

DAYALBAGH EDUCATIONAL INSTITUTE
FACULTY OF EDUCATION

M.Ed. (2 Year Degree Programme): 2019-21

Note: Students have to select courses as per the following details:

| Semester | Nature of Courses | Course Numbers | |
|----------|---|---|-----------------|
| I | Compulsory For All | EDM 501, EDM 502, EDM 503, EDM 504, EDM 505, EDM 507, EDM 508 | |
| II | Compulsory For All | EDM 601, EDM 602, EDM 604, EDM 605, EDM 606, EDM 607 | |
| III | Compulsory For All | EDM 701, EDM 702, EDM 703, EDM 704, EDM 705 | |
| | Course for Specialisation in Elementary Education | EDM 706, EDM 707/EDM 708 | |
| | Course for Specialisation in Secondary Education | EDM 709, EDM 710/EDM 711 | |
| IV | Compulsory For All | EDM804, EDM805, EDM806 | |
| | Course for Specialisation in Elementary Education | Elective 1 | EDM801 / EDM807 |
| | | Elective 2 | EDM802 / EDM808 |
| | | Elective 3 | EDM803 / EDM809 |
| | Course for Specialisation in Secondary Education | Elective 1 | EDM810 / EDM813 |
| | | Elective 2 | EDM811 / EDM814 |
| | | Elective 3 | EDM812 / EDM815 |

M.Ed. FIRST SEMESTER

| Course Number | Course Title | Credits | End Sem. Exam. Exists | Theory/ Practical |
|---------------|-------------------------------------|------------------------------|-----------------------|-------------------|
| EDM501 | SOCIOLOGY OF EDUCATION | 4.0 | Yes | T |
| EDM502 | HISTORY, POLITICAL& ECONOMY OF EDU. | 4.0 | Yes | T |
| EDM503 | RESEARCH METHODOLOGY | 4.0 | Yes | T |
| EDM504 | PRE-SERVICE& IN-SERVICE TEACHER EDU | 4.0 | Yes | T |
| EDM505 | COMM.SKILLS,EXPOSITORY&ACAD.WRITING | 4.0 | Yes | T |
| EDM507 | SELF-STUDY/TERM PAPER | 2.0 | Yes | P |
| EDM508 | CURRICULUM STUDIES | 4.0 | Yes | T |
| TOTAL CREDITS | | Th - 24 + Pr - 2 = 26 | | |

M.Ed. SECOND SEMESTER

| | | | | |
|---------------|-------------------------------------|-------------------------------|-----|---|
| EDM601 | PHILOSOPHY OF EDUCATION | 4.0 | Yes | T |
| EDM602 | PSYCHOLOGY OF LEARNING& DEVELOPMENT | 4.0 | Yes | T |
| EDM604 | EDUCATION STUDIES | 4.0 | Yes | T |
| EDM605 | SELF DEVELOPMENT | 4.0 | Yes | T |
| EDM606 | DISSERTATION I (RESEARCH PROPOSAL) | 4.0 | Yes | P |
| EDM607 | INTERNSHIP I | 6.0 | Yes | P |
| TOTAL CREDITS | | Th - 16 + Pr - 10 = 26 | | |

M.Ed. THIRD SEMESTER

| | | | | |
|---------------|-------------------------------------|-------------------------------|-----|---|
| EDM701 | DATA ANALYSIS & STATISTICAL APPLS. | 4.0 | Yes | T |
| EDM702 | PERSP.,ISSUES& RES. IN TEACHER EDU. | 4.0 | Yes | T |
| EDM703 | ICT FOR RESEARCH AND TEACHING | 4.0 | Yes | T |
| EDM704 | DISSERTATION II | 4.0 | Yes | P |
| EDM705 | INTERNSHIP II | 6.0 | Yes | P |
| EDM706 | ELEMENTARY EDUCATION IN INDIA | 4.0 | Yes | T |
| EDM707 | CURR.,PEDAG.& ASMT(ELEMENTARY EDU.) | 4.0 | Yes | T |
| EDM708 | EDU.MNGT.&ADMIN.:AN INTRO.(EL.EDU.) | 4.0 | Yes | T |
| EDM709 | SECONDARY EDUCATION IN INDIA | 4.0 | Yes | T |
| EDM710 | CURR.,PEDAG.& ASMT (SECONDARY EDU.) | 4.0 | Yes | T |
| EDM711 | EDU. MNGT, ADMINISTRATION:AN INTRO. | 4.0 | Yes | T |
| TOTAL CREDITS | | Th - 20 + Pr - 10 = 30 | | |

| M.Ed. FOURTH SEMESTER | | | | |
|-------------------------|-------------------------------------|------------------------------|-----|---|
| EDM801 | ADV.CURRICULUM THEORY FOR ELE. EDU. | 4.0 | Yes | T |
| EDM802 | PEDAGOGICAL STRATEGIES FOR ELE.EDU. | 4.0 | Yes | T |
| EDM803 | EDU. ASSESSMENT IN ELEMENTARY EDU. | 4.0 | Yes | T |
| EDM804 | EDUCATIONAL ENTERPRENEURSHIP | 4.0 | Yes | T |
| EDM805 | FUNDAMENTALS OF IDEA ENGG. IN EDU. | 4.0 | Yes | T |
| EDM806 | DISSERTATION III | 4.0 | Yes | P |
| EDM807 | POLICY PLANNING& FINAN.OF ELE. EDU. | 4.0 | Yes | T |
| EDM808 | SCHOOL LEADERSHIP & MANAGEMENT | 4.0 | Yes | T |
| EDM809 | HUMAN RESOURCE DEVELOPMENT & MNGT. | 4.0 | Yes | T |
| EDM810 | ADV.CURRICULUM THEORY FOR SEC. EDU. | 4.0 | Yes | T |
| EDM811 | ADV. LEVEL PEDAGOGY FOR SEC. EDU. | 4.0 | Yes | T |
| EDM812 | EDUCATIONAL ASSESSMENT IN SEC. EDU. | 4.0 | Yes | T |
| EDM813 | POLICY, PLANNING& FINAN.OF SEC.EDU. | 4.0 | Yes | T |
| EDM814 | SCHOOL LEADERSHIP&MNGT. IN SEC.EDU. | 4.0 | Yes | T |
| EDM815 | HUMAN RES. DEV.& MNGT. IN SEC. EDU. | 4.0 | Yes | T |
| TOTAL CREDITS | | Th - 20 + Pr - 4 = 24 | | |
| M.Phil. FIRST SEMESTER | | | | |
| EDM951 | DISSERTATION I | 6.0 | Yes | P |
| EDM953 | SELF STUDY COURSE I | 6.0 | Yes | P |
| EDM955 | ADVANCED RESEARCH METHODOLOGY | 4.0 | Yes | T |
| EDM957 | STATISTICAL ANALYSIS IN EDU. RES. | 4.0 | Yes | T |
| TOTAL CREDITS | | Th - 8 + Pr - 12 = 20 | | |
| M.Phil. SECOND SEMESTER | | | | |
| EDM952 | DISSERTATION II | 10.0 | Yes | P |
| EDM954 | SELF STUDY COURSE II | 6.0 | Yes | P |
| EDM956 | POLICY, PLANNING & MNGT. IN EDU. | 4.0 | Yes | T |
| TOTAL CREDITS | | Th - 4 + Pr - 16 = 20 | | |

Course Number: EDM501, Course Title: SOCIOLOGY OF EDUCATION

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2015-16

Total credits: 4, Periods (55 mts each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: THEORIES AND PERSPECTIVES IN THE SOCIOLOGY OF EDUCATION [12 Pds]

(a) Meaning, scope and importance of Sociology of Education (b) Meaning, scope and importance of Educational Sociology. (c) Structural, Functional perspective (d) Conflict /Marxist perspective (e)Phenomenological / interactionistic perspective.

UNIT 2: EDUCATION AND SOCIETY [10 Pds]

(a) Concept ,characteristics and constituents of social structure (b) Education as a social sub-system (c) Education for socialization (d) Education as an instrument of Social Change (e) Constraints of Social Change-caste, ethnicity, class, language, religion, regionalism.

UNIT 3: CULTURE AND EDUCATION [10 Pds]

(a) Concept and characteristics of Culture (b) Multiculturalism, Ethnicity and Education (c) Cultural Patterns with special reference to Indian pattern (d) Impingement of Culture in Education: Acculturation and enculturation (e) Relevance of Education in Peace-Assertion of Identities, oppression, conflict and violence.

UNIT 4: EDUCATION AND SOCIAL EQUITY [10 Pds]

(a) Role of Education, social stratification and mobility (b) Social Equity and equality of educational opportunities (c) Education of the socially and economically disadvantaged section of society with special reference to scheduled caste, scheduled tribe, women and rural population (d) Religion and Education (e) Modernism and Post-Modernism.

UNIT 5: SOCIAL ECOLOGY AND EDUCATION [10 Pds]

(a) Historical development of Science and Technology with reference to India (b) Impact of science and technology on Indian Society (c) Impact of Science and Technology on Education.(d) Science and Technology for Sustainable Development (e) Education for Sustainable Development.

SESSIONAL WORK:

1. Analyze the social structure of a school and prepare a report on the facilities provided to Marginalized or Disadvantaged Group
2. Critically Evaluate the role of Science in the development of discipline of Education and Values in the Human Resources involved.

SUGGESTED READINGS:

Banerjee A.C. & Sharma S.R.(1999). *Sociological and Philosophical Issues in Education*, Jaipur:Book Enclave.
Brown, F.J.(1947) *Educational Sociology*. University of California: Tech Press.
Coulby D & Zambeta, G.(2005) *Globalization & Nationalism in Education*.New York: Routledge Falmer.
Durkhiem , E.(1956) *Education and Sociology* .The Free Press Corporation.
Kenkel, W.F.(1980) *Society in Action: Introduction to Sociology*. New York: Harper & Row.
Mathur ,S.S.(2008) *A Sociological Approach to Indian Education*. Agra: Vinod Pustak Bhandar.
Mohanty , J.(1986) *Indian Education in the Emerging Society*. Sterling Publishers
Ruhela ,S.P. *Sociological Foundations of Education in the Contemporary India*.
Sodhi T.S. & Suri A(1998) *Philosophical and Sociological Foundation of Education*.Patiala: Bawa Publications.
Wilbur, B. Brookover & D. Gottieb(1964). *Sociology of Education*.New York:American Book company.
Guidelines for Persons with Disabilities Scheme in Universities XII Plan (2012-2017)
http://enabled.in/wp/wp-content/uploads/2014/10/UGC_schemes_universities_person-with-disabilities-Uni.pdf
Inclusive and Qualitative Expansion of Higher Education by UGC 12th Five Year Plan http://www.ugc.ac.in/ugcpdf/740315_12FYP.pdf

Course Number: EDM502, Course Title: HISTORY, POLITICAL & ECONOMY OF EDU.

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2015-16

Total credits: 4, Periods (55 mts each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: HISTORICAL PERSPECTIVES OF EDUCATION

[12 Pds]

(a) The indigenous system of education (Vedic, Brahmanic, Buddhist and Islam) (b) Systemic Reforms in Indian Education (Pre-Independence) (c) Systemic Reforms in Indian Education (Post-Independence) (d) Development of higher Education in India (e) Emerging trends in Education.

UNIT 2: ECONOMY AND EDUCATION

[10 Pds]

(a) Introduction to Economics of Education (b) Education as Investment, consumption and welfare activity (c) Resources in Education (d) Educational costs and benefits in Education (e) Privatisation and Liberalisation in Education.

UNIT 3: EDUCATION AND ECONOMIC DEVELOPMENT

[10 Pds]

(a) Education and Economic Growth (b) Educational development during the Five Year Plans. (c) Roles of Elementary, Secondary, Vocational, Technical, Higher and Professional Education in development of Human resources (d) Student Aid Policy and collegiate outcomes (e) Unemployment, underemployment and disguised employment of human resources.

UNIT 4: EDUCATION AND POLITY

[10 Pds]

(a) The interrelationship of Political System in Education with special reference to Communism, Facism and Feminism. (b) Interdependence of Education and Political Systems with reference to Plato and Aristotle. (c) Indian Polity with reference to Dharma sutra. (d) Democracy and Education: Values Enrichment. (e) Education for citizenship.

UNIT 5: POLITICAL ECONOMY OF EDUCATION

[10 Pds]

(a) Political Economy of Education-Power and Dominance (b) Migration of skilled manpower and brain drain. (c) Globalization and internationalization of Education (d) Education for creating harmonious civilization through global peace. (e) Education for New Millennium.

Sessional Work:

1. After doing survey, prepare a report on the state and centrally sponsored schemes of Education.
2. Prepare a survey report of the financial expenditure on Education by the Grant provided by Government in its Five Year Plan.

SUGGESTED READINGS

Baquer, A. and Sharma, A. (1998). *Disability Vs Challenges*. New Delhi: Can Publishers.

Bhattacharjee, N. (1999). *Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sage

Benson, CS. *The Economics of Public Education*.

Collins, R. A. *Comparative Approach to Political Sociology*. University of California Press: Berkeley

Discrimination Based on Sex, Caste, Religion And Disability, A Handbook Developed by NCERT, 2003

Marshall, T. *Class, Citizenship And Social Development*.

Meyer & Bernart. *Pisa Power And Policy: The Emergence Of Global Educational Governance*.

Parmala D. *Equity and Education in India Policy: Issues and Challenges*.

Parsons, T. On The Concept Of Political Power

Petrus, J. & Veltmeyer H. *Globalization Unmasked*. London: Zed Books

Stephen W. Key Issues in Education Policy

Guidelines for Persons with Disabilities Scheme in Universities XII Plan (2012-2017)

http://enabled.in/wp/wp-content/uploads/2014/10/UGC_schemes_universities_person-with-disabilities-Uni.pdf

Guidelines for Persons with Disabilities Scheme in Colleges XII Plan (2012-2017)

http://enabled.in/wp/wp-content/uploads/2014/10/UGC_schemes_colleges_person-with-disabilities.pdf More information can be accessed from <http://mhrd.gov.in/>

Course Number: EDM503, Course Title: RESEARCH METHODOLOGY

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2017-18

Total credits: 4, Periods (55 mts each)/week:4 (L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: FUNDAMENTALS OF EDUCATIONAL RESEARCH

[12 Pds]

(a)The sources of Knowledge-The Scientific approach to the knowledge generation, Basic assumptions of Science, Scientific methods, Theory: Nature and function, Theory of evidence. (b) Concept, Meaning, Characteristics and Importance of Research. (c) Basic Assumptions, Postulates, Areas and Limitations of Educational Research. (d) Types and levels of Educational Research: Data Collection, Internal Validity, External Validity of Research and Theoretical Research. (e) Historical development of Educational Research in India and Efforts of various agencies, Policy and Commission for making quality research.

UNIT 2: PLANNING THE RESEARCH STUDY

[10 Pds]

Meaning, Definition, Sources, Selection of a good Research problem. (b) Identification and Conceptualization of Research Problem-Statement of the Problem, Purpose and Research Questions in Qualitative & Quantitative research. (c) Review of the Literature-Meaning, Aims, Importance and resources, conducting the literature search, using database and Internet search tools and Quality of Internet resources. (d) Preparation of Bibliography, references in APA Style. (e) Synopsis-Meaning, Importance, Steps and Preparation of a good Synopsis.

UNIT 3: HYPOTHESIS & SAMPLING

[10 Pds]

(a)Hypothesis-Meaning, Purpose, Sources, Importance and basic characteristics of Hypothesis. (b) Types of Hypothesis-Declarative, Interrogative and Null Hypothesis. (c) One-tailed & two-tailed test Errors in Testing Null Hypothesis (Type I & Type II Error). (d) Sampling: Concept of Population and its types, Sampling Unit, Sampling Frame, Sample size, Sampling Error, Representative & Biased samples. (e) Sampling Techniques: Random Sampling-Simple, Systematic, Stratified, Cluster, Multistage, Non-random Sampling Techniques-Convenience Purposive, Quto and Snowball. Determination of Sample size.

UNIT 4: METHODS OF EDUCATIONAL RESEARCH

[10 Pds]

(a)Meaning, Steps, Characteristics and Types of Educational Research-Qualitative Quantitative and Action Research, Temporal classification of Research-Cross-sectional, Longitudinal research. Objective-wise classification of Research-Descriptive, Predictive and Explanatory. (b) Methods of Educational Research-Meaning, Nature, Aims, Characteristics. Types of Qualitative Method-Phenomenological, Ethnographical, Heuristic, Case Study, Historical, Philosophical Research, Grounded Theory of Research, (c) Quantitative Methods of Research- Meaning, Nature, Aims, Characteristics and Types of Quantitative Methods of Education Research. (d) Experimental Research in Education- Nature, Variables and their manipulation. Experimental Design-Single-Group, Pre-test Post-test, Control Group, Factorial Design, Quasi-Designs, Non-Equivalent Group Designs, Time-series Designs, Internal & External Validity. (e) Non-Experimental Research-Nature, Characteristics and Steps. Causal-comparative research, Correlational Research, Techniques of Control-Matching, Holding and extraneous variable, Constant and Statistical control.

Unit 5: TOOLS AND TECHNIQUES OF DATA COLLECTION

[10 Pds]

(a)Tools and Techniques employed inResearch and difference between Tools and Techniques
(b)Merits, Demerits and Construction of Questionnaire ,Schedule ,Rating Scale and Check list
(c) Merits, Demerits and Conducting & Recording of Observation and Interview (d) Sociometric Techniques (e) Establishment of Reliability and Validity of Tool.

SUGGESTED READINGS:

- Best , J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
Brown ,C.W. & Ghiselli ,E.E.: Scientific Method in Psychology
Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*. New York: Longman,Inc.
Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
Clive , O. (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
Cohen, Lewis and Lawrence, M. (1994). *Research Methods in Education* New York :Holt Rinchart and Winston Inc.
Ebel ,R.L. (1969). *Encyclopedia of Education Research*. The Macmillan Co, London.
Englhart ,M.D. (1972). *Methods of Educational research*, Chicago: Rand McNally and Company
Fraenkel, J.R.,& Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
Fox David J. (1969). *The Research Process in Education*. Holt,Rinehart & Winston of Canada Ltd.
Flick, Uwe (1996): *An Introduction to Qualitative Research* . London sage publication.
Good, C.V. & Scates ,D.E. (1954). *Methods of Research*. University of Michigan. Appleton-Century-Crofts
Jahoda M. (1951). *Research Methods in Social Relations*. New York: Dryden Press
Porter, J. & Lacey, P. (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing
Kaul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
Keeves, John. P (1990) *Educational Research Methodology and Measurement : An International Handbook*. New York : Pergamo Press, Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
Matheson & Bruce: *An Introduction to Experimental Psychology*.
Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.,
Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
Resolution nos. 10 to 14 dated 12.04.2014 of the Academic Council

Course Number: EDM504, Course Title: PRE-SERVICE& IN-SERVICE TEACHER EDU

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2015-16

Total credits: 4, Periods (55 mts each)/week:4 (L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: CONCEPT, OBJECTIVES AND DEVELOPMENT OF TEACHER EDUCATION [10 Pds]

(a) Concept, Need, Importance and Scope of Teacher Education (b) Objectives of Teacher Education (c) A brief sketch of Historical Development of Teacher Education in India (d) Educational System and Teacher Education Programmes (e) Teacher Education in various countries – USA, UK and Russia .

