

SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY

FACULTY OF EDUCATION

**M.Ed. (TWO YEAR COURSE)
Master of Education Examination
(Session – 2015-17)**

JAI NARAIN VYAS UNIVERSITY JODHPUR

PREAMBLE

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialization either in elementary education (up to class VIII) or in secondary education (classes VI-XII).

RULES FOR ADMISSION IN M.Ed (TWO- YEAR COURSE)

A. ELIGIBILITY

Eligibility Rules for the M.Ed. course shall be the same as decided by the NCTE/Government of the Rajasthan from Time to time.

B. RESERVATION

Reservation of seats for SC/ST/OBC/SBC/others & Specially-abled will be as per existing Rajasthan Govt. /Central Govt. /University rules.

C. ADMISSION RULES-

Admission Rules for the M.Ed. course shall be the same as decided by the NCTE/Government of the Rajasthan from Time to time.

D. DURATION AND WORKING DAYS

- DURATION

The M.Ed. Programme shall be of duration of Two Academic Years, which can be completed in a Maximum of Three Years from the date of the admission to the programme.

- WORKING DAYS

- There shall be at least Two Hundred Working Days for each year.
- Institution shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the teachers and students is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- The minimum attendance of students shall have to be 80% for all course work and practicum, and 90% for school internship.

COURSES OF STUDY AND SCHEME OF EVALUATION

IYEAR

PAPER	NAME OF PAPER	Max. Marks			Allocation of hours	Duration of Exam
		Ext.	Int. (Sessional work/Practicum)	Total		
Paper -I	Psychology of learning and development	75	25	100	200	3 Hrs.
Paper -II	Philosophy and Sociology of Education	75	25	100	200	3 Hrs
Paper-III	Education and Curriculum Studies	75	25	100	200	3 Hrs
Paper- IV	Introduction to Research Methodology and Statistics	75	25	100	200	3 Hrs
Paper - V	Pre-Service and In-service Teacher Education	75	25	100	200	3 Hrs
	Dissertation – Finalisation of Research Topic and Preparation & Presentation of Synopsis	00	50	50		
	Internship in TEI (teacher Education Institute)			100		
Total				650		

SPECIAL NOTE–Seminar/ Workshop Must be organized on Self- Development, ICT and Writing Skills all through the year. Besides, these can be organised on any other Themes in which students are interested.

II Year

PAPER	NAME OF PAPER	Max. Marks			Allocation of hours	Duration of Exam
		Ext.	Int. (Sessional work/Practicum)	Total		
Paper- I	Advanced Research Methodology and Statistics	75	25	100	175	3 Hrs.
Paper -II	Perspectives, Research and Issues in Teacher Education	75	25	100	175	3 Hrs
Paper - III&IV Specialisation Group A (any - One Area)	AREA-I Elementary Education PAPER – I Elementary Teacher Education PAPER -II Early Childhood Care and Education	75+75	25+25	100+ 100	175+175	3 Hrs + 3 Hrs
	AREA-II Secondary and Senior Secondary Education PAPER I: Preparation of Secondary and Senior Secondary Teachers: Pre-service and In-Service PAPER II: Curriculum and Evaluation at Secondary and Senior Secondary Level					
Paper -V&VI Specialisation Group B (any -One Area) *	AREA-I Curriculum Pedagogy and Assessment	75+75	25+25	100 +	175+175	3 Hrs
	AREA-II Education Policy, Economics and Planning					
	AREA-III Educational Management, Administration and Leadership					
	AREA-IV Inclusive Education					
	AREA-V Educational Technology					
Paper -VII	Dissertation and Viva-Voce			100+ 50		
	Internship in the School as per Specialisation Area chosen for Paper – III&IV			100		
Total				850		

*Each area consists of two papers; the details of the same are given with the second year.

SPECIAL NOTE –Seminar/ Workshop Must be organized on Self- Development, ICT and Writing Skills all through the year. Besides, these can be organised on any other Themes in which students are interested.

