DEPARTMENT OF EDUCATION
HIMACHAL PRADESH UNIVERSITY

COURSE FRAMEWORK

MASTER OF EDUCATION
(M.ED.)
(OPERATIVE FROM 2004-2005)

THE DURATION OF THE COURSE

The duration of Master of Education Course shall be one academic year for Regular students and two years for the Distance Education Mode.

There shall be an examination ordinarily in the month of April and supplementary examination in the month of September on the dates to be notified by the controller of Examinations.

A CANDIDATE SHALL BE REQUIRED TO TAKE THE FOLLOWING COURSES:

S. No.	Course No.	Name of the Course	Max. Marks
1	Paper I	Philosophical and Social Foundations of Education	100
2	Paper II	Psychological Foundations of Education	100
3	Paper III	Methodology of Educational Research	100
4	Paper IV	Educational Technology	100
		Any Three of the following courses	
5	Paper V(A)	Educational Measurement & Evaluation	100
6	Paper V(B)	Guidance and Counselling	100
7	Paper V(C)	Teacher Education	100
8	Paper V(D)	Special Education	100
9	Paper V(E)	Curriculum Development	100
10	Paper V(F)	Value Education and Human Rights	100
11	Paper V(G)	Comparative Education	100
12	Paper VI	Practicum	Grade
13	Paper VII	Dissertation	100

Total Marks = 800 + Grade in Course VI

FORMAT OF QUESTION PAPERS FOR ALL THE COURSES EXCEPT COURSES VI AND VII

1.   The maximum marks for the paper will be 100 (80 marks for theory+20 marks for Internal Assessment).

2.   The examinee will attempt five questions in all.

3.   The questions in the question paper will not be straight and direct.

4.   Question number one will be compulsory and will be set from full syllabus. It will have five parts and the examinee will have to attempt all the parts. The five parts of the question may be of different marks depending upon their nature. The marks for each part will be shown against it and the length of the answer in terms of the word limit will be specified with each part.

5.   Apart from Question No. 1, the question paper will have four sections. There will be two questions in each section. Each question will have a minimum of two parts. The examinee will attempt one question from each section. However, two or more parts of a question may be of different marks depending upon their nature. The marks for each part will be shown against it and the length of the answer in terms of the word limit will be specified against each part.

6.   Each question will be of 16 marks.

7.   There will be 20 marks as Internal Assessment for each paper.

COMPULSORY PAPERS

PAPER-I

PHILOSOPHICAL AND SOCIAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES

The course aims at developing the following competencies amongst the students:

1.   Understanding the nature and functions of philosophy of education.

2.   Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.

3.   Understanding and use of philosophical methods in studying educational data.

4.   Critical appraisal of contributions made to education by prominent educational thinkers -- Indian and Western.

5.   To enable the student to understand concept and process of social organization, social stratification and institution.

6.   To enable the student to understand relationship, between culture, society and education.

7.   To enable the student to know issues of equality, excellence and inequalities in education.

COURSE CONTENTS

SECTION-I

1.   Philosophy of Education: Its nature and Doctrine; Its Foundations – Speculative, Normative and Analytical.

2.   Metaphysical Problem and Education related to Nature, Man and Society.

3.   Impact of Philosophical suppositions on education made by – Idealism, Realism, Naturalism. Pragmatism, Existentialism, Vedanta (Advaita & Veshistadvaita only), Sankhya School of thought, Budhism, Janism, and Islamic traditions,

Marxism with special reference to the concept of knowledge, reality and values. Their educational implications for aims, content and methods of education.

4. Modern concept of Philosophy: Analysis – Logical Analysis, Logical Empiricism and Positive Relativism – Morris L Prigge.

5. Epistemology and Education: Knowledge; Methods of acquiring valid knowledge with specific reference to Analytic philosophy, Dialectical approach, Scientific Inquiry, Nyaya, Yoga.

SECTION-II

6. Axiology and Education: Critical appreciation of the contribution made by Buddhism, Jainism, Bhagavadgita and Islam to education in terms of value formulation.

7. Educational Thoughts: Contribution to educational thought and practice made by great thinkers (master minds) and their critical appreciation with specific reference to their views on

   a) Concept of man and the process of development, and

   b) Socio cultural scenario, a global perspective.

8. Contributions of Plato, Kant, Dewey, Gandhi, Tagore, Sri Aurobindo, Vivekanada, and to educational thinking.

9. National Values as enshrined in the Constitution of India and their Educational Implications.

SECTION-III

10. Concept and nature of sociology of Education, Difference between Sociology of Education and Educational Sociology; Social organization; Social groups; Social stratification.

11. Social Organization: Characteristics of social organization.

12. Culture – Meaning and nature of Culture, Role of education in cultural context; Education and cultural change.

SECTION-IV

13. Education and Society – Education as a social system, as a socialization process and as a process of social progress and change.

14. Issue of equality of educational opportunity and excellence in education. Equality vs. equity in education; Inequalities in Indian social system with special reference to social disadvantages, gender and habitations.

15. Education and Democracy, Constitutional provisions for education; Nationalism and Education; Education for national integration and international understanding.