UNIT 2: PRE-SERVICE TEACHER EDUCATION: CONCEPT AND STRUCTURE [10 Pds]

(a) Pre-Service Teacher Education- Concept, Nature, Aims & Objectives and Scope (b) Pre-Service Teacher Education- Components and Structure (c) Pre-Primary, Elementary, Secondary and College Teacher Education (d) Vocational and Technical Teacher Education(e) Education of Teacher Educators.

UNIT 3: PRE-SERVICE TEACHER EDUCATION: MODES, MODELS AND AGENCIES [12 Pds]

(a) Modes of Pre-Service Teacher Education – Face-To-Face (Linear and Integrated), Distance and Online - Relative Merits and Limitations (b) Models of Pre-Service Teacher Education - Consecutive Model, Integrated Model and Alternative Model (c) Agencies of Pre-Service Teacher Education and their networking – National Level Agencies of Pre-Service Teacher Education (d) State and District Level Agencies of Pre-Service Teacher Education (e) Evaluation in Pre-Service Teacher Education – Continuous Comprehensive Evaluation System, Formative and Summative Evaluation, Evaluation of School Experiences/Internship Programmes .

UNIT 4: PRE-SERVICE TEACHER EDUCATION: TEACHING-LEARNING [10 Pds]

(a) Concept and Nature of Teaching (b) Reflective Teaching – Concept and Strategies for making teachers Reflective Practitioners (c) Models of Teaching – Concept Attainment, Inquiry Training, Advance Organizer Model, Inductive Teaching Model (d) Approaches to Teaching-Learning - Behaviouristic Approach, Systematic Approach, Cognitivist Approach, Constructivist Approach (e) Programmed Learning .

UNIT 5: IN-SERVICE TEACHER EDUCATION: CONCEPT, STRUCTURE AND PROGRAMMES [10 Pds]

(a) In-Service Teacher Education- Concept, Need, Importance, Objectives and Scope (b) Structure of In-Service Teacher Education – Sub-District, District, State and National level agencies and institutions – Their Role and Functions (c) In-Service Teacher Education Programmes – Orientation, Refresher, Workshop, Seminar, Conference and Symposium – Their Meaning and Objectives (d) In-Service Teacher Education under RMSA and RUSA.

(e) Planning and Organizing an In-Service Teacher Education Programme – Purpose, Duration, Resource Requirements, Formulation of Training Curriculum and Course Material, Problem faced by a Teacher Educator and Guidelines.

SUGGESTED READINGS:

Arora,G.L., Panda,Pranti, *Fifty Years of Teacher Education in India (Post Independence Development)*, Department of Teacher Education and Extension, NCERT, New Delhi.

Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education (1998), NCTE, New Delhi.

Irvine,J.J. (2003), *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College Press.

Sharma,R.A. (2012), *Teacher Education & Pedagogical Training*. R.Lall Book Depot, Meerut.

Siddiqui,M.A. (1993), *In-Service Education of Teachers*, NCERT, New Delhi.

Siddiqui,M.A., Sharma,A.K., Arora,G.L. (2010). *Teacher Education: Reflection Towards Policy Formulation*. NCTE, New Delhi..Singh,L.C.(Ed.) (1990), *Teacher Education in India: A Resource Book*. NCERT, New Delhi.

Yadav,S.K. (2013), *Preparing Teacher Educators: M.Ed. Curriculum Review and Reconstruction*, Department of Teacher Education, NCERT, New Delhi.

Course No.: EDM505, Course Title: COMM.SKILLS,EXPOSITORY&ACAD.WRITING

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2015-16

Total credits: 4, Periods (55 mts each)/week:4 (L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: RESEARCH COMMUNICATION SKILLS

[10 Pds]

(a) Definition, Forms and Objectives of communication in educational research, (b) Types and Process of communication in educational research (c) Strategies for effective research communication (d) Process of communication in research (e) Essentials of good communication in research.

UNIT 2: READING AND LANGUAGE SKILLS IN RESEARCH

[10 Pds]

(a) The reading process- purpose, different kinds of texts, reference material, scientific and technical texts.(b) Reading strategies- vocabulary skills, eye reading, and visual perception, scanning skills, Distinguishing facts and opinions.(c) Mechanics of Research proposal writing, Definition, purpose, types, characteristics, elements of structure, style and appearance, evaluation.(d) Research report writing- Proposal writing, referencing forums of report, Bibliography.(e) Research report writing- Structure, style, contents, style manuals, Modern Language Association (MLA), American Psychological Association (APA), e- citation .

UNIT 3: THE SKILLS OF RESEARCH ARGUMENTATION (REASONING)

[10 Pds]

(a) Phrasing the proposition (b) Finding the issues (c) Framing the brief of Research Delivery (d) Methods of Reasoning (e) Refuting opponents.

UNIT 4: EXPOSITORY WRITING SKILLS RESEARCH (THESIS) WRITING SKILLS

[10 Pds]

Styles, Brevity, Analyzing Topic, Constituent elements-Parts' Division, Chapter Division, Sub-headings, Numberings, Paragraphs, Footnotes and References, Preface, Acknowledgement, Contents, Abbreviations, Introduction, Conclusions, Appendices, Critical Editing, Quotations, Paragraphing, Transliteration, Thesis typing-Types Setting, Types of Fonts, Dummy Viva-voce presentations. (Skills- Self-evaluation skills).

UNIT 5: IMBIBING RESEARCH ETHICS IN ACADEMIC WRITING

[12 Pds]

(a) Environmental Impacts-Ethical Issues, Ethical Committees (b) Commercialization-Copyright, Royalty, Intellectual Property Rights, Production of Published Material (c) Plagiarism-Citation and Acknowledgment (d) Reproducibility and Accountability (e) e-ethics in Research (Publication)

Sessional Work:

1. Preparation of Bibliography in APA and MLA style

2. Preparation of Research Report

SUGGESTED READINGS:

Adair, J. (2003). *Effective Communication*. Chicago: Pan Macmillan.

Ashraf, R. (2005). *Effective Technical Communication*. Noida: Tata Mc.Graw Hill.

Bowman, J.P. & Branchaw, P.P. (2010). *Business Communications: From Process to Product*. Chicago: Dryden Press.

E.H. McGrath (2009). *Basic managerial Skills for all*. New Delhi: Prentice Hall.

Mohan, K. (2009). *Developing Communication Skills*, Macmillan Publishers India.

Taylor, Sinha & Ghoshal (2004). *Research Methodology: A Guide for Researchers in Management & Social Sciences*. PHI,

Thill, J.V. & Bovee, G.L. (2012). *Excellence in Business Communication*. Noida: Mc.Graw Hill.

Course Number: EDM507, Course Title: SELF-STUDY/TERM PAPER

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2015-16

Total credits: 2, Periods (55 mts each)/week:4 (L-0+T-2+P-2), Min.pds./sem.:52

Student will submit a detailed report on any topic of current and emerging issues of education and it will be approved by a panel of experts

Course Number: EDM508, Course Title: CURRICULUM STUDIES

Class: M.Ed., Status of course: MAJOR COURSE, Approved since session: 2017-18

Total credits: 4 Periods (55 mts. each)/ week: 4 (L-4+T-0+P-0) min.,pds./sem.:52

UNIT 1: MEANING, CONCEPT AND PERSPECTIVE OF CURRICULUM STUDIES [10 Pds]

(a) Meaning and nature (b) Components of curriculum- objectives, content, transaction mode, evaluation (c) Different concepts of curriculum-as objectives, as subjects and subject- matter, as plan, as a system, as experiences, (d)Types of curriculum- Overt, Social, Covert, Null, Phantom, Concomitant, Electronic, Rhetorical, Curriculum in use, Received, Internal Curriculum(e)Curriculum Studies ranging across the spectrum of paradigms- Traditional view, Pragmatic view, Constructivist view, Progressive view.

UNIT 2: BASIS AND PROCESS OF CURRICULUM STUDIES [10 Pds]

(a) Basis of curriculum- Epistemological , Sociological , Psychological , Scientific and technological (b)Formulation of goals and objectives (c)Selection and organization of content and learning experiences (d)Implementation of curriculum (e)Comprehensive evaluation of curriculum on the basis of different criteria (Selection, scope, balance, sequence, continuity).

UNIT 3: METHODS AND APPROACHES OF CURRICULUM STUDIES [10 Pds]

(a)Classification of approaches and methods- Teacher centered, Pupil-centered, Culture-centered, Problem centered and ICT based, Humanistic approach and Social Reconstructionist approach, Futuristic approach (b) Minimum requirements and use of Approaches and Methods of Curriculum Studies (c) Curricular materials- Text Books, content, Teacher's guide(d)Collaborative and cooperative learning- Meaning and its role in Curriculum Studies (e)Role of ICT in Curriculum Studies/ Transaction.

UNIT 4: CURRICULUM STUDIES- THEORIES, MODELS, ISSUES, PROBLEMS AND RESEARCH [10 Pds]

(a)Theories- Classical and Modern Theories (b) Models- The General curriculum Model, The Curriculum Objectives Model, The Process or Input Model, The Situational Analysis or Culture Analysis Model, System Model (c) Current Issues in Curriculum Studies (d) Current Problems of existing Curriculum (e)Research in Curriculum Studies.

UNIT 5: CURRICULUM CONCERNS- GLOBAL AND NATIONWIDE [12 Pds]

(a) Curriculum framework- Need and importance, consequence of Curriculum Framework into curriculum, syllabus and text books (b) National Curriculum for school Education with reference to N.P.E 1986 & modifications in 1992 (c) The salient features of National curriculum framework 2000, 2005 (d) Analysis of these documents (National Curriculum Framework 2000, 2005 and 2009) with respect to various changes made with important considerations. (e) Comparative study and analysis of Curriculum Frameworks of other countries- USA and U.K.

SESSIONAL ACTIVITIES:

1. Students will make an assignment on paradigm shift of Curriculum Studies (from traditional view to progressive view)
2. Students will identify various methods and approaches in transaction of curriculum for particular school subject.
3. Students will identify factors to optimize gaps between curriculum framing and teacher pedagogy.
4. Students will prepare different curricular materials and teacher guide.
5. Student will evaluate curriculum of any specific subject.
6. Students will study and present National Curriculum Frameworks 2000 and 2005 .
7. Students will prepare and present research paper on comparative study of National Curriculum of other countries at different levels.

SUGGESTED READINGS:

- A Snderson, V.E. (1956). *Principles and Procedures of Curriculum Improvement*. New York:The Ronald Press Company.
- Aggarwal, J.C. (1990). *Curriculum Reforms in India-World Overview*.New Delhi:Doaba House
- Chandra, A. (1977). *Curriculum Development and Evaluation in Education*. Delhi:The Sterling Publishers
- Das, R.C. (1984). *Curriculum and Evaluation*. NCERT, New Delhi.
- Doll, R.C. (1986). *Curriculum Improvement-Decision Making and Process*. Boston: Allyon and Bacon Inc.
- Draper, E.M. (1936). *Principles and Techniques of Curriculum Making*.New York: Appleton-Century Co.
- Erickson, H.L (2002) *Concept Based Curriculum and Instruction: Teaching beyond the facts*. Corsion. California: Press, INC (A Sage Publication Company) Thousand Oaks.
- Flinders, D.J. And Thornton, D.J. (Editors) (2004). *The Curriculum Studies Reader*. New York: Routledge Falmer, 270 Madison.
- Ford, G.W. and Lawrence, P. (1964). *The Structure of Knowledge and the Curriculum*.Chicago: Rand McNally & Company.
- Kaushik, S.L. (1977). Shikshakram Vikas. *Rajasthan Granth Academy. Jaipur*.
- Kridel, C. A. (2010). *Encyclopedia of Curriculum Studies*. Thousand Oaks, Calif: Sage Publications.
- Krug, E.A. (1950). *Curriculum Planning*. New York:Harper Brothers.
- Lawton, D. (1978). *Theory and Practice of Curriculum Studies*. Routledge and Kegan Paul.
- Malewski, E. (2010). *Curriculum Studies Handbook- The Next Moment*. New York: Routledge.
- Mcneil, J. *Curriculum for Elementary and Secondary Education*

Course Number: EDM601, Course Title: PHILOSOPHY OF EDUCATION

CLASS: M.Ed., Status of course : MAJOR COURSE, Approved since session: 2016-17

Total credits: 4, periods (55 mts. each)/week: 4 (L-4+T-0+P-0), min., pds./sem.:52

UNIT 1 PHILOSOPHY OF EDUCATION- MEANING & SCOPE [10 pds]

(a) Concept and nature of philosophy and education; Relationship of Education with Other Disciplines (b) Role of philosophy and education in individual growth and development. (c) Metaphysical issues- nature, scope and limitations. (d) Epistemological issue- meaning scope and ways of acquiring knowledge. (e) Axiological issues- concept and scope.

UNIT 2 INDIAN PHILOSOPHIES AND THEIR EDUCATIONAL IMPLICATIONS-I [10 pds]

(a) Vedic philosophy and its educational implications (b) Thematic concept of Upanishads and its educational implication (c) Bhagavad Gita & its educational implication (d) charvak & its educational implication. (e) Nyaya & vaiseshik and their educational implications.

UNIT 3 INDIAN PHILOSOPHIES & EDUCATIONAL IMPLICATIONS- II [10 pds]

(a) Sankhya and yoga and their educational implication (b) Jainism & Buddhism and its educational Implications (c) Islamic philosophy and its educational implications. (d) Contribution of Aurobindo and Vivekanand in education (e) Contribution of Tagore, M.K. Gandhi and Krishnamurti in Education.

UNIT 4 WESTERN SCHOOL OF PHILOSOPHY- I [10 pds]

(a) Naturalism-concept, its educational implications, contribution of Rousseau and Spencer (b) idealism: concepts and its educational implications, contribution of Plato and kant (c) Pragmatism: contribution of John Dewey (d) Realism contribution of Comenius (e) Humanism & its educational implications.

UNIT 5 WESTERN SCHOOL OF PHILOSOPHY - II [12 pds]

(a) Existentialism and its educational implications (b) Marxism and its educational implications (c) Eclectic tendency in philosophies of education. (d) Logical Positivism and its educational implications (e) Modern concept of philosophy: Logical analysis, Logical Empiricism and Positive Relativism.

SESSIONAL WORK:

Students are required to read atleast one book written by any Philosopher and critically examine the educational issues and its relevance in the present scenario.

SUGGESTED READINGS:

Bernard T.(1999) Hindu Philosophy, Motilal Banarsidass, India
Beck, Robert Neison(1961). Perspectives in Philosophy, New York,: Holt, Rinehart and Winston
Bertrend R. (1926) On Education, Routledge Classics
Brubacher, John S (1939) Modern Philosophy of Education, McGraw-Hill, 1939
Butler, J Donald (1957) Four Philosophies and their Practice in Education and Religion, Harper, NewYork
Dewey J. (1916) Democracy and Education, Macmillan, US
Joe Park(1968) The Philosophy of Education, Collier Macmillan Ltd; 3rd Revised edition
Kabir, Humayun(1962) *Indian Philosophy of Education*.Asia Pub. House
Kneller, GF (1971). *Foundation of Education*.John Wiley & Sons Inc; 3rd edition
Max Muller Friedrich(1899) *The Six Systems of Indian Philosophy*. New York : Longmans, Green
Radhakrishnan S. Indian Philosophy
Krishnamurti J. <http://www.jkrishnamurti.org/index.php>
The Writings of Rabindranath Tagore <http://www.sacred-texts.com/hin/tagore/>

Course Number: EDM602, Course Title: PSYCHOLOGY OF LEARNING& DEVELOPMENT

Class: M.Ed., Status of Course: MAJOR COURSE, Approved Since Session: 2015-16

Total credits: 4, Periods: 4(55 mts. each)/ week: 4(L-4+T-0+P-0), Min. pds. /sem.: 52

UNIT 1: PSYCHOLOGY OF LEARNING & ITS THEORIES [10 pds]

(a) Meaning and concept of learning (b) Behaviorist theories of learning (Gagne, Hull, Tolman)
(c) Sociological theories of learning (Bandura, Walter, Rotter, Vygotsky) (d) Cognitive theories of learning (Kurt-Lewin, Brunner, Piaget) (e) Factors affecting learning (Biological and Environmental).

UNIT 2: TRANSFER OF LEARNING & MOTIVATION [10 pds]

(a) Transfer of learning and its theories, (b) Factors affecting transfer of learning, (c) Psychology of Motivation: meaning, concepts and types (d) Theories of Motivation : (Physiological, Instinct, Drive, Psycho-analytical, Self-Actualization, Achievement Motivation, Intrinsic Motivation, Need Theory, etc), (e) Classroom application of motivational techniques.

UNIT 3: PERSONALITY & INDIVIDUAL DIFFERENCE [10 pds]

(a) Meaning, concept, types of personality, (b) Theories of personality- Trait theories (Allport, Catell, Eysenck), Psycho -Analytical Theories (Carl Jung, Adler and Roger), (c) Assessment of Personality, (d) Individual Differences: Meaning, concept, nature, (e) Implications of Individual Differences in Education.

UNIT 4: INTELLIGENCE [10 pds]

(a) Meaning, concept and nature, (b) Traditional and Modern Theories of intelligence, (c) Measurement of intelligence: its historical background, (d) Testing of intelligence: Individual tests and Group Tests (e) An elaborative study of Intelligence tests of Wechsler, Guilford, Gardner and Vernon.

UNIT 5: EXCEPTIONAL CHILDREN [12 pds]

(a) Concept of Exceptional Children (with historical and philosophical background). (b) Gifted Children: characteristics, problems and their educational programmes. (c) Backward and Mentally Retarded Children: Nature, causes and educational programmes. (d) Handicapped Children: Types, causes and educational programmes. (e) Delinquent Children: Types, causes and educational programmes.

SESSIONAL ACTIVITIES:

1. Reading, discussion and critical analysis of any one text book of Psychology
2. Administration & interpretation of an individual (performance) & group test of intelligence, personality or adjustment inventory and an anxiety scale.

