MAHARAJA SUHEL DEV STATE UNIVERSITY

AZAMGARH (U.P.)

TWO YEARS M.ED. PROGRAMME

RULES AND COURSES (2022)



FACULTY OF EDUCATION

M.Ed. RULES AND COURSES

1.PREAMBLE:

The Master of Education (M.Ed.) Program of the **Maharaja Suhel Dev State University, Azamgarh** is a professional course that prepares teacher educators in the field of Teacher Education at secondary level.

2.DURATION:

The M.Ed. course is of a duration of two academic years spread over a span of Four-semesters including internship, field engagement and dissertation. Students shall be permitted to complete the course requirements of the two year programme within a maximum period of one additional semester from the date of admission to the programme. The summer break will be used for field engagement and other activities.

3.WORKING DAYS:

There shall be at least 200 working days each year, exclusive of the period of admission and examination. The institution shall work for a minimum of thirty six hours in a week during which physical presence in the faculty of all the teachers and students is mandatory to ensure their availability for discussion, guidance and interaction as and when needed.

The minimum attendance of students shall have to be 80% for all Course work and 90% for assignment / sessional, dissertation, field engagement and internship.

4.ELIGIBILITY:

(A) Candidates seeking admission to the M.Ed. course should have obtained at least 50% marks or an equivalent grade in any of the following qualifying courses of teacher education programme:

(i) B.Ed.

(ii) B.A.B.Ed., B.Sc.B.Ed.

(iii) B.EL.Ed.

(iv) D.L.Ed. with an undergraduate degree (with 50% mark in each).

(B) Reservation and Relaxation for SC/ST/OBC/PWD/EWS and other categories shall be as per the rules of the Central Government/State Government whichever is applicable.

5. ADMISSION PROCEDURE:

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination which will be organized by **MSDSU** Azamgarh.

6. All candidates have the option for examination through the medium of Hindi (Devanagri script) or English.

7. Paper setters will be in the ratio of 50-50 % internal & external examiners respectively.

8. Viva will be based on assignment /sessional work, internship and dissertation (synopsis presentation, reviews and research design) for second semester. Examiner's board will consist of one internal from the same college in order of seniority, one external from the same / other university who will be appointed by BOS, H.O.D. who will be convener of this board. Assignment marks will be awarded by concerned teachers on award list, internal marks of dissertation will be awarded by supervisor on the same award list after conducting the viva. Examiner's board will be appointed on the same pattern as for the third semester as in II semester, and Award list will be loaded on university website using the following format:

DISSERTATION AND INTERNSHIP AWARD LIST FOR IInd SEMESTER

Sr.no.	Roll No.	Dissertation=100		Internship=100		Total	
		Internal=50	External=50	Internal=50	External=50	In fig.	In word

VIVA AND FIELD ENGAGEMENT AWARDLIST FOR III[RD] SEMESTER

Sr.no.	Roll No.	VIVA & Field engagement		Total: 100	
		Internal=50	External=50	In fig.	In word

Note: 1-viva-voce will be held on basis of dissertation, field engagement and entire course of third semester.
2- One copy of dissertation will be sent to the University for Evaluation in which the total 100 marks will be divided 50-50 for internal and external examiners.

ASSIGNMENT/SESSIONAL AWARD LIST

Sr.no.	Roll No.	Total	
		In figure	In word

Note: I and II copies of award list will be sent to university in a sealed and third copy will be kept in college for record.

9. Each semester shall only show pass index but in IV semester division will be shown such as I (60 and above 60%), II (50 to under 60 %) and III (40 to under 50%). Minimum 40% marks obtained in (evaluation, assignment/ sessional, dissertation, internship and field engagement put together) and 50% in aggregate of the whole semester put together for a pass. If any candidate fails (below 50% marks) in Dissertation, internship and field engagement, he/she will be declared fail in the semester and will be required to reenroll as a regular student in the semester. In case he/she fails again his/her candidature will be cancelled.

10. a) If a candidate fails in one theory paper, he/she may be permitted to appear in a category of 'carry-over' in the successive respective odd/even semester along with his/her usual semester. Only one chance will be given to such cases. The final result of such candidates will be declared only after passing of the paper in which he/she was detained. If a candidate fails in more than one theory paper of a semester the entire semester will have to be repeated.

b) If a candidate is absent in all the theory papers or in the entire Internship, dissertation, field engagement and viva-voce, then he/she will be declared fail.

c) If a candidate who attended the classes regularly and submitted the examination form, but could not appeared in the examination, he/she will allowed to complete his/her left out semester. This is for only one chance during the whole Course tenure.

Note: In case of reckless/generous marking pattern evinced through marking/evaluation in the theory papers of above 80% in general and of above 90% in assignment/sessional, internship, field engagement and dissertation, thereby providing a suspected over marking, such eventualities may attract scrutiny by the competent authority and as such may be subject to review if need be.

COURSE DETAIL

SEMESTER-I

S.n.	Course code	Course title	Credit	100 marks	
				External	Internal
1.	101	Philosophy of education.	04	90	10
2.	102	Psychology of learner & learning	04	90	10
3.	103	Self-Development: Yoga Education	04	90	10
4.	104	Research methods in Education	04	90	10
5.	105	Preservice and Inservice Teacher Education	04	90	10
	Total:		20	450	50

SEMESTER-II

S.n.	Course Code	Course Title	Credit	100 marks	
				External	Internal
1.	201	Educational studies	04	90	10
2.	202	Sociology of education	04	90	10
3.	203	Historical, political &	04	90	10

		economic perspectives			
4.	204	Data analysis: Quantitative and Qualitative	04	90	10
5.	205	Internship in teacher education institutions	04	50	50
6.	206	Dissertation related work	04	50	50
	Total:		24	460	140

SEMESTER:-III[RD]

S.n.	**Course Code**	**Course Title**	**Credit**	**100 marks**	
				External	Internal
1.	301	Educational technology and ICT	04	90	10
2.	302	Secondary Education: Status, issues and concerns.	04	90	10
3.	303	Researches and Issues in teacher Education	04	90	10
4.	304	Field engagement	04	50	50
5.	305	Dissertation	04	50	50
	Total:		20	370	130