Books Recommended

1. Ross, James S.: Ground work of Educational Theory

2. Brubacher, J.S.: Modern Philosophies of Education.

3. Kneller, G.F.: Philosophy of Education

4. O. Conner, D.J.: Introduction to the Philosophy of Education.

5. Reid: Philosophy of Education.

6. Wingo, G. Max.: Philosophy of Education.

7. Mukherjee, R.K.: History of Indian Education.

8. Dongerkery: History of Indian Education.

9. Kneller, G.F.: Foundations of Education.

10. Verma, M.: Indian Philosophy of Education.

11. Kilpatrick, W.H.: Philosophy of Education.

12. Kneller, George F.: Existentialism and Education.

13. Morris: Existentialism of Education.

14. Morris L. Bigge: Positive Relativism.

15. Price: Education and Philosophical Thought.

16. Price: Marxism and Education in Russia and China.

17. Levitas, M.: Marxist Perspectives in the Sociology of Education.

18. 5th NSSE Year: Part-I, 1955. Book of Education.

19. Puligandla, R.: Fundamentals of Indian Philosophy.

20. Mannheim, Karl & Steward, W.A.G.: Introduction to the Sociology of Education Rpit; edge Kegan Paul, W.A.G. (1961).

21. Brown: Educational Sociology.

22. Stanley, Jones: Social Foundations of Education.

23. Bremback: Sociological Foundations of Education.

24. Ottaway: Education and Society.

25. Hevinghurst and Neugarten: Education and Society.

26. Stalcup: Sociology of Education.

27. Musgrave: Sociology, History and Education, Methuen & Co. Ltd. London (1973).

28. Gore Chitinis, et al.: Paper I the Sociology of Education in India.

29. Shukla and Kumar, Krishna: Reading in the Sociology of Education.

30. Halsey: Education, Economy and Society.

31. Taylor: Sociology of Educational Inequality.

32. Salamatulla: Education in Social Context.

33. Kamasth, A.R.: Education in Social Context.

34. Patel, W. and Shah, V.S.: Who goes to College?

35. Srinivas, M.N.: Social Change in Modern India.

36. Singh, Yoginder: Modernization of Indian Tradition.

PAPER-II

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES

The course aims at developing the following competencies amongst the students:

1. To enable the student to understand concepts and principles of Educational Psychology as an applied science.

2. To enable the leaner to understand implications of psychological theories for education.

3. To acquaint the learner with the process of development and assessment of various abilities and traits.

COURSE CONTENTS

SECTION-I

1. Educational Psychology: Concept, concerns and scope of educational psychology; Contribution of psychology to education; Methods of inquiry in educational psychology: Observation, Case Study, Introspection, Experimentation, Interview and Survey.

2. Human Development: Concept, principles, sequential stages of development; Factors influencing development and their relative role; General characteristics and problems of each stage.

3. Theories of Piaget and Bruner -- Major concepts and stages and implications for education.

SECTION-II

4. Learning: Concept, Levels of learning, Gagne's types of learning. Theories of Learning: Thorndike's Connectionism, Pavlov's Classical Conditioning, Skinner's Operant Conditioning, Learning by Insight, Hull's Needs Reduction Theory, Tolman's Sign-Gestalt Theory, Kurt-Lewin's Field Theory and their educational implications. Factor influencing Leaning.

5. Transfer of Learning: Concept, Types. Theories of Transfer of Learning: Theory of Mental Discipline, Theory of Identical Elements, Theory of Generalization, Theory of Transposition and their educational implications.

6. Group Dynamics: Group process, Interpersonal relations, Sociometric grouping, Social-emotional climate of the classroom and influence of teacher characteristics.

SECTION-III

7. Individual Differences: Concept of intra and inter differences:

   a) Intelligence and cognitive abilities, identification and fostering.

   b) Creativity – Nature, Process, identification, fostering and Guiding creative children.

   c) Interests, Attitude and Values: Concept and measurement.

   d) Adjustment of teaching–learning process to suit individual differences – learning styles and teaching strategies.

8. Personality: Concept, development, structure and dynamics of personality.

9. Theories of Personality: Allport, Eysenck; Psychoanalytic approach of Freud, Erickson; Behavioural approach – Miller and Dollard and Bandura and Walter; Humanistic approach – Roger, Maslow.

10. Indian Theories: Vedic, Rabindernath Tagore Mahatma Gandhi, and Sri Aurobindo.

SECTION-IV

11. Assessment of Personality:

    a) Personality inventories and rating scales.

    b) Projective techniques: Rorschach, TAT

12. Adjustment and mental Health:

    a) Concept, mechanism of adjustment – defence; escape, withdrawal, compensatory.
    b) Introduction to common forms of neurosis, psychosis and somatic disorders.

c) Principles of mental hygiene- preventive and curative measures,

d) Implications for education.

Books Recommended

1. Cohen, Ronald Jay – Psychology and Adjustment. Allyn and Bacon, London, 1994.
2. Baron, Robert A. – Psychology, Allyn and Bacon, London, 1992.

3. Kakkar, S.B. – Educational Psychology. Prentice – Hall of India, 1993.

4. Hurlok, Elizabeth B. – Personality Development. Tata McGraw-Hill Publishing Company Ltd., New Delhi, 1974.

5. Dandapani, S. – A Test book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd., New Delhi, 2001.

6. Wolman, Benjamin B. – Contemporary Theories and Systems in Psychology. Vikas Publishing House, Pvt.Ltd., New Delhi.

7. Chauhan, S.S. – Advanced Educational Psychology. Vikas Publishing House, Pvt. Ltd., New Delhi.

8. Dutt, N.K. – Psychological Foundations of Education. Doaba House, Delhi, 1974.

9. Gates, et al. – Educational Psychology. The Mac Millan Company, New York, 1942.

PAPER-III

METHODOLOGY OF EDUCATIONAL RESEARCH

COURSE OBJECTIVES

To enable the students to understand:

1. The meaning of scientific method, scientific inquiry, Paradigm, theory and their implications for educational research.