SUGGESTED READINGS:

Ausubel. & Robinson F.G. (1969). *School learning-An Introduction to Educational Psychology*. New York: Holt, Rinehart & Winston Inc.
Bany And Johnson (1964). *Classroom Group Behaviour*. New York: The MacMillan Co.
Bernard, H.W. (1972). *Psychology of learning & Teaching*. New York: Macgraw-Hill Company Third Edition.
Bigge, M.L. Hunt M.P. (1962). *Psychological Foundations of Education*. New York: Harper & Brothers, Publish.
Deese, James & Holse (1967). *The Psychology of learning*. New York: McGraw - Hill Book
Fontane, David. (1981). *Psychology for teachers*. London: Mcmillan Press Ltd.
Gage and Berlinger (1984). *Educational Psychology*. Boston: Houghton Mifflin Co.
Hayes, J.R. (1978). *Cognitive Psychology: Thinking and creating*. Homewood: The Dorsey Press
Henson K.T. & Eller B.F. (1999). *Educational Psychology for Effective Teaching*. Wadsworth: Publishing Co. Belmont (U.S.A.)
Hilgard, R. E. & Bower, G.H. (1968). *Theories of Learning*. Appleton, Century Crofts.
Lahey B.B. (1998) "Psychology: An Introduction" Tata McGraw-Hill Publishing Co. Ltd. New Delhi,
Pringle, M.K. Verma V.P. (1974). *Advances in Educational Psychology*. LONDON. Press Ltd. University of Lon
Salvin R.E. (1997). *Educational Psychology (Theory & Practice)*. London: Allan & Bacon
Santrock John W. (2001). *Educational Psychology*. McGraw Hill (International Edition) Boston
Travers Robert M.W. (1973). *Educational Psychology*. New York: The McMillan Co.
Wads Worth B.J. (1989). *Piaget's Theory of Cognitive and Affective Development*. New York: Longman Incorporated Fourth Edition.

Course Number: EDM604, Course Title: EDUCATION STUDIES

Class: M.Ed, Status: MAJOR COURSE , Approved since session : 2015-16

Total credits: 4, periods (55 mts. each)/ week: 4 (L-4+T-0+P-0) min.,pds./sem.:52

UNIT 1: THEORETICAL PERSPECTIVE OF EDUCATION AS A DISCIPLINE [10 Pds]

(a) Critical analysis of education as a discipline/ area of study.(b) Critical analysis of concepts, principles, theories, assumption and contexts related to issues that are unique to education discipline, such as, schooling, curriculum, syllabus, text books, assessment, teaching-learning process and their linkage to pedagogy and practices. (c) Prioritizing the aims of Indian education in the context of democratic, secular, egalitarian and a humane society. (d) The role of education in emerging society with special reference to:

(i) Concept of quality and excellence in education - it's relation to quality of life (ii) The complex process related to the role of educational transformation in national development.(e) Need for developing a vision of school education and teacher education.

UNIT 2: EDUCATION AS INTERDISCIPLINARY KNOWLEDGE [10 Pds]

(a) Interdisciplinary nature of education; relationship with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.

(b) Contribution of science and technology to education and challenges ahead. (c) Axiological issues in education: role of peace and other values, aesthetics in education. (d) Dynamic relationship of education with the political process. (e) Issues related to planning, management and monitoring of school and teacher education.

UNIT 3: ENTREPRENEURSHIP IN EDUCATION [10 Pds]

(a) Concept, need and advantages of Entrepreneurship in Education. (b)Entrepreneurship in Education: Its nature and scope. (c) Entrepreneurship Education in India (historical background). (d) Challenges of entrepreneurship education and suggestions for developing entrepreneurship in education. (e) Teacher education in entrepreneurship education.

UNIT 4: CHANGING POLITICAL CONTEXT OF EDUCATION: SCHOOL CONTEXT [10 Pds]

(a) Multiple schools contexts-rural/urban, tribal, schools affiliated to different boards. (b) Changing role of personnel in school management: teachers, headmasters, and administrators. (c) Need for nurturing learner-friendly school environment. (d) Teacher's autonomy and academic freedom. (e) School as sites for struggle and social change. (Discussion on these issues with the help of case studies and examples).

UNIT 5: CONTEMPORARY CONCERNS OF QUALITY DEVELOPMENT [12 Pds]

(a) Global Education in context to (i) Structure and System of education in India (ii) Structure and System of education outside India (b) Social constitutions of childhood. (c) Human rights education and peace education. (d) Challenges of women empowerment (e) Inclusive Education

SESSIONAL WORK:

1. Discussing and assessing the changing socio-cultural environment in context to education
2. Exploring and writing articles on entrepreneur skills, entrepreneurship and education etc.
3. Critically analyzing different educational structure and system
4. Discussion on different school environment with the help of case studies and examples

SUGGESTED READINGS:

Barelett,s. & Burton,D. (2012) *Introduction to Education Studies*.London: SAGE Publication Ltd

Jayapalan,N. (2007) *Problems of Indian Education*. Washington:Atlantic Publication.

Fredrick, M.H.(2008)*The Future of Educational Entrepreneurship*. Massachusetts:Harvard Education publication Ltd. Cambridge.

Course Number: EDM605, Course Title: SELF DEVELOPMENT

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2015-16

Total credits: 4, Periods (55 mts each)/week:4(L-4+T-0+P-0), Min.pds./sem.:52

Unit 1: Understanding Self

[7 Pds]

(a) Formation of self concept (b) Dimensions and Components of self (c) Self Competency and self awareness (d) Importance & need of Self Esteem (e) Steps to enhance Self Esteem.

UNIT 2: Emotional Intelligence: Brain Power

[8 Pds]

(a) Need and importance of Emotions in interpersonal relationship (b) Identification & Labeling of Emotions. (c) Healthy and Unhealthy expression of emotions (d) Anger – Conceptualization and cycle (e) Developing Emotional intelligence :brain power.

Unit 3: Leading with Positive Attitude

[8 Pds]

(a) Components and Dynamics of Attitude (b) Formation of Attitudes (c) Effects of Attitude on Behavior, Perception & Motivation (d) Stress Management Techniques (e) Time Management & Effective Performance.

Unit 4: Interpersonal Relationship Development

[8 Pds]

(a) Concept of Interpersonal Relationship (b) communication Styles (c) Relationship Management- Peer/Colleague, Superior and Subordinate (d) Escalating, maintaining and terminating Interpersonal Relationship (e) Conflict Management Techniques.

Unit 5: Patanjali's Yoga

[8 Pds]

(a) Yoga– Need & Importance (Educational Tour & visit to related places) (b) Exercise & Meditation (c) Personal Goal Setting (d) Professional Ethics (e) Determination & Commitment for work & personal life

SESSIONAL WORK:

Workshops, interactive sessions, conferences on related topics .

Regular practice of different asan and meditation.

SUGGESTED READINGS:

Abraham, R. (1999). Emotional intelligence in organizations: A conceptualization. [Monograph] *Genetic, Social, and General Psychology Monographs*.

Boler, M. (1999). *Feeling Power: Emotions and Education*. Routledge:London .

Brahmchari. A. (2011).Ramakrishna Math and Ramakrishna Mission ,Belur Math, Howrah District

Covey .R. Stephen.(2004) *The Seven Habits Effective People: Powerful Lessons in Personal Changes* . Paperback, Anniversary Edition.

Free Management E- books. (2014) *Effective Communication*

Murphy .J. (2012) *.The Power of Subconscious Mind* . Start Publishing LLC,

Pradhan, B. (2015), *Yoga and Mindfulness Based Cognitive Therapy*, Springer

Yogananda P , (1946). *Autobiography of Yogi*, The Philosophical Library. United States.

<http://changingminds.org/techniques/self-development/self-development.htm>

<http://www.free-management-ebooks.com/dldebk/dlpp-understanding.htm>

<https://blog.udemy.com/relationship-management-skills/>

http://www.crnbcrcnb.ca/en/files/what_is_interpersonal_communication_en.pdf

<http://pustak.org/bs/home.php?bookid=762>

Course Number: EDM606, Course Title: DISSERTATION I (RESEARCH PROPOSAL)

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2016-17

Total credits: 4, Periods (55 mts each)/week:8 (L-0+T-2+P-6), Min.pds./sem.:104

Student will explore the field of education and prepare a research proposal.

Course No.: EDM607, Title: INTERNSHIP -I

Class: M.Ed., Status of Course: MAJOR, Approved since Session: 2017-18

Total Credits: 6, Periods (55 mts. each)/ week: 12 (L-0 + T-0 + P-30), Min. pds./sem.:120

(Duration: 12 Weeks)

Components: ORIENTATION PROGRAMME [1Week] SCHOOL EXPERIENCES [3Weeks] Observation of the school: Elementary/ Secondary [3Weeks]

1. To acquaint with the content and organization of Elementary/Secondary schools.
2. To familiarize them with various activities held and process involved in Elementary/ Secondary schools.
3. To develop Pedagogical and Productive competencies to Pre service and In- service teachers of Elementary/ Secondary schools.
4. To critically examine the contributory role of teachers of Elementary/ Secondary schools
5. To enrich administrative ability and entrepreneurship of M.Ed. interns.

Course Number: EDM701, Course Title: DATA ANALYSIS & STATISTICAL APPLS.

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2017-18

Total Credits: 4, Periods (55 mts each)/week:4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: DESCRIPTIVE STATISTICS & PROPERTIES OF DATA [10 Pds]

(a) Scales of Measurement, Classification & Tabulation of Data, Graphical Representation of Data. (b) Measures of Central Tendency, Measures of Dispersion-Theory, Concept, Calculation and Application. (c) Normal Probability Curve: Nature, Equation, Application, Properties. (d) Divergence of Data from Normality: Skewness, Kurtosis, Causes of Divergence form Normality. (e) Measures of Relative Positions-Derived Scores, Percentiles, Percentile rank, Standard Scores, Zscore, T-score and Stanine score, Sten Score and C-Score.

UNIT 2: CORRELATION [10 Pds]

(a) Correlation: Meaning, Nature, Kinds and uses of correlation, Correlation as causation. (b) Coefficient of Correlation: Method and calculation-Spearman's method, Pearson's method. (c) Assumptions of various methods-Real Mean Method, Assumed mean Method, Scatter Diagram. (d) Interpretation of Correlation, Factors Affecting Correlation. (d) Different methods of Correlation- Partial and Multiple Correlation- Meaning, nature, calculation, Application, Limitations. (e) Regression Analysis & Prediction- Meaning, Application, Regression Equation & Prediction, Errors in Prediction.

UNIT 3: ANALYSIS OF DATA IN EDUCATIONAL RESEARCH [10 Pds]

(a) Quantitative Analysis of Data in research-Meaning, characteristics, applications (b) Quantitative Research Method: Multivariate Analysis-Types & uses, Concept of Multiple Regression Analysis only.(c) Analysis of Data in Qualitative Research-Meaning , characteristics , applications (d) Methods of Qualitative Data Analysis- Content Analysis (e) Interpretation and Generalization of Data – Need , Application , Errors in Conducting Research – Theoretical, Methodological , Sampling Measurement , Statistical , Interpretive , Inferential.

UNIT 4: INFERENTIAL STATISTICS [10 Pds]

(a) ANOVA- Concept, Assumptions, Types & Calculations based on one way ANOVA,, Introduction of ANCOVA and Factorial Design (b) Testing the significance of Difference between the two means-Meaning of Significance, Difference between Means, Significant difference between Independent Large, Small, Correlated large & Small sample means.(c) Significance and Reliability of Statistical Measures-Meaning of significance and Reliability, Standard Error, Level of Significance, Degree of Freedom, Estimation of true Measures-Confidence Limits, Confidence Intervals, Fiduciary limits.(d) Descriptive and Inferential Statistics in SPSS (e) Graphical representation using SPSS.

UNIT 5: NON-PARAMETRIC INFERENTIAL TECHNIQUES [12 Pds]

(a) Chi-square test and Calculation and application of Chi-square,(b) Hypothesis of equal distribution and Normal distribution of Hypothesis, use of Chi-square test, Yate's Correction (c) Coefficient of Contingency-Calculation and application.(d) Median Test and Sign Test: Calculation and uses(e) Kruskal-Wallis Test/H-Test and Mann Whitney U Test.

SUGGESTED READINGS:

- Bradly, J.V.(1968). Distribution free Statistical tests Englewood and cliffs NJ Prentice hall Inc.
 Ferguson, G.A.(1985). Statistical Analysis in psychology and Education.Mc.graw Hill International booking company.
 Gupta, S.P. and Gupta, A. (2013).Statistical Methods in Behavioural sciences Sharda pustak bhawan.
 Kaul, L. (2012). Methodology of Educational research, Vikas Publishing House, Delhi
 Kothari, C.R. (2004). Research methodology & techniques, New age International Limited Publishers, Delhi.
 Sharma, R.A.(1996). Parametric and Non-parametric statistics in Education and psychology.R.Lall book depot, Meerut.
 White, D. (1985).Statistics for Education and data processing.Harper and row publishers NY , San Francisco, London.
 Wiersma, W. (2008).Research Methodology on Education, Pearson Publications.
 Woodsworth, R.S. and Garrett, H.E. (1981).Statistics in psychology and Education.Vakils,Feffer and Simons Ltd., Bombay.

Course Number: EDM702, Course Title: PERSP.,ISSUES& RES. IN TEACHER EDU.

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since Session: 2015-16

Total credits: 4, Periods (55 min. Each)/week: 4(L-4+T-0+P-0) Minimum pds./sem.: 52

UNIT 1: PERSPECTIVES AND POLICIES ON TEACHER EDUCATION [12 pds]

(a) Teacher Development- Concept, Factor Influencing Teacher Development–Personal, Contextual (b) Teacher Expertise – Berlinger’s Stages of Development of a Teacher (c) Approaches to Teacher Development–Self–Directed Development, Cooperative or Collegial Development, Change–Oriented Staff Development (d) Policy Perspectives in Teacher Education with Special Focus on Recommendations of Various Commissions and Committees on Teacher Education - Radhakrishnan Commission, Kothari Commission, National Teacher Education Commission, NKC and JVC Report (e) NCTE–Norms and Regulations–2014.

UNIT 2: ORGANIZATION OF DIFFERENT COMPONENTS OF TEACHER EDUCATION CURRICULUM [10 Pds]

(a) Curriculum and its Relationship with Vision of Teacher Education (b) National Curriculum Framework for Teacher Education 2009–A Critical Review (c) The Student Teacher as an Adult Learner–Characteristics & the Concept of Andragogy and its Principles (d) Organization, Transaction and Evaluation of Different Components of Teacher Education Curriculum–Existing Practices (e) Transactional Approaches–Expository, Participatory, Collaborative, Peer Coaching and Inquiry. Need for Awareness–Modeling–Analysis–Practice–Feedback Cycle, Practicum Records and Portfolio Assessment.

UNIT 3: PROFESSIONAL PREPARATION [10 Pds]

(a) Teaching as a Profession - Concept of Profession, Professional Ethics, Accountability and Autonomy (b) Preparing Teachers for Different Contexts of Education – Professional Development of Teachers and Teacher Educators (c) Factors Influencing the Quality of Teachers (d) Teacher Effectiveness – Concept, Variables Involved, Strategies for Measuring Teacher Effectiveness (e) Analyzing Teacher Behaviour and Behaviour Modification – Meaning, Various Methods of Observation of Teacher Behavior, Flander’s System of Interaction Analysis, Micro-Teaching, Simulated Teaching.

UNIT 4: PROBLEMS AND ISSUES IN TEACHER EDUCATION [10 Pds]

(a) Isolation and Mushroom Growth of Teacher Education Institutions (b) Problems Related to Curriculum Implementation and Human Resources (c) Accreditation in Teacher Education and Problems Related to School Based Behavioral Teaching (d) Issues Related to Enhancing Teacher Competence - Preparing Teachers for Special Schools (e) Partnerships in Secondary Teacher Education–TEI with school and community, with government agencies, with university, with NGOs, with other teacher education institutions preparing teacher for different levels of school education.

UNIT 5: RESEARCH IN TEACHER EDUCATION [10 Pds]

(a) Research Scenario in Teacher Education in India (b) Areas of Research in Teacher Education – Teaching Effectiveness, Criteria of Admission, Modification of Teacher Behavior, School Effectiveness (c) Paradigm for Research on Teaching - Gage, Doyle and Shulman (d) Methodological Issues of Research in Teacher Education – Direct Verses Indirect Inference, Generalisability of Findings, Laboratory Verses Field Research, Scope and Limitations of Classroom Observation (e) Trends of Research in Teacher Education – Review of a few Recent Research Studies in Teacher Education with Reference Design, Findings and Policy Implications.

SUGGESTED READINGS:

Arora,G.L., Panda,Pranti, Fifty Years of Teacher Education in India (Post Independence Development), Department of Teacher Education and Extension, NCERT, New Delhi.

Joyce,B., Weil, M. (2003), Models of Teaching (7 Ed.), Boston: Allyn & Bacon.

Kauchak,D.P., Paul,D.Eggen (1998), Learning and Teaching, Allen & Bacon,Sydney.

Loughran,John (2006), Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching, Routledge: New York.

Martin,D. J., Kimberly, S. Loomis (2006), Building Teachers: A constructivist approach to introducing education, Wadsworth Publishing, USA.

Mohammad,Miyan (2004), Professionalisation of Teacher Education, Mittal Publications, New Delhi.

NCFTE 2009, NCTE,New Delhi. NCF 2005, Position Paper on Teacher Education for Curriculum Renewal, NCERT,New Delhi.

Policy Perspective in Teacher Education - Critique and Documentation (1998), NCTE, New Delhi.

Ram,S. (1999), Current Issues in Teacher Education,Sarup & Sons Publications, New Delhi.

Rao,Digumarti Bhaskara (1998), Teacher Education in India, Discovery Publishing House,New Delhi.

Sharma,R.A. (2012), Teacher Education & Pedagogical Training, R.Lall Book Depot,Meerut.

Siddiqui,M.A., Sharma,A.K., Arora,G.L. (2010), Teacher Education: Reflection Towards Policy Formulation, NCTE,New Delhi.

Singh,L.C. (1990), Teacher Education in India: A Resource Book, NCERT,New Delhi.

The Gazette of India- Part III, Section 4, No. 346.

16 अध्यापक शिक्षा में नीतिगत परिदृश्य: विवेचन व प्रलेखन (2001), राष्ट्रीय अध्यापक शिक्षा परिषद्,नई दिल्ली।

COURSE NUMBER: EDM703 , COURSE TITLE: ICT FOR RESEARCH AND TEACHING

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2016-2017

Total Credits: 4, Periods (55 mts. each)/week:4 (L-4+T-0+P/S-0), Min.pds./sem.: 52

UNIT 1: ICT IN RESEARCH

[10 pds]

(a) Review of Related Literature using ICT: databases, e-resources (b) Online repositories like Shodganga (c) Cloud Computing for Data Analysis (d) Introduction to Statistical Software for data analysis (e) Introduction to plagiarism software

UNIT 2: ICT FOR INDIVIDUALIZED INSTRUCTION

[10 pds]

(a) Personalized System of Instruction (PSI) - concept and need (b) Development of PSI (c) Computer Assisted Instruction (CAI) - concept and types (d) Steps of developing CAI (e) Evaluation of PSI and CAI

UNIT 3: TECHNOLOGICAL AIDS FOR INSTRUCTION

[10 pds]

(a) Virtual Library (b) Language Laboratory (c) Virtual conferences (d) Multi-media & Smart classrooms (e) Learning Resource Centre

UNIT 4: ICT FOR DISTANCE EDUCATION

[10 pds]

(a) Virtual Universities (b) Learning management systems (c) Massive Open Online Courses (MOOCs) (d) Social technologies in virtual education (wikispaces, flicker, slideshare, google hangouts, etc.) (e) Support tools in virtual learning

UNIT 5: DATA ANALYSIS USING SPSS

[12 pds]

(a) Classification and Coding of Data in SPSS (b) Graphical Representation of Data (c) Descriptive analysis of data (d) Analysis using parametric statistics (e) Analysis using non-parametric statistics

SESSIONAL WORK:

Develop one module of Personalized System of Instruction

Check a document regarding its authenticity using plagiarism software and submit its summary report

Develop one module of Computer Assisted Instruction

Prepare a report of analysis of data using parametric statistics in SPSS

Prepare a report of analysis of data using non-parametric statistics in SPSS

SUGGESTING READINGS:

Chandra, R. (2005). *Virtual Education & Education futures*. Delhi, Kalpaz Pub.