SEMESTER-IV

S.n.	**Course Code**	**Course Title**	**Credit**	**100 marks**	
				External	Internal
1.	401	Contemporary issues in Indian Education	04	90	10
2.	402	Educational measurement	04	90	10

		and evaluation			
3.	403	Curriculum studies and Assessment	04	90	10
4.	404	**Any one from following:** 1-Inclusive education 2-Gender studies	04	90	10
	Total:		16	360	40

SUMMARY OF WHOLE SEMESTER

SEMESTER	**TOTAL MARKS=2000**	
	EXTERNAL	**INTERNAL**
I	450	50
II	460	140
III	370	130
IV	360	40
TOTAL	1640	360

OBJECTIVES OF THE M.ED. PROGRAMME: The two year M.Ed. programme of the M.S.D.S.U., Azamgarh has been designed primarily to prepare teacher educators for secondary level teacher education institutions. The programme consists of courses, which provide opportunities to student to expand as well as deepen their knowledge and understanding of education and also develop research competencies leading to specialization in secondary education. The entire course is spread over four semesters over a period of 2 years with perspective/ foundation courses, techniques and skill-based courses, internship with teacher education institutions, suitable field engagements, practicum, school experiences and familiarity with contemporary contexts of education.

TRANSACTIONS: Mode of transaction of the curriculum encompasses a spectrum of dynamic strategies comprising of lecture cum demonstration, discussion, individual and group

assignments, tutorials, self-study, seminars, workshops, symposiums and conferences, observation of training program of different organizations/institutions. Case studies ofinstitutions, visit to resource centers, media production units, practical's, conducting test and surveys.

ASSIGNMENT/SESSIONALS: The provision of assignments/ sessional work has been integrated with the expectations of learning outcomes envisaged for each unit in a course. The weightage given is ten percent to begin with.

DISSERTATION: Each M.Ed. student is required to develop a dissertation proposal under the active supervision of the research guide in the second semester. At the end of IInd semester, the student will be assessed by an examiner's board on the basis of the submitted proposal and an open presentation of the research proposal, preferably through power point mode. The internal marks will be given by the supervisor and external expert on the same award list during viva. M.Ed. students will submit three typed copies of dissertation at the end of IIIrd semester with summary and C.D. At the end of IIIrd semester the student will be assessed by an examiner's board on the basis of open power point presentation. The awards of internal and external evaluators will be given on the same award sheet during viva.

NOTE: A board of evaluators will not normally assess more than 25 students in a day.

INTERNSHIP: Four weeks internship in Teacher Education institution has been divided into three sections:

A. **Observation of activities:** Classroom teaching, skill practice sessions of micro-teaching, preparation of lesson plan, co-curricular activities, community work and participation in daily assembly.
B. **Assisting B.Ed. Students:** In lesson plan preparation, in seminar presentations, TLM preparation, organizing community work.
C. **Group discussion:** and FGD (focused group discussion) with pupil teachers, teacher educators, employees on selected theme of practical importance will have to be engaged.

The performance during internship would be evaluated by an examiners board on the basis of performance rating:

- Under the supervision of faculty member and Mentors student will maintain a diary for all observations conducted by him/her.
- Cumulative Assessment by the mentor teacher.
- Outcome of the activities.
- Records submitted on reflection during internship.
- Evaluation of participation in the internship program.
- Study of teacher education institutions with a focus on institutional and evaluation practices.

NOTE: Internship and Dissertation marks will be awarded on the same award list at the end of IInd semester during viva. Evaluation of Field engagement and Dissertation marks will be shown on the same award list at the end of IIIrd semester during viva. Award list will be loaded on University website as well.

FIELD ENGAGEMENT: The objective of course on field engagement is to offer students opportunities of gaining first hard experiences of the working of teacher education institutions and /or organizations actively engaged in some specialized fields of education such as curriculum development, textbook production, education of the differently abled, faculty development, educational administration etc. It shall include four weeks of field visit focused on close observation of various activities engaged in by those institutions/organizations. The M.Ed. student will be required to present a report at the end of IIIrd semester through a power point presentation in the faculty in a viva voce mode.

M.Ed. Semester-I

Course-101 **Max-100**

Philosophy of Education

OBJECTIVES: After completing this course, the student will be able to –

- Develop a proper understanding of the relevance of Philosophical thoughts in explaining educational issues.
- Interpret the educational implications of Indian schools of Philosophy.
- Work out the broad parameters.
- For Judging Educational problem on the basis of Indian and Western philosophers.

COURSE CONTENTS:

Unit-I

Concept of philosophy of Education:

- Meaning, Functions, and role of the philosophy of Education, Relationship between Education and Philosophy.
- Metaphysics, Axiology and Epistemology in philosophy.

Unit-II

Schools of Indian philosophy:

Study of traditional Indian schools of philosophy; Sankhya, Vedanta, Nyay Yoga budh and Jain with special reference to their metaphysical, epistemological, axiological formulations and their Educational implications for aims, curriculum and methodology of Education.

Unit-III

Schools of western philosophy:

Study of Idealism, Naturalism, Realism, Pragmatism and Existentialism with special reference to their basic metaphysical, epistemological and axiological postulates and

their Educational implications for aims, Curriculums and Methodology of Education.

Unit-IV

Educational thoughts of prominent philosophers:

Indian Philosophers: Tagore, Aurobindo and Krishnamoorthi.

Western Philosophers: Socrates, Rousseau, Russell, and Dewey.

Tran sectional strategies: Interactive lectures sessions, discussions, reflective and expository presentation and seminar.

Suggested Readings:

Canker.W: Hindu personality of Education, Tagore, Gandhi, Aurobindo, Manohar book service, New Delhi-1976.

Pandey.R.S.: Shiksha Darshan, Vinod Pustak Mandir Agra.

Radhakrishnan.S.: Hamari virasat, New Delhi, Hind Pocket Books-2004.

Indian Phylosophy of Education, Asia Publishing House, New Delhi -1964.

Sharma.Y.K.: The Doctrines of the Great Indian Educators, New Delhi, Kaniska Publishers, New Delhi,2002.

Pachauri, Girish: Philosophy of Education, R Lal Book Depot, Meerut.

Pandey, K P: Shiksha ke Darshanik evam Samajik Aadhar, Vishwavidyalay Prakashan, Varanasi.

M.Ed. Semester-I

Course-102 **Max-100**

Psychology of Learners & Learning

Objectives: After taking this course, the student will be able to –

- Work out the educational implications of development of learner.
- Interpret the issues related to adjustment, intelligence and personality for teaching learning process.
- Explained and use the various theories of learning to developing suitable instructional design.

