

FACULTY OF EDUCATION

SYLLABUS

FOR

MASTER OF EDUCATION (M.ED.)

EXAMINATION: 2014



GURU NANAK DEV UNIVERSITY AMRITSAR

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- (ii) Subject to change in the syllabi at any time.
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(A) Foundation Courses
PAPER-I
Education as a Field of Study

Time: 3 hrs.

M. Marks: 100
Terminal: 80
Sessional: 20

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 16 marks. The candidate will attempt one question from each unit.

Objectives:

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

- understand the nature of education as a discipline/ an area of study
- examine issues related to education as interdisciplinary knowledge
- examine the theories and basic concepts of education drawn from different schools of philosophy in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
- examine critically the concerns arising from the vision of great educators.
- discuss the changing socio- cultural dimensions in the context of education.
- reflect on changing political context of education and support system of education.

UNIT-I

Theoretical Perspectives of Education as a Discipline

1. Education as a discipline / an area of study
2. Prioritizing the aims of Indian Education in the context of a democratic, secular and a humane society
3. Concept of Values, National values enshrined in the Indian Constitution and their Educational Implications

UNIT-II

Education as Interdisciplinary Knowledge: Indian Perspective

1. Vision derived from the synthesis of different ancient Indian philosophies and their educational implications:
 - a) Sankhya b. Vedanta c. Buddhism d. Jainism
2. Critical analysis of thoughts of great educators:
 - a) Swami Vivekanand b) Rabindranath Tagore c) Gandhiji d) Sri Aurobindo

UNIT-III

Education as Interdisciplinary Knowledge: Western Perspective

1. Vision derived from the different school of thoughts and their educational implications:
 - a. Idealism b. Naturalism c. Pragmatism d. Existentialism
2. Critical analysis of thoughts of great educators:
 - a) Rousseau b) Karl Marx c) John Dewey

UNIT-IV

Changing Socio-cultural context of Education

1. Meaning and nature of Educational sociology; Relationship of Sociology and Education
2. a. Constitutional provisions of education with special reference to SC, ST, Women and Rural population.
 - b. Education as related to social equality and equality of educational opportunities
3. a. Social change: Meaning and Nature, Constraints and Factors (Caste, Ethnicity, Language, Class, Religion and Regionalism) of social change in India
 - b. Social stratification and social mobility

UNIT-V**Changing Political context of Education: School Context**

1. Dynamic relationship of education with political process
2. Education as a sub-system with specific characteristics
3. Education for religion & modernisation

Sessional Work (Tests/Practicals/Projects)**: 20 Marks**

The students may undertake any one of the following activities:

Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey and presentations on various innovative concepts in the context of teaching-learning in schools followed by group discussion.

Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching- learning and curriculum contribute to social inequality, young children and social policy and presentation in a seminar followed by discussion.

Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

References:

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3. Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
4. Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harward University Press.
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21. Peters, R.S. (1967), *The Concept of education*, Routledge, United Kingdom.
22. Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.
23. Slattery, Patrick and Dana Rapp. (2002). *Ethics and the foundations of education- Teaching Convictions in a postmodern world*. Allyn & Bacon.
24. Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
25. Winch, C. (1986). *Philosophy of human learning*, Routledge, London.10
26. Winch, C. (1st edition). (1996). *Key Concepts in the philosophy of education*. Routledge.

PAPER-II
Learner and the Learning Process

Time: 3 hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 16 marks. The candidate will attempt one question from each unit.

Objectives:

- On completion of this course the students will be able to:
- understand the dynamics of individual development.
 - understand the dynamics of group behaviour.
 - understand the concept of mental health and adjustment.
 - describe the dynamics of social behaviour.

UNIT – I

Dynamics of Individual Development

1. Concept of Human Development, stages of human development; physical, cognitive, social, emotional and moral.
2. Piaget's concept of cognitive development and its critical analysis.
3. Cognitive Process: Concept formation, logical reasoning, problem solving, creative thinking and language development.

UNIT-II

Intelligence and Personality

1. Intelligence : Theories and measurement
2. Personality : Theories and assessment
3. Motivation in learning : intrinsic and extrinsic motivation; approaches to motivation-humanistic, cognitive

UNIT-III

Process of learning

1. Theories of learning (Pavlov, Hull, Tolman, Lewis).
2. Learning as construction of knowledge (with special reference to learner , teacher and learning environment).
3. Learning as socio- culturally mediated process:
 - o Experiential learning
 - o Cognitive negotiability
 - o Socio-Cultural mediation

UNIT-IV**Mental health and Adjustment**

1. Concept of mental health , mental hygiene, factors influencing mental health of teachers and students & characteristics of a mentally healthy person.
2. Concept of stress, frustration , anxiety and conflicts: meaning and management.
3. Concept & types of adjustments, Mechanism of adjustment .

