FACULTY OF EDUCATION

Syllabus for the Batch from Year 2021 to Year 2023

FOR

M.Ed. (2 Years) (For Colleges)
(Semester I–IV)

Examinations: 2021–23

GURU NANAK DEV UNIVERSITY AMRITSAR

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M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SCHEME OF STUDIES

SEMESTER–I

All Papers are compulsory

Paper	Course Title		Total Marks	Credits		
				T	P	Internship
	FOUNDATION COURSES					
I	Philosophy of Education		100	4		
II	Psychology of Learning and Development		100	4		
III	Introduction to Educational Research Methodology		100	4		
IV	SPECIALISATION (Elementary / Secondary and Senior Secondary Stage) Students will choose one stage specific specialization					
IV-A	SPECIALISATION --- CORE COURSES There are core courses of 6 credits which are compulsory for all the students.					
	IV-A(E) Elementary stage specialisation	IV-A (S) Secondary and Senior Secondary stage specialisation				
	a) Institutions, Systems and structures at elementary school stage level	a) Institutions, Systems and structures at secondary and senior secondary school stage level	50	2		
	b) Elementary Stage – Status, Issues and Concerns	b) Secondary and senior secondary Stage – Status, Issues and Concerns	50	2		
	c) Elementary Stage- Curriculum, Pedagogy and Assessment	c) Secondary and senior secondary Stage- Curriculum, Pedagogy and Assessment	50	2		
Practicum-I	Communication and Expository Writing		25		1	
Practicum-II	Self-Development		25		1	

Total Credits: 20

SEMESTER–II

All Papers are compulsory

Paper	Course Title	Total Marks	Credits		
	FOUNDATION COURSES		T	P	Internship
I	Sociology of Education	100	4		
II	Historical-Political Perspective of Education	100	4		
III	Education Studies	100	4		
IV	Fundamentals of Teacher Education	100	4		
V	Internship in Teacher Education Institution (Elementary /Secondary and Senior Secondary stage)	100			4
VI	*Dissertation (Formulation of Synopsis)	50		2	

Total Credits: 22

*****Every candidate shall submit the synopsis on an educational problem under the guidance of a supervisor from department of the University/Institute/College upto 30th April.

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SEMESTER–III

Paper	Course Title		Total Marks	Credits		
				T	P	Internship
	FOUNDATION COURSES					
I	**Advanced Educational Research Methodology**		**100**	**4**		
II	**Trends in Teacher Education**		**100**	**4**		
III	**Curriculum Studies**		**100**	**4**		
IV-B	**SPECIALISATION – OPTIONAL COURSES** **Choose any one option from the following & chosen course will be continued in Semester IV :-**					
	IV-B(E) Elementary stage specialisation (opt any one)	**IV-B(S) Secondary and senior secondary stage specialisation (opt any one)**				
	i)Curriculum Pedagogy and Assessment **ii)**Educational Planning, Economics and Policy **iii)**Educational management, Administration and Leadership **iv)**Inclusive Education **v)**Educational Technology and ICT	**i)**Curriculum Pedagogy and Assessment **ii)** Educational Planning , Economics and Policy **iii)**Educational management, Administration and Leadership **iv)**Inclusive Education **v)**Educational Technology and ICT	**50** **50** **50** **50** **50**	**2** **2** **2** **2** **2**		
V	**Internship in a school with stage specific specialization (Four Weeks)**		**100**			**4**
VI	***Dissertation (Data Collection)**		**50**		**2**	

Total Credits: 20

*Candidate will go for field work and collect the data for dissertation in semester III preferably during Internship in School and submit the report to the supervisor.

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SEMESTER–IV
SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)

For further specialization, students will study three courses (each of credits 4) of the option IV-B (E-i,ii,iii,iv,v) as selected in Semester III

Paper	Course Title	Total Marks	Credits		
			T	P	Internship
IV-B (E-i)	**Curriculum Pedagogy and Assessment**				
	a) Advanced Curriculum Theory	100	4		
	b) Curriculum Transaction	100	4		
	c) Approaches to Curriculum Assessment	100	4		
IV-B (E-ii)	**Educational Planning, Economics and Policy**				
	a) Educational Planning	100	4		
	b) Educational Finance And Economics Of Education	100	4		
	c) Education Policy and Research	100	4		
IV-B (E-iii)	**Educational Management, Administration and Leadership**				
	a) School Management	100	4		
	b) School Administration	100	4		
	c) Educational Leadership	100	4		
IV-B (E- iv)	**Inclusive Education**				
	a) Education For Special Children	100	4		
	b) Gender, School And Society	100	4		
	c) Inclusive Education And Its Practices	100	4		
IV-B (E- v)	**Educational Technology and ICT**				
	a) ICT and Educational Technology	100	4		
	b) ICT in Education	100	4		
	c) Educational Media and Research In Classroom	100	4		
V	**Academic Writing**	50		2	
VI	***Dissertation**	100		4	

Total Credits: 18

*(i) Dissertation shall be submitted upto 30th April. Under ordinary circumstances extension after semester IV will not be granted. However, one month extension under extra ordinary circumstances without late fee may be granted by Dean Academic Affairs, GNDU, Amritsar.
(ii) Every candidate shall be examined in viva-voce on his/her dissertation.

SEMESTER (I+II+III+IV) = 80 CREDITS

M.ED. (2 YEARS) (COLLEGES)
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SEMESTER–IV
SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)

For further specialization, students will study three courses (each of credits 4) of the option IV-B (S-i,ii,iii,iv,v) as selected in Semester III

Paper	Course Title	Total Marks	Credits		
			T	P	Internship
IV-B (S-i)	**Curriculum Pedagogy and Assessment** **a) Advanced Curriculum Theory** **b) Curriculum Transaction** **c) Approaches to Curriculum Assessment**	 100 100 100	 4 4 4		
IV-B (S-ii)	**Educational Planning, Economics and Policy** **a) Educational Planning and Economics of Education** **b) Educational Planning, Management and Financing of Education** **c) Education Policy and Research**	 100 100 100	 4 4 4		
IV-B (S-iii)	**Educational Management, Administration and Leadership** **a) Educational Management** **b) Educational Administration** **c) Leadership in Education**	 100 100 100	 4 4 4		
IV-B (S-iv)	**Inclusive Education** **a) Inclusive Education for Children with Diverse Needs** **b) Preparation and Management of inclusive education** **c) Trends, Issues and Innovations in inclusive education**	 100 100 100	 4 4 4		
IV-B (S-v)	**Educational Technology and ICT** **a) ICT and Educational Technology** **b) Educational Technology and recent development** **c) Latest trends in Educational Technology**	 100 100 100	 4 4 4		
V	**Academic Writing**	50		2	
VI	***Dissertation**	100		4	

Total Credits: 18

*(i) Dissertation shall be submitted upto 30th April. Under ordinary circumstances extension after semester IV will not be granted. However, one month extension under extra ordinary circumstances without late fee may be granted by Dean Academic Affairs, GNDU, Amritsar.
(ii) Every candidate shall be examined in viva-voce on his/her dissertation.

SEMESTER (I+II+III+IV) = 80 CREDITS

M.ED. (2 YEARS) (COLLEGES)
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SEMESTER–I

PAPER–I: PHILOSOPHY OF EDUCATION

Time: 3 Hrs. **Credits: 4**
Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

On Completion of This Course the Students Will Be Able to:
- Develop an appreciation for the role of philosophy in guiding the teaching learning process of education.
- Understand the relationship between Philosophy and Education.
- Explain the modern concept of philosophy
- Gain insight of the basic Indian and Western concepts of education
- Develop a critical understanding of major modern educational philosophies
- Compare between different philosophies and their educational implications.

SECTION–A

Philosophy of Education
a) Philosophy of Education -concept, nature, scope and functions.
b) Relation between Philosophy and Education.
c) National values as mentioned in Indian constitution and their educational implications.

SECTION–B

Philosophical Perspectives of Education
a) Branches of Philosophy- metaphysics and education, epistemology and education, axiology and education.
b) Modern concepts of Philosophy - logical analysis, logical empiricism and positive relativism.

SECTION–C

Education as Interdisciplinary Knowledge: Indian Perspective
a) Vision derived from the synthesis of Indian Philosophies namely Sankhya, Vedanta, Buddhism, Jainism w.r.t. curricular subjects, methods of teaching-learning and evaluation, role of teacher, and nature of discipline.
b) Critical analysis of thoughts of great educators:
Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo.

SECTION–D

Education as Interdisciplinary Knowledge: Western Perspective
a) Vision derived from the different schools of thoughts namely Idealism, Naturalism, Pragmatism, Existentialism w.r.t. curricular subjects, methods of teaching-learning and evaluation, role of teacher, and nature of discipline.
b) Critical Analysis of thoughts of Great Educators:
Rousseau, Karl Marx, John Dewey.

SEMESTER–I

SESSIONAL WORK **Marks: 30**

- Assignments based on educational philosophy of any two philosophers (one western and one Indian) Tagore or Aurobindo and Karl Marx or Rousseau
- Presentation on various innovative concepts in the context of teaching –learning in various secondary and senior secondary schools followed by group discussion and report submission.

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4. Dhavan, M. L (2005*). Philosophy of Education.* Delhi: Isha Books.
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10. Sharma, A.P. (1997). *An Approach to Philosophy of Education*. Delhi: Indian Publications.
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12. Weber, C.O. (1960) .*Basic Philosophies of Education*. New York: Holt, Rinehart and Winston.
13. Weerasinghe S.G.M. (1993).*The Sankhya Philosophy: A Critical Evaluation of its origins and Development*. Delhi: Sri Satguru Publications - A Division of Indian Books Centre.
14. http://www.mkgandhi.org/articles/g_edu.htm
15. http://www.shreyasfoundation.in/gandhian-philosophy.html
16. http://www.ncte-india.org/pub/gandhi/gandhi_0.htm
17. http://infed.org/mobi/rabindranath-tagore-on-education/
18. http://visvabharati.ac.in/Rabindranath/Contents/RabindranathContents.htm?f=../Contents/education.htm
19. http://www.academia.edu/4659110/Rabindranath_Tagore_on_Education
20. http://www.ncte-india.org/pub/aurobin/auro_0.htm
21. http://schoolofeducators.com/2012/04/aurobindos-vision-on-education/
22. http://www.academia.edu/1231280/Understanding_Indian-Value_System_through_Sri_Aurobindo_s_Education_System
23. http://en.wikipedia.org/wiki/Teachings_and_philosophy_of_Swami_Vivekananda
24. http://www.publishyourarticles.net/knowledge-hub/education/aim-of-education-according-to-swami-vivekananda.html
25. http://en.wikipedia.org/wiki/John_Dewey
26. http://eepat.net/doku.php?id=dewey_john
27. http://infed.org/mobi/jean-jacques-rousseau-on-nature-wholeness-and-education/
28. http://snphilosophers2005.tripod.com/ternan.pdf
29. https://www.cpp.edu/~plin/ls201/rousseau5.html
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31. http://homepages.wmich.edu/~nbarnes/Document3.pdf
32. http://www.newfoundations.com/GALLERY/Marx.html

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SEMESTER–I

PAPER–II: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Practical: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:
On Completion Of This Course the Students Will Be Able To:

- Understand the dynamics of individual development.
- Explain the different approaches concerning the process of learning and knowledge construction.
- Describe the group dynamics and social behaviour.
- Familiarize themselves with socio-emotional climate in the classroom.

SECTION–A

Human Development

a) Concept of human development, stages of human development: physical, cognitive, social, emotional, psychological and moral.
b) Nature and characteristics of Human Behaviour, Scientific ways of studying human behaviour and Factors affecting human behaviour.

SECTION–B

Understanding the Learner

a) Stages of Cognitive Development (Piaget, Vygotsky)
b) Information processing view of cognitive development (Sternberg & Atkinson).