GENERAL INSTRUCTIONS-

1. There shall be a university examination at the end of each year as per details of the scheme of examination.
2. The minimum pass marks in each year examination shall be 40% for each theory paper and practicum and 50% for internship separately. The candidate will have to pass each theory paper, practicum and internship separately.
3. A candidate who fails only in one subject(theory paper/ Sessional work/ practicum) as the case may be, in first year of the course will be eligible to take the examination in that part of the subject with the Examinations of second year
4. If he/she fails only in Theory paper he/she will be allowed to carry forward his/her Internal marks.
5. A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.
6. Internships is mandatory in both the years. First year internship will be in Teacher Education Institute and Second year internship will be in School.
7. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for the M.Ed. degree.
8. The candidates shall have to abide by any change in statutes/ordinances/rules/regulations/syllabi and books from time to time.
9. Each candidate for the M.Ed. Degree is required to investigate a research problem in the field of education and submit a synopsis of the same in First Year. Synopsis will be evaluated in the first year and marks will be awarded out of 50.
10. The complete Dissertation along with summary should be submitted before the Commencement of University M.Ed. Examination for second year in 3 copies, out of which 2 copies will be forwarded to the University by the college. The dissertation will carry one hundred marks.
11. The Viva-voce Examination based on the dissertation will be conducted in the second year. The maximum marks for viva-voce will be 50.

SELECTION OF SPECIALIZATION AREA

While selecting the area of specialization it is presumed that the candidates who have specialized at a particular school level (ECCE, elementary/ secondary/senior secondary) will continue in the same stream while pursuing M.Ed with specialization in school based level.

GROUP A

1. Each area consists of two papers: Area I is meant for specialization in Elementary education while Area II is meant for specialization in Secondary and Senior Secondary Education.

GROUP B

2. This group consists of 5 specialisation areas as shown in the table for II year. The student has to select any one area. Each area consists of two papers. It is presumed that the candidate will select the combination in such a way that it matches with his/her specialization area of group A i.e; Elementary or Secondary and Senior Secondary level as there are separate paper combinations for elementary and secondary/ senior secondary in area I to III of group B.

3. In group B the area IV and V will be common for both elementary and secondary/ senior secondary level.

RULES AND REGULATIONS FOR M.Ed.

1. The Degree will be awarded to a student who completes a total of two years
2. Each successful candidate shall be awarded the degree of Master of Education showing therein the division obtained by the candidate concerned on the basis of the total marks.
3. Each written paper shall be of three hours duration.
4. The theory examination papers will be set both in Hindi and English languages.
5. The Medium of examination for all papers including dissertations shall be either Hindi or English.
6. Rules for declaration of results: Minimum pass marks in theory papers, Viva-voce and dissertation taken together shall be 48% of the aggregate which will include the marks of sessional work/Practicum. A candidate must obtain at least 40% marks separately in all theory papers, as well as in sessional work/ practicum
7. Marks of Synopsis will be awarded Internally out of 50.
8. A candidate must obtain at least 40% marks in dissertation and viva-voce separately.
9. .Criteria for awarding divisions: Successful candidates will be placed in two divisions only on the basis of their total awards.
I Division 60% marks or above.
II division 48% marks or above but less than 60% marks.
10. Assessment of dissertation: The dissertation carries 100 marks. The Dissertation along with summary should be submitted before the Commencement of University M.Ed. Examination for second year in 3 copies, out of which 2 copies will be forwarded to the University by the college. The dissertation shall be evaluated by the respective supervisors and one external examiner. The supervisor and external examiner will award marks out of 50 each independently. The total of both these awards shall be tabulated by the University. In case of significant discrepancy between the awards of the internal and external examiner and the average of marks of all the three examiners (one internal and two external) be taken as marks of dissertation out of 100 marks. (Significant discrepancy between the awards of the internal and external examiner be substituted as under:
The significant difference means difference of more than 8 marks between the awards of the two examiners (internal and external) who will award marks in the dissertation out of 50 marks.
11. Viva-voce Board: The Viva-voce Board will consist of the following three persons:
 1. The external examiner
 2. Supervisor concerned
 3. The principal of the CollegeThe Viva-voce will be of 50 marks
12. When a candidate has failed in the examination but has obtained the minimum pass marks in the viva-voce and dissertation, these marks may be carried at his/her option. Such option shall be given at the time of filling the examination form for appearing at the subsequent examination.
13. The students will submit the two copies of the sessional work separately subject-wise.
14. The awards of sessional work will be forwarded to the University direct by the Principal of the College on the basis of the marks awarded by the subject teacher.