UNIT-V**Dynamics of Social Development**

1. Meaning and types of group , interrelationship and inter dependence between Individual and group in classroom and social context.
2. Socio-emotional climate in classroom, the conditions facilitating effective learning.
3. Individual and his/her social understanding, social influence and social perception.

Sessional Work (Tests/Practicals/Projects)**: 20 Marks****Practical Note Book****: 05 Marks****Experiments/Tests****: 15 Marks**

TESTS	EXPERIMENTS
Test of Creativity	Learning Curve
Leadership Style	Transfer of Training
Verbal Test of Intelligence	Sociometry
Self Concept Scale	Free Association
Adjustment Inventory	
Personality Inventory	

References

1. Ambron, S.R (1981) *Child development*, Holt, Rincehart and Winston, New York.
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44. Srivastava, G.N.P. (1986) *Recent Approaches to Personality Study*. APRC, Agra. Wendy Conklin (2006). *Instructional Strategies for Diverse Learners- Practical*
45. Srivastava, G.N.P. (1995). *Recent Trends in Educational Psychology*. Agra Psycho Research Cell, Agra, India.

46. *Strategies for Successful Classrooms*. Shell Educational Publishing.
47. Synder, C.R. & Shane J. Lopez (2007). *Positive psychology*. SAGE Publications. U.K.
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PAPER–III**Methodology of Educational Research & Statistics****Time: 3 hrs.****M. Marks: 100****Terminal: 80****Sessional: 20**

Note: i) The question paper will consist of five units. The paper setter will set two questions from each unit except unit III and each question will carry 16 marks. The candidates will attempt one question from each unit.

ii) For unit III: One question will be set from unit III & second question from any of the units IV & V.

iii) The candidates are allowed to use calculators.

Objectives

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

1. describe the nature, purpose, scope, areas, and types of research in education.
2. explain the characteristics of quantitative, qualitative and mixed research.
3. select and explain the method appropriate for a research study.
4. conduct a literature search and develop a research proposal.
5. explain a sampling design appropriate for a research study.
6. explain tool, design and procedure for collection of data.
7. explain the importance of documentation and dissemination of researches in education.
8. represent the data graphically.
9. analyse the data and draw useful inferences.

UNIT-I**Research in Education: conceptual issues**

1. Meaning, purposes and emerging areas in educational research, kinds of educational research : basic, applied and action research and their characteristics
2. Planning the research study: sources of research problem, identification and conceptualization of research problem: Statement of the problem, delineating and operationalizing the variables
3. (a) Review of the literature- purposes and resources
(b) Formulation of hypothesis

UNIT-II**Quantitative – Qualitative Methods of Research**

1. Quantitative Methods: Types of research: survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, causal comparative studies, classification by time: cross- sectional, and longitudinal studies
2. Experimental Research:
 - (a) Nature of experimental research, variables in experimental research- independent, dependent and confounding variables
 - (b) Experimental Research Designs: Single group pre test, post tests design, pre test- post test control group design, post- test only control group design and factorial design. Quasi-experimental design: non- equivalent comparison group design, time series design.
 - (c) Internal and external validity of results in experimental research

3. Qualitative Method :
 - (a) Qualitative research: Meaning, steps and characteristics- phenomenology, ethno-methodology, naturalistic inquiry
 - (b) Historical Research- Meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source

UNIT-III

Methods of Data Collection

1. Sampling: Concept of population and its types, sample, sampling unit , sampling frame, sample size, sampling error, techniques:
 - (a) Random sampling techniques: Simple random sampling, systematic sampling, stratified random sampling, cluster sampling and multi- stage sampling.
 - (b) Non- Random sampling techniques: Convenience sampling, purposive sampling , quota sampling, snowball sampling.
2. Types of tools and techniques and their uses: questionnaire, rating scale, attitude scale
3. (a) Collection, treatment and interpretation of data
(b) Formulation of conclusion and generalization