SECTION–C

Process of Learning

a) Theories of learning (Pavlov, Hull, Tolman, Lewin)
b) Learning as construction of knowledge (with special reference to learner, teacher and learning environment), Learning as socio-culturally mediated process (Experiential learning, Cognitive negotiability, Socio-Cultural mediation)

SECTION–D

Dynamics of Social Development

a) Concept, types of groups, interrelationship and interdependence between individual and group in learning environment.
b) Socio- emotional climate in classroom with special reference to gender, differently abled and marginalised group.

SEMESTER–I

PRACTICAL

External Marks: 30

- **Administration and Interpretation of the following Experiments/ Tests: 20 Marks.**

Tests	Experiments
Verbal, Non-Verbal and Performance test of Intelligence	Learning Curve
Personality Inventory	Transfer of Training
Self-Concept Scale	
Adjustment Inventory	

Evaluation scheme for Practical: The practical examination will be conducted by the external examiner.
Practical file: 10 Marks
Conduct of Practical: 10 Marks
Viva: 10 Marks

REFERENCES:-

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SEMESTER–I

10. Dandapani, S. (2001) *Advanced educational psychology, (2nd edition)*, New Delhi, Anmol publications pvt Ltd.
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13. Garret, H.E. (2005). *Statistics in psychology and education*. New Delhi: Paragon International Publishers.
14. Guilford, J.P. (1967). *Nature of human intelligence.* New York: McGraw Hill.
15. Hurlock, E.B. (1953). *Developmental psychology*. *New York: Tata McGraw Hill Publishing Company Ltd.*
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21. Srivastava, G.N.P. (1986) *Recent Approaches to Personality Study*. Agra: APRC
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SEMESTER–I

PAPER–III: INTRODUCTION TO EDUCATIONAL RESEARCH METHODOLOGY

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- Identify a research problem.
- Formulate research questions
- Review the literature for research purpose.
- Represent data graphically.
- Compute descriptive statistics

SECTION–A

1. Meaning, purpose and areas of educational research; Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics
   Source of knowledge, the scientific approach to the knowledge generation: basic assumptions of science, scientific methods, Theory, nature and functions, The principle of evidence; Research paradigms in education: qualitative, mixed and, quantitative, and their characteristics.
2. Planning the research study: Sources of research problems, Review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources; Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research; Formulation of Hypotheses.
3. Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals. Ethics in educational research.

SECTION–B

1. Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples
2. Random Sampling Techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling
3. Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling and snowball sampling ; Determining the sample size when using random sampling; Sampling in qualitative and mixed research

SEMESTER–I

SECTION–C

1. **Tests, Inventories and Scales:** Types and their Construction and Uses, identifying a tool using Reliability and Validity Information.
2. **Questionnaire:** Forms, Principles of Construction and their scope in Educational Research, Administration of Questionnaires.
   Interview: Types, Characteristics and Applicability, Guidelines for Conducting Interviews.
3. **Qualitative and Quantitative Observation:** Use of the Checklist and Schedules, Time Sampling, Field Notes, Role of Researcher during observation, focus group discussion.

SECTION–D

1. **Data Types:** Nominal, Ordinal, Interval and Ratio; Data Levels: Individual and Group; Graphical Representation of Data.
2. **Description and Comparison of Groups:** Measures of Central Tendencies and Dispersion, Assumptions, Uses and Interpretation.
3. **Normal Distribution:** Theoretical and Empirical Distributions, Deviation from Normality and Underlying causes, Characteristics of Normal Probability Curve and its Applications, Relative Positions Percentile Rank z-scores.
4. **Examining Relationships:** Scatter plots and their interpretation Product Moment, Rank, theoretical understanding of Biserial, point-biserial, Tetra-choric, Partial and Multiple correlations
5. **Testing of Hypotheses**-Null and Alternative Hypotheses, Directional Alternative Hypotheses, Testing of Null Hypotheses, types of Error,

SESSIONAL WORK

Marks: 30

- Preparing a Research Article along with References (APA Style).
- Preparation of any three graphic designs based on statistical data.

REFERENCES:-

1. Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
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SEMESTER–I

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SEMESTER–I

Specialisation–Core Course
PAPER–IV A (E)
a) INSTITUTIONS, SYSTEMS AND STRUCTURES AT ELEMENTARY SCHOOL STAGE LEVEL

Credits: 2 **Total Marks: 50**
Time: 1½ Hrs. **Theory: 35**
Sessional Work: 15

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:

On Completion of this course the students will be able to:
- Understand the various institutions of education
- Gain insight into the structure of elementary education
- Familiarize with the administrative system of elementary education

SECTION–A

System of Elementary Education in India

Elementary Education: Concept and development

SECTION–B

Structure of Elementary Education in India

Structure and Administrative System of Elementary Education:

i. at state level
ii. at national level

SECTION–C

Institutions of Elementary Education at national level

Institutions related to elementary education at national level: Structure and functions of SSA (Sarva Shiksha Abhiyan) ,NPE (National Policy on Education 1986, as modified in 1992), DPEP (District Primary Education Programme), ECCE (Early Childhood Care and Education)

SEMESTER–I

SECTION–D

Institutions of Elementary Education at State level

Institutions related to elementary education at state level: Structure and functions of State Board, with reference to Punjab (PSEB)

SESSIONAL WORK

Marks: 15

- Case study of Anganwadi, pre-school centres
- Study of present status of ECCE in a State/District

REFERENCES:-

1. Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (Ist Ed.). Shipra Publications, New Delhi.
2. Government of India (1986). National Policy on Education, Department of Education, New Delhi. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
3. NCERT (2005). National Curriculum Framework, New Delhi.
4. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi
5. NCERT (1964): "The Indian Year book of Education 1964." Second year Book, Elementary Education, NCERT, New Delhi.
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11. http://www.karmayog.org/education/education_5295.htm
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SEMESTER–I

Specialisation–Core Course
PAPER–IV A (E)
b) ELEMENTARY STAGE – STATUS, ISSUES AND CONCERNS

Credits: 2 **Total Marks: 50**
Time: 1½ Hrs. **Theory: 35**
Sessional Work: 15

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:
- Understand the functions of elementary education.
- Gain insight into the status of elementary education.
- Familiarize with the present educational problems of elementary education.
- Critically appraise various aspects of elementary education.

SECTION–A

Elementary Education in India
Status of elementary education in India with reference to Punjab State

SECTION–B

Universalization of Elementary Education (UEE): Issues and concerns

SECTION–C

Problems and Challenges of Elementary Education in India
Problems and challenges of elementary education (access, enrolment, dropout, achievement and equality of educational opportunities, education of girls, disadvantaged and differently abled children)

SECTION–D

Government interventions for Quality concerns in Elementary Education with special emphasis on SSA and RTE.

SEMESTER–I

SESSIONAL WORK

Marks: 15

- Prepare a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.
- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject.

REFERENCES:

1. Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
2. Gupta, V.K. & Gupta, Ankur (2005). *Development of education system in India.* Ludhiana: Vinod publication.
3. Jayapalan, N. (2002). *Problems of Indian education*. New Delhi: Bhargava Publication.
4. Sachadeva, M.S. & Umesh (2005). *A Modern approach to education in emerging Indian society*. Ludhiana: Vinod publication.
5. Sodhi, T.S. (2005). Development of Education System in India. Patiala: Bawa Publications.
6. http://ssa.nic.in/urban-docs/urban-papers/Status%20-%20Challenges%20in%20the%20Million%20Plus%20Cities-Updated%20Jul....pdf
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SEMESTER–I
Specialisation–Core Course
PAPER–IV A (E)
c) ELEMENTARY STAGE- CURRICULUM, PEDAGOGY AND ASSESSMENT

Credits: 2 **Total Marks: 50**
Time: 1½ Hrs. **Theory: 35**
Sessional Work: 15

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:
On completion of this course the students will be able to:
- Gain insight into the structure of curriculum and pedagogy
- Evolve concepts of pedagogical knowledge
- Familiarize with the assessments suggested with national reports
- Study various models of curriculum assessment

SECTION–A

Curriculum and Pedagogy
a) Issues of teaching and learning, medium of instruction, personalizing 'construction of knowledge'.
b) The process of transforming knowledge of specific subject matter into teaching material, and pedagogic strategies for elementary classroom.

SECTION–B
a) Integrating pedagogical knowledge with knowledge about the Discipline, Curriculum, Context and Aims.
b) Evolving Conceptions of knowledge in relation to aims of teaching and learning; Nurturing Inquiry and Supporting Children's Learning.

SECTION–C

Curriculum and Assessment
Assessment of curriculum suggested through the national report (NCF, 2005) on elementary stage education.

SECTION–D

Assessment Models of Curriculum Development
a) Need Assessment Model, Futuristic Model
b) Vocational / Training Model
(with special reference to analysis of needs, Selection of objectives, Selection and Organization of content / learning experiences and evaluation)

SEMESTER–I

SESSIONAL WORK **Marks: 15**

- Preparing status report on elementary education in a chosen block/district with reference to enrolment, equity and achievement.
- Critical assessment of curriculum suggested through national report (NCF, 2005) on elementary education.

REFERENCES:-

1. NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
2. Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques.* New Delhi: Book Enclave
3. *Curriculum Organisation and Design*- Jack Walton, Great Briton
4. Daniel Tanner, Lawel N. Tannor (1975). *Curriculum Development theory into practice.* New York: Mac Millan Publishing Co. Inc.
5. Diamond Robert M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach.* California: Jossey-Bass Inc. Publication.
6. Joseph, P.B. et al; (2000). *Cultures of Curriculum (studies in Curriculum Theory*). New York: Teacher College Press.
7. Mrunalini Talla (2012). *Curriculum Development: Perspectives, Principles and Issues*, India: Pearson Education.
8. Oliva, Peter F. (1988) .Developing the Curriculum. Scott, and Foresman and Co.
9. Reddy, B. (2007). Principles of curriculum planning and development.
10. Taba Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.
11. http://www.ncert.nic.in/html/pdf/schoolcurriculum/ncfsc/ch2.pdf
12. http://en.wikipedia.org/wiki/Continuous_and_Comprehensive_Evaluation
13. http://www.cbse.nic.in/cce/index.html

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SEMESTER–I

Specialisation–Core Course
PAPER–IV A (S)
a) INSTITUTIONS, SYSTEMS AND STRUCTURES AT SECONDARY AND SENIOR SECONDARY SCHOOL STAGE LEVEL

Credits: 2 **Total Marks: 50**
Time: 1½ Hrs. **Theory: 35**
Sessional Work: 15

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:

On Completion of this course the students will be able to:
- Understand the various institutions of secondary education
- Gain insight into the structure of secondary education
- Familiarize with the administrative system of secondary education

SECTION–A

System of Secondary Education in India
Secondary Education: Concept and development

SECTION–B

Structure of Secondary Education in India

Structure and Administrative System of secondary education:
i) at state level
ii) at national level

SECTION–C

Institutions of Secondary Education at National Level.
Institutions related to secondary education at national level: Structure and functions of CBSE (Central Board of Secondary education) ICSE (Indian Council of Secondary Education), NIOS (National Institute of Open Schooling)

SECTION–D

Institutions of Secondary Education at State Level.
Institutions related to secondary education at state level: Structure and functions of State Board, with reference to Punjab (PSEB)

SEMESTER–I

SESSIONAL WORK

Marks: 15

Report on norms and conditions for affiliation to

- PSEB
- CBSE

REFRENCES:-

1. Aggarwal, J.C. & Gupta, S. (2007*). Secondary education-history, problem and management*. New Delhi: Shipra publications.
2. Nayak. A.K & Rao. V.K. (2010). *Secondary education*. Darya Ganj. New Delhi: Aph publishing house.
3. Mathur, S.S. (2011). *Teacher and secondary education.* Agra-2: Aggarwal publications.
4. Gupta, V.K. & Gupta, Ankur (2005). *Development of education system in India.* Ludhiana: Vinod publication.
5. Jayapalan, N. (2002). *Problems of Indian education*. New Delhi: Bhargava Publication.
6. Sachadeva, M.S. & Umesh (2005). *A Modern approach to education in emerging Indian society*. Ludhiana: Vinod publication.
7. Sodhi, T.S. (2005). *Development of Education System in India*. Patiala: Bawa Publications.
8. http://cbse.nic.in/
9. http://www.nios.ac.in/
10. http://www.pseb.ac.in/
11. http://en.wikipedia.org/wiki/Diet,_India
12. http://www.educationforallinindia.com/page112.html
13. http://en.wikipedia.org/wiki/Central_Institute_of_Educational_Technology
14. http://ciet.nic.in/

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SEMESTER–I

Specialisation–Core Course

PAPER–IV A (S)
b) SECONDARY AND SENIOR SECONDARY STAGE – STATUS, ISSUES AND CONCERNS

Credits: 2 **Total Marks: 50**
Time: 1½ Hrs. **Theory: 35**
Sessional Work: 15

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course objectives:
On completion of this course the students will be able to:
- Understand the functions of secondary education
- Gain insight into the status of secondary education
- Familiarize with the present problems of secondary education
- Critically appraise various aspects of secondary education

SECTION–A

Secondary Education in India
Status of Secondary and Higher Secondary Education in India with reference to Punjab State

SECTION–B

Pedagogical Content Knowledge.
Universalization of Secondary Education (USE): Issues and Concerns

SECTION–C

Problems and Challenges of Secondary Education in India
Problems and challenges of secondary education (access, enrolment, dropout, achievement and equality of educational opportunities, education of girls, disadvantaged and differently abled children)

SECTION–D

Government interventions for Quality concerns in Secondary and Higher Secondary Education with special emphasis on RMSA.