2. The characteristics of philosophical, psychological and sociological researches in education.

3. The different strategies of educational research.

4. The techniques of developing a research proposal.

5. The meaning and techniques of sampling.

6. The various types of tools of data collection.

COURSE CONTENTS

SECTION-I

1. Nature of Research, Knowledge and Inquiry

Nature and Scope of Educational Research: Meaning, Nature, Need and Purpose. Scientific Inquiry and Theory Development; New Emerging Trends in Research. Scientific Method: Nature and Sources of Knowledge.

Paradigm, Theory, Model and Approach; Positivist and non-positivist (humanities) paradigms and their implications for educational research.

2. Philosophical, Psychological and Sociological Orientation in Educational Research

Interdisciplinarity in educational research and its implications.

3.   **Methods of Educational Research**

Experimental; Normative Survey; Historical; Case Study; Developmental.

Fundamental, Applied , Evaluative and Action Research.

Qualitative Research: Phenomenological, Ethnomethodical and Naturalistic Enquiry.

4.   **Developing a Research Proposal**

Problem and its sources; Selection and definition of problem.

Objectives – Primary, secondary and concomitant.

Hypothesis: Nature, definition, types, sources; Characteristics of a good hypothesis; Directional and non-directional hypothesis.

SECTION-II

5.   **Sampling**

Unit of sampling, Population; Techniques: (a) Probability sampling techniques & (b) Non-probability sampling techniques.

Characteristics of a good sample.

Sampling errors and how to reduce them.

Tables of Random Numbers: types; how to use them.

6.   **Tools and techniques of data collection**

Characteristics of Good Research Tool including Reliability and Validity.

Types of Research Tools and Techniques and their uses: Observation; Interview; Sociometric technique; Questionnaire, Rating Scales; Attitude Scales.

7.   **Validity and Limitations of Findings**

Factors influencing validity of research; Internal vs. External validity; How to increase validity of research findings.

8. **Writing of Research Report**

SECTION-III

9. **Nature of Education Data**

Quantitative and Qualitative.

10. **Qualitative data**

Its analysis with emphasis on content analysis; Analysis of interview-based data and Observation based data.

11. **Quantitative data**

Scale of measurement: Nominal, ordinal, interval and ratio.

12. **Organization and representation**

Frequency distribution. Frequency polygon, Histogram, Ogive, Smoothed frequency curve.

SECTION-IV

13. **Concept, calculation and use of:**

a)   Measures of central tendencies

b)   Measures of variability.

c)   Percentiles and Percentile Ranks.

d)   Correlations: Product Moment, Rank-Difference, Biserial, Point Biserial Tetrachoric, Phi-Coefficient, Partial and Multiple.   Regression equations.

e)   F-Test up to two way.

15. **Normal Distribution**

Properties and uses of normal distribution.

16. **Inferential statistical methods**

a) Standard errors, confidence limits.

b) Hypothesis testing: Difference between means.

c) Cross breaks (Chi-square).

BOOKS RECOMMENDED

1. Anastasi, Annie: Psychological Testing.

2. Best, J.W.: Research in Education.

3. Freeman, Frank,: Theory and Practice of Psychological S. Testing.

4. Good, G.V.: The Methodology of Educational Research.

5. Hayman, J.L.: Research in Education.

6. Mouly, G.J.: The Sciences of Education.

7. Sukhia and Methrotra: Introduction to Education Research.

8. Travers, M.W.R.: Introduction to Education Research.

9. Verma, M.: Introduction to Educational and Psychological Research.

10. Cornell: The Essentials of Educational Statistics.

11. Garrett, H.E.: Statistics in Education and Psychology.

12. Guilford, J.P.: Fundamental Statistics in Education & Psychology.

13. Ferguson, G.A.: Statistical Analysis in Psychology and Education.

14. Verma, L.K.: Statistics in Education and Psychology and Sharma, N.R.

PAPER-IV

EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES

1. To enable the students to understand about the meaning, nature and scope and significance of E.T. and its important components in terms of Hardware and Software.

2. To help the students to distinguish between communication and instruction so that they can develop and design a sound instructional system.

3. To acquaint students with levels, strategies and models of teaching for future improvement.

4. To enable the students to understand the importance of programmed instructions and researches in E.T.

5. To acquaint the student with emerging trends in ET along with the resource centres of ET.

COURSE CONTENTS

SECTION-I

1.   Communication and Instruction

Theory, Concept, Nature, Process, Components, Barriers and Types of Communication, Classroom Communication – Verbal and Non-Verbal Interaction, Muti-media approach in Educational Technology.

2.   Designing Instructional System

Formulation of instructional objectives

Task analysis

Designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials.

SECTION-II

3.   **Levels of Teaching , Strategies & Models**

Memory, Understanding and Reflective levels of teaching.

Teaching strategies: Meaning, Nature, Functions and Types

Models of teaching: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).

4.   **Modification of Teaching Behaviour**

Micro teaching, Flander's Interaction Analysis, Simulation.

SECTION-III

5.   Programmed instruction -- Origin and types -- Linear and branching.

6.   Development of the programmed instruction material

7.   **Teaching machines**

8.   Computer Assisted Instruction

9.   **Research in Educational Technology**

10.   **Future priorities in Educational Technology**

SECTION-IV

11.   **Educational technology in Formal, Non-Formal (Distance Education, Open Learning) Systems.**

12.   Emerging trends in Educational Technology: Videotape, Radio-vision, Tele-conferencing, **CCTV**, CAI, **INSAT**, **Problems of New Technologies**.