UNIT-IV

Descriptive Analysis of Quantitative Data

1. Graphical Representation of Data: a. Concept of score, tabulation of scores, preparation of histogram, frequency polygon, cumulative frequency graph, bar graph , and pie graph
 - a. Measures of central Tendency: Mean, Median, Mode, Quartiles, Percentiles, Percentile ranks and uses of these measures
 - b. Measures of variability: Range, Average Deviation, Standard Deviation, Quartile Deviation.
Merits and limitations of different measures of variability
2. Normal distribution: Concept of NPC, its characteristics Applications of NPC:
 - a. To determine the percentage of cases in a normal distribution within given limits
 - b. To determine the limits in any normal distribution which include a given percentage of cases
3. Concept of Correlation, Rank difference and Pearson product moment coefficient of correlation (simple)

UNIT-V

Inferential Statistics

1. Statistics inference- Basic concepts, Significance of Means, S.D, Percentages, Product-Moment correlation.
2. Parametric statistics- Significance of difference between two independent Means, S.Ds, Percentages and Correlation. Analysis of variance (ANOVA one way)
3. Non Parametric Statistics- Analysis of frequencies using chi-square in
 - a. Equal probability cases
 - b. Normal distribution cases
 - c. Small cell
 - d. Contingency table (2X2)

Sessional Work (Tests/Practicals/Projects)**: 20 Marks**

The students may undertake any one of the following activities:

- Development of a research proposal on an identified research problem.
- Identification of variables of a research study and their classification in terms of functions and level of measurement.
- Preparation of a sampling design given the objectives and research questions/hypotheses of a research study.

References

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PAPER-IV
Educational Technology & ICT in Education

Time: 3 hrs.

M. Marks: 100
Terminal: 80
Sessional: 20

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 16 marks. The candidate will attempt one question from each unit.

Objectives

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

- understand the nature and scope of educational technology and its various forms.
- understand the system approach to education and communication theories and modes of communication.
- know the instructional designs and modes of development of self learning material.
- develop the ability for critical appraisal of the audio-visual media.
- develop basic skills in the production of different types of instructional material.
- know the recent innovations and future perspectives of educational technology.

UNIT – I

Meaning, Concept and History of Educational Technology:

1. Meaning, concept, nature and objectives of educational technology, forms of educational technology: teaching technology, instructional technology and behavioural technology
2. Emergence of concept of educational technology and its scope
3. Educational technology programmes in India

UNIT – II

Teaching, Learning Process

1. Teaching and Learning process – its nature and implications
2. Anatomy & levels of teaching, phases of teaching- pre-active, interactive, and post-active, the quality of intellectual activity involved in each phase
3. Action Research as a tool of solving educational problems related with teaching learning process- concept, Objectives, steps

UNIT – III

Innovations in Teaching

1. New horizons in educational technology with special reference to hyper- text, video-text, computer- conferencing, tele- conferencing
2. Team Teaching, Virtual Class-room, EDUSAT
3. Recent developments in the field of interaction analysis, application of interaction analysis to teaching

UNIT – IV

Instructional Design and Programmed Learning

1. Instructional designing- concept, views.
 - i) Instructional objectives in cognitive, affective & psychomotor domains
 - ii) Designing of instructional strategies such as lectures, discussions, panel discussions, seminars and tutorials
2. Programmed learning:
 - i) Meaning, principles and types (Linear, Branching and Mathematics)
 - ii) Stages in programme development
3. Effectiveness of communication in instructional system- process, modes, and barriers

UNIT – V

Model of Teaching

1. Teaching models: Meaning and its elements.
2. Taba's Inductive Thinking Model
3. Advance Organizer Model (Ausubel)

Sessional Work (Tests/Practicals/Projects)

: 20 Marks

The students may undertake any one of the following activities:

1. Every student shall submit programme. Units of 25 frames on the topic of their choice on the basis of any programming styles.
2. Plans & demonstrate at least 2 teaching skills.
3. Demonstrate the skills of handling OHP, LCD; 10- visuals on power point on any topic.
4. Two lesson plans to be planned on the basis of teaching models given in the syllabus.

References:

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- Alexey Semenov, UNESCO, (2005): *Information and Communication Technologies in Schools: A Handbook for Teachers*.
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Paper–VI & VII
Choose one each from group A and B
Paper – VI (Option) EDUCATIONAL ADMINISTRATION AND SUPERVISION

Time: 3 hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 16 marks. The candidate will attempt one question from each unit.

Objectives:

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

- a. know about the administration and related aspects.
- b. make them aware about the legal provisions for education.
- c. make them familiar about the leadership and educational planning.
- d. help the students in understanding the meaning, nature, scope and techniques of supervisory programmes.