Gaur, A.S. & Sanjaya, S.G. (2009). *Statistical Methods for Practice and Research*. Los Angeles, Response Business Book, Sage Pub.

ICFAI University Hyderabad. (2004). *Information Technology in Education*.

Jain, A. (2005). *Computer in Education*. New Delhi, Isha Books.

John, T.K. (2009). *SPSS Essentials: Managing & analyzing Social Sciences Data*. San Francisco, John Wiley & Son pub.

Kumar, K.L. (2008). *Educational Technology*. New Delhi, New age International publisher.

Mangal, S.K. (2010). *Essentials of Educational Technology*. New Delhi, PHI Learning Pvt.Ltd.

Michael, R. H. & Linda, M.W. (2009). *A Guide to teaching Statistics: Innovation & best practices*. U.K., Wiley Blackwell Pub.

Passi, B.K. (1999). *Computer & Control Learning*. Agra, Bhargava Book House.

Romiszowski, A.J. (1988). *The selection & Use of Instructional Media*. New York, Nichols Pub.

Salkind, N.J. (2008). *Statistics for people who hate Statistics*. Los Angeles, Sage Pub.

Sankhala, D. (2006). *Educational Technology*. New Delhi, Adhyayan Pub.

Shi, Y. (2003). *The Smart Classroom: Merging Technologies for Seamless*. Retrieved from <http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=5&cad=rja&uact=8&ved=0CDMQFjAE&url=http%3A%2F%2Fmedia.cs.tsinghua.edu.cn%2F~pervasive%2Fpaper%2F2003%2F2003IEEEPervasiveComputingSHI%2520Yuanchun.Pdf>

&ei=5t9BVcWSGcLbuQSpqYCoDg&usq=AFQjCNFoCoPcLc36o5ARhm87bhQZWkIZQ&sig2=Datwi5IFkSxjQwUB5_ZmXg&bvm=bv.92189499,d.c2E

Wempen, F. (2000). *Office 2000 Professional fast & easy*. New Delhi, BPB Pub.

Yogish, S.N. (2007). *Statistical Method*. Jaipur, Mangaldeep Pub.

Course Number: EDM704, Course Title: DISSERTATION II

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2019-20

Total credits: 4, Periods (55 mts. each)/week: 12 (L-0+T-4+P-12), Min.pds./sem.:104

Students will submit the report of the research work done up to III Chapter of the research problem as per synopsis submitted in the previous semester.

Course Number: EDM705, Course Title: INTERNSHIP II

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since Session: 2017-18

Total credits: 6, Periods (55 min. Each)/week: 30(L-0+T-2+P-30) Minimum pds./sem.: 120

Components

ORIENTATION PROGRAMME

(1 Week)

TEACHER EDUCATION INSTITUTION EXPERIENCES

(3 Weeks)

1. Visit to observe and prepare record file of any one national/state level/ reputed Teacher Education Institute.
2. Teaching in in-service and pre-service teachers education class (one unit).
3. Designing Training Material.
4. Preparing records-Teacher Education Institute Management File
5. Peer group observation.
6. Teacher Educator as an entrepreneur, Train the teachers in productive skills
7. Train the teachers (Elementary/ secondary) in Pedagogical skills

Course Number: EDM706, Course Title: ELEMENTARY EDUCATION IN INDIA

Class: M.Ed., Status of Course: MAJOR COURSE, Approved Since Session: 2016-17

Total credits: 4, Periods (55 mts. Each)/ week: 4(L-4+T-0+P-0), Min. pds. /sem.: 52

UNIT1: INTRODUCTION: ELEMENTARY EDUCATION

[10 Pds]

(a) Meaning, Concept, Structure, Objectives, Need and Scope (b) Reflection current practices in Elementary Education in India and abroad (c) Current Status, Recent Initiatives and Future Prospects of Elementary Education in India. (d) Conceptual analysis of learner and learning (with reference to learner centred approach, activity centred approach, freedom and discipline scope) (e) Developmental tasks- Influence of home, school and community related factors on child's development. (Educational Implications).

UNIT 2: POLICIES, ISSUES AND CONCERNS

[10 Pds]

(a) Constitutional Provisions for Universalization of Elementary Education (b) NPE-86, POA-1992, National Curriculum Framework (NCF)-2000, 2005, 2009 (in context of Elementary Education), Right to education (Education as a fundamental right) (c) Educational Planning: Micro, Macro, District and Institutional level, Five year plan (d) Issues and concerns (improper implementation of policies, gender biases, Education of differently abled children, deprived section of society, etc.) (e) Strategies for universal access, retention and quality enhancement: Innovative Projects (such as para-teachers, Bihar Common School Project), Programmes and suggestions.

UNIT 3: ORGANIZATION AND ADMINISTRATION

[10 Pds]

(a) Organization of pre-school teaching and learning (b) National and State level bodies for Elementary Education (NCERT, NCTE, SCERTs, CIEMATs, DIETs, BRCS, CRCS) (c) DIET: Organization and functions (d) Administration of elementary education institutions (e) Non-formal mode of elementary education and its administration.

UNIT 4: SPECIFIC ISSUES RELATED TO CURRICULUM & ASSESSMENT AT ELEMENTARY LEVEL OF EDU. [10Pds]

(a) Curricula and Examinations (Education Boards, their curricula and board examinations, International Comparison of curricula (b) Organisation of curriculum and assessment at various levels of learning, Meaning and significance of minimum level of learning (c) Child centred teaching learning process, Multi-level, Multi-stage/Gradeless classrooms (d) Incorporation of ICT in elementary school; Value inculcation; motivational programmes (e) Quality issues in elementary education (quality of infrastructure and support services, teacher characteristics and teacher motivation, pre-service and in-service education of teachers, curriculum and teaching-learning materials, classroom processes, pupil evaluation, monitoring and supervision etc).

UNIT 5: TEACHER EDUCATION PROGRAMMES FOR ELEMENTARY EDUCATION

[12 Pds]

(a) Teacher Education Programmes for Elementary Education: Historical development (b) Agencies for Teacher Education in India and Abroad (c) Training Methods for Early Childhood and Elementary level education (d) Pre-service Teacher Education in DIET for Adults & Non-formal educators (e) Programmes of Mass Orientation for School Teachers, Special Orientation Programme of School Teachers.

Sessional work:

1. Study of the concerns related to the implementation of the RTE Act.
2. Critical study of any social problem influencing Elementary Education in India.
3. Writing and presenting assignments and papers and participation in discussion.
4. A survey of research in Elementary Education conducted during last two years.
5. A study project related to Primary Education.

SUGGESTED READINGS:

Ghosh, S. C. (2000). The History of Education in Modern India 1757-1998. New Delhi: Orient Longman.
Government of India. (1966). Report of the Education Commission 1964-66: Education and National Development. Ministry of Education, Government of India, New Delhi.
Report of the National Commission on Teachers (1985). Govt. of India. (1983-85).
Malhotra, P.L. (1986). School Education in India: Present Status and Future Needs NCERT, New Delhi.
Ministry of Human Resource Development (1986). National Policy on Education, 1986. New Delhi.
Mohanty, J. N. (2002). Primary and Elementary Education. Deep & Deep Publications, New Delhi.
National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
National Policy on Education, 1986 as Modified in 1992 with Programme of Action. Government of India, New Delhi.
Available at <http://www.education.nic.in/policy/npe86-mod92.pdf>
NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
Rao, V.K. (2007). Universalisation of Elementary Education. Indian Publishers, New Delhi.
Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas.
Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.

Course No.: EDM707, Course Title: CURR.,PEDAG.& ASMT(ELEMENTARY EDU.)

M.Ed., Status of Course: MAJOR COURSE, Approved Since: 2016-17

Credits: 4 Periods (55 mts. each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: FUNDAMENTALS OF CURRICULUM

[Pds 10]

(a) Overview of the curriculum development process (b) Sequential aims of curriculum at various levels of education (c) Role of the teacher in curriculum development at elementary school level (d) Levels of specification of curricular aims (e) Curriculum content, learning experiences and activities: concepts and examples at elementary level

UNIT 2: CURRICULUM TRANSACTIONS AND PRINCIPLES OF PEDAGOGY

[Pds 10]

(a) Curriculum transaction modes and models for elementary level learners (b) Curriculum evaluation modes for elementary level learners (c) Marks of a good curriculum (d) Principles of Pedagogy for Elementary Education (e) Advanced Learning Strategies for Elementary Education

UNIT 3: TEACHING METHODS AND SKILLS

[Pds 10]

(a) Approaches to motivate the learner-Interactive Pedagogies for Elementary Level (b) Teaching Skills for effective Elementary Classroom management. (c) Developing AV Aids for Elementary School-Principles of construction and use. (d) Learning Resource Centers for Elementary Level (e) Multicultural Educational practices in Elementary classroom.

UNIT 4: ASSESSMENT IN ELEMENTARY EDUCATION

[Pds 10]

(a) Observing the Elementary School Teacher (b) Objectives of Assessment in Elementary Education (c) Principles of Assessment in Elementary Education (d) Achievement and diagnostic test- Concept (e) Reforms in assessment at elementary level

UNIT 5: FUNDAMENTALS OF ASPECT OF ASSESSMENT

[Pds 12]

(a) Comparative view of Assessment, Measurement and Evaluation (b) Domain- Wise (Cognitive, Affective, Psychomotor) Principles of Assessment in Education (c) Principles of Assessment of Teaching Effectiveness (d) Introduction to Primary School Self Evaluation (e) Principles of Primary School Self Evaluation

Sessional Work:

1. Evaluating elementary school curriculum with reference to a particular class and subject.
2. Exploring and enlisting learning experiences and activities for any subject and class of the elementary school.
3. Visit to an established elementary school to observe the classroom pedagogy and A-V aids used by the teachers.
4. Prepare one achievement test for any one school subject at elementary level.
5. Prepare one diagnostic test for any one school subject at elementary level.

SUGGESTED READINGS:

Chandra Arvind: Curriculum Development and Evaluation in Education

Flagg, B. N. (1990). Formative evaluation for educational technologies. Hillsdale, NJ: Lawrence Erlbaum.

Kaushik, S.L. (1977). Shikshakram Vikas, Rajasthan Hindi Granth Academy, Jaipur.

Pathak, A. (2013). *Social implications of schooling: Knowledge, pedagogy and consciousness*. Aakar Books.

Rogoff, B., Baker-Sennett, J., Lacasa, P., & Goldsmith, D. (1995). Development through participation in sociocultural activity. *New Directions for Child and Adolescent Development*, 1995(67), 45-65.

Silberman, Mel. (1996). *Active Learning: 101 Strategies to Teach Any Subject*. Pearson Education

Wheeler, D. K. (1967). *Curriculum Process*, London: University of London Press.

Sharma, R. A. (2007). Pathyakrama Vikas (Adhar, Pratiman, Nirman evam Mulyankan), International Publishing House, Meerut.

CIET (2006) *Aims of Education: An interview with Prof. Krishna Kumar, Director, NCERT* produced by CIET, MCERT, New Delhi. (Audio video and Cd)

White, J. (Ed) (2004). *Rethinking the School Curriculum: Values, Aims and Purposes*. Retrieved from http://samples.sainsburysebooks.co.uk/9781134399888_sample_535704.pdf (weblink)

Course No.: EDM708, Course Title: EDU.MNGT.&ADMIN.:AN INTRO.(EL.EDU.)

M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2016-17

Total credits: 4, Periods (55 mts. each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: CONCEPTUAL FRAMEWORK OF MANAGEMENT [10 Pds]

(a) Concept Nature and Definitions of Educational Management (b) Scope and Functions of Management (c) Aims and Objectives of Management (d) Types of Management (e) Difference between Management, Administration and Organization.

UNIT 2: EDUCATIONAL ADMINISTRATION IN INDEPENDENT INDIA [10 Pds]

(a) Historical Perspective of Educational Administration (b) Present position of Educational Administration (c) Structure of Educational Administration in India (d) Characteristics of Successful School Administration (e) Role of National and International Bodies of Educational Management and Administration.

UNIT 3: CENTRAL & STATE AGENCIES OF EDUCATION [10 Pds]

(a) Responsibilities of Centre in Educational Administration (b) Responsibilities of State in Educational Administration (c) Central Agencies of Education (d) State level Agencies of Education (e) Local Bodies of Educational Administration at Elementary level.

UNIT 4: EDUCATIONAL MANAGEMENT [10 Pds]

(a) Meaning and Definitions of Management (b) Scope of Educational Management (c) Functions of Educational Management (d) Aspects of School Management (e) Features of well managed School.

UNIT 5: LEADERSHIP [12 Pds]

(a) Meaning, Definitions and theories of Leadership (b) Characteristics of a Good Leader (c) Leadership in Scholastic and Non-Scholastic Activities of School (d) Sources of a Leaders Power- (Position and Personal Power) (e) Role of Teachers and Principals as Leaders.

SUGGESTED READINGS:

Chandan, J.S. (1997). Management Concepts and Strategies, Vikas Publishing House, New Delhi.

Chandrasekaran, P. (1994). Educational Planning and Management, Sterling Publishers Pvt.

David, H. Holt. (1993). Management : Principles and Practices, Publisher Prentice-Hall.

Gary Dessler. (1995). Managing Organizations, The Dryden Press.

Goel S.L. and Goel, A. (2009). Educational Administration And Management :An Integrated Approach, Deep and Deep Publications, New Delhi.

Manju, Bala.(1990). Leadership Behavior and Educational Administration, Deep and Deep Publications, New Delhi.

Mathur, S.S. (2011). Educational Administration and Management, Vinod Pustak Mandir.

Mohanthy Jagannath. (2005). Educational Administration, Supervision and School Management, New Delhi.

Stephen P. Robbins and Mart Coulter.(1996). Management, Prentice Hall.

Course Number: EDM709, Course Title: SECONDARY EDUCATION IN INDIA

Class: M.Ed., Status of Course: MAJOR COURSE, Approved Since Session: 2016-17

Total credits: 4, Periods (55 mts. Each)/ week: 4 (L-4+T-0+P-0), Min. pds. /sem.: 52

UNIT1: NATURE, SCOPE, FUNCTION AND SYSTEMS OF SECONDARY [10 Pds]

(a) Meaning, Concept, Nomenclature, Structure, Objectives, Need and Scope, Characteristics of Secondary Stage; (b) Milestones in the development of Secondary Education (c) Institutions related to Secondary Education Management at National, State and District level (NCERT, NCTE, SCERT, etc.) and their role; (d) Current Status, Recent Initiatives and Future Prospects of Secondary Education in India. (e) Vocationalisation of education at Secondary level.

UNIT 2: COMMISSIONS, POLICIES AND SCHEMES RELATED TO SECONDARY EDUCATION [10 Pds]

(a) Secondary Education Commission (1952-53); (b) Kothari Commission-1964-66, NPE-1986, Ramamurti Committee (1990-91) and Programme of Action (1992); (c) Constitutional Provisions related to Secondary Education; (d) National Curriculum Framework (NCF)-2000 & 2005 (in context of Secondary Education); (e) Central Schemes such as: Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Model School, Incentives to Girls for Secondary Education, National Means Cum-Merit Scholarship Scheme, Financial Assistance for Appointment of language Teachers, Adolescence Education Programme

UNIT 3: PROBLEMS AND CHALLENGES OF SECONDARY EDUCATION [10 Pds]

(a) Problems and challenges related to financing of Secondary Education; (b) Problems and Strategies of Alternative Schooling at Secondary Stage; (c) Problems / challenges / strategies / intervention in relation to access universalization, equity of enrolment, dropout, achievement equality of Educational opportunities; (d) Problems of education for girls, disadvantaged and differently abled children and interventions to solve the problem Classroom problems discipline, under achievement, lack of motivation slow learners, delinquency and maladjustment; (e) Issues of quality in secondary and senior secondary education Management System of secondary education, Department of Education, Directorate, Inspectorate and Private Agencies

UNIT 4: CURRICULUM, ASSESSMENT, QUALITY ASSURANCE AND EFFICIENCY OF SECONDARY EDU. [10 Pds]

(a) Curricula and Examinations (Education Boards, their curricula and board examinations, International Comparison of curricula; (b) Effective Assessment Techniques (Evaluation and Research); (c) Quality of teaching (Teachers' pre-service education, in-service professional development, teacher accountability); (d) Quality Assurance (Institutional relationship for educational service delivery; Framework for quality assurance); (e) Improving learning outcomes and internal efficiency

UNIT 5: SECONDARY EDU. MANAGEMENT INFORMATION SYSTEM, ASSESSMENT AND EVALUATION [12 Pds]

(a) Evaluation of school experience/internship programmes; (b) Teacher recruitment criteria, Qualification of teachers, Teachers' Performance Appraisal & Incentives; (c) School based Management and Decentralization; (d) Secondary Education Management and Information System (SEMIS); (e) Improving Management of Secondary Schooling

SESSIONAL WORK:

1. Study of the effect of RTE Act on Secondary education in India.
2. Critical study of any social problem influencing Secondary Education in India.
3. Writing and presenting assignments and papers and participation in discussion.
4. A survey of research in Secondary Education conducted during last two years.
5. A study project related to Secondary Education.

SUGGESTED READINGS:

Challenges for Policy and Practice. Position paper for Ministers presented at 16th Conference of Commonwealth Education Ministers held in Cape Town, South Africa from December 10-15, 2006. available at http://www.create-rpc.org/pdf_documents/ministerpaper.pdf

Ghosh, S. C. (2000). The History of Education in Modern India 1757-1998. New Delhi: Orient Longman.

Government of India / MHRD. (1986). National Policy on Education, Ministry of Education, Government of India, New Delhi.

Government of India, New Delhi. Ministry of Human Resource Development (1992),

Government of India. (1953). Report of the Secondary Education Commission, 1952-53. Ministry of Education, available at <http://www.education.nic.in/cd50years/g/12/28/12281401.htm>

Government of India. (1966). Report of the Education Commission 1964-66: Education and National Development. Ministry of Education, Government of India, New Delhi.

Government of India. (2005). Report of the Council of Advisory Board on Education (CABE) Committee on Universalizing Secondary Education, Available at www.education.nic

Govt. of India, MHRD (2005). Universalization of Secondary Education : Report of the CABE Committee, New Delhi

Govt. of India. (1986/1992). National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education

Loughran, John (2006). Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.