13.   **Evaluation and Educational Technology.**

BOOKS RECOMMENDED

1.   Allen, D. &:   Micro-Teaching, AddisonpWesley, 1969.

2.   Chauhan, S.S.: A Text-Book of Programmed Instruction, New Delhi: Sterling Publ. Co. 1978.

3.   Flanders, Ne, A.: Analysing Teaching Behaviour, Addison-Wesley Pub.Co., 1970.

4.   Gronlund, Norman, E.: Stating Behaviour-1 Objectives for classroom Instruction, MacMillon Co. 1970.

5.   Mager, Robert, F.: Preparing Instructional Objectives – Fearon Publishers, 1965.

6.   Markle, Susan, M.: Good Frames and Bad – A Grammer Frame Writing – John Wiley and Sons, 1969.

7.   Pipe, Peter: Practical Programming, Holt, Rinohart and Winster, 1965.

8.   Passi, B.K.: Becoming Better Teacher – Micro-Teaching Mudranalyan, 1976.

9.   Pandey, K.P.: A First Course in Instructional Technology, Gaziabad, Amitash Prakashan, 1980.

ELECTIVE PAPERS

The student is required to take any THREE of the following courses:

PAPER-V (A)

EDUCATIONAL MEASUREMENT & EVALUATION

COURSE OBJECTIVES

1.   To acquaint the students with the basic concepts and practices adopted in educational measurement and educational evaluation.

2.   To help the students understand relationship between measurement and evaluation in education and the existing models of evaluation.

3.   To orient the students with tools and techniques of measurement and evaluation.

4.   To develop skills and competencies in constructing and standardizing a test.

5.   To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.

COURSE CONTENTS

SECTION-I

1.   The Measurement and Evaluation Process

Concept, scope and need, Taxonomies of educational objectives, Norm-referenced and criterion-referenced measurement.

Evaluation: Functions of evaluation, and the basic principles of evaluation.

2.   Models in Educational Evaluation

3D Model, Total Reflection Model & Individual Judgment Model.

Evaluation and Curriculum: Interrelationship between measurement and evaluation in education.

SECTION-II

3. **Tools of Measurement and Evaluation**

   Subjective and Objective tools, Essay tests, Objective tests, Scales, Questionnaires, Schedules, Inventories, Performance tests.

4. **Test Construction:**

   General principles of test construction and its standardization (Norm-reference and criterion referenced).

   Writing test items -- Objective type, Essay type and Interpretive type.

SECTION-III

5. **Basic characteristics of good measuring instruments:**

   Validity, **Objectivity**, Reliability, **Usability** and Norms.

SECTION-IV

6. **Measurement of Achievement**, Aptitudes, Intelligence, Attitudes, Interest, **Skills**.

7. **Interpretation of the above test-scores and methods of feed back to students.**

8. New trends in evaluation viz.:

   a   Grading

   b.   Semester system

   c.   Continuous Internal Assessment

   d.   Question Bank

   e.   Use of Computers in Evaluation.

BOOKS RECOMMENDED

1. Adams, G.K. (1965). Measurement and evaluation in Psychology, Education and Guidance, Holt, Rinehart and Winston, New York.

2. Aggarwal, Y.P. (1998). Statistical Methods: Concepts, applications and Computation, Sterling, New Delhi.

3. Aggarwal, R.N. and Asthana, Vipin (1983). Educational measurement and Evaluation, Vinod, Agra.

4. Aiken, L.R. (1985). Psychological Testing and Assessment, Allyn and Bacon, Boston.

5. Anastasi, A. (1982). Psychological Testing, MacMillan, New York.

6. Cronbach, L.J. (1964). Essentials of Psychological Testing Harper and Row, New York.

7. Ebel, R.L. and Frishel, D.A. (1990). Essentials of Educational Meansurement, Prentice Hall, New Delhi.

8. Freeman, F.S. (1965). Theory and Practice of Psychological Testing, Holt, Rinehart & Winston, 1965.

9. Garrett, H.E. (1973). Statistics in Education and Psychology, Vakils, Feffer and Simons, Bombay.

10. Gronlund, N.E. (1981). Measurement and evaluation in Teaching, MacMillan, New York.

11. Guilford, J.P. (1980). Fundamental Statistics in Psychology and Education, McGraw Hill, New York.

12. Karmel, L.J. and Karmel, M.C. (1978). Measurement and Evaluation in Schools, MacMillan, New York.

13. Mehrens, W.A. and Lehmann, I.J. (1984). Measurement and Evaluation in Education an Psychology, Holt, Rinehart and Winston, New York.
14. Thorndike, R.L. and Hagen, E. (1970). Measurement and Evaluation in Psychology and Evlauation, Wiley, New York.

PAPER-V (B)

GUIDANCE AND COUNSELLING

COURSE OBJECTIVES

1. To help student understand concept, need and view point of guidance.

2. To help student understand aims, principles, and problems of different types of guidance.

3. To help student understand concept and need of guidance for the children with special needs.

4. To help student understand the concept and process of counselling.

6. To develop in student an understanding of different procedures of organizing various guidance services.

COURSE CONTENTS

SECTION-I

1. Concept, assumptions, issues and problems of guidance.

2. Need, scope, significance and principles of guidance.

3. Types of guidance – Educational, vocational and personal,

4. Role of the teacher in guidance,

5. Agencies of guidance – National, State level.

SECTION-II

6. Educational Guidance.

Guidance and curriculum, guidance and classroom learning.

7. Vocational Guidance.

Nature of work, Various motives associated with work, Career development – Super's Theory.

8. Approaches to career guidance, Vocationalisation of secondary education and career development

9. Guidance of Children with special needs

    a) Problems and needs

    b) Guidance of the gifted and creative students.

    c) Guidance of underachiever and first generation learners.

    d) Role of the teacher in helping children with special needs.