COURSE CONTENTS:

Unit-I

Development of learner:

- Cognitive development: Stages, Theories of Piaget & Bruner and their Educational implication.
- Language development: Stages, Theories of (Chomsky & B.F. Skinner) and influencing factors.
- Moral development: Theories of (Freud & Kohlberg), Moral Judgement & Moral behavior.
- Social & Emotional competence development: Concept, influencing factors.

Unit-II

Mental Health & Hygiene:

- Concept of Adjustment and Mental health, Characteristics of a mentally healthy person,

schools and classroom practices for enhancing adjustment and mental health among the students.

- Intelligence: academic, emotional and spiritual (IQ, EQ & SQ) their implication for evaluation.
- Personality: Concept, Trait Theories, Type Theories and Psycho Analytical Theories: Their implications for Education, Measurement of personality.

Unit-III

Learning:

- Meaning and nature; Gagne's hierarchy: A review of prominent behaviorist theories- classical conditioning, operand conditioning, Hull's need relation theory, Lewin's cognitive- field theory, Piaget and Bruner's theory and Vygotsky's constructivist theory with reference to learning capacities motivation, transfer of learning and factors affecting learning.

Unit-IV

Concept & Principle:

- Nature, concept formation, concept mapping, factors affecting learning of concept & principles.
- Learning style.
- Mastery learning.
- Rules of advance organizer in learning.

Transactional strategies: Case based presentation, group discussions, interactive lectures, text –based assigned readings followed by question answer- answer sessions and presentations.

Suggested readings:

Chauhan.S.S.: Advanced Educational Psychology, New Delhi, Vikas publishing house Pvt. Ltd.,1998.

Dandpani.s:A Text book of Advanced Educational Psychology, New Delhi, Anmol Pvt. Ltd.,2000
Mathur.S.S.: Education Psychology ,Agra, Vinod Pustak Mandir,2000.
Gupta. S.P.: Uchatar Shiksha mano vigyan , Sharda Prakashan , Allhabad.
Mishra.K.S.:Shiksha manovigyan ke naye kshitiz, Vinod pustak mandir, Agra.
Mangal.S.K.:Advanced Educational psychology, Vinod pustak mandir, Agra.
Pandey, K P : Naveen Siksha Manovigyan, Vishwavidyalay Prakashn, Varanasi

M.Ed. Semester-I

Course-103 **Max-100**

SELF DEVELOPMENT: YOGA EDUCATION

Objectives: After taking this course , the M.Ed. student will be able to-

- Illustrate the Yogic of personality development in terms of Panch , Kosha and Trigunas.
- Explain how to practice of Yoga promotes self development and human values .
- Relate the contribution of Yoga in stress management and copying with stress.
- Explain how yoga leads to human excellence.

COURSE CONTENTS:

Unit- 1

Introduction to Yoga and personality development:

- Personality from psychological as well as Yoga points of view: human personality within the framework of Panch, kosha and Trigunas- Satwa, Rajas and Tamas.

Unit- 2

Yoga and self development:-

- Eight limbs of Yoga and their implications for self development and concept of self.

Unit- 3

Yoga and stress management:-

Designing stress and stress management Yoga as a contributer to sress management techniques: Selected sress management techniques and their uses.

Unit-4

Scientific basis of Yoga- Yoga and promoting wellness lifestyle:-

- Wellness lifestyle: concept and scope , use of Yoga in ensuring wellness.
- Therapeutic Values of Yoga.
- Different asans and their effects to promote wellness.
- Dhyana, and its therapeutic Value.

Transactional srategies:- Students will be trained in practical aspects of Yoga in five days training programme which will be organized by faculty of education in the college: group discussion techniques on stress management.

Suggested reading:-

Patanjali yog sutra, Hath pradipika, Shiv sanhita tatha dharend sanhita-hindi sateek.
Modules developed by NCTE on yoga for M.Ed. programme.

Yoga and Personality : K.S. Joshi, Updayan Prakashan Allahabad.

Pranayam : Kavalayanand, Popular Prakashan Bombay.

Yogic exercises : Majumdar, Orient Longman Bombay.

M.Ed. Semester-I

Course-104 **Max-100**

RESEARCH METHODS IN EDUCATION

Objectives: After taking this course the student will be able to

- understand the research process .
- Develop suitable research design .
- Plan a research proposal formulation.
- Understand the searching of research problems.

COURSE CONTENTS:

Unit- 1

Educational Research:-

- Meaning, Nature, scope, need and purpose of educational research.
- Types of research:- Fundamental, applied and action research.
- Research paradigms: Quantitative –hypothetico deductive and qualitative-empiricoinductive.
- Methods of research:- Descriptive, Historical and Experimental.

Unit- 2

Problem and Hypothesis:-

- Research Problems:-Process involved in formulation of research problem . Sources for identifying research problem, description and operationalisation of variables.
- Review of related literature:- Concept, need and significance.
- Hypothesis:- Nature, definition, types, characteristics of good Hypothesis.

Unit- 3

Research design:-

- Meaning, purpose and criteria for good research design.
- Population and sample:- Concept, types of sampling probability and non probability sampling procedures characteristics of good sample.

- Developing a research proposal.
- Preparation of research report:- Style and format of writing chapters andconventions used for . References and Bibliography, tables and figures etc.

Unit- 4

Tools of data collection:-

- Observation, interview, sociometric techniques.
- Questionnaire, rating scale, attitude scale.
- Reliability and research of various tools and techniques.

Transection strategies:-

This course transacted by following activities

- Writing a research paper.
- Construction of tool(Rating scale/altitude scale).
- Developing a research proposal on a theme related to the area of a student's interest and expertise evinced transactional strategies.

Suggested readings:-

Buch.M.B(Ed):- A survey of education in Baroda: Centre of advance study in education, M.S. University of Baroda, 1974.

Best J.W & Kahn J.V:- Research in education.

Kenlinger, Fred.N:- Foundations of behavioural research, Delhi Surjeet Publications, 1978.

Kapil .H.K. :- Siksha Anusandhan.

Pandey.K.P. :- Educational research.

Sharma R.A. :- Shiksha Anusandhan, Loyal Book depo Meerut.

