childhood Education

1. Historical perspectives of early childhood education – East & West point of view

2. Nature, Scope and importance of ECE

3 Concepts and Characteristics in Child Development

(i) Physical Development, (ii) Social Development, (iii) Intellectual Development and (iv) Emotional Development

Unit 2: Perspectives and Methods of Child Study

1. Perspectives of ECE: (i) Kinder Garden approach, (ii) The Montessori approach, (iii) Behaviourist approach, (iv) Cognitive approach

2. Methods of Child Study: Observation, Case Study, Cross sectional and longitudinal methods.

(Study of researches available in ECE both in east & west.)

3. Recommendations of NPE 1986, National Curriculum Framework- NCF and National Knowledge Commission-NKC

4. Agencies conducting Preschool Management: Indian Council for Child's Welfare, Social Welfare Boards

Unit 3: Thinker's reflections on Childhood, Programmes and agencies

1. William Fredrick Froebel, Maria Montessori, Pestalozzi,

2. Tarabai Modak; M. K.Gandhi, Tagore, Aurobindo Ghosh, Giju Bhai Badheka.

3. Early Childhood Care Education Programmes and Polices in India and Nagaland State,

4. Technology and ECE for future

Unit 4: Child Rights in India

1. Constitutional Guarantees that are meant specifically for children: Article 21 A, Article 24, Article 39(e) Article 39 (f), Article 45

2. Children rights as equal citizens of India**:** Article 14, Article 15, Article 21, Article 23, Article 29, Article 46, Article 47

3. The Commissions for Protection of Child Rights Act:2005

4. The National Policy for Children, 2013, Right To Education

Suggested Practical Work:

1. Student may choose a subject for dissertation on ECE, Comparative study etc.

2. Visit of the institution/university working for protecting child rights or education.

3. Prepared an assignment on discuss legal aspects, national and international Child Right laws.

Reference Books:

1. Austin, Gilbert R. (1976): Early Childhood Education: An International Perspective New York: Academic Press.

2. Banta, T. (1966): Are these Really a Montessori Method? Columbus, Ohio: Ohio Psychological Association and Ohio Psychiatric Association.

3. Bloom, Benjamin, S. (1964): Stability and Change in Human Characteristics New York: John Wiley & Sons Inc.

4. Brown, G. (1977): Child Development. London: Open Books, Central Advisory Board of Education (CABE). Pre-Primary Education (Chapter II). In Post-War Development in India-A Report, Govt. of India.

5. Butts, R. Freeman. (1955). A Cultural History of Western Education. New York: Mc Graw-Hill Book, Co., Inc.

6. Child Development-Issues, Policies and Programmes Vol. I, II & III-Dolly Singh

7. Cole, Luella. (1950): A History of Education-Socrates to Montessori New York: Holt Rinehart and Co.

8. Educational Policies Commission (1966) Universal Opportunities for Early Childhood Education Washington, D.C., Govt. Printing Office.

9. Evans, Ellis D. (1975): Contemporary Influence in Early Childhood Education New York: Holt Rinehart and Winston, Inc.

10. G. S. Grewa. (1989): Introduction to Early Childhood Education

11. Ganai M.Y. & Sayid, Mohd. Early Child Care and Education AlKhaleel DTP Centre Kashmir University Gate Hazratbal Srinagar.

12. George S Morrison. (1995) Early Childhood Education Today, Prentice Hall

13. Grossnickle, Donald (1987). In-service Follow-up. What to Do After the Expert Leaves. NASSP Bulletin, March, 11-15.

14. Hurlick, E.B. (1992) Child Development. Mc. Grow Hill, New York

15. Issacs, S. (1933). Social Development in Young Children London: Routledge and Kegan Paul.

16. Joann Brewer. (1995). Introduction to Early Childhood Education Allyn & Baren, Sydney.

17. Katz, L. Early Childhood Education as a Discipline Young Children, 1971, 26, 82.

18. Mussen, P.H., Conger, J.J. & Kagan, J. (1996) Child Development and Personality Harper & Row, New York.

19. MacDonald, James B. A Proper Curriculum for Young Children Phi Delta Kappa 50, No. 7, (March 1969): 406.

20. Muralidharan, R. (Ed.) Relating Pre-School to Primary School New Delhi: Indian Association of Pre- School Education.

21. Muralidharan, R., & Banerji, (1969). U. A Guide for Nursery School Teachers New Delhi: NCERT.

22. Rawat, D.S. (1970) Pre-Primary Teacher Education Curriculum New Delhi: NCERT.

23. Sharma, P. (1995) Basics on Development andGrowth of a Child Reliance Publication, New Delhi.

24. Tomar, Lajjaram. (Vikran Samvat 2056) Bhartiya Shiksha Manivugyan Ke Aadhar (Hindi). Vidyabharati Prakashan, Kutukshetra.

25. The Years before School – Guiding Pre-school Children – Vivian Edmiston Todd, Helen Hefferman.

26. UNESCO, Encyclopaedia of Educational Thinkers.

27. UNESCO. (1979) New Approaches to Education of Children of Pre-School Age Report of a Regional Meeting of Experts, Bangkok, UNESCO Regional Office for Education in Asia and Oceania.

28. UNESCO. (1976). World Survey of Pre-School Education Paris: UNESCO.

M.Ed.CC:412

HEALTH AND PHYSICAL EDUCATION

Expected Learning Outcomes:

On completion of this course, the students will be able to

- ❖ Acquire knowledge about physical and health education.
- ❖ Develop the skills in organizing the physical education programmes in schools.
- ❖ Develop the activities required for organizing physical education meets and events.
- ❖ Acquire knowledge about recreation, health and safety education
- ❖ Acquire knowledge about common communicable diseases.
- ❖ Understand the nature of injuries and to provide first aid.
- ❖ Create awareness on different aspects of health and fitness.