SECTION-III

10. Counselling Process.

Concept, nature, and principles of counseling; Counselling approaches: Directive, Non-directive; Group counselling vs. individual counselling, Counselling for adjustment; Characteristics of good counselling.

11. Group guidance

Concept, concern and principles, Procedure and techniques of group guidance.

SECTION-IV

12. Organization of a Guidance Programme

    a) Principles of organization

    b) Various types of services:

    Guidance services: Individual inventory service, information orientation service, placement service and follow up service.

    d) Evaluation of guidance programmes

13. Testing in Guidance Service

    a) Use of test in guidance and counselling,

    b) Tests of intelligence and counselling,

c) Administering, scoring and interpretation of test scores.

d) Communication of test results as relevant in the context of guidance programme.

14. Human Adjustment and Mental health

a) Psychological foundation of adjustment

b) Role of motivation and perception in adjustment

c) Principles of mental hygiene and their implication of effective adjustment

d) Mental health and development of integrated personality

BOOKS RECOMMENDED

1. Harold W. Bernard & Deniel W. Fullmer. Principles of Guidance, Thormas. Y.Crowell Company, New York, 1969.

2. Nair. Psychological Bases of Vocational Guidance, Meenakshi Prakashan, 1972.

3. Kochhar, S.K. Guidance and Counselling in Colleges and Universities, Sterling Publishers Private Ltd., New Delhi, 1984.

4. Jones, J.A. Principles of Guidance, Bombay, Tata McGraw.

5. Miller, F.W. Guidance & Principles of Guidance, New York, McGraw Hill.

6. Pandey, K.P. Educational and Vocational Guidance in India – Vishwa Vidyalaya Prakashan Chowk, Varanasi – 2000.

7. Taxler, A.E. Techniques of Guidance, New York, McGraw Hill.

8. Super, D.E. Schmdt. Appraising Vocational Fitness by Means of Psychological testing, Harper & Rows, New York, 1962.

PAPER-V (C)

TEACHER EDUCATION

COURSE OBJECTIVES

To enable the students to understand about the

1.   Concept, aims and scope of teacher education in India with its historical perspectives.

2.   Development of teacher education curriculum in India.

.   Different competencies essential for a teacher for effective transaction.

4.   Teaching models – concept & process.

5.   Teaching skills.

6.   Various aspects of supervision and feedback.

COURSE CONTENTS

SECTION-I

1.   Teacher Education – Concept, aims and scope;

2.   Teacher Education in a changing society: A brief review of historical perspective of the development of teacher education in India -- Ancient, Medieval, British and Post-independence period.

3.   Teacher Education Curriculum at different stages; Approaches to Teacher Education – Consecutive and integrated.

SECTION-II

4.   A critical appraisal of the present system of teacher education in India: A study of the various recommendations of commissions and committees in the post-independence era.

5.   Qualities of a good teacher: Cognitive, affective and psychomotor skills.

SECTION-III

6.   Competency-based teacher education: Quality assurance in teacher education.

7.   Principles of Teaching; Methods of teaching school subjects – Physical Sciences, Life Sciences, Languages, Mathematics and Social Sciences.

8.   The Teaching Models: Concept Attainment Model, Inquiry Training Model Problem Solving Model and inductive Thinking Model.

SECTION-IV

9.   Organization of Practice Teaching for developing an effective teacher: Block and intermittent practice teaching; Internship -- Its organization and problems.

10.   Supervision of practice lessons: Observation and assessment; Feedback to student-teacher -- Concept and types.

BOOKS RECOMMENDED

1.   CABE, 1992. Report of the CABE Committee on Policy Perspective Government of India, MHRD, New Delhi.

2.   Deighton, Lec, C. The Encyclopedia of Edcuation, Vol. I & II, MacMillan & Co. & Free Press, New York.

3.   Delors, J. (1996) :earning: The Treasure within UNESCO Publishing.

4.   Dunkin, J. Micheal (1987). The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.

5.   Husen, Torsten & Postlethwaite (Eds.) (1984), The International Encyclopedia of Education Pergamon Press, New York, Vol.1-12.

6.   Mangla, Sheela (2000), Teacher Education: Trends and Strategies, Radha Publishing, New Delhi.

7.   Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Government of India, New Delhi.

8.   Millman, J., (1988) Handbook of Teacher Education Boverly Hills, Sage Publishing.

9.   Mitzel, H.E. (1982) Encyclopedia of Educational Research (5th Ed.), New York, Free Press.

10. MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi.

11. MHRD (1990) Rama Murti Committee Report, Department of Education, Government of India, New Delhi.

12. MHRD (1992) Programme of Action, Department of Education, Government of India, New Delhi.

13. Nayar, D.P. (1989). Towards a National System of Education, Mittal Publishing, New Delhi.

14. NCERT (1987). In Service Training Package for Secondary Teachers MHR, New Delhi.

15. NCTE (1998). Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhi.

16. Oberoi, M.K. (1995). Professional Competencies in Higher Education, UGC Publication, New Delhi.

17. Sikula, J. (ED.) (1985). Handbook of Research on Teacher Education, New York, MacMillan Publishing.

18. MHRD (1990). Towards an Enlightened and Human Society; (Raman Murti Committee Report), Department of Education, Government of India, New Delhi.

19. Singh, L.C. et al. (1990). Teacher Education in India, New Delhi, NCERT.

20. Singh, T. (1978). Diffusion of Innovations among Training Colleges of India, Varanasi, Bharat Bharati Prakashan.

PAPER-V (D)

SPECIAL EDUCATION

COURSE OBJECTIVES

To make the students:

1. Know about the meaning and scope of special education in India.

2. Understand the various suggestions given by different recent commissions of education of children with special needs for realizing the concept of "Universalisation of education".