SESSIONAL WORK

Marks: 15

- Critical analysis of present status of any secondary school.
- Report on problems and challenges of secondary education with special reference to girl child.

SEMESTER–I

REFERENCES:-

1. Aggarwal, J.C. & Gupta, S. (2007*). Secondary education-history, problem and management*. New Delhi: Shipra publications.
2. Nayak. A.K. & Rao. V.K. (2010). *Secondary education*. Darya Ganj. New Delhi: Aph publishing house.
3. Mathur, S.S. (2011). *Teacher and secondary education.*Agra-2: Aggarwal publications.
4. Gupta, V.K. & Gupta, Ankur (2005). *Development of education system in India.* Ludhiana: Vinod publication.
5. Jayapalan, N. (2002). *Problems of Indian education*. New Delhi: Bhargava Publication.
6. Sachadeva, M.S. & Umesh (2005). *A Modern approach to education in emerging Indian society*. Ludhiana: Vinod publication.
7. Sodhi, T.S. (2005). Development of Education System in India. Patiala: Bawa Publications.
8. http://www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/chapter_1.pdf
9. https://www.amrita.edu/news/national-conference-universalization-secondary-education
10. http://www.nuepa.org/Download/Publications/Create/PTA%202011/PTA63.pdf

SEMESTER–I
Specialisation–Core Course
PAPER–IV A (S)
c) SECONDARY AND SENIOR SECONDARY STAGE- CURRICULUM, PEDAGOGY AND ASSESSMENT

Credits: 2 **Total Marks: 50**
Time: 1½ Hrs. **Theory: 35**
Sessional Work: 15

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives
On completion of this course the students will be able to:
- Gain insight into the structure of curriculum and pedagogy
- Evolve concepts of pedagogical knowledge
- Familiarize with the assessments suggested by national reports
- Study various models of curriculum assessment

SECTION–A

Curriculum and Pedagogy
a) Issues of teaching and learning, medium of instruction, personalizing 'construction of knowledge'.
b) The process of transforming knowledge of specific subject matter into teaching material, and pedagogic strategies for Secondary classroom.

SECTION–B

Pedagogical Content Knowledge
a) Integrating pedagogical knowledge with knowledge about the Discipline, Curriculum, Context and Aims.
b) Evolving Conceptions of knowledge in relation to aims of teaching and learning; Nurturing Inquiry and Supporting Children's Learning.

SECTION–C

Curriculum and Assessment
Assessment of curriculum suggested through the national report (NCF, 2005) on Secondary stage education.

SECTION–D

Assessment Models of Curriculum Development
a) Need Assessment Model, Futuristic Model
b) Vocational / Training Model
(with special reference to analysis of needs, Selection of objectives, Selection and Organization of content / learning experiences and evaluation)

SEMESTER–I

SESSIONAL WORK

Marks: 15

- Critical assessment of curriculum suggested through national report (NCF, 2005) on secondary education
- Critical assessment of any one model of development of curriculum (need assessment model, futuristic model, vocational / training model)

REFERENCES:-

1. Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques.* New Delhi: Book Enclave
2. Daniel Tanner, Lawel N. Tannor (1975). *Curriculum Development theory into practice.* New York: Macmillan Publishing Co. Inc.
3. Diamond Robert M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach.* California: Jossey-Bass Inc. Publication.
4. Joseph, P.B. et al; (2000). *Cultures of Curriculum (studies in Curriculum Theory*). New York: Teacher College Press.
5. Mrunalini Talla (2012). *Curriculum Development: Perspectives, Principles and Issues*, India: Pearson Education.
6. NCERT (2005). *National Curriculum Framework*. New Delhi
7. Oliva, Peter F. (1988). Developing the Curriculum. Scott and Foresman and Co.
8. Reddy, B. (2007). Principles of curriculum planning and development.
9. Taba Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SEMESTER–I

PRACTICUM–I: COMMUNICATION AND EXPOSITORY WRITING

Credit: 1 **Total Marks: 25 (Internal)**

Course objectives

On the completion of the course the Students will be able to:

- Enhance their ability to listen, converse, speak, present, explain and explicit their ideas
- Understand the basics of communication
- Be a good and effective speaker and listener
- To perform Expository writing

SECTION–A

Communication

a) Concept, Process and Barriers to Effective Communication
b) Types of Communication, Do's and Don'ts of Effective communication
c) Principles of Effective Speaking and listening, Essentials of good presentation of thesis

SECTION–B

Expository Writing

a) Concept, Aims and Different Patterns/ Strategies of Expository Writing
b) Types of Expository Writing
c) Steps to be followed in Expository Writing of a thesis/report

Note:-

- The course has to be taught through workshops based on ICT and Educational Technology.
- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

SEMESTER–I

REFERENCES:

1. Bhushan, A. & Ahuja, M. (2003*): Educational Technology; Theory & Practice (2nd Edition)*. Patiala: Bawa Publications.
2. Das, R.C. (1993): *Educational Technology: A Basic Text*. New Delhi: Sterling Publishers Private Limited.
3. Erikson, B. (1969). *A Systems Approach to Education, Educational Technology, Vol. IX. No.6.*
4. Marshall, E (1998).*The Marshall Plan for Novel Writing*. Cincinnati, *OH: Writer's* Digest Books.
5. Mehra, V. (2004).*Educational Technology*. New Delhi: SSP.
6. Mohanty, (1992). *Educational Technology*. New Delhi: Deep and Deep Publications.
7. Morrell, JP (2006). *Between the Lines: Master the Subtle Elements of Fiction Writing.* Cincinnati, OH: Writer's Digest Books.
8. Rozakis, Laurie E (2003). *Complete Idiot's Guide to Grammar and Style*. Penguin.
9. Selgin, P (2007). *By Cunning & Craft: Sound Advice and Practical Wisdom for fiction writers.* Cincinnati, OH: Writer's Digest Books.
10. http://grammer.about.com
11. http://study.com/academy/lesson/what-is-expository-writing-definition-exapmles.html
12. http://time4writing.com
13. http://web.alsde.edu

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SEMESTER–I

PRACTICUM–II: SELF DEVELOPMENT

Credit: 1 **Total Marks: 25 (Internal)**
28 Hours

Course objectives
On the completion of this course Students will be able to:
- Develop Self Concept
- Understand the importance of Society and Education in Self Development
- Reinforce the gender roles in Self Development
- Perform Yoga for their mental and physical well being

SECTION–A

Concept of Self
a) Understanding the Self: Individual vs. Social Being. (1 hr)
b) Carl Roger's Theory of Self-Actualization in relation to develop actualized Individual Self. (1 hr)
c) Albert Bandura's Theory of Self-Efficacy in relation to develop efficacy of Individual. (1 hr)
d) Implementation of Interventions as conceptualized by the Institution (workshops, exercise sessions, meditation sessions, yogic exercises). (7 hrs)

SECTION–B

Education Development
a) Understanding the Code of Ethics as conceptualized by UGC & NCTE. (2 hrs)
b) Workshop sessions for developing etiquettes/mannerism (in educational setting, social setting & personal setting) (4 hrs)
c) Workshop sessions for developing decision-making skills (Decision Tree, SWOT Analysis). (4 hrs)
d) Workshop sessions for developing problem solving ability skills (Brainstorming, Appreciative Inquiry). (4 hrs)
e) Workshop sessions for developing writing skills (Bottom-up Approach, Top-down Approach). (4 hrs)

NOTE:-
- The Course has to be taught with the help of different workshops based on above themes and allied areas.
- Students will write an introspective report after each work.
- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

SEMESTER–I

REFERENCES:-

1. Baron, R.A. (2007). *Psychology*. India: Porling Kindersley & Pearson Education.
2. Bob Aubrey (2010). *Managing Your Aspirations: Developing Personal Enterprise in the Global Workplace* .McGraw-Hill.
3. Booth, T., Ainscow, M., Black- Hawkins, K., Vaughan, M., & Shaw, L. (2000). *Index for Inclusion: Developing Learning and Participation in Schools. Centre for Studies on Inclusive Education*
4. Chauhan, S.S. (1978).*Advanced Educational Psychology.* New Delhi: Vikas Publishing House.
5. Dececco, J.P. (1968). *The Psychology of Learning and Instruction*. New Delhi: Prentice Hall of India.
6. Hamilton, Mark (1993). *The Self-Leader.* Amazon.com: NEO-TECH BOOKS.
7. Lazrus, Richard, S. (1963). *Personality and Adjustment.* Englewood Cliffs: Prentice Hall.
8. Rahman, M. A. (1993). *People's self-development: perspectives on participatory action research. A journey through experience.*
9. Rajbir Singh (2007). *Psychology of Well Being*. New Delhi: Global Vision Publishing House.
10. Snyder, C. R. & Lopez, S. J. (2008).*Positive Psychology.* New Delhi: Sage Publications India Pvt. Ltd.

SEMESTER–II

PAPER–I: SOCIOLOGY OF EDUCATION

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives
On completion of this course, the students will be able to:
- Understand the nature of education as a social sub- system.
- Analyze education from different sociological perspectives and theoretical framework.
- Understand educational institution as an agency of socialization.
- Reflect upon educational problems and issues related to the weaker sections of the society.
- Know how education is embedded in social structure and culture.

SECTION–A

Education and Sociology
(a) Concept and nature of sociology of Education, Difference between Sociology of Education and Educational Sociology; Social organization; Social groups; Social stratification and Social mobility.
(b) Education as a social sub- system.

SECTION–B

Social Change and Socialization
(a) **Social Change:** Meaning and Nature, Constraints and factors (Caste, Ethnicity, Language, Class, Religion and Regionalism) of social change in India.
(b) Process of socialization and acculturation of the child - critical appraisal of the role of school, parents, peer group and the community.

SECTION–C

Socio Cultural Context of Education
(a) Education as related to Social Equity (with special reference to SC, ST, Women and Rural Population).
(b) Equality of Educational opportunities (with special reference to SC, ST, Women and Rural Population).

SEMESTER–II

SECTION–D

Education and Culture

(a) Concepts of Culture, Sub-Culture and Multiculturalism. Relationship between culture and education; Cultural determinants of education.
(b) Goals and Characteristics, Dimensions of Multicultural Education (Content Integration, Knowledge Construction, Equity Pedagogy, Prejudice Reduction, School Culture).

SESSIONAL WORK

Marks: 30

- Assignments based on status of education of socio-economically disadvantaged children of India.
- Report of critical analysis of educational opportunities with reference to gender.