M.Ed. I YEAR

PAPER- I PSYCHOLOGY OF LEARNING AND DEVELOPMENT

OBJECTIVES-

Students will be able:-

- To understand concepts and principles of Educational Psychology as an applied science.
- To understand implications of psychological theories for education.
- To acquaint the learner with the process of development and assessment of various abilities and traits.
- To assess personalities and modified their teaching strategy according to needs of students.
- To use adjustment strategies in their day to day life.
- To understand the Concept of Intelligence, Emotional and Spiritual Intelligence.
- To understand the concept of Cognition and metacognition and different cognitive process
- To understand inclusive education from Psychological point.
- To understand the theories of Development.

COURSE CONTENT

UNIT – I SCHOOL OF PSYCHOLOGY AND LEARNING THEORIES

- (A) School of Psychology An Introduction to - Behaviourism, Purposivism, Gestalt, Psycho-analysis,
- (B) Learning Theories with Class-room implications: Skinner's Operant Conditioning, Lewin's Cognitive field Theory, Cognitive and Contextual Theories: Learning by Insight by Kohler, Bandura, Vygotsky; Contribution of Piaget, Bruner and Ausubel to learning.

UNIT - II PSYCHOLOGY OF LEARNER AND TEACHING LEARNING PROCESS-

- (A) Psychology of Learner: Psychology of exceptional children, Gifted and low achievers.
- (B) Motivating the learner, Maslow's self-actualization and McClelland's Achievement Motivation with reference to research done in India.
- (C) Creativity - Concept, measurement and teaching for creativity.
- (D) Constructivism & learning
- (E) Group dynamics: Concept, structure and process, Class-room climate and educational implications,
- (F) Transfer of Learning: Concept and Implications For Education
- (G) Inclusive Education: Need, Process and Barriers.

UNIT – III PERSONALITY AND ADJUSTMENT-

- (A) Theories of personality - Psycho-analysis, Trait theory - Cattell and Allport Measurement of personality through projective and semi-projective techniques.
- (B) Adjustment: Psychology of adjustment, adjustment processes and different adjustment mechanism. Mal-adjustment, Juvenile delinquency and corrective measures.

UNIT – IV INTELLIGENCE

- (A) Intelligence: Concept, Nature and Theories (Spearman, Thurstone, Guilford, Gardner and Sternberg).
- (B) Measurement of Intelligence.
- (C) Developing Emotional and Spiritual Intelligence.

UNIT-V COGNITION, META-COGNITION AND THEORIES OF DEVELOPMENT

- (A) Cognitive Processes: Sensation, Attention, Perception, Cognition, Problem -solving
- (B) Metacognition- Meaning, Dimensions, Difference between meta-cognition and cognition, Ways of developing Metacognitive strategies and Self -regulation.
- (C) Theories of development
 - Piaget's Cognitive development
 - Freud's Psycho-sexual development
 - Erikson's psycho-social development
 - Having Hurst's developmental tasks
 - Kohlberg's moral development
 - Gessel's Maturation theory.
- (d) Development concept according to Eminent Indian Thinkers: Aurobindo, J Krishnamoorti, Giju Bhai Baghela

SESSIONAL WORK/ PRACTICUM-

Any Two of the following-

- (A) Case study of an exceptional child
- (B) An institutional Case study with reference to inclusive education.
- (C) Administration, Scoring and interpretation of any one of the following psychological test on one subject-
 1. Performance test of intelligence.
 2. Projective/ semi- projective personality test.