Srivastav.D.N. :- Siksha Anusandhan:- Vinod Pustak Mandir Agra.

Verma.M. :- An introduction to educational and psychological Research.

Trivedi R N, Shukla DP : Research Methodology, College Book Depot, Jaipur

M.Ed. Semester-I

Course-105 **Max-100**

PRESERVICE AND INSERVICE TEACHER EDUCATION

Objective:-After taking this course student will be able to-

- Understand the need and relevance of preservice and inservice teacher education programmes .
- Evaluate the effectiveness of various activities and programmes conducted under preservice and inservice TE courses.
- Plan and organize need based TE program for inservice teacher education.

COURSE CONTENTS:

Unit-I

Structure:

- Functions of School Teachers.
- Preservice teacher Education: objectives and scope.
- Mode of preservice teacher education: face to face (Linear, integrated) and open Distance learning;Needs and significance.

Unit-II

Inservice teacher education in India:

- Concept, Need for continuing professional development of teachers-Areas of professional development, purpose of inservice teacher education program; orientation, refresher workshop, seminar and conference –their objectives and modulities.
- Role of teacher educators for different modes of in service teacher education.

Unit-III

Planning:

- Planning inservice teacher education program; context, purpose and duration.
- Designing an inservice teacher education program, assessment of training needs, formulation of training curriculum, preparation of course materials, evaluation of curricular inputs.

Unit-IV

Organization and Effectiveness/ Inservice education:

- Organising inservice teacher education program, common problem faced by teacher education institutions and strategies evolved to address them .
- Effectiveness of inservice education program: Needed development of professional competencies among practicing teachers and their various dimensions impact of such program on curricular practices at school level.

Transactional strategies:-

Developing a short term action research based project formulation for improving inservice/preservice TE:

Suggested activities:-

Bruce & Juice etal(2014): Models of teaching (9th edition),London;Person.

Pasi.B.K.(eds)(1976): Becoming better teacher, Ahemdabad, Sahitya Mudranalaya.

Sahoo. P.K.: etal (eds)(2014), Quality Education in India vol-1 & II , New Delhi concept

NCERT,New Delhi,(2006) 6th survey of research in education.

NCTE(2009):Curriculum framework of teacher Education, New Delhi.

NCTE(2014): Norms & guidelines of teacher education program.

M.Ed. Semester-II

Course-201 **Max-100**

EDUCATIONAL STUDIES

Objectives:-After taking this course the student will be able to –

- Understand the concept of knowledge and the enteric planning and nature of education.
- Interpret linkage of knowledge with various sources.
- Explain contemporary thoughts of education, teaching, learning, teachers and learners.

COURSE CONTENTS:

Unit-I

Knowledge & Education:-

- Concept, understanding(knowing, learning, thinking, valuing) and being .
- Distinguish between knowledge and information; knowledge and pedagogy.
- Methods of obtaining knowledge (K-generation).
- Knowledge without boundaries.

Unit-II

Critical pedagogy and emergence of education as discipline:-

- Concept of various desciplines, the emergence of critical analysis.
- Interdisciplenary nature of education: relationship with philosophy, sociology, anthropology, economics , management and communications.
- Liberal vs. vocational education: concept and importance.

Unit-III

Linkage of knowledge:-

- Content knowledge with pedagogy knowledge.
- School knowledge with life in the community, and life outside the school.
- Theoretical knowledge with practical knowledge.
- Universal knowledge with contextual knowledge.

Unit-IV

Contemporary thoughts on education , teaching and learning .

- Learning as a search for meaning.
- Life long learning: The role of teacher and learner .
- Teacher and learners as creatotors of knowledge.
- Four pillers of learning and their implications for ducation, teaching and learning(learning to know, learning to do, learning to live, learning to be).

Transactional Strategies:-

Study of original text book of great educators and presentation /seminar/discussion.Visit to schools and classroom located in rural/urban /tribal contexts- exposure, observation,critical analysis of events and presentation before a small group.

Suggested readings:-

Broudy,H.S.(1977):Types of knowledge and purpose of education.

Bonks,J.A.(2001):Cultural diversity and education.

Dellars , Henry, Etal(1995) , the creator within report of the international communism on education.

Hunkins(2003):Curriculum,Foundations,Principles & Issues.

Naik.J.P.(1975):Equality, Quality & Quantity:The elusive triangle of Indian Education, alliced Publications Bombay.

NCTE(2009):National curriculum framework for teacher education, New Delhi.

NCERT(2005): National Curriculum Framework, New Delhi.

M.Ed. Semester-II

Course-202 **Max-100**

SOCIOLOGY OF EDUCATION

Objectives:-After taking this course the student will be able to –

- Understand the sociology of education.
- Interpret the culture and social system.
- Develop the social change and modernization.
- Interpret the protective discrimination and education.

COURSE CONTENTS:

Unit-I

Sociology of Education:

- Concept, Nature,Origin scope and development of sociology of Education.
- Methods of study in sociology of education.
- Interrelationship between sociology and education.

Unit-II

Culture and social system:

- Culture: Functional characteristic, Cross culture transmission, characteristic of Indian culture.
- Social change & Modernization: Concept, Factors promoting in India.
- Constraints on social change and modernization in India.

Unit-III

Social control, social change & modernization:-

- Social control: Nature, Agencies and role of Education in social change.
- Social change and modernization: concept, factors promoting social change in India.
- Constraints on social change and modernization in India.

Unit-IV

Protective discrimination and education:-

- Constitutionals ideals: social equality and equity of educational opportunities-Addressing education deprivation of SC/ST/OBC/Women/Rural population.
- Youth movements in India, De schooling and Futurology.
- Urbanization & social mobility.

Transactional strategies:-

Review of any original work of sociologist.Survey of educational status in particular community or villaege.

Suggested readings:-

Gore,Desai and Chitnis(Eds): Papers in the sociology of Education inn India, New Delhi,NCERT 1967.

Ottaway,K.C:Education and Society, London.

Ruhela.S.P.(Ed):Social development of educability in India, Delhi Jan brothers 1969.

Shukla.S & kumar.K.(Eds): Sociological perspectives in Educations.

A reader Delhi :Chanakya publication,1985.

M.Ed. Semester-II

Course-203 **Max-100**

Historical, political & Economic persepectives of Education

Objectives:-After taking this course the student will be able to –

- Understand the history of education.
- Interpret the political approaches of education.
- Interpret the economical perspectives of education.
- Understand the global perspectives of Education.