REFERENCES:-

1. Brambeck, C. S. (1966). *Social Foundation of Education - A Cross Cultural Approach*. New York: John Willey.
2. Banks, J. (2004). Approaches to multicultural curriculum reform. In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives* .San Francisco, CA: Jossey-Bass.
3. Banks, J. (2004). Multicultural education: Characteristics and goals. In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives* .San Francisco, CA: Jossey-Bass.
4. Brookover, W.B, and Erickson. E.L. (1973). *Sociology of Education Illinois*. The Dorsey Press.
5. Chandra, S.S. (1996). *Sociology of Education***.** Guwahati, Eastern Book House.
6. Chesler, M.A. & Cave, W.M. (1981). *Sociology of Education.* New York: Macmillan Publishing co, Inc.
7. Coffey, A. (2001).*Education and Social Change*. Buckingham: Open University Press.
8. Hallinan, M.T. (Eds). (1987). *Social Organisation of Schools*. New York: Plenum Press.
9. Hallinan, M.T. (Eds). (2000). *Handbook of the Sociology of Education*. USA: Springer.
10. Hunt, M.P. (1973). *Foundation of Education Social and Cultural Perspectives*. New York: Halt, Rinehart and Winston.
11. Havighurst, Robert et al. (1995). *Society and Education*. Baston: Allyen and Bacon.
12. Inkeles, Alex. (1987).*What is Sociology?* New Delhi: Prentice Hall of India.
13. Maunheim, K. et al. (1962).*An Introduction to Sociology of Education.* London: Routledged and Kegan Paul.
14. Mathur, S.S. (1985). *A Sociological Approach to Indian Education*. Agra: Vinod Pustak Mandir.
15. Mossish, loor. (1972). *Sociology of Education: An Introduction*. London: George Allen and Unwin.
16. Meighan, R.A. (1986). *Sociology of Education*. London: Cassell Education Ltd.
17. Mohanty, Jagannath. (2005). *Teaching of Sociology New Trends and Innovations*. New Delhi: Deep and Deep Publication Pvt. Ltd.
18. Mujibul Hasan Siddiqu. (2009). *Philosophical and Sociological Perspectives in Education*. New Delhi: A.P.H. Publishing Corporation.
19. Parelius, A.P. & Parelius, T.J. (1978). *The Sociology of Education*. New Jersey: Prentice Hall Inc.

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SEMESTER–II

PAPER–II: HISTORICAL–POLITICAL PERSPECTIVE OF EDUCATION

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives
On completion of this course the students will be able to:
- Gain insight into the ancient Indian education system.
- Understand the general development and progress of education prior to independence and after independence.
- Familiarize with the landmarks of education structure existing in India.
- Reflect on changing political context of education and support system of education.

SECTION–A

Progress of Education in Ancient Indian Education in the period of
a) Vedanta
b) Buddhism
c) Jainism
d) Islamic
In terms of social thinking, political perspective, historical scenario (personalities and events) and religious dominance during respective period.

SECTION–B

Progress of Education in British Period
Review of British period of Education, with reference to:
a) Macaulay's Minutes
b) Woods Despatch
c) Sargent Commission.

SECTION–C

Progress of Education after Independence
a) Constitutional Provision for Education
b) University Education Commission (1948), Secondary Education Commission (1952-53), Indian Education Commission (1964-66)
c) National Policy on Education (1986), Modified Programme of Action (1992)
d) NEP (2020)

SEMESTER–II

SECTION–D

Educational Transformation and Political Process

a) Dynamic relationship of education with political process.
b) Process related to the role of educational transformation in national development, National Values as enshrined in the Indian Constitution and their educational implications.

SESSIONAL WORK **Marks: 30**

- Prepare a reflective report on the salient features of NPE-1986, 1992
- Critical assessment of educational implications of any one philosophy (Vedanta, Buddhism, Jainism, Islamic.)

REFERENCES:-

1. Aggarwal, J.C. (1993): Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
2. Aggarwal, J.C. (2002): Development and Planning of Modern Education. Vikas Publishing House, New Delhi
3. Baskin, Wade. (1966). *Classics in Education*. Vision: Press London.
4. Brubacher, John S. (1969). *Modern Philosophies of Education*. New Delhi: Tata McGraw Hill.
5. Broudy, H.S. (1977). *Building a Philosophy of Education*. New York: Kriager.
6. Chauble, S. P. (1955). *A History of Education.* Allahabad: Bharat Publication.
7. Dupuis, A.M. (1972). *Philosophy of Education in Historical Perspective*. New Delhi: Thomson Press.
8. Gore, M.S. (1984). *Education and Modernization in India*. Jaipur: Rawat Publishers.
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10. Kneller, George F. (1978). *Foundations of Education*. John Wiley and Sons.
11. Mukherjee, S.N. (1955). *History of Education in India*. Baroda: Acharya Book Depot. New Delhi: National Publishing House.
12. Mukerji S. N. (1960). *Education in India To-day &Tomorrow*. Baroda: Acharya Book.
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SEMESTER–II

PAPER–III: EDUCATION STUDIES

Credit: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:
On the completion of the course the students will be able to
- Understand interdisciplinary nature of education
- Explore education system in India
- Understand various types of institutions in India
- Understand Contemporary concerns of policy practices

SECTION–A

Education as a Discipline
a) **Education as a Discipline:** Concept, parameters.
b) Concept and forms of Knowledge, Interdisciplinary nature of education with respect to different disciplines.

SECTION–B

Education System in India
a) Pre-primary, Primary, Secondary, Higher Secondary, Higher Education
b) **Types of Institutions:** Government and non-government (private, public, public private partnership and NGO) with reference to their affiliations and functions.

SECTION–C

Contemporary Concerns of Policy Practices
a) Contemporary concerns of education for marginalized groups, differently abled, gender.
b) Education for Human Resource Development, excellence in quality of Life.
As reflected in educational policies (National Policy on Education (1986), Modified Programme of Action (1992), Five year plans, RUSA, RMSA, SSA, RTE 2009.)

SECTION–D

Educational Textbooks: Indian/Western Thinkers
a) 'On Education' by Jiddu Krishnamurti
b) 'The Education of Man' by Friedrich Froebel
c) 'On Education' by Bertrand Russell

SEMESTER–II

SESSIONAL WORK

Marks: 30

- Read and reflect on the below mentioned books
  i. Wings of Fire (APJ Abdul Kalam)
  ii. The Discovery of India (Jawaharlal Nehru)
- Presentation on the practices that can be implemented for improving the quality of life of marginalized groups.

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18. http://www.indiaeducation.net/cbse/objectives.aspx
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22. http://www.rmsaindia.org/en/
23. http://en.wikipedia.org/wiki/Right_of_Children_to_Free_and_Compulsory_Education_Act
24. http://righttoeducation.in/
25. http://mhrd.gov.in/rte
26. http://books.google.co.in/books/about/On_Education.html?id=puY_55fBtJgC&redir_esc=y
27. https://books.google.co.in/books?id=IbIpkb-7RRAC&printsec=frontcover&dq=inauthor:%22Jiddu+Krishnamurti%22&hl=en&sa=X&ei=8rUbVZmNJJDauQSKwIKYCQ&ved=0CEkQ6AEwCA#v=onepage&q&f=false
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SEMESTER–II

PAPER–IV: FUNDAMENTALS OF TEACHER EDUCATION

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:
On completion of this course the students will be able to:
- Understand the objectives of NCF (2005) and NCFTE (2009).
- Familiarize with different modes of pre service teacher education.
- Gain insight into the transactional approaches for foundational and developmental courses.
- Know the different modes of in service teacher education
- Evaluate various components of a pre-service and in-service teacher education programs

SECTION–A
Structure and Modes of Pre-service Teacher Education

a) Pre-service teacher education – concept, nature, objectives, vision and structure, w.r.t. NCF (2005) , NCFTE (2009)
b) Student teacher as an adult learner – characteristics. Concept of andragogy and its principles.
c) Modes of pre-service teacher education – face-to-face (linear and integrated),distance and online – relative merits and limitations

SECTION–B
Organization of Different Components of Teacher Education Curriculum

a) Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organization and evaluation
b) Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organization and evaluation – practicum records and portfolio assessment
c) Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organization and duration. Activities and experiences in pre-internship, internship and post-internship

SEMESTER–II

SECTION–C

In-service Teacher Education in India – Concept, Structure and Modes

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

SECTION–D

Planning, Organising and Evaluating an In-service Teacher Education

a) Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material
b) Organizing an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
c) Qualities and characteristics of an effective in-service teacher educator

SESSIONAL WORK

Marks: 30

- Critical analysis of teacher education programme at secondary stage, implemented by NCTE.
- Record to be submitted on reflections during internship and study of the teacher education on instructional and evaluation practices.

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SEMESTER–II

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25. Sharma, R.A. (2008). *Distance Education.* Merrut: International Publishing.
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28. Srivestava, G.N. Prakash (2004). *Perspectives in Teacher Education*. New Delhi: Concept Publishing House.
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SEMESTER–II

PAPER–V
INTERNSHIP IN TEACHER EDUCATION INSTITUTION (ELEMENTARY/SECONDARY AND SENIOR SECONDARY STAGE)

Credits: 4 **Marks: 100 (Sessional)**
Duration: 4 weeks

- Internship of 4 weeks in a teacher Education institute relevant to the area of specialization (Elementary / Secondary / Senior Secondary) is compulsory.
- Interns will be evaluated at institution level by the teacher educator. The distribution of 100 marks of internship will be as under:

a) Performance in teaching B.Ed. Classes	20
b) Performance in 2 demonstration lessons.	20
c) Preparation of 10 lessons plans (5 composite + 5 based on different models) in school subjects.	20
d) Preparation of a Question paper/ Rating scale.	10
e) Resources used during teaching program. (Aids/Innovations)	10
f) Observation/Reflection of at least 10 lessons delivered by peer group.	10
g) Field report based on the area of specialization.	10

The Sessional Work will be evaluated by the supervisor and principal of institution where internship is being organised co-ordinated by Principal of the College/Head of the Department where student is studying. The student will also seek a certificate from the Principal of the Institution where internship is being organized counter signed by the supervisor and Principal of the College/Head of the Department.

- **The records be retain for at least three years in the institution.**
- **In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.**

SEMESTER–II

PAPER–VI: DISSERTATION (FORMULATION OF SYNOPSIS)

Credits: 2 **Marks: 50 (25 Internal & 25 External)**

Every candidate shall submit the synopsis on an educational problem under the guidance of supervisor from the college at the end of semester II up to 30th April. This must be finalized in in-house interaction meet of the research committee (at least three members) formulated in the College by the Principal. For internal evaluation a committee of three members (supervisor, HOD and a senior faculty nominated by the principal) will be constituted. The synopsis will be externally evaluated by the members of the Board of Studies constituted by Guru Nanak Dev University, Amritsar.

SEMESTER–III

PAPER–I: ADVANCED EDUCATIONAL RESEARCH METHODOLOGY

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to:
- Understand the different research methodologies.
- Gain insight and reflect upon various issues and problems of educational research.
- Use different statistical techniques for analysis of data.

SECTION–A

1. **Experimental Research:** Nature of experimental research, Variables in experimental research - independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables
   Experimental Research designs: Single-Group Pre-test - Post-test Design, Pre-test - Post-test Control-Group Design, Post-test only Control-Group Design, and Factorial Design
   Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design
   Internal and external validity of results in experimental research
2. Steps in Non- Experimental Research; Simple cases of Casual-Comparative and Correlational research; necessary conditions for causation
   Techniques of control: matching, holding the extraneous variable constant and statistical control
3. **Classification by Time:** Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives-Descriptive, Predictive and Explanatory.

SECTION–B

1. **Qualitative Research:** Meaning, Steps and Characteristics; Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory-characteristics, types, data collection, analysis and report writing
2. **Historical Research:** Meaning, Significance, Steps, Primary and Secondary Sources of Information, External and Internal Criticism of the Source.
3. **Mixed Research**: Meaning, Fundamentals Principles, Strength and Weaknesses, Types and, Limitations.