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- Piaget, J.: Science of Education and the Psychology of Child, Viking, New York, 1970
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PAPER- II PHILOSOPHY AND SOCIOLOGY OF EDUCATION

OBJECTIVES-

Students will be able:-

- Understanding the nature and functions of philosophy of education.
- Logical analysis, interpretation and synthesis of various concepts, propositions and philosophical assumptions about educational phenomena.
- Understanding and use of philosophical methods in studying educational data.
- Critical appraisal of contributions made to education by prominent educational thinkers-both Indian and Western.
- To understand and relate philosophical theories with educational practices.
- To understand and relate philosophical traditions with educational practice.
- To enable the student to explain and reflect on- Gender ideology, Relationship between education and social change with special reference to modernization and globalization,
- Relationship between concepts and processes of sociology and education, Theories and characteristics of sociological analysis and its relation to education.
- Understand and explore the meaning, aims, purposes of education
- Develop understanding of sociological dimension of education.
- Understand the Peace education, Gender

COURSE CONTENT

UNIT - I NATURE AND MODERN CONCEPT OF PHILOSOPHY

- (A) The Nature of Philosophy : Use of Philosophy, Branches of Philosophy, metaphysics, epistemology and axiology and their implications for education, Philosophical redirection of educational research in recent times.
- (B) Modern concept of Philosophy and Contributions of Thinkers: Analysis-Logical analysis, Logical empiricism and Positive relativism- (Morris L. Prigge)
Contributions of Vivekananda, Tagore Gandhi Dewey, Krishnamurti, Montessori, Gijubhia, A.Nagraj and to educational thinking.

UNIT - II INDIAN PHILOSOPHICAL FOUNDATION OF EDUCATION

- (A) Indian Philosophical Foundation of Education; Characteristics of Indian Philosophy.
- (B) Education as conceived in Vedic times.
- (C) Nature of the Learner, goals of life theory of knowledge and ethical values as advocated in the following philosophies : Jainism, Nyaya, Vedanta (Upanishad, Geeta and Advaita Vedanta only)
- (D) Teacher student relationship as manifested in Bhagwad-geeta and Upanishad.

UNIT – III WESTERN PHILOSOPHICAL FOUNDATIONS OF EDUCATION:

- (A) Naturalism: Its metaphysics and epistemology, aims of education educative process, freedom and discipline in education according to Naturalism.
- (B) Idealism : Its metaphysics and theories of knowledge, the nature of learner, aims of education, teacher-pupil relationship, method of education, freedom of and discipline values in education and curriculum according to idealism.
- (C) Realism: Its metaphysics and theories of knowledge, aims of education, nature of the learner and educative process according to Realism.
- (D) Pragmatism: Its metaphysics and theories of knowledge, the nature of the learner aim of education, teacher-pupil relationship, method of education and curriculum according to Pragmatism.
- (E) Existentialism: Its development with special reference to Sartre and its implications for education.

UNIT – IV SOCIAL DETERMINANTS OF EDUCATION.

- (A) Education as a Social sub-system- Education as a social sub-system. Concept of social system, Specific characteristics of education as a social sub-system, Education and its relationship with other social sub-systems i.e. family, caste and state.
- (B) Education as a Social Process.
- (C) Socialisation- Meaning, Agencies, Theories of Socialization, Process of socialization, social, economic and cultural differences in socialization: implications for inclusion.
- (D) Culture- Concept, Meaning, Characteristics, Role of family, caste and state in preservation, transmission and enrichment of culture; acculturation and its Process.
- (E) Meaning and importance of peace education to address social issues.

UNIT - V CHANGING DIMENSIONS OF EDUCATION IN REFERENCE TO SOCIETY

- (A) Change and Education, Concept of change and planned change, Process of planned change, Functions and qualities of change agent,
- (B) Social mobility,
- (C) Modernization and education,
- (D) Education and Gender , Gender ideology in society. Role of religion, constitution and law in gender ideology. Gender differentiation, stereotyping and inequality insociety in reference to gender discrimination.
- (E) Present status of women's education in India..
- (F) Social Dimension of Indian Education, Approaches to religious and moral education Humanistic and Spiritualistic Approaches, Socialistic pattern of society and education, existing educational disparities.