COURSE CONTENTS:

Unit- 1

Historical Perspectives:-

- Education in India during: a- Vedic, b- Budhist, c- Medual period, d- Pre-independence, e- Post Independence.
- A review of the initiatives for educational developments in India.
- Macaulay's minutes.
- Wood's Despatch-1854.
- Secondary Education Commission(1952-1953)
- NPE-1986 and after.

Unit- 2

Political Perspectives:-

- Educational Provisions in Indian constitution.
- Education and Human rights.
- Child rights.
- Rights of duties.

- Role of state in Education under Panchayatiraj, State Govt. and Central Govt.

Unit- 3

Economic Perspectives:-

- Education and Human Development Index.
- Human capital theory.
- Rate of return on education.
- Position of India in education.
- Position of India in Human Development Index(with focus on gender), status of girls/women in Indian society, status of access, enrolement, retention of in secondary stage.

Unit-4

Global perspectives:-

- Role of international bodies in educational development. (UNDP, WHO, UNICEF, UNESCO, World bank) with reference to India.
- Role of education in ensuring sustainable development.
- Contribution of science & technology in education and challenges ahead.

Transactional Strategies:- Critical analysis on: Poverty, Unemployment.Preparing a plan reflecting of income source and expenditure of a school at secondary stage. Summary of sections of various commissions and committees in education during post independence period, seminars and discussion.

Suggested readings:-

Agnihotri.Ravindra: Bharatiya Shiksha ki vartaman samasyayen, Delhi research publication social sciences.

Pandey.R.S.: National policy on education in india, Allahabad Horizen publishers 1992.

Pandey.R.S. : Bharatiya Shiksha ki samsamayik samasyayen Vinod Pustak mandir Agra.

M.Ed. Semester-II

Course-204 **Max-100**

DATA ANALYSIS: QUANTITATIVE AND QUALITATIVE

Objectives:-After taking this course the student will be able to –

- Make a distinction between Data analysis procedures and techniques in quantitative and qualitative research context.
- Use advanced practice and non parametric devices for data analysis.

COURSE CONTENTS:

Unit- 1

Educational statistics:-

- Introduction and application of statistics in Educational research.
- Types of statistics.
- Need and importance of statistics in educational research.
- Quantitative classification of data:- Preparation of frequency distribution,Tables and graphical presentation of data.

Unit- 2

Descriptive statistics and their uses in Data Analysis:-

- Central tendency- mean, median and mode.
- Variability- Quartile deviation, Standard deviation.
- Positions- Percentiles, quantiles, percentile ranks.
- Relationships-Rank correlation, Product moment correlation coefficient, partial and multiple correlation.
- Regression and Prediction.

Unit- 3

Hypotheses testing:-

- Characteristics & uses of NPC.
- Significance of difference between two means and more than two sample data (t F tests).
- Non- parametric tests: Whitney, Wilkocks and Kruspal wallice test and chi-square test.
- Significance of frequency(x^2)

Unit- 4

Nature of research data in education:-

- Interface between research tools & research data.
- Quantitative and qualitative data.
- Analysis of qualitative data.
- Issues of reliability and validity.

Transactional Strategies:-

- Study of data analysis procedures in reported researches.
- Preparation of various tabular and graphical representation of quantitative and qualitative data.

Suggested readings:-

Agrawal.Y.P. : Statistical methods, Sterling Publication New Delhi.
Asthana.H.S. and Bhushan(2007): Statistics for social sciences, New Jersy, Prentice hall of India.
Garret.H.E: Statistics in Psychology and education, Bombay:Vakils, Feffer and Simans Ltd.
Gupta.S.P. : 'Sankheykeeya Vidhiyan' Sharda Pustak Mandir Allahabad.

Asthana, Vipin Srivastav : Shaikshik Anusandhan evam Sankhyikiy, Agrawal Publication, Agra

M.Ed. Semester-III

Course-301 **Max-100**

EDUCATIONAL TECHNOLOGY AND ICT

Objectives:-After taking this course the student will be able to –

- Understand the importance and use of ET.
- Make intelligent use of ICT in TL systems.
- Differentiate between various level and modalities of teaching and learning.

COURSE CONTENTS:

Unit-I

Fundamentals of Educational Technology:

- Meaning,Nature and Scope of Educational Technology;Hardware, Software and System Approach.
- Theoretical bases of Educational Technology: Psychological, Communication, Taxonomy.
- Indian experience of Radio Broadcast, ETV and Interactive TV, Gyan Vani and Gyan Darshan.

Unit-II

Learning Technology:

- Programmed Learning ,Principles, Styles of Programming: Linear, Branching and Mathetic; Steps of development of PLM.
- Instructional materials: Modules, Computer Aided Instructional Materials, Multimedia Package, Learning kits, Open learning material.
- System's Approach: Meaning and Scope, Open vs closed system, Education as Open system, System's approach to education, Steps in Designing Instructional strategies.

Unit-III

Teaching technology

- Modalities of teaching , Difference between teaching, Instruction, Conditioning and training.
- Stages of teaching: Pre-active, Interactive and Post-active; Nature and characteristics of models of teaching: Teaching at different levels memory, understanding and reflective.
- Modifications of teaching behavior: Micro teaching; Flanders' Interaction Analysis and Simulation.

Unit-IV

Information & Communication technology in Education:-

- ICT: Nature; Information; Nature and structure; Communication: Concept, Components, Models; Information and Communication Technology, Integration of ICT in Teaching and Learning, Use and assessment of ICT in Teacher Centered and Learner Centered Pedagogy.
- Multimedia approaches to instructions: Concept, Role and Importance , Development of multimedia package, Criteria of selection of media and Technology in Multimedia Package.
- Interactivity and networking, conferencing, web based learning, open education resources, blended learning.
- Open and distance learning system(ODLS): Concept, definition and characteristics, criteria of openness, different stages of distance education, media materials and technology in ODLS , Learner support services and counseling, evaluation strategies, Uses of ICT in ODLS: Different stages and future scope.

Transactional strategies:-

- Analysis of a computer based media packages with reference to its use in learning process.

- Preparation and presentation based media packages with reference to its learning process.
- Development of ICT based learning unit.
- Interactive lectures and discussion.