3. Grasp about the meaning, specific characteristics and modalities of identification of various types of (students who are different then majority or are) exceptional learners.

4. Understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS

SECTION-I

1. Meaning and scope of special Education. A brief history of special education . Scope of special education in India. Government policies and legislations. Administration of special education.

2. Characteristics, prevention, educational programs and placement of the following types of special children:

   Mentally Retarded (MR), With Learning Disabilities, Emotionally Disturbed, With Speech and Language Disorders, Visually Impaired, With Hearing Impairment, Creative, Gifted.

   (Definition, types, causes, psychological and behavioural characteristics and education)

SECTION-II

3. Meaning of universalisation of education as per constitutional provision as well as state-wise allotment; Recommendations given in NPE 1986, POA 1992, and

PWD (Persons with disability Act) 1995; National Institutes of Handicapped and the role of Rehabilitation council of India.

SECTION-III

4.	Exceptional learners: Learners who are mentally handicapped, visually impaired, hearing impaired, locomotor impaired, suffering with learning difficulties, and gifted -- The meaning and salient characteristics of learners of each category in a manner that paves way for early and easy identification: Educational Programmes and their placement.

SECTION-IV

5.	Meaning of an educational intervention: Nature and objectives of special schools; concept of main streaming; integrated schools and support services provided within them viz. Resources, teacher, counselor etc; concept of remedial teaching (specially for learning disables children); role of other (peer) members of the school (children as well as teacher); family of the "concerned child" and the community in educating the child who is an exceptional one.

BOOKS RECOMMENDED

1.	Bender, W.N. Learning Disability, Allyn & Bacon, Simon and Schuster, 1995, Boston, London.

2.	Berdine W.H. & Blackhurst A.E. (eds.), An introduction to Special Education, Harpers Collins Publishers, Boston, 1980.

3.	Dunn, L. & Bay, D.M. (ed.): Exceptional children in the Schools, New York: Holt, Rinehart, Winston.

4.	Hallahar D.P. & Kauffman, J.M., Exceptional Children Introduction to Special Education, Allyn & Bacon Massachusetts, 1991.

5.	Hewett Frank M. & Foreness Steven R., Education on Exceptional Learners, Allyn & Bacon, Massachusetts, 1984.

6.	Jordern, Thomes E. The Exceptional Child, Ohio: Merrill.

7.	Kirk S.A. & Gallagher J.J., Education of Exceptional Children; Houghton Mifflin Co., Boston, 1989.

8.	Magnifico, L.X.: Education of the Exceptional child, New York Longman.

9.	Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.

10. Singh, N.N. and Beale, I.L. (eds.) Learning Disabilities – Nature, Theory and Treatment, springer – Verlag, New York, Inc: 1992.

11. Smith, C.R. Learning Disabilities – The Interaction of Learner, Task and Setting. Allyn & Bacon, Massachusett, 1991.

12. Strange Ruth: Exceptional Children & Youth, J.J.: Prentice Hall.

PAPER-V (E)

CURRICULUM DEVELOPMENT

COURSE OBJECTIVES

1. To enable the student teachers to develop an understanding about important principles of curriculum construction.

2. To help student teachers understand the bases and determinants of curriculum.

3. To orient the student teachers with curriculum design, process and construction of curriculum development.

4. To acquaint student teachers with curricular content, curriculum implementation and process of curriculum evaluation.

5. To help student teachers understand issues, trends and researcher in the area of curriculum, in India.

COURSE CONTENTS

SECTION-I

1. Curriculum: Concept and meaning.

2. Curriculum Development: Theories and Procedures; Issues and trends In curriculum development.

3. History of curriculum development.

SECTION-II

4. Bases of Determinants of Curriculum

Philosophical considerations, Psychological considerations, Sociological considerations, Discipline-oriented considerations.

SECTION-III

5.   **Curriculum Design and organization**

Components and source of design, Principles, Approaches, Categories and types; Curriculum Construction: Different models and principles, Deduction of curriculum from aims and objectives of education, Administrative considerations, Grass-root level planning, System-analysis, Curriculum Implementation Strategies.

SECTION-IV

6.   **Role of Curriculum Support Materials**

Types of materials and aids, Models of implementation.

7.   **Curriculum Evaluation**

Importance of evaluation of curriculum, Models of curriculum evaluation, Interpretation of evaluation results and method, Curriculum research in India.

8.   **Suggestions and recommendation in curriculum development as per the following commissions:**

University Education Commission, 1948, Secondary Education Commission, 1952, Education Commission, 1966, National Policy of Education, 1986.

BOOKS RECOMMENDED

1.   Andrey & Howard Nicholls. Developing Curriculum – A Practical Guide. George Allen and Unwin, London, 1978.

2.   Bexday, G.Z.L.: Comparative methods in Education, Oxford and IBH Publishing Col., New Delhi, 1964.

3.   Cramer, I.F. & Brown. G.S.: Contemporary Education: A Comparative Study of National System. Harcourt Brace & Company, New York, 1965.