UNIT – I

Theoretical Considerations

1. Development of modern concept of educational administration from 1900 to the present day
 - a) Taylorism
 - b) Administration as process
 - c) Administration as a bureaucracy
 - d) Human relations approach to administration
 - e) System approach to administration
 - f) Democratic approach to administration
2. Need, functions and scope of educational administration
3. Specific trends in educational administration:
 - a) Decision making
 - b) Organizational competencies
 - c) Organizational development
 - d) PERT

UNIT – II

Legal Basis of Education

1. Constitutional responsibilities for providing education
2. Legal Provisions for education with special reference to legislation
3. Functioning of education at Center, State and Local levels

UNIT – III

Educational Planning and Leadership

1. Meaning and nature of Educational Planning
2. Institutional planning and preparation of school budget
3. Meaning and nature of leadership, theories of leadership, styles of leadership, measurement of leadership

UNIT – IV

Educational Supervision

1. Meaning, nature, scope and principles as functions, supervision-supervision as service activities
2. Supervision as process, supervision as function, supervision as educational leadership, Traditional vs modern supervision
3. Planning of the supervision programmes: Organizing supervisory programme, techniques of supervision and implementing supervisory programmes

UNIT – V

Administrative Organization of Supervision

1. Concept, scope and functions of administrative organization
2. Administrative organization of supervision with special reference to Punjab
3. Inspection, inspecting staff, its selection, training and service conditions

Sessional Work (Tests/Practicals/Projects)

: 20 Marks

The students may undertake any one of the following activities:

1. Preparation of evaluation Performa for Secondary school Teachers.
2. Preparation of evaluation criteria of a supervisory programme.
3. Preparing report of supervisory programme.
4. Study of organizational climate of three schools viz Govt., Non-Govt. and Public Schools
5. Study of Leadership behaviour of three Heads of Secondary schools- Govt., Non-Govt. and Public Schools

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1. Adams and Dickey, Basic Principles of Supervision
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4. D.M.Desai, Govt. of India and Education
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8. Morphet, Johns Reller: Educational Administration
9. Phillip G. Smith, Philosophic Mindedness in Educational Administration
10. R.Mort, Principles of Good Administration
11. R.P. Bhatnagar and I.B. Verma, Education Supervision
12. S.K. Kochhar, Successful Supervision and Inspection
13. S.N. Mukherjee, School Administration
14. S.S. Mathur, Educational Administration, Principles and Practices
15. Ward Greads, Fundamentals of Public School Administration

Paper-VI
Option
Guidance and Counseling

Time: 3 hrs.

M. Marks: 100
Terminal: 80
Sessional: 20

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 16 marks. The candidate will attempt one question from each unit.

Objectives

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

- understand the meaning, nature and scope of guidance.
- recognize the role of guidance in attaining the goals of education.
- appreciate the need for guidance.
- develop acquaintance with various techniques of group guidance.
- understand the meaning, nature and scope of counseling.
- analyze the relationship between guidance and counseling.
- understand the concept and process of counseling in group situation.
- recognize the different areas of counseling.
- understand the various stages involved in the process of counseling.
- become acquainted with the skills and qualities of an effective counselor.
- understand the essential services involved in school guidance programme.

UNIT-I

Understanding the Concept and Types of guidance

1. Meaning and purpose, basic assumptions and scope of guidance, new trends in guidance, need for guidance in India.
2. Kinds of guidance: educational vocational and personal
3. Agencies of guidance at District, State & National Level

UNIT-II

Qualitative & Quantitative Techniques of Testing

1. Assessment and appraisal of an individual: Concept, need and importance, principles and types of data to be collected.
2. Non-Testing Techniques:
 - a. Interview
 - b. Observation
 - c. Case study
 - d. Cumulative record
 - e. Sociometry
 - f. Questionnaire
 - g. Rating scales
 - h. Anecdotal record
3. Testing techniques:
 - a. Intelligence tests
 - b. Personality tests
 - c. Aptitude tests
 - d. Interest inventories

UNIT-III

Essential Services in Guidance Programme

1. Guidance services:
 - a. Self – Inventory service
 - b. Occupational information service, Job analysis
 - c. Vocational preparatory service
 - d. Placement service
 - e. Follow-up service
 - f. Research service
2. Organization of Guidance Services: Meaning, need, purposes
3. School guidance: A collaborative effort, role of principal, teachers, counselors and community