SEMESTER–III

SECTION–C

1. Estimation of a Parameter-Concept of parameter and statistics. Computation of Standard Error of Mean, testing the Significance of difference between the means and variances for independent, correlated and small samples.
2. Analysis of Variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses only.
3. Computation of two-way ANOVA and Chi-square test (using frequencies).

SECTION–D

1. Non-Parametric statistics: Assumptions and uses of sign test, rank test and median test.
2. Data Analysis in Qualitative and mixed Research- Concept, techniques and interpretation.
3. Plagiarism: Meaning, types, ways to avoid plagiarism, various citation methods (writing style, methods for citing various sources).

Sessional Work **Marks 30**

Use of Computer for Data Analysis-

- Knowledge of Software for Statistical Analysis such as SPSS
- Knowledge of EXCEL for graphical presentations, parametric statistics and non-parametric statistics.

REFERENCES:-

- Ary, Donald and Jacob (1976): Introduction of Statistics, Purpose and Procedures, New York, Holt Rinehart and Winston.
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SEMESTER–III

PAPER–II: TRENDS IN TEACHER EDUCATION

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On Completion of this course the students will be able to:
- Gain insight and reflect on policies of teacher education
- Acquainted with the structure and management of teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Understand and appreciate the research perspective on various practices in teacher education.
- Develop professional attitudes, values and interests needed to function as a teacher educator
- Develop understanding of various avenues of teacher's professional development
- Reflect on the issues, problems and concerns in teacher education.

SECTION–A

Perspectives and Policy on Teacher Education

a) Teacher Development – Concept, Factors influencing teacher development – personal, contextual.
b) Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.
c) National and state policies on teacher education – A Review.
d) Latest Evaluation Trends- Semester System CBCEGS (Credit Based Continuous Evaluation Grading System)

SECTION–B

Structure and Management of Teacher Education

a) Structure of teacher education system in India – its merits and limitations
b) Professional development of teachers and teacher educators – present practices and avenues
c) Systemic factors influencing the quality of pre and in-service education of secondary school teachers

SEMESTER–III

SECTION–C

Research in Teacher Education

a) Paradigms for research on teaching – Gage, Doyle and Shulman.
b) Methodological issues of research in teacher education – direct versus indirect, laboratory versus field research, scope and limitations of classroom observation
c) Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications

SECTION–D

Problems and Issues in Teacher Education

a) Challenges in professional development of teachers – relevance to school education, assurance of quality of teacher education programmes.
b) Issues related to enhancing teacher competence, commitment and teacher performance
c) Partnerships in secondary teacher education – TEI with school and community, Government Agencies, with NGOs, between teacher education institutions preparing teachers for different levels of school education

SESSIONAL WORK **Marks: 30**

- A review of researches in any one area of research in teacher education and write the policy implications
- A review of a research article in teacher education and write implications for Practitioner

REFERENCES:-

- Balsare Maitraya (2005) *Administration and Reorganisation of teacher education*. Kanishka Publishers, New Delhi India.
- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
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SEMESTER–III

- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
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- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SEMESTER–III

PAPER–III: CURRICULUM STUDIES

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives
On completion of this course the students will be able to:
- Understand the meaning of Curriculum.
- Gain insight into various determinants of curricula
- Conceptualize the knowledge in designing curricula
- Develop the different skills related with different subjects.

SECTION–A

An Introduction to Curriculum
a) History of Curriculum Development
b) Concept and Components of curriculum, Aims and Principles of Curriculum Construction
c) Determinants of Curriculum

SECTION–B

Knowledge and Designing the School Curriculum
a) Distinguish between knowledge and information, knowledge as construction of meaning and critical thinking (drawing upon the development of critical theory). exploring the nature of different kinds of knowledge : disciplinary and pedagogical, knowledge of educational contexts, goals and aims within historical and contemporary contexts,
b) Knowledge of learners; selection of knowledge in designing curricula; implications of different kinds of knowledge for teaching and ways of helping all students to learn.

SECTION–C

Secondary and Senior Secondary School Curriculum: Language and Social Sciences
a) Language Curriculum: focus on language proficiency and communication skills such as listening, speaking, reading and writing in varying contexts and content with reference to metalinguistic awareness.
b) Social Science Curriculum: Focus on conceptual understanding of different areas of social science like Geography, History, Civics, Economics etc. at Secondary and Senior Secondary stage.

SEMESTER–III

SECTION–D

Secondary and Senior Secondary School Curriculum: Science and Mathematics

a) Science as a composite discipline focusing on experiments /use of ICT and problem solving at secondary and senior secondary stage.
b) Understanding and teaching mathematics for developing problem solving skills and analytical abilities at secondary and senior secondary stage.

Sessional work **Marks: 30**

- Preparation of any one subject curriculum for a specific class at school level
- Preparation of report on issues related with existing curriculum of languages/ social sciences/ sciences/ mathematics

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- Aggarwal, Deepak (2007).*Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave.
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- http://www.sagepub.in/upm-data/16266_Chapter_5.pdf

SEMESTER–III

PAPER–IV: B(E)
Option: (i) Elementary stage
Specialisation Optional Course- Curriculum Pedagogy and Assessment

Credits: 2 **Total Marks: 50**
Time: 1½ Hrs. **Theory: 35**
Sessional Work: 15

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to:
- Develop a broad perspective on curriculum development
- Understand types and approaches of curriculum development.
- Know various models and steps in curriculum development

SECTION–A
Approaches of Curriculum Development

a) **Humanistic Curriculum:** Concept, characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum
b) **Social Reconstructionist Curriculum:** Concept, characteristics, purpose, role of the teacher in reconstructionist curriculum

SECTION–B
Types of Curriculum Development
(a) Subject centered or Traditional Curriculum, Activity Centered Curriculum, Experience Centered Curriculum
(b) Undifferentiated Curriculum, Basic Education Curriculum

SECTION–C
Models in Curriculum Development
a) Models :Tylers-1949 model, Hilda Taba 1962 model,
b) (b) Willes and Bondi-1989 model, Need assessment model, Vocational/Training model (With special reference to analysis of needs, selection of objectives, selection and organization of content/learning experiences and evaluation).

SEMESTER–III

SECTION–D

a) Steps in curriculum development
- Assessment of need with respect to individual and environment
- Designing a curriculum
- Situational Analysis
- Selection of content and method
- Designing a collaborative curriculum
- Validation and Implementation
- Evaluation

Sessional Work: **Marks: 15**

- Preparation of curriculum of any one subject of the choice of students
- Critical analysis of any one model of curriculum development (Tylers-1949 mode, Hilda Taba 1962 model, Willes and Bondi-1989)

REFERENCES:-

- Aggarwal, Deepak (2007).*Curriculum development: Concept, Methods and Techniques.* New Delhi: Book Enclave
- Daniel Tanner, LawelN.Tannor (1975). *Curriculum Development theory into practice.* New York: Macmillan Publishing co.Inc.
- Diamond Robert M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach.* California: Jossey-Bass Inc. Publication.
- Joseph, P.B. et al; (2000). *Cultures of Curriculum (studies in Curriculum Theory*). New York: Teacher College Press.
- MrunaliniTalla (2012).*Curriculum Development: Perspectives, Principles and Issues*, India: Pearson Education.
- Oliva, Peter F. (1988) .Developing the Curriculum. Scott, and Foresman and Co.
- Reddy, B. (2007). Principles of curriculum planning and development.
- Taba Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.
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- http://www.sagepub.in/upm-data/16266_Chapter_5.pdf

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SEMESTER–III

PAPER–IV: B(E)
Option: (ii) Elementary stage
Specialisation Optional Course- Educational Planning, Economics and Policy

Credits: 2 **Total Marks: 50**
Time: 1 ½ Hrs. **Theory: 35**
Sessional Work: 15

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of the course students will be able to
- Acquire Knowledge of political economy of education
- Understand the relationship between education and economic development
- Explain the need, scope and purpose of educational planning

SECTION–A

Educational Planning and Economic Development
a) **Educational Planning:** Concept, scope, significance with special reference to Policy Implementation
b) Relationship between Educational Planning and Economics of Education

SECTION–B

Human Resource Development- strategies of MHRD

SECTION–C

Evolution of Education Policy in India:
a) Major Landmarks- Policy formulation followed by State and Central governments in Education and planning
b) Indian Constitution: Education in concurrent list, Implications of 73rd amendment

SECTION–D

Education as an investment, consumption and transformation of societies.

Sessional Work: **Marks: 15**
- Critical analysis of administrative system of any educational institution
- Prepare the presentation on various strategies of MHRD in context to teacher education.

REFERENCES:-

- A. Gosh: New Horizon in Planning, 1956, Calcutta World Press.
- Baljit Singh, Economics of Indian Education, 1983, Meenakshi Prakashan, New Delhi.
- C.A. Anderso: The Social Context of Educational Planning, 1967.
- Aggarwal, J.C. (2003).Landmark of education in india, Vikas publishing house, New Delhi, 3rd edition.

SEMESTER–III

PAPER–IV: B(E)

Option: (iii) Elementary stage
Specialisation Optional Course- Educational Management, Administration and Leadership

Credits: 2 **Total Marks: 50**
Time: 1 ½ Hrs. **Theory: 35**
Sessional Work: 15

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives
On completion of this course students will be able to:
- Understand the concept of school organization and administration.
- Familiarize with various school records,
- Know the need of maintenance of different school records.
- Understand the aims and objectives of school organization and administration.

SECTION–A

Introduction to School Organisation
Concept and principles of school organization and administration

SECTION–B

Aims and objectives of school organization and administration for general education with reference to pre-primary and elementary level (Primary and upper primary)

SECTION–C

Introduction to school documentation
School Records: Need and importance of school records, Type of school record: teachers diary, admission and withdrawal register, SLC file, pupils attendance register, teacher attendance register, library books issue register, fund, cash book, stock register, expenditure voucher file, acquaintance roll registrar, PTA/ SMC meeting record register midday meal register, examination register etc.

SECTION–D

Maintenance of school-record--progress report, cumulative record, case histories, Continuous and Comprehensive Evaluation (CCE).

SEMESTER–III

SESSIONAL WORK: **MARKS: 15**

Visit to any one elementary school:

- Prepare a report on the maintenance of school records.
- Prepare a report on mid-day meal programme with respect to qualitative and quantitative aspects.

REFERENCES:-

- Stoner, J.A.F. and Freeman, R.E. (1992). Management, Prentices Hall.
- Gosh, B. (1994). A New Look at Organizational behaviour, Bombay: Himalaya Publishing House.
- Adair, John (1985). Effective Decision Making, Panbook London.
- Mathew, M.T. (1993). Organization Theory and Behaviour, Jaipur: RBSA Publishers.
- Sisk, M.L. (1977). Management and Organization, Souths Western Publishing Co. Ohio.
- Evertson, Carolyn (1984). Classroom management for Elementary Teachers, Prentice Hall. Nayor, P.R. Dave, P.N., and Arora, K. (1982). The Teacher and education in the Emerging India Society. New Delhi: NCERT.
- Aggarwal, J.C. (1994). Educational Administration Management and Supervision, Principles and Practices. New Delhi. 22
- Kochhar, S.K. (1990). Secondary School Administration, Jalandhar, University Publishers.
- Mathur, S.S. (1990). Educational Administration and Management, Ambala: Indian Publication.
- Vashisht, S.R.(ed.) (1994). School Administration. New Delhi: Anmol Publications

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SEMESTER–III

PAPER–IV: B(E)
Option: (iv) Elementary Stage
Specialisation Optional Course- Inclusive Education

Credits: 2 **Total Marks: 50**
Time: 1 ½ Hrs. **Theory: 35**
Sessional Work: 15

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course students will be able to:
- Discuss the advantages and challenges of inclusive education.
- Use the methods of enhancing inclusive education.
- Understand the strategies for making inclusive schools.
- Familiarize with various barriers of inclusive education.

SECTION–A

Introduction to Inclusive Education
Inclusive Education: Concept, Objectives, Scope and Benefits of Inclusive Education.

SECTION–B

Differences between special, integrated and inclusive education

SECTION–C

Accessing Inclusive Education
Barriers to Inclusive Education: Systematic Barriers, Societal barriers and Pedagogical barriers.