4.   Denis Lawten, School Curriculum Planning. Hodder and Stoughton, London, 1986.

5.   Dent, H.C. Educational System of England, George Allen and Unwin, London, 1981.

6.   Edward, A. Krug. The Secondary School Curriculum Harper and Row Publishers, New York, 1960.

7.   Hans, Nicholas. Comparative Education. Routledge and Kegan Paul, London, 1961.

8.   Harold Alberty. Reorganizing the High School Curriculum. MacMillan Company, New York, 1957.

9.   Harold, B. Alberty & Elsic, J. Alberty. The Curriculum. The MacMillan Company, New York, 1963.

10.   Hugh Sockelt. Designing the Curriculum. Open Books, London, 1976.

11.   Ivor, K. Davies. Objectives in Curriculum Design, McGraw Hill, London, 1976.

12.   John, D.McNeil., Curriculum, Little Brown and Company, Boston, 1977.

13.   Joseph. Leese. The Teacher in Curriculum Making, Haprer and Brothers Publishers, New York, 1961.

14.   Kandel, I.L. Studies in Comparative Education, George Harrup, New York, 1963.

15.   King, E.J. Other Schools and Ours. Holt, Rinehart and Winston, New York, 1959.

16.   William, M. Alexander, Planning Curriculum for Schools. Holt, Rinehart and Winston, New York, 1966.

PAPER-V (F)

VALUE EDUCATION AND HUMAN RIGHTS

COURSE OBJECTIVES

1. To enable students to understand the need and importance of Value-Education and education for Human Rights.

2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.

3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.

4. To enable them to understand the process of moral development vis-a-vis their cognitive and social development.

5. To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

COURSE CONTENTS

SECTION-I

1. **The Socio-Moral and Cultural Context**

   a) Need and importance of Value Education and Education for Human Rights in the existing social scenario.

   b) Valuation of culture: Indian Culture and Human Values.

SECTION-II

2. **Nature and Concept of Morality and Moral Education**

   a) Moral Education vis-à-vis religious education; Moral instructions, Moral training and Moral indoctrination.

   b) Language of moral education: Its form and context; Characteristics of a morally educated person.

c) Justice and Care: The two dimensional perspectives in Morality: Dichotomy between reason and passion.

d) Moral Judgement and Moral Action.

SECTION-III

3. **Moral Development of the Child**

   a) Concept of Development and Concept of Moral development.

   b) Psycho-analytic approach

   c) Learning Theory Approach: Especially Social Learning Theory Approach.

   d) Cognitive Developmental Approach: Piaget and Kohlberg, Stages of moral development and their characteristic features.

SECTION-IV

4. **Moral Learning to Moral Education**

   a) Moral Learning outside the school: Child rearing practices and moral Learning, Moral learning via imitation. Nature of Society and moral learning. Media and moral learning.

   b) Moral Learning inside the school: Providing "form" and "Content" to education.

   c) Moral Education and the curriculum: Can moral education be imparted taking it as a subject of curriculum.

5. **Intervention Strategies for Moral Education and Assessment of Moral Maturity.**

   a) Model of Moral Education – a) Rationale building Model, b) The consideration Model, c) Value Classification Model,d) Social Action Model,e) Just Community Intervention Model.

   b) Assessment of moral maturity via moral dilemma resolution

   c) Examples of some select moral dilemmas.

BOOKS RECOMMENDED

1. Borgohain, Rani, Human Rights: Social justice and political challenge, New Delhi: Kanishka Publishers, 1999.

2. Chandra, Ashish, Human Rights and Conflict Resolution, New Delhi: Rajat, 2000.

3. Dev, Arjun and Indira Arjun Dev and others, ed. Human Rights: A Source Book, New Delhi: NCERT, 1996.

4. Dhand, Harry, Teaching Human Rights: A hand book, Bhopal: Ashian Institute of Human Rights, 2000.

5. Jois, M. Rana, Human Rights and Indian Values, New Delhi: NCERT, 1998.

6. Khanna, S.K. Children and Human Rights, New Delhi: Commonwealth, 1998.

7. Mohanty, Jagannath ed., Human Rights Education, New Delhi: Deep and Deep Pub., 2000.

8. Pachami, S.K., Children and Human Rights, New Delhi, APH Publishing, 1999.

9. Palai, Arun Kumar, National Human Rights Commission of India: Formation, functioning and Future prospects, New Delhi: Altantic Pub., 1999.

10. Paul, R.C., Protection of Human Rignts, New Delhi: Commonwealth, 2000.

11. Reddy, D.Narasimha, Crime, Corruption and Development, New Delhi, Deep and Deep, 2001.

12. Sanajaoba, Naorem, ed., Human Rights: Principles, Practices and Abuses, New Delhi, Om sons.

13. Sen Sankar, Human Rights in a developing society, New Delhi: APH Publishing, 1998.

14. Talesta, Hemlata and Pancholy, Nalini and Nagda, Mangi Lal, ed., Human Rights education: A Global Perspective, New Delhi: Regency, 2000.

15. Bhatt, S.R., Knowledge, Value and Education: An axionoetic analysis, Delhi: Gian Pub., 1986.

16. Josta, Hari Ram, Spiritual Values and Education, Associated Press, Ambala, 1991.

17. Kar, N.N., Value Education: A Philosophical Studey, Ambala Cantt: Associated Pub., 1996.

18. Karan, Reddy V. Narayan, Men Education and Values, New Delhi: B.R. Pub. Corp., 1979.

19. Kulshrestha, S.P., Emerging Value Pattern of teachers and value pattern of teachers and new trends of Education in India, New Delhi: Light &Life Pub., 1979.

20 Mascarenhas, M. and Justa, H. R. ed., Value education in schools and other essays, Delhi: Konark, 1989.

21. Ronald, King Values and Involvement in Grammar School London: Routledge, 1969.

22. Samporan Singh, Human Values, Jodhpur: Faith Pub., 1979.

23. Sharma, S.R., ed., Teaching of moral education New Delhi: Cosmo Pub. 1999.

PAPER-V (G)

COMPARATIVE EDUCATION

COURSE OBJECTIVES

1. To help the students to understand comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education.

2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.