SESSIONAL WORK/ PRACTICUM-

Group A(Any one of the following)

- 1 One term paper and three abstracts of articles published in some Educational Standard Journals.
- 2 Visit a school to study the philosophical ideology of the school; and prepare a report based on your observations and experience.
- 3 Analyze the contribution of Giju Bhai in the light of child centered Education
- 4 Study the contents of Geeta in Reference to teacher child relationship and education management.

AND

Group B(Any One of the following)

- 1 Socio-metric study of a class consisting of not less than 25 students.
- 2 Prepare a questionnaire on different aspects of socialization and administer it on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity.

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PAPER- III EDUCATION AND CURRICULUM STUDIES

OBJECTIVES-

Students will be able to:-

- Introduce the nature of education studies and map the fields.
- Apply key principles across educational systems.
- Introduce Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.
- To understand the factors from historical perspective that contributed to present education system.
- To acquaint the students with the political economy of education.
- To understand the Pre-independence and post-independence development of education in India.
- Orient to the institutions, systems and structures of education and flag the contemporary concerns of education policy and practice.
- To understand that development of Education is influenced by political forces of the time.
- To develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.
- To understand Restructure and standards based on reform of elementary and secondary education
- To understand the common challenges in educational system of world.
- Conceptualize the meaning and different perspectives of curriculum
- Understand the epistemological, sociological and the psychological basis of curriculum development.
- Understand the different types of curriculum with respect to their main orientation and approaches .

COURSE CONTENT

UNIT- I NATURE OF EDUCATIONAL STUDIES

(A) Meaning, concept, perspectives (Historical, Political, Economical) aims, and values of educational studies and educational issues.

(B) Defining principles of education studies.

(C) Field of Educational studies & education studies as a discipline.

(D) Education in Vedic Period, Buddhist Period, Medieval Period : Concept, ideas, Agencies of Education, Organisation of Education, teacher pupil relationship and their duties, curriculum, methods of Teaching, women Education, relevance to the Present day education.

(E) Economics of Education:- Meaning, Aims, Scope and Significance

UNIT – II INSTITUTIONAL SYSTEM AND STRUCTURE OF EDUCATION:-

- (A) Structure & System of education in India from primary to higher education.
- (B) Commonalities & common challenges, in educational systems of world,(social injustice, , inclusion, gender discrimination,)
- (C) Restructure and standards based on reform of elementary and secondary education.
- (D) Social Justice, Inclusion, Gender Discrimination, Mental & Physical well- being, Peace and Human Values.

UNIT – III CONTEMPORARY EDUCATIONAL POLICIES AND PRACTICES:-

- (A) Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context
- (B) SSA & RTE act: Introduction, constitutional provisions, chapters and salient features, impact on Indian Education.
- (C) Educational Reform in post -independence India.
- (D) contemporary challenges of UEE
- (E) National and state level reform in school education
- (F) Employment opportunities and placement in educational institutions, organizations and economic enterprises engaged in education and training.

UNIT -IV CURRICULUM AND EVALUATION

- (A) Concept of Curriculum, Components of curriculum : objectives, content, transaction mode and evaluation.
- (B) Epistemological, Social and Psychological foundations of curriculum.
- (C) Principles of Curriculum Construction
- (D) Principles of formulating- aims, specifying content, defining teaching learning experiences and evaluation procedure.
- (E) Formative and Summative Evaluation.

UNIT- V CURRICULUM DEVELOPMENT

- (A) Factors affecting Curriculum change- Social factors, Pressure groups, Writers and publishers.
- (B) Role of teacher as a Curriculum maker : Integration of learning experiences related to work experiences, sensitivity to gender disparity, peace oriented values, health and needs of children with disabilities, art and India's heritage of crafts.
- (C) Understanding of NCFTE-2009 in reference to curriculum development.
- (D) Eclectic Model of Curriculum Design
- (E) Taba's Model of Curriculum Development

SESSIONAL WORK/ PRACTICUM -

Group A (Any One of the following)-

- (A) Compile articles from newspapers, magazines, or internet on educational issues.
Prepare a report with suggestion for solutions.
- (B) Review of related literature to justify the role of Political/Economic/Historical foundation of education in shaping of education.