SECTION–D

Fundamental elements of inclusive school and Strategies for making Inclusive schools.

Sessional Work: **Marks: 15**
Prepare a report on existing barriers related with marginalized groups in any government elementary school
- Gender
- SC/ST

REFERENCES:-

- Assessment of Needs for Inclusive Education : Report of the First Regional Workshop of NCERT and UNESCO, 2000.
- Jangira, N.K. and Mani, M.N.G. (1990). *Integrated Education for the Visually Handicapped: Management Perspective***.** Gurgaon: Academic Press Rehabilitation Council of India (2000). Status Report on disability 2000.
- Mani, M.N.G. (2001). *Inclusive Education in Indian Context*. Coimbatore, IHRDC
- Mukhopadhyay, S. and Mani. M.N.G. (1999*). Education of Children with Special Needs,*Country Report, New Delhi : National Institute of Educational Planning and Administration.
- Murickan S.J.J, and Kareparampil, G. (1995).*Persons with Disabilities in Society.*Trivandrum: Kerala Federation of the Blind.
- Planning and Managing Inclusive Education in the Indian Context. Department of Education of Groups with Special Needs, NCERT and UNESCO, 2004.
- Punani, B., and Rawal, N. (1993*). Handbook: Visual Impairment*. New Delhi :Asish Publishing House.

SEMESTER–III

PAPER–IV: B(E)

Option: (v) Elementary stage
Specialisation Optional Course- Educational Technology and ICT

Credits: 2 **Total Marks: 50**
Time: 1 ½ Hrs. **Theory: 35**
Sessional Work: 15

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to:
- Understand the role of educational technology and modern innovations in teaching-learning process.
- Analyze the process of teaching and learning
- Use Information communication and technology in teaching learning process.

SECTION–A

Educational Technology
a) **Educational Technology:** Concept, approaches
b) Role in education with specific emphasis on elementary stage.

SECTION–B

a) **Glaser's Basic Teaching Model:** Concept, Steps of constructing lesson plan and Application.
b) Emergence and Evolution of Educational Technology and ICT.

SECTION–C

Teaching and Learning
a) ICT and different phases of teaching and learning process for elementary stage.
b) **Concept Attainment Model:** Concept, Steps of constructing lesson plan and Application

SECTION–D

Modern innovations in teaching and learning process.

SEMESTER–III

SESSIONAL WORK **MARKS: 15**

- Preparation of two lesson plans using ICT based on Glaser's Basic Teaching Model and Concept Attainment Model.
- Presentation of those two lessons (already prepared using ICT) through PowerPoint.

REFERENCES:-

- Adam, D.M. (1985).*Computers and Teacher Training: A Practical guide. New York:* The Haworth Pren, Inc.
- Behera, S.C. (1991). *Educational Television Programmes.* New Delhi: Deep and Deep Publications.
- Coburn, P. and et. al. (1985).*Practical Guide to Computers in Education*. AddisonWesley Publishing Company, Inc.
- Das, R.C. (1993).*Educational Technology – A Basic Text*, Sterling Publishers Pvt.Ltd.
- Evaut, M. *The International Encyclopaedia of Educational Technology*.
- Graeme, K. (1969).*Blackboard to Computers: A Guide to Educational Aids,* London, Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990). *Preparation and Use of Audio Visual Aids,* 3rdEdition, Prentice Hall, Inc.
- Kumar, N. and Chandiram, J. (1967). *Educational Television in India*, New Delhi: Arya Book Depot.
- Kumar, K.L. (2008). *Educational Technology*. New Delhi: New Age International PvtLtd. Publishers.
- Sharma, B.M. (1994).Media *and Education*. New Delhi: Commonwealth Publishers.
- Sharma, B.M. (1994). *Distance Education*. New Delhi: Commonwealth Publishers.
- Sharma, K.D. and Sharma, D.V. (1993).*Open Learning System in India*. New Delhi: Allied Publishers Ltd.
- Venkataiah, N. (1996). *Educational Technology*. New Delhi: APH Publishing Corporation

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SEMESTER–III

PAPER-IV-B(S)

Option: (i) Secondary and Senior Secondary Stage
Specialisation Optional Course- Curriculum Pedagogy and Assessment

Credits: 2 **Total Marks: 50**
Time: 1 ½ Hrs. **Theory: 35**
Sessional Work: 15

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives
On completion of this course the students will be able to:
- Develop a broad perspective on curriculum development
- Understand types and approaches of curriculum development.
- Know various models and steps in curriculum development

SECTION–A

Approaches of Curriculum Development
a) Humanistic Curriculum: Concept, characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum
b) Social reconstructionist curriculum: Concept, characteristics, purpose, role of the teacher in reconstructionist curriculum

SECTION–B

Types of Curriculum Development
a) Subject centered or Traditional Curriculum, Activity Centered Curriculum, Experience Centered Curriculum,
b) Undifferentiated Curriculum, Basic Education Curriculum

SECTION–C

Models and Steps in Curriculum Development

(a) **Models:** Tylers-1949 model, Hilda Taba 1962 model,
(b) Willes and Bondi-1989 model, Need assessment model, Vocational/Training model (With special reference to analysis of needs, selection of objectives, selection and organization of content/learning experiences and evaluation).

SEMESTER–III

SECTION–D

Steps in curriculum development

- Assessment of need with respect to individual and environment
- Designing a curriculum
- Situational Analysis
- Selection of content and method
- Designing a collaborative curriculum
- Validation and Implementation
- Evaluation

SESSIONAL WORK: **MARKS: 15**

- Preparation of curriculum of any one subject of the choice of students
- Critical analysis of any one model of curriculum development (Tylers-1949 mode, Hilda Taba 1962 model, Willes and Bondi-1989)

REFERENCES:-

- Aggarwal, Deepak (2007).*Curriculum development: Concept, Methods and Techniques.* New Delhi: Book Enclave
- Daniel Tanner, LawelN.Tannor (1975). *Curriculum Development theory into practice.* New York: Macmillan Publishing co.Inc.
- Diamond Robert M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach.* California: Jossey-Bass Inc. Publication.
- Joseph, P.B. et al; (2000). *Cultures of Curriculum (studies in Curriculum Theory*). New York: Teacher College Press.
- MrunaliniTalla (2012).*Curriculum Development: Perspectives, Principles and Issues*, India: Pearson Education.
- Oliva, Peter F. (1988) .Developing the Curriculum. Scott, and Foresman and Co.
- Reddy, B. (2007). Principles of curriculum planning and development.
- Taba Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.
- https://subbingformissfrizzle.wordpress.com/2013/01/13/schiro-curriculum-theory-part-4-social-reconstruction-ideology/
- http://www.sagepub.in/upm-data/16266_Chapter_5.pdf

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SEMESTER–III

PAPER–IV: B(S)
Option: (ii) Secondary and Senior Secondary Stage
Specialisation Optional Course- Educational Planning, Economics and Policy

Credits: 2 **Total Marks: 50**
Time: 1 ½ Hrs. **Theory: 35**
Sessional Work: 15

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives
On completion of the course students will be able to
- Acquire knowledge of political economy of education.
- Understand the relationship between education and economic development
- Explain the need , scope and purpose of educational planning

SECTION–A

Educational Planning and Economic Development
a) Educational Planning: Concept, scope, significance with special reference to Policy Implementation
b) Relationship between Educational Planning and Economics of Education

SECTION–B

Human Resource Development- strategies of MHRD

SECTION–C

Evolution of Education Policy in India:
a) Major Landmarks- Policy formulation followed by State and Central governments in Education and planning.
b) Indian Constitution: Education in concurrent list, Implications of 73rd amendment.

SECTION–D

Education as an investment, consumption and transformation of societies.

Sessional Work: **Marks: 15**
- Critical analysis of administrative system of any educational institution
- Prepare the presentation on various strategies of MHRD in context to teacher education.

REFERENCES:-

- A. Gosh: New Horizon in Planning, 1956, Calcutta World Press.
- Baljit Singh, Economics of Indian Education, 1983, Meenakshi Prakashan, New Delhi.
- C.A. Anderso: The Social Context of Educational Planning, 1967.
- Aggarwal, J.C. (2003).Landmark of education in india, Vikas publishing house, New Delhi, 3rd edition.

SEMESTER–III

PAPER–IV: B(S)

Option: (iii) Secondary and Senior Secondary Stage
Specialisation Optional Course-Educational Management, Administration and Leadership

Credits: 2 **Total Marks: 50**
Time: 1 ½ Hrs. **Theory: 35**
Sessional Work: 15

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives
On completion of the course the students will be able to
- Learn the basic concept of Educational administration, Management and Leadership.
- Understand the basic principal of administration and Management.
- Know the skills and styles of Leadership.

SECTION–A

Educational Management and Administration

a) Concept, Need, Characteristics and Principles of Educational Management and Educational Administration
b) Scope and importance of Educational Management and Administration.

SECTION–B

Conceptual Difference: (i) Educational Organization (ii) Educational Administration (iii) Educational management.

SECTION–C

Educational Leadership
a) Concept, need, principles and problems of Leadership.
b) Leadership traits

SECTION–D

Styles of Educational Leadership: Autocratic, Laissez Faire, Democratic.

SEMESTER–III

SESSIONAL WORK **MARKS: 15**

- Prepare the report on leadership qualities of any school principal.
- Comparative study of innovative practices adopted by any two educational institutions.

REFERENCES:-

- Bhatia, K.K. and Singh, Jaswant (2002). *Principles & Practice of School Management*. Ludhiana: Tandon Publication.
- Bhatnagar, R.P. and Verma, I.B. (1978). *Educational Administration at College Level*. Meerut: Loyal Book.
- Dash, B.N. (1996). *School Organisation Administration & Management*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Sachdeva, M.S. (2001). *School Management.* Ludhiana: Bharat Book Centres.
- Sarkaria, M.S., Singh, Jaspal and Gera, Manju (2008). *Modern School Management.* Ludhiana: Kalyani Publishers.
- Sodhi, T.S. and Suri, Anaina (2002). *Management of School Education*. Patiala: Bawa Publication.
- Sharma, T.S. (2005). *School Management and Administration*. Patiala: Shaheed-E-Azam Printing Press.

SEMESTER–III

PAPER–IV: B(S)

Option: (iv) Secondary and Senior Secondary Stage
Specialisation Optional Course- Inclusive Education

Credits: 2 **Total Marks: 50**
Time: 1 ½ Hrs. **Theory: 35**
Sessional Work: 15

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to:
- Understand concept of inclusive education.
- Explain special education, integrated education and inclusive education practices.
- Gain insight of the recommendations of policies for inclusive education.

SECTION–A

Introduction to Inclusive Education
a) Historical perspective of Inclusive Education
b) Concept of Special Education, Integrated Education and Inclusive Education

SECTION–B

Need, Objectives & scope of Inclusive Education

SECTION–C

Policies for Inclusive Education
a) Concept and meaning of diverse needs
b) Current national and international initiatives

SECTION–D

Policy perspectives supporting inclusion of children with diverse needs.

SEMESTER–III

SESSIONAL WORK **MARKS: 15**

- Visit to special/integrated/inclusive classrooms – prepare a report
- Critical analysis of any policy for children with diverse needs.

REFERENCES:-

- Ahuja. A. & Jangira, N.K. (2002).*Effective Teacher Training; Cooperative Learning Based Approach.* New Delhi: National Publishing house.
- Ainscow, M. & Booth. T (2003).*The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education.
- Chintamanikar, K.(1992).*Exceptional Children-Their Psychology and Education,* New Delhi: Sterling Publishers Pvt. Ltd.,
- Dash M.(2005). *Education of Exceptional Children*. New Delhi: Atlantic Publications and Distributors
- Jangira N.K. and Mani, M.N.G. (1990).*Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.
- Jha, M. M. (2002). *School without Walls: Inclusive Education for All,* Oxford: Heinemann Education.
- Sharma P.L (2003).*Planning Inclusive Education in Small Schools,* R .I E. Mysore.
- Sharma, P.L. (1990).*Teachers handbook on IED-Helping children with special needs*N.C.E.R .T. Publication
- Wornock,M.(1978) *''Special Educational Needs".*Report of the Committee of the Inquiry intothePeople,HMSO.