UNIT-IV

Understanding Counseling

1. Counseling: Meaning, elements and purpose of counseling. Relationship between guidance and counseling
Types- Directive, Non-directive and Eclectic
2. Skills and qualities of an effective counselor
3. Typical behavioral problems of children:
 - a. Stealing
 - b. Aggressiveness
 - c. Excessive shyness
 - d. Truancy
 - e. Bullying and Lying (their causes and remedies)

UNIT-V

Group Guidance and Problems of guidance

1. Group Guidance; Concept, scope, principles, purposes, advantages and limitations
2. Techniques of Group Guidance:
 - Orientation sessions
 - Career talks
 - Career conferences
 - Field trips
 - Group discussion
3. Problems of guidance in India

Sessional Work (Tests/Projects/Practicals):

20 Marks

1. Intelligence Test (Performance)
2. Adjustment Inventory
3. Mechanical Aptitude Test R.M.P.F B Test.
4. The Art Judgment Test.
5. Personality Inventory.
6. Interest Inventory- Chatterer's Non Language Preference Record.
7. Case Study.
8. Survey of guidance programme of a secondary school.

References:

- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
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- Glickman, C & Wolfgang, C. (1981). Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon.
- Mallon, Brenda (1987). An Introduction to Counseling Skills for Special Educational Needs-Participants Manual. Manchester: Manchester University Press, UK.
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- Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980). Guidance: An Introduction. Chicago: Rand McNally.
- Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill.

Paper VI
Option
Statistical Methods for Data Analysis

Time: 3 hrs.

M. Marks: 100
Terminal: 80
Sessional: 20

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 16 marks. The candidate will attempt one question from each unit.

Objectives:

After completing the course, the students will be able to:

- represent the data graphically.
- analyse the data and draw useful inferences.
- explain the application of advanced statistical techniques.

Unit-I

1. Scales of measurement: nominal, ordinal, interval and ratio. Graphical representation of data
2. Measures of Central Tendency: Mean, Median, Mode, Quartiles, Percentiles, Percentile ranks and uses of these measures
3. Measures of Variability: Range, Average Deviation, Standard Deviation, Quartile Deviation and their merits and limitations of different measures of variability

Unit-II

1. Normal Distribution Curve: its characteristic and applications
2. Type I and Type II errors, degrees of freedom. Significance of statistics (Mean only)
3. Testing of hypotheses

Unit-III

1. Concept of correlation, Rank difference and Pearson product moment coefficient of Correlation(simple)
2. Biserial, Correlation, Point Biserial Correlation, Tetra Choric Correlation and Phi-Coefficiencies
3. Concept of regression, regression equations and regression lines

Unit-IV

1. Analysis of variance (one way and two way): Meaning, assumptions, uses and computation
2. Analysis of covariance (one way only): meaning and computation
3. Partial and multiple correlations. Regression equation- Meaning and computation (one and two factors only)

Unit-V

1. Significance of difference between two means ,standard deviation, percentages and correlation
2. Difference between parametric and non-parametric tests. Chi-square test of independence Wilcoxon Sign Rank Test, Mann Whitney's test
3. Factor analysis: Extraction of factors (centroid method) upto two factors only. Interpretation of factors

Sessional Work (Tests/Practicals/Projects)

: 20 Marks

The student may undertake any one of the following activities:

- a) a critical assessment of statistical techniques used in research report
- b) preparation of graphic designs of data obtained in a research study
- c) selection and description of appropriate statistical techniques for answering a research question or for testing a given hypothesis

References:

- 1) Fructor. B (1954): Introduction to Factory Analysis.
- 2) Garret H.E. (1966): Statistics in Psychology and Educaiton. Vakls, Ferrer and Simson Pvt. Ltd. Mumbai.
- 3) Guilford J.P. (1978): Fundamental Statistics in Psychology and Educaiton. Mc Grew Hell, 6th Edition.
- 4) Lindquist; E.F. (1960): Elementary Statistical Methods in Psychology and Education Oxford Book company, New Delhi.
- 5) Pophan, W.J. (1988): Educational Evaluation, Prentice Hall, New Delhi.
- 6) Seigal Sidney (1965): Non-parametric Statistics Mc Grew Hill Books Company, New York.

Paper-VI
Option
Curriculum Development

Time: 3 hrs.

M. Marks: 100
Terminal: 80
Sessional: 20

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 16 marks. The candidate will attempt one question from each unit.