Suggested Readings:-

Behera,S.C.(1991): Educational television programmes, Deep and Deep publications, New Delhi.

Das,R.C.(1993)Educational Technology-A basic text, Sterling Publishers Pvt. Ltd.

Haas, K.B. and Packer.H.Q.(1990): Preparation and use of audio visual aids 3rd Edition Prentice Hall,Inc.

Mukhopadhaya,M.(1990): Educational technology, New Delhi: APH Publishing Corporation.

Sharma, K.D. and Sharma, D.V.(1993): Open learning system in India, Allied Publishers Ltd., New Delhi.

Ruhela S P(2001): Some aspects of educational technology.

M.Ed. Semester-III

Course-302 **Max-100**

SECONDARY EDUCATION ; STATUS, ISSUES AND CONCERNS

Objectives:-After taking this course the student will be able to –

- Understand the status of secondary education in India with specific reference to its historical background.
- Analyse the various program initiatives in the area of secondary education.
- Critically interpret the issues in secondary education .

COURSE CONTENTS:

UNIT-1

Background of Secondary Education:

Historical background of school education in India with special reference to secondary education. Comparative status of secondary education in India, USA, UK and Japan. Issues on structure of secondary education; Sadler commission, secondary education commission, Indian education commission 1964-66, education policies and implementation.

UNIT-2

Status of secondary education:

Rastriya Madhayamic Shiksha Abhiyan. Expansion of secondary education system (classes vi-viii, ix-x, and xi-xii) in India and different schemes for operation of secondary education.

UNIT- 3

Organisation of Secondary Education:

Ladder of organization of secondary education and agencies of secondary education (class vi-xii) National level, State level and District level Government agencies, Private agencies and public private partnership. Open school system. Secondary Education through distance at State level and Country level.

UNIT-4

Programmes Initiatives:

State level initiatives on secondary education: common school system, Neighbour hood schools, multipurpose schools, Tribal schools (Ashram schools), Vocational schools, ITIs, Trade schools and Kasturba Vidyalayas. National Skill Development Mission, National Council for vocational Education.

Transactional strategies:

- Secondary data base analysis of expansion of schools at state and National Level with response to background factors, locality, gender, governance of schools, affiliation to boards etc.

- Discussion on the structure of different states school education.
- Case based presentations.

Suggested readings:

Jauhari, B.P.K. and Pathak, P.D. : Bhartiya Siksha ka Itihas.Agra:Vinod pustak mandir.

Mohant,J.:Modern trend in Indian Education: Current Issues and Strategies in the context of NEP.New Delhi: Deep and Deep, 1988.

Naik,J.P. and Syed, N.: A students history of education in India.New Delhi: MacMillan Co. of India Ltd. 1974.

Mathur S.S: Shiksha ka darshnik avem samjik adhar.

Verma S.P.: Indian Constitution & Government.

Pandey R.S.: Shiksha ka parshanik avem samaj shastriya pristh bhoomi.

M.Ed. Semester-III

Course-303 **Max-100**

RESEARCHES AND ISSUES IN TEACHER EDUCATION

Objectives:-After taking this course the student will be able to –

- Unsderstand the issues and concerns in TE in India in a proper persepective.
- Critically analyze the various approaches to teacher development.
- Grasp the findings of research in field of TE for promoting validity.

COURSE CONTENTS:

Unit-I

Teacher education; issues and concerns in the Indian context:-

- Problem of preservice teacher education ; inadequate planning, privatization and commercialization and economics of teacher education.

- NCTE norms and standards for teachr education program at secondary level.
- Universalization of secondry Education and its implications for teacher education at school stage.
- Management of teacher education at state level.

Unit-II

Teacher Education as professional education:

- Teacher Development-concept, professionalism and influencing factor.
- Historical perspective of teacher education in India.
- Approaches to teacher development –Traditional, academic, Personalistic, Competency, Social reconstructionist and synthetic view.
- Scope of teacher Education Programme as reflected in NCTE regulations. Stage specific and area specific teacher education program.

Unit-III

Challenges to teacher education and Issues:-

- Challenges in professional development of teacher relevance to school education. Paucity of qualified teacher educators, assurance of quality of teacher education program.
- Issues related to enhancing teacher education competence, committement and teacher performance.
- Teacher educators and needed leadership competences in planning, implementation and evaluation of preservice and inservice teacher education program.

Unit- IV

Research and Development in Teacher Education:

- Education of Teacher Educators: Preparatory Programme and Professional development of Teacher Educators at different stages.
- Paradigms for research and Teaching: Research and effectiveness of teacher education

programmes.

- NAAC- NCTE criteria for assessment of Teacher Education Institutions.
- Methodological issues of research in teacher education-Theoretical research , Applied research, Participatory action research and Teaching effectiveness.
- Trends of research in Teacher Education with reference to theme, design, findings and policy implications.

Transactional stratagies:

- Study of the annual reports of SIEMAT/ SCERT/RIE/ NCERT/ NUEPA, universities teacher education institutions, ASCs.
- A review of a research article in teacher education and write implications for practitioner.
- Interactive lectures followed by group discussions and Buzz seminars.

Suggested readings:

Bruce R Juice et al (2014), Models of Teaching (9th edition), London; Pearson.

Furlong John (2013), Education an Anatomy of the Discipline, Routledge London.

Sahoo P.K. et al (eds) (2010), Professionalism in Teacher Education, New Delhi Concept.

Sahoo P.K. et al (eds) (2014), Quality Education in India Vol I &Vol II New Delhi Concept.

Passi B.K. (eds) (1976), Becoming better teacher,Ahmedabad, Sahitya mudranalaya.

Allen. D. & Ryan, K. (1969), Microteaching reading Mass: Addison-wesley.

NCERT, New Delhi, (2006) 6th survey of Research in Education.

Flanders, N.A.(1970) Analyzing Teaching Behaviour, reading, Addison-Wesley, mass.

Gardener,H (1983), Frame of Mind; the theory of multiple intelligences, Basic Books New York.

NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.

NCTE (2014) Norms and Guidelines of Teacher Education Programmes.

NCTE (1979) Organisation of Core Teaching Programme Package, NCERT, New Delhi.