Malhotra, P.L. (1986). School Education in India: Present Status and Future Needs NCERT, New Delhi

MHRD (2009). Framework for Implementation of the Rashtriya Madhyamik Shiksha Abhiyan. Department of School Education and literacy, Government of India.

MHRD, GoI (2010). Centrally Sponsored Schemes in Secondary Education, at <http://education.nic.in/secedu/secondary.html>.

MHRD. (2009). Framework for Implementation of the Rashtriya Madhyamik Shiksha Abhiyan. Department of School Education and literacy, Government of India. MHRD, GoI (2010), Centrally Sponsored Schemes in Secondary Education, at <http://education.nic.in/secedu/secondary.htm>.
Mudhopadyay, S. and Kumar, A. K. (2001). Quality Profiles of secondary schools, NIEPA, New Delhi
Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.

Course No.: EDM710, Course Title: CURR.,PEDAG.& ASMT (SECONDARY EDU.)

Class: M.Ed., Status of Course: MAJOR COURSE, Approved Since: 2016-17

Credits: 4, Periods (55 mts. each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: FUNDAMENTALS OF CURRICULUM

[10 Pds]

(a) Overview of the curriculum development process (b) Sequential aims of curriculum at various levels of education (c) Role of the teacher in curriculum development at Secondary school level (d) Levels of specification of curricular aims (e) Curriculum content, learning experiences and activities: concepts and examples at Secondary level.

UNIT 2: CURRICULUM TRANSACTIONS AND PRINCIPLES OF PEDAGOGY

[10 Pds]

(a) Curriculum transaction modes and models for Secondary level learners (b) Curriculum evaluation modes for Secondary level learners (c) Marks of a good curriculum (d) Principles of Pedagogy for Secondary Education (e) Advanced Learning Strategies for Secondary Education.

UNIT 3: TEACHING METHODS AND SKILLS

[10 Pds]

(a) Approaches to motivate the learner-Interactive Pedagogies for Secondary School (b) Teaching Skills for effective Classroom management at Secondary Level (c) Developing AV Aids for Secondary Students -Principles of construction and use. (d) Learning Resource Centers for Secondary Level (e) Multicultural Educational practices in Secondary classroom.

UNIT 4: Assessment in Secondary Education

[10 Pds]

(a) Observing the Secondary School Teacher-Parameters of Assessment. (b) Objectives of Assessment in Secondary Education (c) Principles of Assessment in Secondary Education (d) Achievement and diagnostic test – Concept (e) Reforms in assessment at secondary level.

UNIT 5: Fundamentals of Aspect of Assessment

[12 Pds]

(a) Comparative View of Assessment, Measurement and Evaluation (b) Domain- Wise (Cognitive, Affective, Psychomotor) Principles of Assessment in Education (c) Principles of Assessment of Teaching Effectiveness (d) Introduction to Secondary School Self Evaluation (e) Principles of Secondary School Self Evaluation.

Sessional Work:

1. Evaluating secondary school curriculum with reference to a particular class and subject.
2. Exploring and enlisting learning experiences and activities for any subject and class of the secondary school.
3. Visit to an established secondary school to observe the classroom pedagogy and A-V aids used by the teachers.
4. Prepare one achievement test for any one school subject at secondary level.
5. Prepare one diagnostic test for any one school subject at secondary level.

SUGGESTED READINGS:

Chandra Arvind: Curriculum Development and Evaluation in Education

Flagg, B. N. (1990). Formative evaluation for educational technologies. Hillsdale, NJ: Lawrence Erlbaum.

Kaushik, S.L. (1977). Shikshakram Vikas, Rajasthan Hindi Granth Academy, Jaipur.

Pathak, A. (2013). *Social implications of schooling: Knowledge, pedagogy and consciousness*. Aakar Books.

Rogoff, B., Baker-Sennett, J., Lacasa, P., & Goldsmith, D. (1995). Development through participation in sociocultural activity. *New Directions for Child and Adolescent Development*, 1995(67), 45–65.

Sharma, R. A. (2007). Pathyakrama Vikas (Adhar, Pratiman, Nirman evam Mulyankan), International Publishing House, Merut 250001.

Silberman, Mel.(1996) *Active Learning: 101 Strategies To Teach Any Subject*. Pearson Education

Wheeler. D. K. (1967). Curriculum Process, London: University of London Press.

Audio- Video and CD's

CIET (2006) Aims of Education: An interview with Prof. Krishna Kumar, Director, NCERT produced by CIET, MCERT, New Delhi.

Bireman, B.F., Desimone, L. et al. (2000) *Designing Professional Developmental That Works*. Retrieved from <http://outlier.uchicago.edu/computerscience/OS4CS/landscapestudy/resources/Birman-Desimone-Porter-and-Garet-2000.pdf>.

Course Number: EDM711, Course Title: EDU. MNGT, ADMINISTRATION:AN INTRO.

Class: M.Ed., Status of Course: MAJOR COURSE , Approved since session: 20118-19

Total credits: 4, Periods (55 mts. each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: CONCEPTUAL FRAMEWORK OF MANAGEMENT

[10 Pds]

(a) Concept of Management (b) Scope and Functions of Management (c) Aims and Objectives of Management (d) Levels of Management (e) Principles of Management

UNIT 2: EDUCATIONAL MANAGEMENT

[10 Pds]

(a) Concept of Educational Management (b) Scope and Functions of Educational Management (c) Aspects of Educational Management (d) Authority, Responsibility and Accountability (e) Delegation of Authority

UNIT 3: EDUCATIONAL ADMINISTRATION IN INDEPENDENT INDIA

[10 Pds]

(a) Historical Perspective of Educational Administration (b) Present position of Educational Administration (c) Structure of Educational Administration in India (d) Characteristics of Successful Educational Administration (e) Specific Trends in Educational Administration- MBO, PERT, Organizational Compliance

UNIT 4: CENTRAL & STATE AGENCIES OF EDUCATION

[10 Pds]

(a) Responsibilities of Centre in Educational Administration (b) Responsibilities of State in Educational Administration (c) Central Agencies of Education (d) State level Agencies of Education (e) Local Bodies of Educational Administration at Secondary level.

UNIT 5: LEADERSHIP

[12 Pds]

(a) Meaning, Definitions and Characteristics of a Good Leader (b) Theories of Leadership (c) Leadership in Scholastic and non-scholastic Activities of School (d) Sources of a Leaders Power (Position and personal Power) (e)Role of Teachers and Principals as Leaders

SUGGESTED READINGS:

Chandan, J.S. (1997). Management Concepts and Strategies, Vikas Publishing House, New Delhi.

Chandrasekaran, P. (1994). Educational Planning and Management, Sterling Publishers Pvt.

David, H. Holt (1993). Management: Principles and Practices, Publisher Prentice-Hall.

Gary Dessler. (1995). Managing Organizations, The Dryden Press.

Goel S.L. and Goel, A. (2009).Educational Administration And Management :An Integrated Approach,Deep and Deep Publications, New Delhi.

Manju, Bala.(1990).Leadership Behavior and Educational Administration, Deep and Deep Publications, New Delhi.

Mathur, S.S. (2011). Educational Administration and Management, Vinod Pustak Mandir.

Mathur, S.S. (1990). Educational Administration and Management, Indian Publ.

MohanthyJagannath. (2005). Educational Administration, Supervision and School Management, New Delhi.

Stephen P. Robbins and Mart Coulter.(1996). Management, Prentice Hall.

Course Number: EDM801, Course Title: ADV.CURRICULUM THEORY FOR ELE. EDU.

M.Ed., Status of Course: MAJOR COURSE , Approved since session: 2015-16

Credits: 4, Periods (55 mts. each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: CONCEPTUAL FRAMEWORK [10 Pds]

(a) Concept and scope of curriculum, curriculum as a system (b) Principles of Curriculum Development (c) Critical review of some indigenous and foreign perspectives on elementary school curriculum – Aurobindo, Gandhi, Krishnamurti, Dewey, Montessori, Kothari Commission, Delors Commission (d) Levels of curriculum planning – National, state, institutional, teacher-team, individual teacher and classroom (e) Curricular concerns in Elementary Education (NCF-2000, 2005).

UNIT 2: CURRICULUM PLANNING: VISION AND AIMS [10 Pds]

(a) Curricular vision and mission at the elementary level (b) Setting educational aims –guidelines, approaches to curriculum objectives (Behavioral-Rational, Intellectual Academic, Systems-Managerial, Humanistic-Aesthetic, Reconceptualist) (c) Models of Objectives Formulation- Needs Analysis, Futuristic, Rational & Training models(d)Specifying learning outcomes in various domains (e) Critical evaluation of the aims of the elementary school curriculum (overall and area-wise) of any one current elementary curriculum (UP/ DEI/CBSE).

UNIT 3: CURRICULUM PLANNING: CONTENT AND LEARNING EXPERIENCES [10 Pds]

(a) Criteria for selection of content of different subjects at elementary level (b) Planning the Co-scholastic, hidden curriculum and out-of-school experiences at the elementary school level (c) Addressing issues of equity through curriculum rural urban disparities (d) Organization of content and learning experiences – Horizontal integration in elementary school curriculum (e) Vertical organization in the elementary school curriculum.

UNIT 4: CURRICULUM IMPLEMENTATION [10 PDS]

(a) Developing curricular material for elementary level (text books, teachers' handbooks, work books, work sheets audio - visual material) (b) Curriculum transactional modes at elementary level –classroom and out-of-class modes with special emphasis on constructivism (c) Motivation in Learning: Intrinsic and extrinsic motivation; approaches (d) Stakeholder involvement/in various dimensions of curriculum with special emphasis on the role of the teacher (e) Curriculum change-models of administrative implementation.

UNIT 5: CURRICULUM EVALUATION AND CURRENT TRENDS [12 Pds]

(a) Types of Curriculum Evaluation –Intended Outcomes and Goal-Free evaluation, Formative and Summative, Intrinsic and Pay-off Norm- Referenced and Criterion-Referenced (b) Curriculum Evaluation Models – Congruence-Contingency Model, Discrepancy Evaluation model, CIPP Model , School Self Evaluation Framework by CBSETQM in curriculum development (c) Significant trends in the Elementary School Curriculum in India, USA, UK, Japan and China (d) Thrust areas of research in the elementary school curriculum (e) Incorporating novel trends/dimensions in curriculum-values, innovation and entrepreneurship.

Sessional Work:

The students may undertake any one of the following activities or any other activity based on the syllabus of the course:

1. Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and critically examining the same with respect to core trends
2. Developing curricular material for elementary level
3. Book reviews (including reference books and school textbooks) available at elementary level of education to be carried out and presented, etc.

Audio- Video and CD's

4. CIET (2006) Aims of Education: An interview with Prof. Krishna Kumar, Director, NCERT produced by CIET, MCERT, New Delhi.

SUGGESTED READINGS:

Aggarwal, J.C. (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.

Alexander, W. M. & Saylor, J. G. (1974). *Planning Curriculum for Schools*.

Anderson, V.E. (1956). *Principles and Procedures of Curriculum Improvement*

Arieh, L. International Encyclopedia of Curriculum

Arora, G.L. (1984). Reflections on Curriculum. NCERT.

Bloom, B. (ed) (1956). *Taxonomy of Educational Objectives: Handbook I, Cognitive Domain*, New York, McKay.

Chandra, A. *Curriculum Development and Evaluation in Education*.

Das, R. C. *Curriculum and Evaluation*.

Dewey, J. (1966). *The Child and the Curriculum*. The University of Chicago Press.

Doll, R. C. *Curriculum Improvement-Decision Making and Process*.

Draper, E.M. (1936). *Principles and Techniques of Curriculum Making*.

Fullan, M. and Pomfrat, A. (1977). *Research on curriculum and instruction implementation, Review of Educational Research*. Winter, pp 391-392.

Gronlund, N. (1970). *Stating Behavioural Objectives for Classroom Instruction*. New York: Macmillan.

Hand, H.W. & Hussain, K.M. *Network Analysis*.

Henderson, J. *Reconceptualizing Curriculum Development*, Routledge.

Kaushik, S.L. (1977). Shikshakram Vikas, Rajasthan Hindi Granth Academy, Jaipur.

Krathwohl, D. (ed) (1956). *Taxonomy of Educational Objectives: Handbook II, Affective Domain*, New York: MaKay.

Krug EA: Curriculum Planning.

McKernan, J. (2007). *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research*. Routledge. U.K.

McNeil, John D. (2015). *Contemporary Curriculum: In Thought and Action*, 8th Edition .Wiley .

NCERT, (2000). *National Curriculum Framework for School Education*, NCERT, New Delhi.

NCERT, (2005). *National Curriculum Framework-2005*, NCERT, Sri Aurobindo Marg, New Delhi.

Ornstein, C. and Hunkins, P. (1988). *Curriculum: Foundations, Principles and Issues*, New Jersey: Prentice Hall.

Taba, H. (1962). *Curriculum Development: Theory and Practice*, 14cw York, Harcourt Brace.

Ornstein, C. and Hunkins P. (1986) *Curriculum: Foundations, Principles and Issues*, New Jersey: Prentice Hall.

Tyler, R. (1949). *Basic Principles of Curriculum and Instruction*: Chicago: University of Chicago Press.

Wheeler. D. K. (1967). *Curriculum Process*, London: University of London Press.

Web Links:

DEI Education Policy (1975). Retrieved from <http://www.dei.ac.in/dei/index.php/dei-education-policy>

Education Commission (1964). *Education and National Development (Report of Kothari Commission, 1964-66)*. Retrieved from [http://www.dise.in/Downloads/KothariCommission Vol.1pp.1-287.pdf](http://www.dise.in/Downloads/KothariCommission%20Vol.1pp.1-287.pdf)

GOI.(1992, 1998). *National Policy on education, 1986 (As modified in 1992)*. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf

National Curriculum Framework for School Education (NCF-2000). Retrieved from www.eledu.net/rrcusm_data/NCF2000.pdf

National Curriculum Framework for School Education (NCF-2005). Retrieved from www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf

Report of the working group on elementary education and literacy for the XII Five Year Plan. Retrieved from www.planningcommission.gov.in/aboutus/committee/wrkgrp12/hrd/wg_elementary1708.pdf

Course Number: EDM802, Course Title: PEDAGOGICAL STRATEGIES FOR ELE.EDU.

M.Ed., Status of Course: MAJOR COURSE , Approved since session: 2015-16

Total credits: 4, Periods (55 mts. each)/week: 4(L-4+T-0+P-0),, Min.pds./sem.:52

UNIT 1: PRINCIPLES OF PEDAGOGY FOR ELEMENTARY LEARNERS [10 Pds]

(a) Process of Knowledge Construction-observing, demonstration, exploring, discovering (b) Motivating the young learners-Humanistic approach (c) Classroom Environment –Physical Environment and Instructional Time (d) Discipline and participatory management (e) Use of local Knowledge and experience in learning

UNIT 2: BEHAVIOR MANAGEMENT OF LEARNERS [10 Pds]

(a) Personal and social learning, moral, cultural development of learners (b) Use of learning resources. (c) Activities for developing critical perspectives on socio-cultural realities (d) Adequate room for voicing child's thoughts, curiosity and questions in learning of different subject areas (e) Personal characteristics contributing to success in teaching profession.

UNIT 3: MULTIPLE WAYS OF ORGANISING LEARNING [10 Pds]

(a) Theories of Pedagogy- Gagne's Nine events of Instruction (b) Catering to Learning styles- VARK (c) Models of Pedagogy-Gardner's Multiple Intelligence (d) Collaborative Learning- Individualised, Small Group, Whole class (e) Cooperative Learning

UNIT 4: TEACHING STRATEGIES [10 Pds]

(a) Habits of Mind (b) Dialogue Teaching and Learning (c) De Bono's Thinking Hat (d) Personalised Teaching (e) Strategies for teaching concepts (Story-telling, puppet show)

UNIT 5: INTERACTIVE TECHNOLOGIES [12 Pds]

(a) Types of Media-Audio, Video, Audio-Video (b) Concept of Smart Class (c) Using a Smart class for elementary learners (d) Methodology for the use of classroom video (e) Analysis of video data

Sessional work

Case study of a learner with behaviour problem /talented child /a LD child/a slow learner/a disadvantaged child.

Visit to an established Elementary school for observing the current pedagogical practices.

SUGGESTED READINGS:

Cashin, W. E. (2010). *Effective lecture*. Manhattan, Kansas: Kansas State University, Center for Faculty Development and Evaluation.

Gardner, Howard (2000). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic Books Inc.

James, W.; Gardner, D. (1995). "Learning styles: Implications for distance learning". *New Directions for Adult and Continuing Education* 67

Merrill, M. D. (2002). Instructional strategies and learning styles: which takes precedence? In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and Issues in Instructional Technology*. Columbus, OH: Prentice Hall.

Resnick, L.B. (1989). 'Introduction'. In Resnick, L.B. (Ed.). *Knowing, Learning, and Instruction: Essays in Honor of Robert Glaser*. Hillsdale, NJ: Erlbaum, 1-24.

Wood, D. (1998) *How Children Think and Learn*. 2nd edition. Oxford: Blackwell Publishers Ltd.

Course Number: EDM803, Course Title: EDU. ASSESSMENT IN ELEMENTARY EDU.

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2015-16

Total credits: 4, Periods(55 mts. each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: NEED AND TOOLS OF ASSESSMENT [10 Pds]

(a) Need, areas and tools of elementary education assessment (b) Construction of assessment tools (c) Item-analysis of assessment tool (d) Reliability & validity of assessment tool (e) Development of diagnostic test.

UNIT 2: ASSESSMENT OF DIFFERENT DOMAINS [10 Pds]

(a) Continuous and Comprehensive Evaluation(CCE) (b) Assessment of cognitive domain (c) Assessment of affective and psychomotor domain (d) Assessment of co-scholastic activities (multi-domain) (e) Formative & summative assessment.

UNIT 3: ASSESSMENT OF VARIOUS COMPONENTS [12 Pds]

(a) Assessment of syllabi (b) Assessment of text-book (c) Assessment of elementary education programme (d) Assessment of elementary teacher internship program (e) Assessment of achievement tests.

UNIT 4: ASSESSMENT OF TEACHER PROFICIENCY [10 Pds]

(a) Parameters of assessment (b) Classroom Interaction Analysis Techniques (c) Criterion, tools & techniques(d) Developing profile of elementary teachers for assessment (e) Analysis & use of assessment results.

UNIT 5: ELEMENTARY SCHOOL-SELF EVALUATION (SSE) [10 Pds]

(a) Concept of School-Self Evaluation (b) Principles and process of School-Self Evaluation (c) Parameters of assessment of elementary school (d) Developing profile of elementary school assessment (e) Role of stakeholders in elementary School-Self Evaluation.

Sessional Work:

The students may undertake the following activities:

1. Development of profile of elementary school for school self-assessment
2. Development of elementary school teacher profile for assessment
3. Construction of a test and determination of its reliability & validity
4. Construction of diagnostic test
5. Assessment of any one elementary school text-book
6. Observation of at least 10 lesson plans taught by B. Ed students and preparation of report

SUGGESTED READINGS:

Anastasi. A (1976) . *Psychological Testing*. NewYork.: Mc.Millan Publishing Co.Inc.