Objectives:

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

- understand the meaning of curriculum
- identify the components of curriculum
- describe the various principles of curriculum development
- explain various determinants of curriculum
- describe and analyse various approaches to curriculum development
- explain and compare various types of curriculum

Unit I

Nature, principles and determinants of curriculum

1. Meaning and concept of curriculum, objectives and components of curriculum
2. Bases and determinants of curriculum:
 - a) Philosophical
 - b) Psychological
 - c) Sociological
 - d) Ideological
3. Theories of curriculum development

Unit II

Approaches and types to curriculum development

1. Types of curriculum
 - a. Subject centered
 - b. Learner centered
 - c. Community centered
2. Humanistic curriculum: Characteristics, purposes, role of the teacher, psychological basis of humanistic curriculum
3. Social reconstructionists curriculum: Characteristics, purpose, role of the teacher in reconstructionists curriculum

Unit III

Models of curriculum development

1. Hilda Taba model (1962)
2. Need assessment model
3. Vocational/Training model
(With special reference to analysis of needs, selection of objectives, selection and organisation of content/learning experiences and evaluation)

Unit IV

Selection and organization of learning experiences

1. Principles and criteria for developing learning experiences
2. Designing integrated and interdisciplinary learning experiences
3. Infusion of environment related knowledge and concerns in all subjects and levels

Unit V**Issues in curriculum development**

1. Centralized vs. decentralized curriculum
2. Problem of curriculum load
3. Participation of functionary and beneficiaries in curriculum development

Sessional Work (Tests/Practicals/Projects)**: 20 Marks**

The students may undertake any one of the following activities:

1. Reading and examining of original documents i.e. National Curriculum Framework developed by NCERT, 2005, NPE-1986 (modified version 1992), POA on NPE-1996/1992, National Curriculum Framework of Teacher Education (2009) developed by NCTE
2. Critical appraisal/analysis of existing syllabi and textbooks on teacher education developed by various agencies at National/state/local levels.
3. Evolving criteria for development of syllabi and textbooks, maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed/ visited and analysis of the own experiences.

References:

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- CIET (2006) The Process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- CIET (2007) Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, CIET, NCERT, New Delhi
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
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- Reddy, B. (2007): Principles of curriculum planning and development.
- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
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- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

Paper VII
EDUCATIONAL PLANNING AND ECONOMICS OF EDUCATION

Time: 3 Hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 16 marks. The candidate will attempt one question from each unit.

Objectives:

- On completion of this course the students will be able to:
- identify the need, scope and purpose of educational planning
 - develop the skills in planning and using a variety of administrative strategies
 - understand the concept of education as consumption and investment
 - understand the role centre state and other institutions for financing

UNIT- I

Educational Planning

1. Educational Planning: Concept, scope, significance with special reference to Policy Implementation
2. Relationship between Educational Planning and Economics of Education
3. Recent Trends of Economics of Education

UNIT- II

Education as Consumption, Investment and methodology

1. Consumption: Concept, significance, strategies
2. Investment: Concept, significance, strategies
3. Kinds of plan: Macro and Micro plans-. short, long, centralized, decentralization, preservative planning

UNIT-III

Techniques of Planning

1. Levels of Planning- Center, State, District and Institutional
2. Role of public and Private Sectors in Educational Planning
3. Sources, statistical methods and techniques in Educational Planning

UNIT- IV

Approaches to Educational Planning

1. Man Power Requirements
2. Human Capital Formation / Social Demand
3. Costs Benefit Analysis, Taxonomy of Cost of Education, Taxonomy of Benefits of Education, Input and Output, Quantitative Expansions and Qualitative Improvement in Educational Technology- Concepts and Relationship between the two

UNIT- V

Methods of Evaluating Educational Projects

1. Role of Center, State, Institutions for Financing Education
2. Theoretical consideration of financing Education, Problems of financial grant-in-aid scheme
3. Criteria for Allocation of funds on Education by Levels and Types, monitoring of Educational Plans and Policies

Sessional Work (Tests/Practicals/Projects)

: 20 Marks

The students may undertake any one of the following activities:

- Preparation of an institutional plan
- Estimation of institutional cost of a secondary school
- Preparation of school budget
- Preparation of a blue print for expenditure control in a school
- Assignment on related theme from the course

References:

1. A. Gosh: New Horizon in Planning, 1956, Calcutta World Press.
2. Baljit Singh, Economics of Indian Education, 1983, Meenakshi Prakashan, New Delhi.
3. C.A. Anderso: The Social Context of Educational Planning, 1967.
4. C.E. Beeby: Planning and the Educational Administration.
5. Charles Bettelheim, Studies in Theory of Planning 1959, Asia Publishers, New Delhi.
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7. Devendra Thakur, D.N. Thakur, Educational planning and administration, 1997, Deep Publications.
8. Devendra Thakur, Education and Manpower Planning, Deep Publication, New Delhi.
9. H.Combs, What is Educational Planning.
10. J.P.Naik: Educational Planning in India, 1965. Allied Publichers Bombay-E.
11. Manpower Aspects of Educational Planning (UNESCO, 22.Ed. 1961).
12. Sulkin, Sydney, Complete planning for college, 1962, Harper Publisher, New York.