Pandey, K P : Fundamental of Educational Research, Vishwavidyalay Prakashan, Varanasi

M.Ed. Semester-IV

Course-401 **Max-100**

CONTEMPORARY ISSUES IN INDIAN EDUCATION

Objectives:-After taking this course the student will be able to –

- Critically analyze the contemporary issues in Indian education.
- Under the need for new policies and program for education.

COURSE CONTENTS:

UNIT- I

EDUCATIONAL ACCESS, QUALITY ,EQUITY & UNIVERSAL VALUES:-

- Free universal and compulsory school education: SSA and RMSA-provisions, challenges and remedies. Vocational education, and education for entrepreneurship. Higher Education: Access, quality and equity concerns.
- Peace, environment and humanitarian concerns, Life Skills and education, Paradoxical trends (alienation-integration, local-global, altruism-consumerism.), Ethics Education. Education for democratic living, Education for universal human values

UNIT- II

COLLEGE CAMPUSES AND ISSUES OF PARTICIPATION

- Campus disturbances: Students unrest, Menace of ragging, student entitlements.
- Education and the masses: Public-private partnership, Community participation in functioning of institutions.
- Mass concerns (medium of education, drop-outs , weakening of informal agencies).
- Professional bodies in Teacher Education.

UNIT -III

MANAGEMENT FOR EXCELLENCE

- Online provisions – Entrance, teaching learning and evaluation, Knowledge networks (NKC), Institutional websites as MIS, ODE.
- Quality of Education: Selection of Teachers, Examination reforms (CCE), Assessment and accreditation of institutions (NAAC).
- Role of statutory bodies (NCTE, RCI), autonomous bodies (NCERT, UGC) and regulation of institutions (NKC).
- Choice based credits, Internationalization and Credit transfer.

UNIT-IV

REORGANIZATION OF TEACHER EDUCATION

- Effects of Globalization, Liberalization and Privatization on teacher education.
- Recent major policy documents in education: Reports of Yashpal committee 1998, NCF 2005, NCFTE 2009, RTE Act 2009.
- Teacher Education Reforms: Justice Verma Commission and Implications for teacher education.

Transactional strategies: (Any one)

- Critical review of any policy document.
- Case study of Quality institution.
- Group discussion on selected issue – based themes.
- Seminars and workshops.

Suggested readings:

MHRD (2001): Convention on the Right of the child. New Delhi.

UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

Dev, A.,Dev, T.A.,Das,S. (1996) Human Rights a Source Book, New Delhi, NCERT, Pp.

233.

Ram Jois, M. (1998) Human Rights and Indian Values, New Delhi: N.C.T.E. Pp 80.
Varghese, A. (2000) Education for the Third Millennium, Indore: Satprachar Press, Pp 251.
Sharma R. C., Mahajan B. Permi, K.K. Nuna S. C., Menon, P. (1974) Source Book on Environmental Education for elementary Teacher Educators, New Delhi: NIEPA, Pp 278.

NCERT (1970) Education and National Development- Report of the Education Commission (1964-66), New Delhi: NCERT.

M.Ed. Semester-IV

Course-402 **Max-100**

EDUCATIONAL MEASUREMENT & EVALUATION

Objectives:-After taking this course the student will be able to –

- Develop a conceptual understanding of the process of evaluation, measurement and testing.
- Acquire competencies for designing valid assessment tools.
- Interpret new outcomes of evaluation tools , provide suitable feedback.

COURSE CONTENTS:

Unit-1

The measurement and evaluation Process:

- Concept, Scope and need of measurement and evaluation; Taxonomies of educational objectives, Norm-referenced and criterion referenced testing.
- Evaluation :- Functions of Evaluation, and the basic principles of Evaluation.
- Interrelationship between measurement and evaluation in education.

Unit-2

- Tools of Measurement and Evaluation :- Subjective and objective tools, essay test, objective test,scales, Questionnaires, Schedules and inventories, Performance tests.
- Standard scores and their use.

Unit-3

Test construction :

- General Principles of test construction and its standardization.
- Writing test items :- Objective type, essay type and interpretive type.
- Item analysis procedures for Norm referenced and Criterian referenced mastery test.
- Basic characteristics of a good measuring instruments :- Validity, Objectivity,Reliability, Usability andNorms.

Unit-4

- Measurement of Achievement, Aptitudes Intelligence, Attitudes Interest, Skills.
- Interpretation of test-scores and methods of feed back to students.
- New Trends in evaluation; Grading and marking.
- Semester system.
- Continues Internal Assessment.
- Question Bank.
- Use of Computers in Evaluation.

Transactional strategies:-

- Workshops of item writing and item refinement.
- Test Construction of an achievement test.
- Preparing a progressive flow diagram of the students.
- Assigned readings followed by presentation and criticysing.

Suggested readings:-

Anastasi, Anni. : Psychological Testing (Fifth edition).

Asthana Avem Agrawal : Manovigyan Aur Shiksha Me Mapan,Mulyankan,Vinod Pustak Mandir,Agra.

Bhargava Mahesh : Adhunik Manovigynik Parichhan Avem Mapan,Bhargava Book Depo.Agra.

Cronback, L.J. : Test Realibility, it's meaning and determination.

Cronbach,L.J. :Essentials of Psychological Testing,Harper Bros.,Newyork,1949.

Gupta,S.P. : Adhunik Mapan Avem Mulyankan.Sharda Pustak,Bhawan Allahabad.

Thorndike, R.L. & Hagen, E. : Measurement and Evaluation in Psychoogy and Education, Wiley EasternLtd., New Delhi

Singh, L.S. : Mapan Mulyankan Avem Shankhiki, Sahitya Prakashan, Agra.

Singh,N.K. : Shakshik Avem Mansik Mapan,Sharda Prakashan Allahabad.

M.Ed. Semester-IV

Course-403 **Max-100**

CURRICULUM STUDIES & ASSESSMENT

Objectives:- After taking this course the student will be able to:

- Understand the base of curriculum development and their models.
- Explain the role of regulatory body for promoting quality.
- Design and interpret evaluation tools and techniques in terms of various concepts and rationale of measurement and evaluation.

COURSE CONTENTS:

Unit-I

Bases, Development & Models of Curriculum:

- Concept and types of curriculum, Philosophical, Psychological and Sociological basis of curriculum.
- Development of curriculum: Historical perspective, Principles of curriculum construction,
- Models of curriculum.
- Curriculum renew and its impact on classroom practices .
- Cross curricular issues.