3. To orient the students with skills to assess the efficacy of educational systems of various counties in terms the prevailing trends in those countries.

4. To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.

5. To create a perspective in the students about the implications of education for solving the prevailing problems in India.

COURSE CONTENTS

SECTION-I

1. Comparative Education: Meaning, scope and major concepts of comparative education.

2. Comparative Education Factors and Approaches: geographical, economic, cultural, philosophical, sociological, scientific, historical, ecological, structural and functional factors – Cross disciplinary approach used in comparative education.

SECTION-II

3. Modern trends in world education – National and global.

4. Role of U.N.O. in improving educational opportunities among the member countries; Various official organs of the U.N.O. and their educational activities.

SECTION-III

5.   A comparative study of the education systems of countries with special reference to:

Primary Education: USA, UK, Russia, Japan, India

Secondary Education: USA, UK, Russia, Japan, India.

Higher Education: USA, Russia, UK, India.

Teacher Education: USA, Russia, UK, India.

Adult Education: Australia, Brazil, India.

SECTION-IV

6.   Problems prevailing in developing countries with special reference to India, their causes and solution through education: Poverty, Unemployment, Population explosion, Hunger, Terrorism, Casteism and communalism, Illiteracy, Beggary, Political instability, Economic under-developments.

BOOKS RECOMMENDED

1.   Beredy, G.Z.F. (1964), Comparative Methods in Education, Oxford & East Publishing Co., New Delhi.

2.   Blavic, Emile (1987), Primary Education: Development and Reform, Perspectives in Education, in Education, Vol. 3, 153-60.

3.   Carlton, R., Colley and Machinnon (1977), Educational change and Society, Toronto, Gage Educational Publishing.

4.   Carnoy, M.H. Levin (1985), Schooling and Work in the Democratic State, Standford University Press, Standford, California.

5.   Cantor, Leonard (1989), The Re-visioning of Vocational Education in American High School, Journal of Comparative Education, Vol. 25, Number 2.

6.   Dearden, R.F. (1970), The Philosophy of Primary Education. The English Language Book Society & Routledge and Kegan Paul Ltd., Broadway House, London.

7.   Dent, H.C. (1961), The Educational System of England and Wales, University, of London Press Ltd., Warwick Square London & C.V.

8.   Espstein, Erwin, H., (1987), Against the Currents: A Critique of Ideology in Comparative Education, Compare, 17, No. 1.

9.   Green, J.L. (1981), Comparative Education and Global Village, Anu Book, Shivaji Road Meerut. .

10.   Georgie, D.M. (1978), Education in Modern Egypt: Ideals and Relities, Routledge and Kegan Paul; London, Hexely and Boston.

11.   Hans, Nicholas (1965), Comparative Education, Routledge and Kegan Paul Ltd., London.

12.   James, H.R. & Mathew, A. (1988), Development of Education System in India, D.K. Pubisher Distributors (P.) Ltd., Ansari Road, Daryaganj, New Delhi.

13.   Jangira, N.K. (1986), Special Education Scenario in Britain and India: Issues, Practice, Perspective Indian Documentation, Service Book Seller and Publishers, Patel Nagar, P.B. No. 13, Gurgaon.

PAPER-VI

PRACTICUM

COURSE CONTENTS

It shall be compulsory for each student of M.Ed. Course to participate in the following activities during the academic session. It will be a continuous process.

(i) Preparation of Teaching Aids

Each student shall prepare 4 low cost teaching aids (two per teaching subject).

(ii) Preparation of Transparencies

Each student shall prepare ten transparencies (5 per teaching subject) and present through O.H.P.

(iii) Micro-Lessons

Preparation and presentation of ten micro–lessons based on the teaching skills viz. Lecturing, Questioning, Reinforcement, Stimulus Variation and Use of Blackboard in two teaching subjects (Five Each) and preparing a report.

(iv) Model Lessons

Preparation and presentation of two model lessons each in two teaching subjects by using appropriate teaching aids in actual classroom situations and preparing a report.

(v) Supervision

Supervision of twenty lessons of B.Ed. students in actual classroom situations in any two teaching subjects (10 in each subject) and preparing a report.

(For Distance Mode Learners: Preparation and submission of a detailed term-paper on one of the topics during second year PCP given by the Departmental council during first year PCP.)

(vi) Observation

Ten observations in two different subjects will be made by each student in actual classroom by using Flanders Classroom Interaction Analysis system (FIAs) and preparing a report.

(vii) Project

Preparation and submission of a project based on strengths/shortcomings/problems of a school visited by the student himself/herself.

EVALUATION PROCEDURE

The performance on these activities will be evaluated by the Departmental Council. On the basis of the performance on all the activities a cumulative grade will be awarded; as A, B, C, D, or E.

PAPER-VII

DISSERTATION

Dissertation writing based on research will be compulsory for regular M.Ed. students.

However, in case of Distance Mode Learners, the dissertation writing will be optional. The students who do not opt for dissertation will have to opt for an extra optional paper in lieu of dissertation.

The dissertation will be submitted by July 31st. The dissertation will be evaluated by external examiner. The panel of examiners will be submitted by the Chairman of the Department with the approval of Departmental Council.

The Viva-Voce Examination of Dissertation will be conducted by the same external examiner who is involved in the process of evaluation of Dissertation. The supervisor of the candidate will act as an internal examiner and will also be involved in the conduct of the Viva-voce of dissertation.

The Marks Distribution: Dissertation = 75 Marks
                                Viva Voce   = 25 Marks