**Paper VII Option
Inclusive Education**

Time: 3 hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 16 marks. The candidate will attempt one question from each unit.

Objectives

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.
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
- 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.
- identify and utilize existing resources for promoting inclusive practice.
- develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
- develop the ability to conduct and supervise action research activities.

UNIT-I

Introduction to Inclusive Education

1. Concept, need of inclusive education for the individual and the society.
2. Recommendations of Education commissions and committees on restructuring policies and practices to respond to diversity in educational situations.
3. Current national and international initiatives, laws and policy perspectives supporting IE for children with diverse needs.

UNIT-II

Preparation for Inclusive Education

1. Concept and meaning of diverse needs
2. Educational approaches and measures for meeting the diverse needs- Concept of remedial education, special education, integrated education and inclusive education
3. Role of teachers, parents and other community members for supporting inclusion of children with diverse needs

UNIT-III

Children with Diverse Needs

1. Definition and characteristics of children with sensory (hearing, visual and physically challenged), intellectual (gifted, talented and children with mentally challenged disabilities) and developmental disabilities (autism, cerebral palsy, learning disabilities)
2. Importance of early detection, functional assessment for development of compensatory skills
3. Role of teachers working in inclusive setting and resource teacher in development and enriching academic skills for higher learning with the help of technology

UNIT-IV

Curriculum Adaptations for Children with Diverse Needs

1. Concept, meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged), intellectual (gifted, talented and children mentally challenged) and developmental disabilities (autism, cerebral palsy, learning disabilities)
2. Guidelines for adaptation for teaching/ practising science, mathematics, social studies, language, physical education, yoga, heritage, arts, theatre, drama etc. in inclusive settings
3. Techniques and methods used for adaptation of content, laboratory skills and play material

UNIT-V

Teacher Preparation for Inclusive Education

1. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings
2. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators
3. Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes

Sessional Work (Tests/Practicals/Projects)

: 20 Marks

The students will undertake any one of the following:

observation of inclusive teaching strategies and discussion.

planning and conducting multi level teaching in the DSM(two classes).

identify suitable research areas in inclusive education.

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

conduct a survey on the type of supportive service needed for inclusion of children with any disability and share the findings in the class.

References:

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

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Jangira.N.K.(1986)*Special Education*,Britania and Britania and India, Gurgaon Academic Press,India

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

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

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Paper VII
Option
Educational Measurement and Evaluation

Time: 3 hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 16 marks. The candidate will attempt one question from each unit. The unit III will consist of one theory question and one statistical question.

Objectives

After completing the course, the students will be able to:

- to acquaint the students with concept and techniques of measurement and evaluation.
- to develop skill in the construction and standardization of test.
- to enable students in learning the applications of advanced statistical techniques in education.

UNIT-I

1. Measurement and Evaluation:
 - a. Concept of measurement and evaluation and their differences
 - b. Importance of measurement
 - c. Levels of measurement
2. Types of tests:
 - a. Standardized tests and teacher made tests – essay and objective type
 - b. Norm referenced and criterion referenced tests
3. Standardization of tests:
 - a. Steps in the standardization of achievement tests
 - b. Item analysis: difficulty value, discrimination index, effectiveness of distracters

UNIT-II

1. Characteristics of measuring tools:
 - a. Reliability- Meaning, methods and factors affecting reliability
 - b. Validity – Meaning, types and factors affecting validity
2. Norms- age, grade, percentage, standard scores (t-scores, c-scores, o-Scores)
3. Measurement of intelligence, interests, aptitude, attitude, personality, achievement

UNIT-III

1. New Trends in Examination Reforms:
 - a. Grading System
 - b. Semester System
 - c. Continuous internal assessment
 - d. Question banks
 - e. Uses of computers in evaluation
2. Analysis of variance (one way and two way): Assumptions and computation
3. Analysis and covariance (one way only): Assumptions and computation