AND

Group B (Any One of the following) -

- (A) Prepare a paper on comparative study of National curriculum of any two countries at any level.
- (B) Study any one policy with special reference to curriculum and prepare a report- National Policies of Education –1986, 1992(modified version) and POA on NPE- 1996 in relation to National curriculum frameworks that were developed later, Detailed study of National curriculum framework of school Education, India (1988, 2000, 2005).

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PAPER- IV INTRODUCTION TO RESEARCH METHODOLOGY AND STATISTICS

OBJECTIVES-

Students will be able to:-

- Describe the nature, purpose, scope, areas, and types of research in education.
- Explain the characteristics of quantitative, qualitative and mixed research.
- select and explain the method appropriate for a research study
- conduct a literature search and develop a research proposal
- explain a sampling design appropriate for a research study
- Examine the nature of hypothesis and their roles in research, and discuss possible alternatives to use hypothesis.
- Explain research design and procedure for collection of analysis.
- To develop listening and writing skills for good Expository writing.
- Select and use appropriate statistics for analysis and interpretation.
- Familiarize with basic educational statistics so as to make them better equipped to read educational research and literature.

COURSE CONTENT

UNIT – I INTRODUCTION TO EDUCATIONAL RESEARCH

(A) Nature of Scientific Inquiry, Nature of Science, Steps of Scientific Method:

(B) Relationship between Theory and Research: Definition and Characteristics of a scientific theory, Nature of Scientific research, Basic and applied research, Relationship between theory and research

(C) Areas of educational research

(D) Research paradigms in education: qualitative, mixed and quantitative, and their characteristics, Types of researches under each paradigm.

UNIT – II INITIATING RESEARCH

(A) The Research Problem: Perception of a Problem, Sensitivity to a research problem, Identifying, selecting and defining a research problem.

(B) Hypothesis: Formulation of Hypothesis, Characteristics, Types, importance and criteria of good hypothesis, Collection of evidence, Testing Hypothesis, Arriving at generalization

(D) Use of reference material and library survey.

UNIT – III ESSENTIALS OF RESEARCH AND RESEARCHER

(A) Methods of Educational Research: Historical Method, Philosophical Method, Survey Method, Action Research

(B) Sampling: Importance of sampling, Units of Sampling, Methods of selecting sample: Random Sampling, Stratified Sampling, Purposive Sampling, Cluster Sampling, Quota Sampling; Sampling errors and how to avoid them.

(C) Tools- General Introduction, Interview and Observation

- (D) Preparation of Research Proposal : Framework of the research proposal and strategies for writing the research proposals.
- (E) Pre-requisite qualities of a Researcher
Inquisitiveness, Preparedness, Sensitivity, Scholarly Approach, Knowledge, Commitment and
- (F) Communication Skills
- Development of pre-academic skills (pre-reading, pre-writing and number)
 - Expository writing: Meaning, concept, Types and tips for effective expository writing.
 - Listening skill: meaning, concept and importance of listening skills; academic listening-(lecturing) listening to talk and presentation.

UNIT - IV INTRODUCTION TO EDUCATIONAL STATISTICS

- (A) Role of Statistics in Educational Research, Tabulation and Classification of Data, Coding and Categories
- (B) Scale of Measurement, parametric and non-parametric tests.
- (C) Measures of Central Tendencies and Variability, Their reliability and their significances- Mean, Median and Mode; Range, Inter quartile range, Mean, Deviation and Standard Deviation
- (D) Measures of Relative Position-Percentile and Percentile ranks

UNIT - V DATA ANALYSIS AND GRAPHICAL REPRESENTATION

- (A) Normal Probability Curve: Use of Normal Probability Curve, Skewness and Kurtosis
- (B) Diagrammatic Representation of Data, Histograms, Frequency Polygons and Cumulative Frequency Curves.
- (C) Coefficient of correlation - rank difference and product moment methods

SESSIONAL WORK/ PRACTICUM-

Attempt Both-

1. Preparation of Research Design of problem other than the one selected for the candidate's dissertation
2. Review of literature, related to any one variable of your choice and prepare an analytical report.