Bhargav, Mahesh (2003). *Adhunik Manovagyanic Parikshan Avam Mapan* . Agra:H.P. Bhargava book house.

Caffrey, E. D. (2009). *Assessment in Elementary and Secondary Education: A Primer Analyst in Education Policy*, CRS Report for Congress retrieved from www.fas.org/sgp/crs/misc/R40514.pdf

Department of Education and Skills (2012). *School Self-Evaluation, Guidelines for Primary Schools* available online at http://schoolself-evaluation.ie/primary/wp-content/uploads/2012/11/sse_guidelines_primary.pdf

Ebel, R. H. (1965), *Measuring Educational Achievement*, Englewood Cliffs, N.J., Prentice Hall Inc

Examining the Role of Teacher Evaluation in Student Achievement Contemporary Research Base For The Marzano Causal Teacher Evaluation Model retrieved from http://www.oregoned.org/images/pages/Marzano_White_Paper_on_role_of_Teacher_Evaluation_in_Student_Achievement.pdf

Rammers H.H et al. (1967). *A Practical Introduction to Measurement and Evaluation* . New York: Harper and Row Publishers, Inc

Sax, G. (1937). *Principles of Educational Measurement and Evaluation*. California USA, : Woodswarth Publishing Company, School Self-Evaluation <http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html>

Sharma R.A. (1999). *Essentials of Educational Measurement and Evaluation*. Meerut.: R.Lal Book Depot

Thorndike, R.L & Hagen, E. (1995). *Measurement and Evaluation in Psychology and Education*.London.: John Wiley & Sons Inc

Course Number: EDM804, Course Title: EDUCATIONAL ENTREPRENEURSHIP

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2016-17

Total credits: 4, Periods (55 mts. each)/week: 4 (L-4+T-0+P-0), Min.pds./sem.: 52

UNIT 1: INTRODUCTION TO EDUCATION ENTREPRENEURSHIP [10 Pds]

(a) Concept of Entrepreneurship (b) Concept of Educational Entrepreneurship (c) Need and importance of Educational Entrepreneurship (d) Scope of Educational Entrepreneurship (e) Educational Structure and Policies

UNIT 2: INNOVATION, CREATIVITY AND EDUCATIONAL ENTREPRENEURSHIP [10 Pds]

(a) Idea Generation (b) The Creative process (c) Principles of Innovation (d) Role of Innovation in Educational Entrepreneurship: Initial Stages (e) Role of Innovation in Educational Entrepreneurship: Growth stage

UNIT 3: START UP PHASE OF EDUCATIONAL ENTREPRENEURSHIP [10 Pds]

(a) Identification of opportunity (b) Setting -up mission, vision and goals (c) Understanding Implications of Government Regulations of startup (d) Characteristics and competencies of an educational entrepreneur (e) Entrepreneurial and Intrapreneurial mind

UNIT 4: EARLY GROWTH STAGE OF AN EDUCATIONAL ENTERPRISE [10 Pds]

(a) Feasibility study –Marketing Plan (b) Financial Planning (c) Human Resource Planning (d) Operations and Output Planning (e) Resource Mobilization

UNIT 5: LATER GROWTH STAGE AND SUSTAINABILITY [12 Pds]

(a) Strategies for expansion and growth (b) Leadership style (c) Educational leaders and Educational Institutions –Case studies (d) Ethical Issues (e) Legal Issues - copy rights, patents, trademarks, IPR [Intellectual Property Rights]

SUGGESTED TEACHING AND LEARNING ACTIVITIES

To facilitate student's attainment of the objectives in this course teachers are encouraged to engage students in the following teaching and learning activities.

- 1) Review of media/local environment (for example, trade shows) to identify potential areas of entrepreneurial opportunities and how this will aid in national development.
- 2) Debate on the essential characteristics of an entrepreneur.
- 3) Group presentations and discussions on case studies related to different situations requiring entrepreneurial skills.
- 4) Invite entrepreneurs to share their experience; and/or use audio visual presentations of successful and/or unsuccessful entrepreneurs.
- 5) Study visit by students to any enterprise of own choice. With the help of a schedule/questionnaire the students will record observation regarding- the background of entrepreneur, reasons for selection the entrepreneurial career, stating the enterprise, the type of enterprise, the process of setting this enterprise, products/ services, production process, investment made and marketing practices followed, profit or loss, growth and development, problems faced, institutions/organizations which offer support and entrepreneur's level and type of satisfaction.
- 6) Preparation of a brief project report based on the observations made during study visit to an enterprise.

SUGGESTING READINGS:

Barringer, B.R., and Ireland, D. (2011). Entrepreneurship: Successfully Launching New Ventures, 4th Edition. New Jersey: Pearson Education.

Drucker, P.F. (2006). Innovation & Entrepreneurship. London: Harper Business

Holt, D.H. (2002). Entrepreneurship: New Venture Creation. New Delhi: Prentice Hall Private Limited.

Spinelli, S., & R. Adams (2011). New Venture Creation, Entrepreneurship for the 21st Century, 9th Edition. New York: McGraw Hill/Irwin.

Verstraete, T. & Jouioson-Laffitte, E. (2012). A Business Model for Entrepreneurship. Cheltenham: Edward Elgar Publishing Ltd.

Course Number: EDM805, Course Title: FUNDAMENTALS OF IDEA ENGG. IN EDU.

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2016-17

Total credits: 4, Periods (55 mts. each)/week: 4 (L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: IDEA ENGINEERING IN EDUCATION [10 PDS]

(a) Meaning, Concept and Nature of Idea Engineering (b) Scope of idea Engineering (c) Group Decision making Processes (d) Various Techniques of Group Decision making process (e) Group Decision making process in Education

UNIT 2: SMALL GROUP CONSENSUS METHODOLOGY [10 PDS]

(a) Concept of Consensus methodology: Characteristics & Guidelines (b) Basics of Consensus decision making (c) Consensus group technique (d) Consensus & Conflict theory (e) Nominal Group technique (NGT): Protocol of Consensus methodology

UNIT 3: STRUCTURING THE CURRICULA THROUGH SCIENTIFIC APPROACH [10 PDS]

(a) Principles & Process of curriculum structuring (b) Introduction to curriculum approaches (c) Models of curriculum development: Tyler's, Wiggings & Mc Tighe (d) Deliberative, Post-positivism model, Experiential & Social Critical model of Curriculum Development (e) Subject Centered & Learner Centered Design of Curriculum Structuring

UNIT 4: CONCEPT & MIND MAPPING & ITS APPLICATION IN EDUCATION [10 PDS]

(a) Conceptual framework of concept mapping and mind mapping (b) Difference of concept mapping with graphic organizers and mind map (c) Types of Concept Map and Mind map (d) Technological involvements for concept & mind mapping (e) Hands-on practicals for constructing concept & mind map

UNIT 5: FORECASTING TECHNIQUES FOR ANALYSIS [12 PDS]

(a) Introduction to forecasting analysis (b) Techniques of forecasting analysis: qualitative, time series analysis, projection & causal technique (c) Models of forecasting technique in educational research (d) Application & utility of forecasting analysis (e) Application of Computer in Forecasting Analysis

SUGGESTED READING:

Buzan, T. & Buzan, B. (1996). The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential, Penguin USA Publisher

Harris, L. (2014). Idea Engineering: Creative Thinking and Innovation.

Horton, G. (2006). Idea Engineering: teaching Students how to generate Ideas

Novak, J. (2010). Learning, Creating, and Using Knowledge: Concept Maps as Facilitative Tools in Schools and Corporations. Routledge

Posner, G. & Rudnitsky, A. (2005). Course Design: A Guide to Curriculum Development for Teachers. Pearson

Rowe, G. & Wright, G. (1999). The Delphi technique as a forecasting tool: Issues & Analysis

Schuster, P. (2011). Concept Mapping: A Critical-Thinking Approach to Care Planning. F.A. Davis Company Publishers

Wiles, J. & Bondi, J. (2014). Curriculum Development: A Guide to Practice, Enhanced Pearson eText -- Access Card Misc. Pearson

Course Number: EDM806, Course Title: DISSERTATION III

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2016-17

Total credits: 4, Periods (55 mts. each)/week: 12 (L-0+T-4+P-12), Min.pds./sem.:104

Students will submit the final report of the research work done of any topic of the area of their specialization.

Course Number: EDM807, Course Title: POLICY PLANNING& FINAN.OF ELE. EDU.

M.Ed., Status of Course: ELECTIVE COURSE, Approved since session: 2016-17

Total credits:4, Periods (55 mts. each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: POLICY PLANNING

[10 Pds]

(a) Concept and Scope of Policy Planning (b) Comparison of Policy v/s Strategy and their Role in Education (c) Kinds and Approaches of Educational Planning (d) Role of Physical and Human Resource in Planning and Organization (e) Process and Role of Decision Making in Policy Framework

UNIT 2: INSTITUTIONAL ASSESSMENT & ISSUES

[10 Pds]

(a) Institutional Assessment (b) Measurement and Evaluation of School Planning (c) Quantitative Issues of School Planning (d) Qualitative Issues of School Administration (Absenteeism, Irregularity in schooling, Academic calendar, Resources and Control (e) Institutional Appraisal of Personnel for Planning

UNIT 3: INSTITUTIONAL PLANNING

[10 Pds]

(a) Concept, Objectives and Advantages of Institutional Planning (b) Requisites, Steps and Elements of Institutional Planning (c) Difference between Educational Planning and Institutional Planning (d) Role of Class Management in Institutional Planning (e) Role of Teachers, Principal, Management Members and State Education Departments in Institutional Planning

UNIT 4: EDUCATIONAL SUPERVISION

[10 Pds]

(a) Nature, Functions & Types of Educational Supervision (b) Planning, Organization and Evaluation of Educational Supervision (c) Techniques of Educational Supervision (d) Dissemination of good ideas and practices in Supervision to eliminate defects in Supervision (e) Role of Supervising Authorities at various levels of Education

UNIT 5: FINANCIAL PLANNING OF ELEMENTARY EDUCATION

[12 Pds]

(a) Meaning, Objectives and Importance of Financial Planning (b) Financial Framework of Elementary Education (c) Problems and Issues in Financing Elementary Education (d) Advantages and Disadvantages of Financial Planning (e) Institutes of Financing in India and Abroad.

Sessional Work:

1. Case study of Financial Planning in Elementary Schools.
2. Case studies of Educational Institutions, their Planning and Organization

SUGGESTED READINGS:

Aggarwal **J.C. and** Aggarwal **S.P.** (1992). Educational Planning in India: Reports of committees and commissions, Concept Publishing Company.

Aggarwal, Yash. and **Kusum K. Premi**, (1998). Reforming School Education: Issues in Policy Planning and Implementation, New Delhi.: Vikas Pub. House.

Benjamin S. Okeke. (1985). A Handbook of Educational Administration and Planning, Publisher New Africa Pub. Co.

Sharma, N.S. and **Sharma**, K.R. (2004). Problems of Education in India, Atlantic Publishers & Dist.

Sharma, Vijender. (2011). Educational Planning, Publisher Pinnacle Technology.

Tilak, G.B.S. (2003). Financing Education in India: Current Issues and Changing, Publisher Ravi Books.

Tilak, G.B.S. (2008). *Financing of Secondary Education in India: Grants-in-aid Policies and Practices in States*. Lucknow: Shipra Publications.

Ward Sybouts. (1992). *Planning in School Administration: A Handbook Contributions to the Study of Science Fiction & Fantasy*, Greenwood educators' reference collection, Publisher ABC-CLIO.

Course Number: EDM808, Course Title : SCHOOL LEADERSHIP & MANAGEMENT

M.Ed., Status of Course: Elective Course, Approved since session: 2016-17

Total credits: 4, Periods (55 mts. each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: LEADERSHIP IN EDUCATION: CONCEPTUAL FRAMEWORK [10 Pds]

(a) Concept, Nature and Characteristics of Leadership (b) Types and Styles in Leadership (c) Contemporary Issues of Leadership (d) Measurement in Leadership (e) Factors Affecting Leadership

UNIT 2: LEADERSHIP IN EDUCATION: MODELS AND THEORIES [10 Pds]

(a) Theories of Leadership (b) Models of Leadership (c) Leader as an Effective Manager (d) Ideals learners and their contribution to Education (e) Educational Leadership for Human Resource and Development

UNIT 3: PROCESS AND THORIES OF EDUCATIONAL MANAGEMENT [10 Pds]

(a) Principles of Educational Management (b) Process of Educational Management (c) Approaches of Educational Management (d) Theories of Educational Management (e) Skills of Educational Management

UNIT 4: CRITICAL ANALYSIS OF EDUCATIONAL MANAGEMENT AND ADMINISTRATION [10 Pds]

(a) Administration as a bureaucracy (b) Educational Management as a good servant but a bad master (c) Accountability in Management and Administration (d) Social and Ethical Environment Management and Administration (e) A comparative evaluation of Scientific Management, Educational Management and Educational Administration

UNIT 5: ISSUES, CHALLENGES AND MODERN TRENDS OF EDUCATIONAL MANAGEMENT [12 Pds]

(a) Issues of Educational Management (b) Communication and Decision Making in Educational Management (c) Delegation of Authority in Educational Institutions (d) Management by Objectives (MBO) and Programme Evaluation and Review Technique (PERT) (e)TQM at Elementary Level .

Sessional Work:

1. Analysis of leadership initiatives taken by the staff and Principal of an Institution.
2. Critical Analysis of Institutional Management and Administration.

SUGGESTED READINGS:

- Bush,Tony. (2010).*Theories of Educational Leadership and Management*, Publisher SAGE.
Chandan, J.S. (1997). *Management Concepts and Strategies*, Vikas Publishing House, New Delhi: Vikas Publishing House.
Chandrasekaran, P. (1994). *Educational Planning and Management*, Sterling Publishers Pvt.
David, H. Holt. (1993). *Management : Principles and Practices*, Publisher Prentice-Hall.
Harding, H. (1987).*Management Appreciation: An Essential Handbook*, Publisher Pitman.
James Stoner and Freeman, R. Edward. (1995). *Management*, Publisher Prentice Hall
Leolie W. Rue and LloydL, Byars.(2008).*Management: Skills and Applications*, Publisher McGraw-Hill .
Lussier, N.R.(2014).*Management Fundamentals: Concepts, Applications, & Skill*, SAGE Publications.
Mondy R. Wayne and Shane R. Premeaux. (1995).*Management : Concepts, Practices and Skills* . Publisher Prentice Hall.
Yuill,B. (2011).*Organizational Principles for Management* . West Publishing Corporation.

Course Number: EDM809, Course Title: HUMAN RESOURCE DEVELOPMENT & MNGT.

Class: M.Ed., Status of Course: ELECTIVE COURSE, Approved since session: 2016-17

Total credits: 4, Periods (55 mts. each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: HUMAN RESOURCE DEVELOPMENT AND IT'S APPORCHES [10 Pds]

(a) Concept, Functions and Advantages of Human Resource Development (b) Barriers of Human Resource Development (c) Approaches of Human Resource Development (d) Manpower requirements of Human Resource Development (e) Role of Human Resource Development.

UNIT 2: WORKING WITH GROUP OF PEOPLE FOR BETTER HUMAN RELATIONS [10 Pds]

(a) System theory- Barnard theory (b) Application of System theory to School as a Subsystem of Society (c) Bernare/ Semans theory of Organizational Equilibrium (d) Humanitarian relationships with Colleagues, Student and Administrators (e) Rapport with Organizations related to Educational Management and Administration .

UNIT 3: DEVELOPING AN ABLE HUMAN RESOURCE SYSTEM [10 Pds]

(a) Counseling and Guidance Programmes (b) Quality of work life for Job Enrichment (c) Task Analysis and SWOT Analysis for efficient Human Relations (d) Performance Appraisal for Human Resource Development (e) Impact of Globalization and Liberalization in Human Resource Development

UNIT 4: BUDGET PLANNING AND CONTROL FOR EFFECTIVE MANAGEMENT [10 Pds]

(a) Budget and Budget Control (b) Benefits of Budgetary Control (c) Types and Problem in Budgeting (d) Norms for preparing a Budgetary Estimate (e) Financial Frame work at elementary Education

UNIT 5: QUALITY MANAGEMENT [12 Pds]

(a) Concept of Institutional Quality and Its Management (b) Stress management and Suggestive Measures (c) Types, Criteria and Measures for enhancing Institutional Management (d) Quality Control and Performance Appraisal (e) Uses of Educational Research in Educational Management.

Sessional Work:

1. Critical Analysis of the role of Human Resources in Educational Institutions.
2. Visit to BDO, VEC and SMC's Education Departments and National Bodies Visit to DIET Institutes.

Suggested Readings

Bernard M. Bass. (2008). Bass and Stogdill's Handbook of Leadership: Theory, Research, and Managerial Applications.

Beaumont, P. B. (1993). Human Resource Management: Key Concepts and Skills, Publisher SAGE.

Potoker, E. S. (2010). *International Human Resource Development: A Leadership*. New York.: Mc GrawHill/Irwin

Wilson, J. P. (2005). *Human Resource Development: Learning & Training for Individuals & Organizations*. Kogan Page Publishers.

K, Aswathappa.(2005). *Human Resource and Personnel Management*, New York.: McGraw-Hill.

Bernardian, J. H. & Russell, E.A.(1993). *Human Resource Management -An Experiential Approach*. NewYork: McGraw-Hill.

Rao, V.S.P. and Narayana, P.S. (1987). *Organization theory and Behavior*, Edition2, Konark Publisher.

Randall S. Schuler .(1981). *Personnel and Human Resource Management* . New York:West Publisher.

Henderson, I. R. (1984). *Performance Appraisal*, Reston Pub.Co.

Leap, T. L. & Crino, M..D.(1990). *Personnel/ Human Resource Management*.New York:Mac Millan.

Weather, W. B. & Davis, K. (1993). *Human Resource & Personal Management* . New York:Mac Millan.IV Education.

Course Number: EDM810, Course Title: ADV.CURRICULUM THEORY FOR SEC. EDU.