UNIT-IV

1. Correlation- assumptions and computation:
a. Bi-serial b. Point biserial c. Tetrachoric d. Phi coefficient e. Contingency coefficient
2. Partial correlation - Meaning and computation
3. Multiple correlation- Meaning and computation

UNIT-V

1. Regression and Prediction –Meaning and computation of linear regression equation (one predictor only)
2. Regression and Prediction –Meaning and computation of linear regression equation (two predictors only)
3. Elementary Factor analysis- Meaning, theory, extraction of factors (centroid method) upto two factors only, Interpretation of factors

Sessional Work (Tests/Practicals/Projects)

: 20 Marks

The student may undertake any one of the following activities:

- explore two standardized test, one each for the measurement of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups.
- study of evaluation practices in selected schools.
- critical analysis of examination papers.
- construction of blue print and question paper on any topic of their respective subjects.

References:

- Aiken, L.R., Psychological Testing and Assessment, Boston: Allyn and Bacon, (1985)
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Paper VII
Option
Teacher Education

Time: 3 hrs.

M. Marks: 100

Terminal: 80

Sessional: 20

Note: The question paper will consist of five units. The paper setter will set two questions from each unit and each question will carry 16 marks. The candidate will attempt one question from each unit.

Objectives

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

- understand the roles and responsibilities of teachers and 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 education.
- examine the nature and objectives of teacher education.
- critically examine the growth and development of teacher education in the country.
- appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
- use various methods and techniques for transaction of curriculum
- develop understanding regarding organization and supervision school experience programme
- critically examine the role and contribution of various regulatory bodies and support institutions for improving quality of teacher education.
- develop understanding of various strategies of teachers' professional development
- gain insight into the status of teachers in-service education in the country
- use various methods and techniques for the identification of training needs,
- use various techniques for the evaluation of in-service teacher education programmes,
- reflect on issues, concerns and problems of teacher in-service education of the teachers.

UNIT-I

Teachers and Teaching Profession

1. Concept of Profession, teaching as a profession, service conditions, eligibility of school teachers, social status of teachers
2. Teacher's appraisal and accountability
3. Teacher Educator- concept, role and responsibility, preparation of teacher educators, continuing education of teacher educators

UNIT-II

Nature, objectives, structure and model of Pre-service Teacher Education

1. Pre-service Teacher education: concept, nature and objectives at different levels; elementary level, secondary level, senior secondary level and higher education, Historical development of teacher education in India with emphasis on Indian education commission report (*1964-66), NPE 1986 and its POA
2. The centrally sponsored schemes for the reconstructing and strengthening of teacher education, roles and functions of IASE, CTE and DIETS, roles and functions of institution like UGC, NCERT, NCTE, NUEPA, SCERT
3. Components of pre-service teacher education: Foundational component, specialization areas, practicum internship, co-curricular activities, working with the community and work experience, teacher education curriculum at different stages, National curriculum framework for Teacher Education, 2009, models of Pre-service teacher education at elementary and secondary level

UNIT-III

Curriculum Transaction and Evaluation in Pre-service Teacher Education

1. Methods and Techniques: Lecture-cum-Discussion, Demonstration, Group Discussion, Brain storming, Seminar, Workshop, Team Teaching, Use of ICT, Projects and assignments
2. Planning for teaching -learning, unit planning, lesson planning, and teacher's diary
3. Internship: Concept, planning, organization and evaluation

UNIT-IV

Continuing professional development of the In-service teachers

1. Concept and importance, Modes of INSET; face to face, distance mode, eclectic mode.
2. Issues, concerns and problems of teachers in In-service Education.
3. Concept and importance of professional development, Strategies of professional development: workshops, seminars, symposiums, panel discussions, conferences, self- study, extension lectures, refresher courses, orientation programmes, Provisions made by the states for professional development of the teachers.

UNIT-V

Assessment and Evaluation in Pre-service and In-service education

1. CCE in teacher education, formative and summative evaluation. Evaluation of internship programmes
2. Organization and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment
3. Tools and techniques of evaluation-Survey, Case study, Observation, Interview, Rating Scale and Group discussion

Sessional Work (Tests/Practicals/Projects)

: 20 Marks

1. Preparation of a plan for INSET of teachers of school.
2. Construction of tools for identification of training needs in different subject areas
3. Preparation of self learning material /e-content for primary and secondary school teachers
4. Appraisal of a training programme organized by DIET/IASE/CTE

References:

- Balsare Maitraya (2005) Administration and Reorganisation of teacher education. Kanishka Publishers, New Delhi India.
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