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PAPER- V PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

OBJECTIVES-

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
- Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities
- Involve in various activities and processes of a teacher education institution, in order to gain an insight into the multiple roles of a teacher educator and understand the organisational culture.
- 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
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the research perspective on various practices in teacher education.
- Develop professional attitudes, values and interests needed to function as a teacher educator

COURSE CONTENT

UNIT –I STRUCTURE, CURRICULUM AND MODES OF PRE-SERVICE TEACHER EDUCATION

- (A) A review of the understandings developed on teacher roles and functions
- (B) Pre-service teacher education – concept, nature, objectives and scope.
- (C) The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- (D) 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
- (E) Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

UNIT –II ORGANISATION OF DIFFERENT COMPONENTS OF TEACHER EDUCATION CURRICULUM

- (A)The student- teacher as an adult learner – characteristics. The concept of andragogy and its principles
- (B) Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
- (C)Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation

- (D) Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organisation and evaluation – practicum records and portfolio assessment
- (E) Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organisation and duration. Activities and experiences in pre-internship, internship and post-internship

UNIT –III IN-SERVICE TEACHER EDUCATION IN INDIA – CONCEPT, STRUCTURE AND MODES

- (A) Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives
- (B) The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
- (C) Modes and Models of in-service teacher education:
- Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
 - induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them

UNIT -IV PLANNING AND DESIGNING AN IN-SERVICE TEACHER EDUCATION

- (A) Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget
- (B) Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material

UNIT-V ORGANISING AND EVALUATING AN IN-SERVICE TEACHER EDUCATION

- (A) Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
- (B) Qualities and characteristics of an effective in-service teacher educator

SESSIONAL WORK/PRACTICUM-

Any Two of the following-

- (A) 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 and reporting.
- (B) Design, implementation and evaluation of a training input in any one course of pre-service teacher education – (mentored practicum) and prepare a report.
- (C) Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis and reporting
- (D) Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs. Prepare a report also.
- (E) Analyse the existing B.Ed./M.Ed. curriculum of any university in the light of Organisation, transaction and evaluation of different components.

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**INTERNSHIP IN TEACHER EDUCATION INSTITUTION
(FOR 4 WEEKS)**

Internship will be organized with attachment to both pre service teacher education and in service teacher education setting.

Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.

Assessment is based on the following activities –	Marks
Critical analysis of curriculum of B.Ed/M.Ed from various aspects like pedagogy, specialization offered etc in the light of NCFTE 2009	5
Mode of Instruction in Class and give suggestive plan for improvement	5
Observation of day-to-day activities of College chosen for internship and report of an indepth study of two activities.	10
Participation and organization of co-curricular activities 1. Cultural 2. Games & sports	10
Teaching work - Five period in any one compulsory paper of B.Ed and five period in Pedagogy of teaching based	10
Observation & supervision of 5-5 lessons of B.Ed. Student-teachers in each Pedagogy-subject	10
Review new trends in research of teacher education and Draft a report.	10
5-5 critical review with suggestions of lesson plan diaries, including supervisor's remarks.	10
Organization and participation in community work.(any one) Participation in national program - Pulse Polio, Literacy campaign, Assistance Medical Camps and Yoga camp in any one in one village.	10
Training about arrangement of different departments of the College. 1. Library management 2. Administration and scoring of any five psychological tests. 3. Office Records and maintenance of attendance register, & stock Register 4. Maintenance of technology department.	10
Training for evaluation process:- Construction of question paper Pre-Preparation for Examination. Evaluation of answer books and preparation of result	10
TOTAL MARKS	100

DISSERTATION (SYNOPSIS SUBMISSION)

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 their interest.
3. Identification of the problem and definition.
4. Preparation of Synopsis & presentation of the synopsis in the college.