Course Content:

UNIT I Introduction to Physical Education

Meaning, Definition, Aims, Objectives, Scope and Importance of Physical Education – Physical Fitness- Meaning, Definition, Components and Benefits - Origin and Development of Ancient and Modern Olympics - Olympic torch, Olympic Flag, Marathon Race, Difference between Ancient and Modern Olympic Games - Recreational activities.

UNIT II Concept of Health Education

Meaning, Definition, Aims, Objectives and Importance of Health Education - Nutrition - Malnutrition - Personal Hygiene - Health Education in Schools - Health Instruction, Health Services, Safety Education: Importance with reference to Schools, Play fields, Road, School and Home - First Aid: Road, Water, Fire accidents and Snake bite - Common sports injuries: Strain, Sprain, Contusion, Laceration, Fractures and Dislocation.

UNIT III Causes and Prevention of Diseases

Life style disorders: Heart diseases, Cancer, HIV/AIDS, Reproductive Helpless Health, Osteoporosis, Depression, Intentional & Unintentional Injuries, Diabetes and Obesity – Back Pain: Causes, Symptoms and Prevention - Addiction: Alcoholism, Smoking and Drugs – Impact of Pollution on Human health - Communicable diseases: Malaria, Swine flu, Chikungunya, Typhoid, Cholera, Small Pox, Tuberculosis and Dengue: Causes, Symptoms and Prevention.

UNIT IV First Aid-Principles and Uses

Principles of first aid, First aid equipments, Fracture - causes and symptoms and the first aid related to them, Muscular sprain causes, symptoms and remedies, First aid related to hemorrhage, respiratory discomfort, First aid related to natural and artificial carriage of sick and wounded persons, Treatment of unconsciousness, Treatment of heat stroke.

PRACTICUM

· Preparation of first aid kit.

· First aid for road, water, fire accidents and athletic injuries

· Preventive measures for health hazards

· Yoga

· Demonstration of asanas and pranayama

· Power point presentations for a topic in the syllabus

· Playing Games

· Preparing a report of the achievements of eminent players

· Strategies for positive thinking and motivation

REFERENCES

❖ Agarwal, Satya, P. (1998), The social role of the Gita: How and why, Motilal Banarsidass,

❖ Ajmer, S. (2003). Essentials of physical education. New Delhi: Kalyani Publishers.

❖ Charles, B. A. (1992). Foundation of physical education and sport. New Delhi:B1 Publication.

❖ Dambrosa, D., & Robert, D. (1993). Prevention and treatment and running injuries. New Jersey: Slack Incorpor Road.

❖ Dandon Publication.Chandra, S., Sothi, & Krishnan.P. (2005). Health education and physical education. Delhi: Surject Publications.

❖ Dhanajoy, S., & Seema, K. (2007). Lesson planning: Teaching methods and class management in physical education. New Delhi: Khal Sahitya Kendra.

❖ Eriksson, O. B. (1990). Sports medicine, health and medication. Enfield: Guninness

❖ Hedge, (1997). How to maintain good health. New Delhi: UBPSD Publishers.

❖ Kanele., B. S., & Kumar, C. P. (1996). Text book on health and physical education. Ludhiana: Kalyana Publishers.

❖ Krishna, G. (1993). The purpose of yoga. New Delhi: UBS Publishers Ltd.

❖ Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publication book market.

❖ Nash T.N. (2006). Health and physical education. Hydereabad: Nilkamal Publishers.

❖ Porter, Noah. (2003) Falung Gong in the United States: An Ethnographic Study, Master Thesis, Department of Anthropology, College of Arts and Sciences, University of South Florida.

- ❖ Prasad, Y. V. (2006). Method of teaching physical education. New Delhi: Discovery Publishing house.
- ❖ Ramachandran, L.T., & Dharmalingam. (1993). Health education. A new approach. NewDelhi: Vikas Publishers Ltd.
- ❖ Reema, K. (1996). Physical fitness. New Delhi: Khel Sahitya Sports Publication.
- ❖ Sachdeva, M. S. (2006). School organisation, administration and management.Ludhiana:
- ❖ Tiwari, O. P. (2002). Asana : Why and how. India: Kanalyadhama.

M.Ed.D:413
Dissertation

Expected Learning Outcomes:

On completion of this course, the students will be able to

- ❖ develop skill in doing analysis of data

- ❖ develop to write an interpretation of the result

- ❖ develop competency to face the open defense examination

Course Content:

Research leading to Dissertation and Viva

- ❖ Each student has to submit a Dissertation on a topic, preferably from the Specialisation Courses or in the areas introduced in the perspective courses at the end of the M.Ed. course before the commencement of the Theory Examination

- ❖ While a dissertation may be submitted at the end of the Semester 4 of the programme, the process of arriving at it should begin early on, ideally in the Semester 2 onwards. This also means that the assessment of this component should be spread over various stages in this process, viz., developing a research proposal, presenting it, conducting the research, developing the first draft, finalising the dissertation and presenting it in a viva-voce situation. All these stages should be given due weight age in the assessment of the dissertation.

- ❖ The submitted dissertation should be assessed by both internally and externally. Internal assessment shall be carried out by the supervisor. External evaluator must be fixed with the consent of faculty council/Head.