Unit-II

Role of regulatory bodies :

- Functions of NCTE as a regulatory body for quality concerns.
- Curriculum development.
- Curriculum evaluation.
- Different models of curriculum evaluation.
- Analysis of curriculum framework.
- Research issues in curricular studies.

Unit-III

Role of measurement & Evaluation:

- Concept, need and importance of educational measurement and evaluation.
- Taxonomies of educational objectives and their use in the context curriculum design and evaluation.
- Interpretation of text results: NRT and CRT
- Standard scores.
- Formative and Summative evaluation, importance and method.

Unit-IV

Standardization of Tools & Examination system:

- Estimating of Reliability and Validity of texts and process of developing Norms,

Development and standardization of achievement attitude scales and scales for assessing values.

- Trends in examination and evaluation-Self assessment, peer assessment and tutor assessment, examination-on demand , online examination, scaling and grading of marks etc.
- Assessment of examination systems Research Issues in Educational measurement and evaluation.

Transactional strategies:-

- Analysis of curriculum frameworks of 2005 and 2009.
- Question paper analysis.
- Analysis of assignment, Home tasks and Class works for judging effectiveness of curriculum.

Suggested readings:-

Balsara,M.-Principles of curriculum construction.

Biswas, N.B.-Curriculum Studies: A model for SAARC Countries.,

NCERT-National curriculum framework for school education.

UGC-Model curriculum framework, NCF-2005.

Anastasi,A.-Psychological training.

Cronbach-Essentials of Psychological Testing.

Srivasta-Reforming Examination.

Singh N.K.-Educational & Mental measurement,sharda prakashan Allahabad.

Sharma, R A : Meaning of Curriculum, R Lal Book Depot, Meerut

Chaturvedi, Shiksha : Curriculum Instruction and Evaluation, R Lal Book Depot, Meerut

M.Ed. Semester-IV

Course 404 **OPTIONAL PAPER**

Max-100

Inclusive Education

Objectives:-After taking this course the student will be able to –

- Understand the scopes of inclusive education.
- Identify the situations which contribute to exclusion.
- Develop competence in designing teaching learning situation to optimize the possibility of inclusive.

COURSE CONTENTS:

Unit I

Introduction to Inclusive Education :

- Concept, Meaning and Importance of Inclusive Education.
- Historical Perspectives on Education of children with Diverse Needs.
- Difference - Special Education, Integrated Education, and Inclusive Education.
- Advantages of Inclusive Education for Children of diverse categories.

Unit II

Policy and programms :

- Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations (with special reference to recommendation of NPE -1986, POA-1992 and PWD Act (person with disability)1995;
- National curriculum framework 2005.
- National institutes for Rehabilitation and Rehabilitation council of India.
- National and International initiatives for inclusive education .

Unit -III

Children with Diverse Needs :

- Definition and Characteristics of children with Sensory (Hearing, Visual,) and physically challenged.
- Intellectual (gifted with high intellect & talents, and mentally challenged),developmental disabilities(autism ,cerebral plasy, learning disabilities),social and emotional problems scholastic backwardness(underachievement, slow learner) children belonging to other marginalized groups.
- Importance of Early Detention, Functional Assessment for Development of Compensatory Skills.
- Role of Teachers Working in Inclusive Setting and Resource Teacher in Developing and Enriching academic skills for higher learning.

Unit- IV

Utilization for Resources :

- Role of Technology for meeting diverse needs of learners.
- Concept and Importance of Human and Material Resources.
- Types of service and approaches, strategies, personnel involved and their specific role and responsibilities.
- Creating Conducive Environment in Inclusive Schools, Material Resources, and Human Resources, Changing the Attitude of the Significant People, Exploring and Utilizing the Services and Resources available in the Community.
- Managerial Skills for Mobilizing appropriate Resources.
- Identifying the required Resources for Children with Various Special Needs.

Transactional strategies-

- Analysis of policy document (national, international) related to diversity.
- Survey the locality for early identification of children with disabilities.

- Visit to special, integrated and inclusive classrooms .
- Interactive seminars and discussion.

Suggested Reading-

Ahuja, A., & Jangira, N.K.(2002). Effective Teacher Training: Cooperative Learning Based Approach. New Delhi: National Publishing House.

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

Jangira, A. & Mani, M.N.G.(1990). Integrated Education for Visually Handicapped. Gurgaon: Academic Press.

Jha, M.(2002). Inclusive Education for All: Schools without Walls. Chennai: Heinemann Educational Publishers.

Sharma, P.L.(1990). Teacher Handbook on IED-Helping Children with Special Needs. New Delhi: NCERT Publications

M.Ed. Semester-IV

Course 404 **OPTIONAL PAPER**

Max-100

Gender studies

Objectives:-After taking this course the student will be able to –

- Understand the context and concerns in gender issues in education.
- Analise in a proper perspective the heterogenous gender-based realities and challenges in education.
- Review the policies in respect of gender issues.

COURSE CONTENTS:

Unit-I

Gender issues in Education:-

- Defining gender difference.
- Making a distinction between gender and sex education as a means of socialization.
- Existing approaches to gender, equality and empowerment.

Unit-II

Heterogeneous gender realities:-

- Rural girls' education, accessibility of schools.
- SC/ST and OBC girls' education and socialization.
- Muslim girls' education: issues and concerns.

Unit-III

Challenges in girls education:-

- Girls with disabilities.
- Violence, conflict and displacement for gender and education.
- Policies in respect of girls' education.

Unit-IV

Gender education and construction of knowledge:-

- Curriculum & pedagogy.
- Text books.
- Teachers as agents of change.

Transactional strategies:-

- Case based presentation focusing on gender inequality.
- Interactive lectures and discussion.
- Seminars on related themes related to problems of heterogeneous gender reality.

Suggested Studies :-

- Bhatnagar Suresh : Bal Vikas evam Parivarik Sambandh, R Lal Book Depot, Meerut, U.P.
- Crow LD & Crow Alice : Child Psychology, New York.
- E. Berk, Lawra : Child Development, Prentice Hall of India Pvt. New Delhi
- Hurlock EB : Child Psychology, Tokyo: Mc. Graw Hill
- Mathur SS : A Sociological Approach to Indian Education.
- Srivastav DN : Bal Manovigyan, Bal Vikas, Vinod Pustak MAndir, Agra

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