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session 2016-17

Total credits: 4, Periods (55 mts. each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: CONCEPTUAL FRAMEWORK [10 Pds]

(a) Concept and scope of curriculum, curriculum as a system (b) Principles of Curriculum Development (c) Critical review of some indigenous and foreign perspectives on Secondary school curriculum – Aurobindo, Gandhi, Krishnamurti, Dewey, Kothari Commission, Delors Commission (d) Levels of curriculum planning – National, state, institutional, teacher-team, individual teacher and classroom (e) Curricular concerns in Secondary Education (NCF,2000,2005,etc)

UNIT 2: CURRICULUM PLANNING: VISION AND AIMS [10 Pds]

(a) Curricular vision and mission at the Secondary level (b) Setting educational aims –guidelines, approaches to curriculum objectives (Behavioral-Rational, Intellectual Academic, Systems-Managerial, Humanistic-Aesthetic, Reconceptualist) (c) Models of Objectives Formulation- Needs Analysis, Futuristic, Rational & Training models (d) Specifying learning outcomes in various domains (e) Critical evaluation of the aims of the Secondary school curriculum (overall and area-wise) of any one current Secondary school curriculum (UP/ DEI/CBSE, etc)

UNIT 3: CURRICULUM PLANNING: CONTENT AND LEARNING EXPERIENCES [10 Pds]

(a) Criteria for selection of content of different subjects at Secondary level (b) Planning the Co-scholastic hidden curriculum and out-of-school experiences at the Secondary school level (c) Addressing issues of equity, gender and marginalization through curriculum (e.g. rural urban disparities) (d) Organization of content and learning experiences – Horizontal integration in Secondary school curriculum (e) Vertical organization in the Secondary school curriculum

UNIT 4: CURRICULUM IMPLEMENTATION [10 Pds]

(a) Developing curricular material for Secondary level (text books, teachers' handbooks, work books, work sheets audio - visual material) (b) Curriculum transactional modes at Secondary level-classroom and out-of-class modes with special emphasis on constructivism (c) Motivation in Learning: Intrinsic and extrinsic motivation; approaches (d) Stakeholder involvement/in various dimensions of curriculum with special emphasis on the role of the teacher (e) Curriculum change-models of administrative implementation

UNIT 5: Curriculum Evaluation and Current Trends [12 Pds]

(a) Types of Curriculum Evaluation –Intended Outcomes and Goal-Free evaluation, Formative and Summative, Intrinsic and Pay-off evaluation, Norm- Referenced and Criterion-Referenced evaluation (b) Curriculum Evaluation Models – Congruence-Contingency Model, Discrepancy Evaluation model, CIPP Model, School Self Evaluation Framework by CBSE (c) TQM in curriculum development (d) Significant trends in the Secondary School Curriculum in India, USA, UK, Japan and China (e) Thrust areas of research in the Secondary school curriculum (f) Incorporating novel trends/dimensions in curriculum-values, innovation, entrepreneurship, etc.

Sessional Work:

The students may undertake any one of the following activities or any other activity based on the syllabus of the course:

1. Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and critically examining the same with respect to core trends

2. Developing curricular material for elementary level.

3. Book reviews (including reference books and school textbooks) available at elementary level of education to be carried out and presented, etc

Audio- Video and CD's

CIET (2006) Aims of Education: An interview with Prof. Krishna Kumar, Director, NCERT produced by CIET, MCERT, New Delhi.

SUGGESTED READINGS:

Aggarwal, J.C. (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.

Alexander, W. M. & Saylor, J. G. Planning Curriculum for Schools, Holt Rinehart & Winston.

Anderson, V.E. Principles and Procedures of Curriculum Improvement

Arieh, L. International Encyclopedia of Curriculum

Arora, G.L. (1984). Reflections on Curriculum. NCERT.

Bloom, B. (ed) (1956). Taxonomy of Educational Objectives: Handbook I, Cognitive Domain, New York, McKay.

Chandra Arvind: Curriculum Development and Evaluation in Education

Das RC: Curriculum and Evaluation

Dewey, J. (1966). The Child and the Curriculum. The University of Chicago Press.

Doll, R.C.: Curriculum Improvement-Decision Making and Process

Draper, E.M. Principles and Techniques of Curriculum Making

Fullan, M. and Pomfrat, A. (1977). Research on curriculum and instruction implementation, Review of Educational Research, Winter, pp 391-392.

Gronlund, N. (1970). *Stating Behavioural Objectives for Classroom Instruction*, New York: Macmillan.

Hand, H.W. & Hussain, K.M. *Network Analysis*

Henderson, J. *Reconceptualizing Curriculum Development*, Routledge.

Kaushik, S.L. (1977). *Shikshakram Vikas*, Rajasthan Hindi Granth Academy, Jaipur.

Krathwohl, D. (ed) (1956). *Taxonomy of Educational Objectives: Handbook II, Affective Domain*, New York: MaKay.

Krug EA: *Curriculum Planning*

McKernan, J. (2007). *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research*. Routledge. U.K.

McNeil, John D. (2015): *Contemporary Curriculum: In Thought and Action*, 8th Edition ,Wiley

NCERT, (2000). *National Curriculum Framework for School Education*, NCERT, New Delhi.

NCERT, (2005). *National Curriculum Framework-2005*, NCERT, Sri Aurobindo Marg, New Delhi.

Ornstein, C. and Hunkins, P. (1988). *Curriculum: Foundations, Principles and Issues*. New Jerny: Prentice Hall.

Taba, H. (1962). *Curriculum Development: Theory and Practice*, 14cw York, Harcourt Brace.

Ornstein, C. and Hunkins P. (1986) *Curriculum: Foundatios, Principles and Issues*. New Jersy: Prentice Hall.

Tyler, R. (1949). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.

Wheeler. D. K. (1967). *Curriculum Process*. London: University of London Press.

Web Links:

DEI Education Policy (1975). Retrieved from <http://www.dei.ac.in/dei/index.php/dei-education-policy>

Education Commission (1964). *Education and National Development* (Report of Kothari Commission, 1964-66). Retrieved from [http://www.dise.in/Downloads/KothariCommission Vol.1pp.1-287.pdf](http://www.dise.in/Downloads/KothariCommission%20Vol.1pp.1-287.pdf)

GOI. (1992, 1998). *National policy on education, 1986* (As modified in 1992) Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf

National Curriculum Framework for School Education (NCF-2000). Retrieved from http://www.aledu.net/rrcusrn_data/NCF2000.pdf

National Curriculum Framework for School Education (NCF-2005). Retrieved from <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>

Report of the working group on secondary and vocational education for the XII Five Year Plan. Retrieved from http://planningcommission.gov.in/aboutus/committee/wrkgrp12/hrd/wg_seconvoc1708.pdf

Audio- Video and CD's CIET (2006) *Aims of Education: An interview with Prof. Krishna Kumar*, Director, NCERT produced by CIET, MCERT, New Delhi.

Course Number: EDM811, Course Title: ADV. LEVEL PEDAGOGY FOR SEC. EDU.

Class: M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2016-17

Total credits: 4, Periods (55 mts. each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: LEARNING AS CONSTRUCTION OF KNOWLEDGE [10 Pds]

(a) Learning as cognitive process: Meta cognition. (b) Learning as socio-culturally meditative process: socio-cultural mediation (c) Constructivism - Understanding constructivist nature of knowing, doing and practicing in classroom/field, in community setting. (d) Critical appraisal of views of Piaget, Bruner and Vygotsky with reference to multiple school contexts of India. (e) Quality concerns in Teaching-Learning

UNIT 2: CLASSROOM CLIMATE AND MANAGEMENT [10 Pds]

(a) Concept of Classroom Climate and Identification of barriers (b) Strengthening partnership between teacher and Learner (c) Creating inclusive Environment (d) Building Successful Learning Communities in the Classroom (e) Strategies for effective Classroom Management with special reference to smart class.

UNIT 3: PEDAGOGICAL STRATEGIES AND THEIR IMPLICATIONS [10 Pds]

(a) Pedagogical Strategies-Definition and classification into families. (b) Behaviorist strategies- Direct instruction, Programmed instruction, Mastery learning (c) Cognitivist strategies- Microworlds, Problem-based learning. (d) Situated strategies-Inquiry-based learning, Project-based learning. (e) Pedagogical dimensions of computer-based education.

UNIT 4: LEARNING STYLES AND MODALITIES [10 Pds]

(a) Process of Knowledge construction-Analysing, Contextualisation, critical reflection (b) Pedagogical Content Knowledge in core content areas-Lee Shulman, Goldston (c) Theories of Instruction- Bruner and Piaget (d) Learning styles- Kolb's LSI (e) Motivating the Learner- Cognitive approach.

UNIT 5: INTERACTIVE TECHNOLOGIES [12 Pds]

(a) Conceptual Framework of Interactive Technologies (b) e-learning-Tele-conferencing (c) Technology and Digital Platforms (d) Designing of e-content (e) Mobile Learning and its applications.

Sessional Work:

1. Visit to an established Secondary school for observing the current pedagogical practices.
2. Writing a report on Practical based *pedagogic* experiences in simulated situations. Project/ Lab Based/ Field.
3. Designing an e-lesson plan for a secondary school subject.

SUGGESTED READINGS:

- Ambrose, S. A., Bridges, M.W., DiPietro, M. & Lovett, M.C. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey Bass.
- Conaway, J. (1997) Educational technologies effect on models of instruction.
- Flagg, B. N. (1990). Formative evaluation for educational technologies. Hillsdale, NJ: Lawrence Erlbaum.
- Hirschy, A.S. & Braxton, J.M. (2004). Effects of student classroom incivilities on students. *New Directions for Teaching and Learning* (99)
- Joyce, B., & Weil, M., & Calhoun, E. (2003). *Models of teaching* (7th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Kahn, Badrul H. A Framework for Web-Based Learning, in Khan, B.H. (ed) *Web-Based Training* ISBN 0-87778-303-9
- Kolb, David (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
- Mayer, R.E. (1992). 'Guiding Students' Cognitive Processing of Scientific Information'. San Diego, CA: Academic Press
- Piaget, Jean. (1950). *The Psychology of Intelligence*. New York: Routledge.
- Vygotskii, L.S. (1978). *Mind in society: The development of higher mental processes*. Cambridge, Harvard University Press
- Warren, L. (2000). *Managing Hot Moments in the Classroom*.

Course Number: EDM812, Course Title: EDUCATIONAL ASSESSMENT IN SEC. EDU.

Class: M.Ed., Status of Course: ELECTIVE COURSE , Approved since 2016-17

Total credits: 4, Periods(55 mts. each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: ASSESSMENT – NEED AND TOOLS [10 Pds]

(a) Need & areas of secondary education assessment (b) Construction of assessment tools (c) Item-analysis of assessment tools (d) Reliability & validity of assessment tools (e) Development of diagnostic test.

UNIT 2: REFORMS IN ASSESSMENT [10 Pds]

(a) Open book examination – concept & assessment techniques (b) Assessment in online courses (c) Comprehensive & Continuous Evaluation System (d) Formative & Summative Evaluation techniques (e) Credit & Grading system

UNIT 3: ASSESSMENT OF VARIOUS COMPONENTS [12 Pds]

(a) Assessment of syllabi (b) Assessment of text-book (c) Assessment of secondary education programme (d) Assessment of secondary teacher internship program (e) Assessment of behavioural aspects of learner

UNIT 4: ASSESSMENT OF TEACHER PROFICIENCY [10 Pds]

(a) Parameters of assessment (b) Classroom Interaction Analysis Techniques (c) Criterion, tools & techniques (d) Developing profile of secondary teachers for assessment (e) Analysis & use of assessment results

UNIT 5: SECONDARY SCHOOL-SELF EVALUATION (SSE) [10 Pds]

(a) Concept of SSE (b) Role of Council of Boards of Secondary Education (COBSE) (c) Parameters of assessment of secondary school (d) Developing profile of secondary school assessment (e) Role of stakeholders in School-Self Evaluation.

Sessional work:

The students may undertake the following activities:

1. Supervision of atleast ten B.Ed. practice teaching classes and writing supervision comments
2. Grading of administered achievement test constructed by the student
3. Assessment of a secondary class text book
4. Development of profile of secondary school for school self-assessment
5. Development of secondary school teacher profile
6. Construction of a test paper for open book examination/online course

SUGGESTED READINGS:

Fautley, M. (2012). Assessment for Learning and Teaching in Secondary Schools, Learning Matters.

Wragg, E.C. (1997). Assessment and Learning: Primary and Secondary, *Psychology Press*.

NCERT Source Book on Secondary Level Assessment. Retrieved from http://schooleducationharyana.gov.in/downloads_pdf/Circullers/sourcebookframework.pdf

Organization for Economic Co-operation and Development (November, 2005). Formative Assessment: Improving Learning in Secondary Classrooms. Retrieved from <http://www.oecd.org/edu/ceri/35661078.pdf>

Secondary School Assessment Policy (2014-2015). International School of Paris. Retrieved from http://www.isparis.edu/uploaded/Documents/M/Secondary_School_Assessment_Policy.pdf

Devos, G. (2003). School Self-Evaluation-Conditions and Caveats, The Case of Secondary Schools, *Educational Management, Administration and Leadership*, 31(4), 403-420.

Boston, C. (2002). The Concept of Formative Assessment. ERIC Digest.

Boston, C. (2002). The concept of formative assessment. *Practical Assessment, Research & Evaluation*, 8(9). Retrieved from <http://PAREonline.net/getvn.asp?v=8&n=9>.

Marshall, J.C. (1971). *Classroom test construction*. Phillipines.: Addison Weseley publishing company Inc.

Ebel, R. L. (n.d). Measuring educational achievement, India.: Prentice Hall.

Stodola, Q. & Stardahl, K. (1972). Basic tests & measurements, Thomson press (India) Limited; New Delhi.

Schonell, E.J. & Schonell F.E. (1956). Daignostic and attainment testing. London: Oliver & Boyd.

Ebel, R. L. (1979). Essentials of educational measurement . New Jersey: Prentice Hall Inc

Schwartz, A, Tiedeman, S.C. (1962). Evaluating student progress in secondary schools, New York.: David Mc Kay Company, Inc., Gronlund, N. E. (1976). Measurement and evaluation in teaching, McMillan Publishing Co., Inc., New York.

Course Number: EDM813, Course Title: POLICY, PLANNING&FINAN.OF SEC. EDU.

Class: M.Ed., Status of Course: ELECTIVE COURSE. Approved since session: 2016-17

Total credits: 4, Periods (55 mts. each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: POLICY PLANNING

[10 Pds]

(a) Concept and Scope of Policy Planning (b) Comparison of Policy v/s Strategy and their Role in Education (c) Kinds and Approaches of Educational Planning (d) Role of Physical and Human Resource in Planning and Organization (e) Process and Role of Decision Making in Policy Framework

UNIT 2: INSTITUTIONAL ASSESSMENT & ISSUES

[10 Pds]

(a) Institutional Assessment (b) Measurement and Evaluation of School Planning (c) Quantitative Issues of School Planning (d) Qualitative Issues of School Administration (Absenteeism, Irregularity in schooling, Academic calendar, Resources and Control (e) Institutional Appraisal of Personnel for Planning

UNIT 3: INSTITUTIONAL PLANNING

[10 Pds]

(a) Concept, Objectives and Advantages of Institutional Planning (b) Requisites, Steps and Elements of Institutional Planning (c) Difference between Educational Planning and Institutional Planning (d) Role of Class Management in Institutional Planning (e) Role of Teachers, Principal, Management Members and State Education Departments in Institutional Planning

UNIT 4: EDUCATIONAL SUPERVISION

[10 Pds]

(a) Nature, Functions & Types of Educational Supervision (b) Planning, Organization and Evaluation of Educational Supervision (c) Techniques of Educational Supervision (d) Dissemination of good ideas and practices in Supervision to eliminate defects in Supervision (e) Role of Supervising Authorities at various levels of Education

UNIT 5: FINANCIAL PLANNING OF SECONDARY EDUCATION

[12 Pds]

(a) Meaning, Objectives and Importance of Financial Planning (b) Financial Framework of Secondary Education (c) Problems and Issues in Financing Secondary Education (d) Advantages and Disadvantages of Financial Planning (e) Institutes of Financing in India and Abroad

Sessional Works:

1. Case study of Financial Planning in Elementary Schools.
2. Case studies of Educational Institutions, their Planning and Organization

SUGGESTED READINGS:

Aggarwal J. C. and Aggarwal S. P. (1992).Educational Planning in India: Reports of committees and commissions, Concept Publishing Company.

Aggarwal, Yash. and Kusum K. Premi,.(1998).*Reforming school education: issues in policy planning and implementation.*, New Delhi.: Vikas Pub. House

Benjamin S. Okeke.(1985).A Handbook of educational administration and planning, Publisher New Africa Pub. Co.

Sharma, N.S. and Sharma, K.R.(2004).Problems of Education in India, Atlantic Publishers & Dist.

Sharma, Vijender.(2011).Educational Planning, Publisher Pinnacle Technology.

Tilak, G. B. S. (2003).*Financing Education in India: Current Issues and Changing*, Publisher Ravi Books.

Tilak, G. B. S. (2008).*Financing of Secondary Education in India: Grants-in-aid Policies and Practices in States*. Lucknow:Shipra Publications.

Ward Sybouts.(1992).Planning in School Administration: A Handbook *Contributions to the Study of Science Fiction & Fantasy Greenwood educators' reference collection*, Publisher ABC-CLIO.

Course Number: EDM814, Course Title: SCHOOL LEADERSHIP&MNGT. IN SEC.EDU.

M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2016-17

Total credits: 4, Periods (55 mts. each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52.

UNIT 1: LEADERSHIP IN EDUCATION: CONCEPTUAL FRAMEWORK [10 Pds]

(a) Concept, Nature and Characteristics of Leadership (b) Types and Styles in Leadership (c) Contemporary Issues of Leadership (d) Measurement in Leadership (e) Factors Affecting Leadership

UNIT 2: LEADERSHIP IN EDUCATION: MODELS AND THEORIES [10 Pds]

(a) Theories of Leadership (b) Models of Leadership (c) Leader as an Effective Manager (d) Ideals learners and their contribution to Education (e) Educational Leadership for Human Resource and Development.

UNIT 3: PROCESS AND THORIES OF EDUCATIONAL MANAGEMENT [10 Pds]

(a) Principles of Educational Management (b) Process of Educational Management (c) Approaches of Educational Management (d) Theories of Educational Management (e) Skills of Educational Management.

UNIT 4: CRITICAL ANALYSIS OF EDUCATIONAL MANAGEMENT AND ADMINISTRATION [10 Pds]

(a) Administration as a bureaucracy (b) Educational Management as a good servant but a bad master (c) Accountability in Management and Administration (d) Social and Ethical Environment Management and Administration (e) A comparative evaluation of Scientific Management, Educational Management and Educational Administration .

UNIT 5: ISSUES, CHALLENGES AND MODERN TRENDS OF EDUCATIONAL MANAGEMENT [12 Pds]

(a) Issues of Educational Management (b) Communication and Decision Making in Educational Management (c) Delegation of Authority in Educational Institutions (d) Management by Objectives (MBO) and Programme Evaluation and Review Technique (PERT) (e) TQM at Secondary Level.

Sessional Work:

1. Analysis of leadership initiatives taken by the staff and Principal of an Institution.
2. Critical Analysis of Institutional Management and Administration.