SEMESTER–III

PAPER–IV: B(S)
Option: (v) Secondary and Senior Secondary Stage
Specialisation Optional Course-Educational Technology and ICT

Credits: 2 **Total Marks: 50**
Time: 1 ½ Hrs. **Theory: 35**
Sessional Work: 15

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives
On completion of this course the students will be able to:
- Understand the role of educational technology and modern innovations in teaching-learning process.
- Analyze the process of teaching and learning
- Use Information communication and technology in teaching learning process.

SECTION–A

Educational Technology:
a) Concept, approaches and its role in education with specific emphasis on secondary and senior secondary stage.
b) Emergence, Evolution and Scope of Educational Technology in India.

SECTION–B

Models of Teaching
a) **Inquiry Training Model**
b) **Advance Organizer Model**
(Concept, Steps of constructing lesson plan and Application)

SECTION–C

Teaching and Learning:
a) ICT and different phases of teaching and learning process for secondary and senior secondary stage; and the quality of intellectual activities involved in each phase.
b) Maxims and Principles of teaching specific to secondary stage.

SECTION–D

Modern innovations in teaching and learning process.

SEMESTER–III

SESSIONAL WORK: **MARKS: 15**

- Observe a classroom Interaction and analyse it from the point of view of interactive and Post active phases of teaching.
- Presentation of two lesson plans (using ICT based on Inquiry Training & Advance Organizer Model) through PowerPoint.

REFERENCES:-

- Adam, D.M. (1985).*Computers and Teacher Training: A Practical guide. New York:* The Haworth Pren, Inc.
- Behera, S.C. (1991). *Educational Television Programmes.* New Delhi: Deep and Deep Publications.
- Coburn, P. and et. al. (1985).*Practical Guide to Computers in Education*. Addison Wesley Publishing Company, Inc.
- Das, R.C. (1993).*Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
- Evaut, M. *The International Encyclopaedia of Educational Technology*.
- Graeme, K. (1969).*Blackboard to Computers: A Guide to Educational Aids,* London, Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990). *Preparation and Use of Audio Visual Aids,* 3rdEdition, Prentice Hall, Inc.
- Kumar, N. and Chandiram, J. (1967). *Educational Television in India*, New Delhi: Arya Book Depot.
- Kumar, K.L. (2008).*Educational Technology*. New Delhi: New Age International Pvt Ltd. Publishers.
- Sharma, B.M. (1994).Media *and Education*. New Delhi: Commonwealth Publishers.
- Sharma, B.M. (1994). *Distance Education*. New Delhi: Commonwealth Publishers.
- Sharma, K.D. and Sharma, D.V. (1993).*Open Learning System in India* .New Delhi: Allied Publishers Ltd.
- Venkataiah, N. (1996). *Educational technology*. New Delhi: APH Publishing Corporation
- http://www.jpsr.pharmainfo.in/Documents/Volumes/vol6issue06/jpsr06061402.pdf
- http://www.bmj.com/content/337/bmj.a1310
- http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/educational_technology.pdf

SEMESTER–III

PAPER–V
INTERNSHIP IN A SCHOOL WITH STAGE SPECIFIC SPECIALIZATION

Credits: 4 **Marks: 100**
Duration: 4 weeks

Internship in the area of specialization (Elementary/ Secondary and senior secondary Stage) in Semester III is compulsory.

1. M.Ed. Interns will observe and prepare a profile of the institution.**(10)**
2. M.Ed. Interns will supervise the practice teaching work of five B.Ed. Interns.**(15)**
3. M.Ed. Interns will check the lesson copies of B.Ed. Interns and will maintain record for five B.Ed. Interns. **(10)**
4. M.Ed. Interns will observe the teaching of B.Ed. Interns and give feedback and will maintain the record of feedback under the headings: strength of the lessons, weakness of the lessons and suggestions for further improvement, of those five students. **(10)**
5. M.Ed. Interns will identify and supervise the work of Action Research of two B.Ed. Interns. **(10)**
6. M.Ed. Interns will also develop teaching learning resources relevant to the needs of the learner for at least two topics from their teaching subjects. **(10)**
7. M.Ed. Interns will co-ordinate and supervise the organization of at least two co-curricular activities organized by B.Ed. Interns in the practicing schools.**(15)**
8. Practical File **(10)**
9. Overall conduct of the M.Ed. Intern. **(10)**

The Sessional Work will be evaluated by the supervisor in the practicing school and principal of the practicing school where internship is being organised co-ordinated by principal of the college/Head of the Department where student is studying. The student will also obtain a certificate from the principal of the practicing school where internship is being organized counter signed by the supervisor and principal of the college/Head of the Department. Records will be retained for at least three years. In case of any aberration or any complaint, the university/ external agency is authorized to review the awards.

SEMESTER–III

PAPER–VI
SEMESTER–III

PAPER–VI
DISSERTATION (Data Collection)

Credits: 2 **Marks: 50 (Sessional)**

Candidate will go for field work and collect the data for dissertation in Semester III preferably during four weeks of internship. Candidate will give presentation of their data collection work and evaluation will be done by College Research Committee of three members (supervisor, HOD and a senior faculty nominated by the principal).

SEMESTER–IV
SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)
Paper-IV-B (E-i)
CURRICULUM PEDAGOGY AND ASSESSMENT

Course Title (a) ADVANCED CURRICULUM THEORY

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the student will be able to:
- Reflect upon the concept of curriculum and curriculum theory.
- Describe the nature of human knowledge.
- Explain the model of curriculum planning.
- List and explain different curriculum patterns and designs.
- Gain insight into models of curriculum change and innovation.
- Explain diffusion theory and model of dissemination of curriculum change and innovation.
- Identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them

SECTION–A

Curriculum- Concept, Theory and Theorist
a) **Curriculum:** Concept, Types and Scope of Curriculum Studies.
b) **Curriculum Theory:** meaning characteristics and types of curriculum theory.
c) **Curriculum Theorist:** Mental disciplinarians (Charles Eliot), social meliorists (John Dewey), social efficiency (Franklin Bobbitt), developmentalists (G. Stanley Hall)

SECTION–B

Knowledge and Curriculum
a) Child's construction of knowledge: attaining knowledge through activity and experience
b) Concepts of Belief, Information, Knowledge and Understanding
c) Bodies of knowledge: different kinds of knowledge and their validation processes
d) Processes and criteria for curriculum selection and construction
e) Hidden Curriculum: Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks

SEMESTER–IV

SECTION–C

Curriculum Design - Patterns and Models

a) Curriculum design: concept, steps and patterns (centralized, decentralized, co-ordinated).
b) Models of curriculum design –objective model, process model, Tyler model, wheeler model, Kerr's model**.**

SECTION–D

Curriculum Change and Innovation- Concept, Theory and Model

a) Curriculum change and innovation: concept, and difference between curriculum change and curriculum innovation
b) Theory of curriculum change and innovation: Diffusion theory (Roger).
c) Models of Dissemination (Schon's model, Havlock's models).

Sessional work **Marks: 30**

- Comparison between the curriculum of two board of Education (Punjab Board of School Education and Central Board of School Education).
- Critical analysis of existing syllabi of teacher education of any one university in your state.

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SEMESTER–IV

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SEMESTER–IV
SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)
Paper-IV-B (E-i)
CURRICULUM PEDAGOGY AND ASSESSMENT

Course Title (b) CURRICULUM TRANSACTION

Credits 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course objectives:-
On completion of this course the students will be able to:
- Describe various methods/media for transaction.
- Discuss approaches of curriculum transaction.
- Explain role of ICT in curriculum Transaction.
- Develop skills to integrate Audio Visual Aids in curriculum transaction.
- Understand the role of communication in curriculum transaction

SECTION–A

Understanding Curriculum Transaction
a) Meaning of curriculum transaction, minimum requirement for transaction of curriculum: duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities, institutional facilities, classroom climate.
b) Issues related to curriculum transaction, teacher's role in curriculum transaction.

SECTION–B

Frameworks for Teaching and Learning
a) **Learning Environments in School Contexts:** Classroom spaces, laboratory, resource room, library, outdoor spaces.
b) Organization of non-graded or multi-grade, multi-level schools and classrooms: Individual tasks; small group activities; peer supported learning; individualized learning programmes and the place and purpose of these
c) Selecting and organising subject-matter; selecting formats of teaching-learning for enabling construction of knowledge; use of textbooks, other resource materials; expositions, task-setting, formulating questions to assess readiness levels; to facilitate conceptualisation and reflection and to assess grasp and learning amongst students
d) Practices associated with standard teacher centred pedagogy (‘chalk and talk’) as well as child-centred learning (‘learning by discovery’; ‘joyful learning’; ‘playway method’; ‘activity-based learning’; ‘projectbased learning’)

SECTION–C

Integration of Teaching Aids in Curriculum Transaction
a) Use of Library, Audio-visual and ICT Resources
b) Use of Audio-visual Resources
c) Strategies for using audio-visual media – films, documentaries – in furthering learning
d) ICT’s importance and role in transaction of curriculum

SEMESTER–IV

SECTION–D

Role of Communication in Transaction

a) Concept of Communication in transaction, Importance of communication transaction of learning experience, various communication means and media, Necessary requirement for proper communication.
b) Elements of communication (Who-the sender, what-the message, whom-the receiver, what-the change/the communication medium and structure of human relationship through which content material is transmitted).

Sessional Work **Marks: 30**

- Students will prepare an observation schedule for curriculum transaction in any one-school subject.
- Students will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject/or course in teacher education.

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SEMESTER–IV
SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)
Paper-IV-B (E-i)
CURRICULUM PEDAGOGY AND ASSESSMENT
Course Title (c) APPROACHES TO CURRICULUM ASSESSMENT

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to:
- Understand process of curriculum assessment
- Differentiate between formative and summative evaluation
- Gain insight into various strategies used for assessment
- Utilize different techniques for evaluation of curriculum and program
- Explain various tools used in curriculum assessment

SECTION–A

Curriculum Assessment
a) Concept, characteristics, nature and principles of curriculum assessment.
b) Approaches to curriculum assessment.
c) Diagnosis in curriculum assessment.

SECTION–B

Role of Assessment in Teaching and Learning
a) Distinguishing Assessment for Learning and Assessment of Learning, Place of assessment and feedback in the learning process
b) Formative and summative evaluation: Concept, scope and importance, collection of appropriate evidences- during designing of curriculum, and trying out of curriculum.

SECTION–C

Strategies for Assessments
1. Assessment as a continuum
2. Strategies for formative assessment
3. Creating learning profiles, including portfolios; error analysis;
4. Strategies for summative assessment; designing effective tests
5. Developing and using assessment rubrics

SECTION–D

Tools and Techniques of Curriculum Assessment
a) Observation, classroom interaction (with teacher and in peer group, group work).
b) Oral method: pretesting, diagnostic questions.
c) **Interview:** consulting users of curriculum, questionnaire, maintaining diary by the children as well as teachers, project work, peer evaluation, maintaining portfolio of the work and their presentation.

SEMESTER–IV

SESSIONAL WORK **MARKS: 30**

- Assessment of curriculum of a particular school subject using a rubric
- Summative evaluation of instructional process based upon questionnaire to be filled by students

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SEMESTER–IV
SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)
Paper-IV-B (E-ii)
EDUCATIONAL PLANNING, ECONOMICS and POLICY

Course Title: (a) EDUCATIONAL PLANNING

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to:
- Identify the need, scope and importance of educational planning in terms of national and community needs.
- Understand the social and cultural bases of educational planning.
- Gain insight of the various guiding principles of educational planning.
- Explain the impact of five year plans on education.

SECTION–A

Concept, need and process of Educational Planning
a) Concept, scope and nature of Educational Planning
b) Need and importance of Educational Planning
c) Types of Educational Planning
d) Process of Educational Planning in India.