SUGGESTED READINGS:

Bush, Tony. (2010). *Theories of Educational Leadership and Management*, Publisher SAGE.
Chandan, J.S. (1997). *Management Concepts and Strategies.*, New Delhi: Vikas Publishing House.
Chandrasekaran, P. (1994). *Educational Planning and Management*, Sterling Publishers Pvt. Ltd.
David, H. Holt. (1993). *Management : Principles and Practices*. Publisher Prentice-Hall.
Harding, H. (1987). *Management Appreciation: An Essential Handbook*, Publisher Pitman.
James Stoner and Freeman, R. Edward. (1995). *Management*, Publisher Prentice Hall
Leolie W. Rue and Lloyd L. Byars. (2008). *Management: Skills and Applications*, Publisher Mc Graw-Hill .
Lussier, N.R. (2014). *Management Fundamentals: Concepts, Applications, & Skill*, SAGE Publications.
Mondy R. Wayne and Shane R. Premeaux. (1995). *Management : Concepts, Practices and Skills*, Publisher Prentice Hall.
Yuill, B. (2011). *Organizational Principles for Management*, West Publishing Corporation.

Course Number: EDM815, Course Title: HUMAN RES. DEV.& MNGT. IN SEC. EDU.

M.Ed., Status of Course: MAJOR COURSE, Approved since session: 2016-17

Total credits: 4, Periods (55 mts. each)/week: 4(L-4+T-0+P-0), Min.pds./sem.:52

UNIT 1: HUMAN RESOURCE DEVELOPMENT AND ITS APPROACHES [10 Pds]

(a) Concept, Functions and Advantages of Human Resource Development (b) Barriers of Human Resource Development (c) Approaches of Human Resource Development (d) Manpower requirements of Human Resource Development (e) Role of Human Resource Development.

UNIT 2: WORKING WITH GROUP OF PEOPLE FOR BETTER HUMAN RELATIONS [10 Pds]

(a) System theory- Barnard theory (b) Application of System theory to School as a Subsystem of Society (c) Bernarell/Semans theory of Organizational Equilibrium (d) Humanitarian relationships with Colleagues, Student and Administrators (e) Rapport with Organizations related to Educational Management and Administration.

UNIT 3: DEVELOPING AN ABLE HUMAN RESOURCE SYSTEM [10 Pds]

(a) Counseling and Guidance Programmes (b) Quality of work life for Job Enrichment (c) Task Analysis and SWOT Analysis for efficient Human Relations (d) Performance Appraisal for Human Resource Development (e) Impact of Globalization and Liberalization in Human Resource Development.

UNIT 4: BUDGET PLANNING AND CONTROL FOR EFFECTIVE MANAGEMENT [10 Pds]

(a) Budget and Budget Control (b) Benefits of Budgetary Control (c) Types and Problem in Budgeting (d) Norms for preparing a Budgetary Estimate (e) Financial Frame work at elementary Education.

UNIT 5: QUALITY MANAGEMENT [12 Pds]

(a) Concept of Institutional Quality and Its Management (b) Stress management and Suggestive Measures (c) Types, Criteria and Measures for enhancing Institutional Management (d) Quality Control and Performance Appraisal (e) Uses of Educational Research in Educational Management.

Sessional Work:

1. Critical Analysis of the role of Human Resources in Educational Institutions.
2. Visit to BDO, VEC and SMC's Education Departments and National Bodies Visit to DIET Institutes.

SUGGESTED READINGS:

Bernard M. Bass. (2008). *Bass and Stogdill's Handbook of Leadership: Theory, Research, and Managerial Applications*.

Beaumont, P. B. (1993). *Human Resource Management: Key Concepts and Skills*. Publisher SAGE.

Elaine S. Potoker. (2010). *International Human Resource Development: A Leadership*, New York: , McGrawHill/Irwin.

John P. Wilson. (2005). *Human Resource Development: Learning & Training for Individuals & Organizations*, Kogan Page Publishers.

K Aswathappa. (2005). *Human Resource and Personnel Management*, , New York: McGraw-Hill.

John H. Bernardian and Joyce E.A. Russell.(1993). *Human Resource Management -An Experiential Approach.*, New York: McGraw-Hill

Rao, V.S.P. and Narayana, P.S. (1987). *Organization theory and Behavior*. Edition2, Konark Publisher.

Randall S. Schuler .(1981). *Personnel and Human Resource Management*, West publisher, New York.

Richard I. Henderson.(1984). *Performance Appraisal*, Reston Pub. Co.

Treedy L. Leap and Michael, D. Crino.(1990). *Personnel/ Human Resource Management* .New York: . Macmillan.

William B. Weather and Keith Davis. (1993). *Human Resource & Personal Management, IV Education*. New York: Macmillan.

Course No.: EDM951, Title: DISSERTATION I

Class: M.Phil., Status of Course: MAJOR COURSE, Approved since session: 2008-09
Total Credits: 6

Dissertation course.**Course No.: EDM952, Title: DISSERTATION II**

Class: M.Phil., Status of Course: MAJOR COURSE, Approved since session: 2008-09
Total Credits: 10

Dissertation course.**Course No.: EDM953, Title: SELF STUDY COURSE I**

Class: M.Phil., Status of Course: MAJOR COURSE, Approved since session: 2008-09
Total Credits: 6

Self-study course (Term Paper/Seminar Presentation): Each student will have to select two topics, one from each section.

SECTION A:

1. Philosophical thoughts of Modern Thinkers
2. Naturalism as a revolt against the traditional System of Education
3. Eclectic philosophy of Education
4. Theism in philosophy of Education
5. Bhagvat Geeta as a Gospel of Humanity
6. Upanishad as a fountain head of all Indian philosophies
7. Contribution of an Eminent philosopher – Swami Vivekanand/ Radha Krishnan/ Tagore/ J.Krishna Murthy/ J.P. Naik
8. Logical positivism : A recent trend in philosophy
9. Interdependence of Information, Knowledge & Wisdom
10. Existentialism and Education
11. Constructivism in Education
12. Contextuality & Local specificity in Education
13. Relevance of Sant mat philosophy for Fatherhood of God & Brotherhood of Man
14. Spiritual Humanism based Society
15. Dhyana & its Therapeutic Value
16. Yoga & Meditation in Education

SECTION B:

1. Education as a sub-system of the social system
2. Trans-disciplinary Education to Nurture Human Rights
3. Regional imbalances in Education
4. Public, Private & NGO Intervention in Education
5. Educational Transformation from knowledge to wisdom based society
6. Community Participation & Local Governance in Education
7. Missing links in Education System in India
8. The Concept of de-schooled society & hidden curriculum
9. Democracy & Human rights in Educational prospects
10. Humanism & Human rights in the light of Globalization of Education
11. Privatization of Education
12. Alternative methods of financing Education
13. Impact of Globalization on Education in 21st century
14. Early childhood Education : East & West point of view
15. Alternative Schooling
16. Teaching as profession & professional growth of teacher
17. Educational opportunities & Deprivation
18. Task Ahead for Teacher Educators
19. Ethics & accountability of teachers

20. Revamping Teacher Education : Retrospect & Prospect

Course No.: EDM954, Title: SELF STUDY COURSE II

Class: M.Phil., Status of Course: MAJOR COURSE, Approved since session: 2017-18

Total Credits: 6

Self-study course (Term Paper/Seminar Presentation): Each student will have to select two topics, one from each section. (Area)

SECTION A

1. Boundaries & Systems of Psychology
2. Interdependence of philosophy & psychology
3. Cognitive perspectives
4. Critical Interpretation of Modern theories of learning
5. Minimum Level of Learning
6. Teaching Learning partnership
7. Emotional Intelligence.
8. Multi sensory Integration & Activation
9. Reinforcement & Academic Achievement
10. Learning disabilities & their remediation
11. Enthronement of Rights for Disabled
12. Special Education
13. Inclusive education
14. United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) 2006
15. Leadership in Educational Organization
16. Job Satisfaction & working proficiency of teachers
17. Foundations of guidance
18. New trends & Demands in guidance
19. RPD 2016
20. Sustainable Development

SECTION B

1. Information Technology & online learning
2. Teaching Technologies and their Impact on inter-active process
3. Open System of learning
4. Virtual Education
5. Emerging International Structure of Institutions: GATE, TRIPS, WIPO and Regional network
6. Systems Approach in Education
7. E-learning
8. Satellite Education
9. Instructional Design
10. Emerging Technologies and their communicative effect on education
11. Models of teaching and their relevance in classroom teaching
12. Communicational effect of non-verbal communication
13. Computer Aided Learning Management Systems (CALM)
14. Behavioural technology and its significance
15. Emerging partnership between institution and modes of education services
16. Barrier free Environment
17. Children with Special Needs
18. UDL

Course No.: EDM955, Title: ADVANCED RESEARCH METHODOLOGY

Class: M.Phil., Status of Course: MAJOR COURSE, Approved since session: 2009-10

Total Credits: 4, Periods (50 mts. each)/week:5(L-5+T-0+P/S-0), Min.pds./sem.:65

UNIT1: FOUNDATIONS OF EDUCATIONAL RESEARCH

(a) Nature of Educational Research as a scientific & disciplined inquiry (b) Educational Research & Pre-requisites: Definition, Objectives, Characteristics & Paradigms (c) Thrust areas and emerging trends (d) Objectivity and ethical concerns in Educational Research (e) Research funding agencies: sources, problems, patent & copy right.

UNIT 2: PERSPECTIVES OF EDUCATIONAL RESEARCH

(a) Positivism (b) Empiricism (c) Realism (d) Symbolic interactionism (e) Phenomenology.

UNIT 3: APPROACHES IN EDUCATIONAL RESEARCH

(a) Fundamental Vs Applied Research (b) Theoretical Vs Experimental Research (c) Quantitative Vs Qualitative Research (d) Quantitative Research and its Types : Survey, Experimental, Causal & Impact, Comparative & Co Relational (e) Qualitative Research and its Types: Philosophical, Ethnographic, Biographical, Narrative, Enquiry research, Conversational discourse analysis, Case Study.

UNIT 4: SAMPLING & HYPOTHESIS

(a) Need and purpose of sampling (b) Sampling Theory (c) Methods of sampling and sampling errors (d) Hypothesis : Formulation & Types (e) Hypothesis Testing – Type I and Type II error, one tailed and two tailed tests.

UNIT 5: REPORTING AND COMMUNICATING EDUCATIONAL RESEARCH

(a) Format of Research Report: conceptual, methodological, analytical and communicative perspective (b) Critical Writing: Difference between Research Report, Research Project, Research Paper, Research Abstract (c) Writing Reviews: Books and Articles (d) Evaluating a Research Report (e) Publication of a Research Report.

SUGGESTED READINGS:

Best, John W., Research in Education : Englewood Cliff, N.J. Prentice-Hall.

Bruce W. Tuckman, Conducting Educational Research, New York: Harcourt Brace Jovanovich, Inc., 1972.

Borg, W.R. & Cal M.D. : Educational Research An Introduction (4th ed.) New York: Longman Inc. 1983.

Burroughs, G.E.R. : Design and analysis in Educational Research (2nd. Ed.) Oxford : Allen and Mowbray Ltd. 1975.

Clark Moustakas, Phenomenological Research Methods, New Delhi: Sage, 1994.

Desai H. G. Style Manual for Dissertations / Theses, Rajkot : Saurashtra University, 1979.

Edward F Fern, Advanced Focus, Group Research, Sage, New Delhi, 2001.

Gilbert, S. : Foundations of Educational Research. Englewood Cliffs, New Jersey : Prentice Hall, Inc., 1979.

Jaber F Gubrium & James A Holstein, Handbook of Interview Research, Sage, New Delhi, 2001.

James H. Mc. Millan and Sally Schomachers, Research in Education: A Conceptual Introduction, New York: Harper Collins, 1989.

Louis Cohen and Lawrence Manion, Research Methods in Education, London: Routledge, 1980.

Martyn Hammersley, The Dilemma of Qualitative Method, London: Routledge, 1989.

Nigel Gilbert, Researching Social Life, Sage, New Delhi, 2001.

Robert M. W. Travers, An Introduction to Educational Research, New York: Mac Millan Publishing Co., Ince., 1978.

Stephanie Taylor, Ethnographic Research, Sage, New Delhi, 2001.

Sukhia, S.P. Mehrotra, P.A. & Mehrotra R.N. Elements of Education Research (2nd Ed.) New Delhi : Allied Publishers, 1966.

Thomas R Black, Understanding Social Scientific Research, Sage, New Delhi, 2001.

Course No.: EDM956, Title: POLICY, PLANNING & MNGT. IN EDU.

Class: M.Phil., Status of Course: MAJOR COURSE, Approved since session: 2013-14

Total Credits: 4, Periods (50 mts. each)/week:5(L-5+T-0+P/S-0), Min.pds./sem.:65

UNIT 1: EDUCATIONAL POLICY

(a) The concept & characteristics of good educational policy (b) Determinants of policy: The Constitution and Legislations, Public opinion, Political will, Administrative agencies, Policy Research, Judicial Intervention (c) Policy Making: Levels, Agencies & Process, attributes of good policy-making, weaknesses and remedies in Indian context (d) Policy Implementation: Process, Agencies, Features of good Policy Implementation, Problems and suggestions in Indian context (e) Policy Research & Policy Issues: Types of Policy Research and Programme Evaluation.

UNIT 2: EDUCATIONAL PLANNING

(a) Conceptual Framework: meaning, nature, need & basics of Planning (b) Types of Planning: Micro and Macro planning (c) Centralization and Decentralization in Educational Planning (d) Short Term, Long Term planning and Institutional planning (e) Approaches to Planning: Manpower, Social Demand, Social Justice & Integrated.

UNIT 3: EDUCATIONAL POLICIES AND PLANS IN INDIA

(a) A preview of Educational policies in India : 1968, 1979, 1986 (b) Review of NPE 1986 and its Programme of Action (c) Critical Appraisal of XI Five-Year Plan (d) XII Five-Year Plan & its implication (e) Futuristic Approaches in Educational plans and policies: Idea Engineering, Delphi Approach, Scenario Building, etc.

UNIT 4: EDUCATIONAL MANAGEMENT

(a) Meaning, Nature and Scope of Educational Management (b) Theories of Educational Management: Scientific Management theory, Human Relations theory, Social Sciences Approach & Systems Approach (c) Total Quality Management (TQM) in Education (d) Modern Trends in Educational Management : Management by Objectives (MBO), Programme Evaluation and Review Technique (PERT) & Critical Path Method (CPM) (e) System of Governance: Role of CABE, MHRD, UGC, NCERT, NCTE, NAAC.

UNIT 5: MANAGEMENT OF HUMAN RESOURCE AND FINANCES

(a) Concept of Human Resource Management & Roles and Relationships of educational Personnel (b) Education and economic order and Education as an investment for Human Resource development (c) Leadership & Decision Making, Communication and Conflict Management (d) Introduction to Financing of Education in India: Public-Private Partnership, Privatization and Liberalization (e) Budgetary estimates: Plan and Non Plan Schemes, Grant in Aid Provisions Programme Planning and Budgeting System (PPBS).

SUGGESTED READINGS:

Andrew W. Halpin, 1967. Administrative Theory in Education, Macmillan Co., New York.

Bayne, C.D. & Robert L. Saundran, 1976, The Educational Management: (Artist & Practitioner) Charles A. Dones Pub. Company Washington-Ohio.

Chau, Ta-Ngoc, 2003, Demographic Aspects of Educational Planning, Paris: International Institute for Educational Planning

Farrugia, C. J. & Baldacchino Godfrey, 1995, Educational Planning and Management in Small States: Concepts and Experiences, Educational, Scientific and Cultural Organization United Nations

Govt. of Andhra Pradesh, A.P. Educational Act, 1982.

Lillis, K.M., 1993, Policy, Planning and Management of Education in Small States, International Institute for Educational Planning, University of London

Mangen, Andre, 1991, Education Projects: Elaboration, Financing and Management, Paris: UNESCO, International Institute for Educational Planning

Martin Carnoy, International Encyclopaedia – Economics of Education – Second Edition. 1995.

Mukhopadhyay, marmar and Tyagi, R.S., 2005, Governance of School Education in India, New Delhi, NIEPA

Ramchandran Padma & R. Vasantha, 2005, Education in India, New Delhi, National Book Trust

Trowler, Paul R., 1995, Higher Education Policy and Institutional Change, Buckingham: U.K.

William-B, Casteller, 1976, The Personnel Function in Educational Administration, Macmillan Publishing Co. Inc., New York.

Course No.: EDM957, Title: STATISTICAL ANALYSIS IN EDU.RES.

Class: M.Phil., Status of Course: MAJOR COURSE, Approved since session: 2009-10

Total Credits: 4, Periods (50 mts. each)/week:5(L-5+T-0+P/S-0), Min.pds./sem.:65

UNIT 1: DESCRIPTIVE STATISTICS

(a) Quantification of social phenomenon: Scale of measurement (b) Measures of central tendency (c) Measures of variability (d) Normal Distribution – Principles of probability, NPC & its applications (e) Normalizing of distribution of scores

UNIT 2: PARAMETRIC TESTS

(a) Meaning and purpose of parametric and non-parametric tests (b) t-test: meaning, purpose, assumptions and uses (c) Analysis of variance: Two and three way analysis of variance (d) Analysis of covariance (e) Multivariate Analysis: Factor Analysis, Discriminate Analysis, Cluster Analysis & Meta Analysis.

UNIT 3: NON PARAMETRIC TESTS-CONCEPT AND USES

(a) Chi-square Test (b) Median test & Sign Test (c) Mann Whitney Test (d) Kolomogorov - Smirnov Test (e) Kruskal -Wallis or H-Test.

UNIT 4: ADVANCED TECHNIQUES OF CORRELATION

(a) Linear and Product moment Correlation (b) Partial and Multiple Correlation (c) Bi-serial Correlation (d) Regression Analysis (e) Path Analysis

UNIT 5: COMPUTER APPLICATIONS IN RESEARCH

(a) Introduction to large scale data base in India (b) Feeding of data in computer (c) Application of 'Excel' (d) Application of SPSS (e) Graphical representation of Data.

SUGGESTED READINGS:

Aggarwal Y.P. (1998). Statistical Methods, New Delhi: Sterling Publishers Pvt. Ltd.

C.R. Kothari (1998). Quantitative Techniques, New Delhi: Vikas publishing House.

Elhance, D.N. (1975). Practical Problems in Statistics, Allahbad: Kitab Mahal.

Ferguson, G.A. (1959). Statistical Analysis in Psychology and Education, New York: Mc GrawHill Book Company.

Garret H.E. (1986), Statistical Analysis in Psychology and Education, N.Delhi, Vakil Ahmed.

Gupta S.P. (1996). Statistical Methods, New Delhi: Sultan Chand & Sons.

Johnson, P.O. (1961). Statistical Methods in Research, New Jersey: Prentice Hall.

Kurtz, A.K. (1980) Statistical Methods in Education and Psychology. New Delhi: Narosa Publication.

Levin, J. (1977). Elementary Statistics in Social Research : (2nd ed.) New York : Harper and Row Publishers.

Lynch, M. D. & Huntsberger, D.V. (1976). Elements of Statical Inference for Education & Psychology : Allyn & Bacon, Inc.

Rummel J.F. (1964). An Introduction to Research Procedures in Education (2nd ed.) New York : Harper and Row Publishers.

Siegel, S. (1965). Non-Parametric Statistics for the Behavioural Sciences, Tokyo: McGraw Hill.