SECTION–B

Social and Cultural Bases of Educational Planning
a) Values needed for modernization and technological developments.
b) Education as an instrument of cultural change.
c) Equalization of Educational opportunities.
d) The demographic factors - population forecasts
e) Education and social mobility.

SECTION–C

Approaches to Educational Planning
a) Guiding principles of educational planning.
b) Methods and techniques of planning.
c) Approaches to Educational Planning-Social demand approach, Man-power approach, Return of Investment approach

SEMESTER–IV

SECTION–D

Five year Plans in Education

a) Beginning of five year Plans-its historical background
b) Main features of five year plans with special reference to education.
c) Impact of five year plans on education.
d) Five year plans- merits and demerits.

SESSIONAL WORK **MARKS: 30**

- Prepare a plan for the establishment of a new elementary school.
- Analysis of School Education Act of a state.

REFERENCES:-

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SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)
Paper-IV-B (E-ii)
EDUCATIONAL PLANNING, ECONOMICS AND POLICY
Course Title (b) EDUCATIONAL FINANCE AND ECONOMICS OF EDUCATION

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to:
- Explain the relationship between the financial support of education and quality of education.
- Familiarize with the various sources of financing education in India.
- Identify the direct and indirect objects of expenditure in education.
- Analyze the financial problems of educational administration.

SECTION–A

Educational Finance
a) Concept of Educational Finance
b) Need and significance of Educational Finance
   i. Rising Unit costs and resources constraints
   ii. Demand for education.
   iii. Supply of education.
   iv. Constitutional responsibility for providing education.
c) General theory of public finance :
   i. Allocation of resources - economic and social bases for allocation of resources in education (cost minimization and quality improvement)

SECTION–B

Role of following bodies in financing Education in India
a) Government of India.
b) State Governments
c) Local Bodies
d) Private agencies
e) Voluntary Organizations.

SEMESTER–IV

SECTION–C

Educational Expenditure

a) The Determinants of expenditure on education:
   i. Public expenditure as a percentage of grip
   ii. Educational expenditure in relation to government revenue.
   iii. Inflation and public expenditure on education.
b) Direct and indirect objects of expenditure :
   i. Direct objects: Primary, secondary higher, professional and technical education.
   ii. Indirect objects: Direction and Inspection, stipends and scholarships, building, furniture and equipment, boards of secondary education etc.

SECTION–D

Economics of Educational System

a) Cost of Education
   i. Increase in per pupil cost and its relation to per capital income.
   ii. Methods of determining educational costs, unit costs, direct cost, opportunity costs.
   iii. Decisive factors on costs: Size of class, teaching load, enrolment at different levels etc.
   iv. Salary of teachers.
b) Problems and issues in educational finance.

Sessional Work **Marks: 30**

- Preparation of a blue print for expenditure control in an elementary school.
- Tentative preparation of a school budget

REFERENCES:-

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M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)
Paper-IV-B (E-ii)
EDUCATIONAL PLANNING, ECONOMICS AND POLICY
Course Title (c) EDUCATION POLICY AND RESEARCH

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to**:**

- Explore various education policies and commissions
- Develop the skills in planning and using a variety of administrative strategies
- Analyze the documents through surveys.
- Evaluate the different policies.

SECTION–A

Formulation of Educational Policy

a) Need and importance of educational policy
b) Type of Education Policy - national, state level, short-term, long-term
c) Policy objectives
d) Determinants of educational policy
e) Process of Policy Formulation

SECTION–B

Education Policies

a) National Policy on Education (1986),
b) Acharya Ram Murty Review Committee Report (1990),
c) Janardhan Reddy Committee Report (1992),
d) Modified Programme of Action (1992)

SECTION–C

Monitoring and Evaluation of Policy Implementation

Monitoring issues:

a) Evaluation strategies
b) Setting evaluation criteria.

SEMESTER–IV

SECTION–D

Policy Research

Concept of policy research, Analysis of Documents

a) Research Surveys
b) Evaluation studies- impact evaluation, process evaluation.

Sessional Work **Marks: 30**

- Preparation of questionnaire for micro-level educational survey.
- Preparation of interview schedule for micro- level educational survey.

REFERENCES:-

- Blackmore, C., and Lauder, H. (2004): Researching Policy, in Somekh, B., and Lewkin, C. (2004) Ed. Research Method in the Social Sciences'. Pp. 97-104.
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SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)
Paper-IV-B (E-iii)
EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Course Title (a) SCHOOL MANAGEMENT

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the student will be able to:
- Understand the concept of classroom management.
- Familiarize with the concept of institutional planning for school development.
- Understand the management strategies for quality improvement.
- Familiarize with organizational structure.

SECTION–A

Primary School Management
a) Classroom Management: meaning and concept, factors affect classroom management, ensuring effective classroom management, discipline concept, elements and its maintenance.
b) Types of Educational Management- Autocratic, Democratic, Lassie- Fair supervision.

SECTION–B

Institutional Planning
a) Institutional Planning: meaning, concept process, steps.
b) Planning of School: space and facilities.
c) Planning of community resources for the use of school development.

SECTION–C

Management of the three M's (Men, Money and Material)
a) Organizational- Concept, Structure and functions.
b) Management of Resources:
- **Men:** Concept, Need and Importance: Human Resource Development, Leadership and its Theories
- **Money:** Concept, Need and Importance: Financial Management Cost of Education
- **Materials:** Management of Infrastructure, Equipment, Curriculum, Teaching Learning and Evaluation process in Education.

SEMESTER–IV

SECTION–D

Management Strategies for Quality Improvement

a) Principles of quality, Assessment for quality improvement: - by other institutions (Govt., NGO's, ISO Certification, Accreditation.) within the institution (Inspection and Supervision, Self-evaluation, Student evaluation, Peer evaluation)
b) Decision-making and quality improvement Team building for quality improvement. Time management for quality improvement, Event Management, Stress management, Classroom management and Communication.

Sessional work **Marks: 30**

- Prepare a report on educational management of an elementary school.
- Prepare a presentation on time management for quality improvement.

REFERENCES:-

- Chandrashekaran Pramila: Educational Planning and Management: Sterling publishers: New Delhi: 1994
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SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)

Paper-IV-B (E-iii)
EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP
Course Title (b) SCHOOL ADMINISTRATION

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the student will be able to:
- Understand the concept and importance of school administration.
- Familiarize with new trends and problems in educational administration.
- Understand various educational bodies.
- Maintain and utilize various grants for quality improvement.

SECTION–A

Concept of Educational Administration
a) Meaning, need, scope, functions and aims of Educational Administration, Principles of Administration
b) Qualities of Head of institution, Teacher, The management.

SECTION–B

Various Bodies of Educational Administration
a) Educational administration at Central, State and Local Level.
b) Organization & activities of U.G.C., Central Advisory Board of Education, University, NCERT, NUEPA

SECTION–C

Issues in Educational Administration
a) Concept of Institution - Government, Govt. Aided & Self – Financed and their administration at elementary Education level.
b) Problem and solution of Indian Educational Administration & their possible solutions

SEMESTER–IV

SECTION–D

Quality Improvement and Responsibilities of a Head

a) Maintenance and utilization of various grants: Teacher grant, school grant, maintenance grant under SSA for quality improvement.
b) Duties and responsibilities of the head of school, Annual school plan and Preparation of time-table

Sessional work **Marks: 30**

- Preparation of time table for any class.
- Preparation of annual calendar of activities.

REFERENCES:-

- Baldev Mahajan & Khullar K.K., Educational Administration in Central Government, Vikas Publishing House, (2000)
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- Suresh Bhatnagar, 1985-86, "Indian Education To-day of Tomorrow", International publishing House, Meerut, U.P.

SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)
Paper-IV-B (E-iii)
EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Course Title (c) EDUCATIONAL LEADERSHIP

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the student will be able to:
- Critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- Know about new changes and challenges in leadership of institutions.
- Develop capacities for being efficient and effective educational leaders.

SECTION–A

Leadership: Theories and Models
a) **Leadership:** Concept, Functions and Theories of leadership
b) **Educational Leadership:** Theories and models (including curriculum, professional, academic, instructional and student-centered leadership)

SECTION–B

Leadership Roles: Challenges and Perspectives
a) Values, vision and moral purpose in educational leadership.
b) Issues of diversity in educational organizations with special reference to gender and multiculturalism.

SEMESTER–IV

SECTION–C

Leadership and Organisational Behaviour

a) Basic Attributes of Organizations:
   - Organizational Design and Learning,
   - Organizational Culture
   - Diversity
   - Individual Differences: Perception, Attribution, and Motivation

b) **Nature of Groups:** Teamwork and Work Group Design - Conflict, Negotiation and Stress management.

SECTION–D

Pre-requisites and Barriers in Leadership

a) Essential requisites of a good Educational Leader- mission, vision and values.
b) Barriers in Educational Leadership**.**

Sessional work **Marks: 30**

- Report On the current practices/trends in the field of Educational Leadership.
- Prepare a report by assessing the type of leadership of five principals of different schools.

REFERENCES:-

- Baldridge, J. V. (1978). Policy making and effective Leadership. San Francisco: Jossey Bass.
- Chandrashekaran Pramila: Educational Planning and Management: Sterling publishers: New Delhi: 1994
- Dash B.N., School Organization, Administration and management, Neel Kamal Publication Pvt. Ltd. New Delhi, (2004)
- Franklin G Stephen & Terry R. George: Principles of Management AITBS Pub., New Delhi
- Jagannath Mohanthy, Educational Administration supervision and school management, Deep & deep publishers (2004)
- Khana, S.D. Saxena V.K. Lamba, T.P. Murthy. V; Educational Administration Planning, Supervision and financing: Doaba House, Delhi 2000
- Kochhar S.K., Secondary School Administration, Sterling Publishers (1996)
- Kochhar S.K., Secondary School Admin., University Pub. Jullundur (1971)
- Kochhar S.K., Secondary School Administration, Vichara Sahithya Pvt. Ltd. Bangalore (1971).
- Raghunath Safaya & B.D. Shaida, (1975). School Administration and Organization, Jagdish Kapur for Dhanpat Rai& Sons, Jullundur, Delhi.
- Sharma. O.P "Administration of Education Boards in India" s. B. Nangia, Ashish publishing House, 8/81 Pubjabi Bagh. New Delhi
- Suresh Bhatnagar, 1985-86, "Indian Education To-day of Tomorrow", International publishing House, Meerut, U.P.

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)
Paper-IV-B (E-iv)
INCLUSIVE EDUCATION
Course Title-(a) EDUCATION FOR SPECIAL CHILDREN

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to:
- Understand concept, and educational implications of visual impairment.
- Understand the concept, classification and educational provision for children with hearing impairment.
- Learn about the concept, identification and intervention strategies for children with autism and speech impairment.
- Familiarize them with the concept of mental retardation.

SECTION–A

Visual Impairment
a) Definition, characteristics, causes, prevention and problems.
b) Educational provisions, role of technology in education and mobility.
c) Curriculum adaptation and Role of teacher for educating children with visual impairment.

SECTION–B

Hearing Impairment
a) Definition, characteristics causes and classification.
b) Prevention and educational provisions.
c) Curriculum adaptation and Curriculum adaptation and Role of teacher for educating children with hearing impairment.

SECTION–C

Speech Impairment and Autism
a) Speech impairment: Concept, classification, causes and available intervention.
b) Autism: concept, nature, identification, educational provision and intervention.
c) Curriculum adaptation and Role of teacher for educating children with speech impairment and autism.

SEMESTER–IV

SECTION–D

Mental Retardation

a) Definition, characteristics, causes and classification.
b) Prevention and educational provision.
c) Curriculum adaptation and Role of teacher for educating children with mental retardation.

Sessional work **Marks: 30**

- A case study in any area of disability in prescribed format with short term and long term plan.
- Report on visit to a special school.

REFERENCES:-

- American Association on Mental Retardation, (2002). *Mental retardation: Definition, classification and systems of supports* (10th ed.). Washington: DC.
- Mani, M. N. G. (2000). *Inclusive education in Indian context.* Coimbatore: International Human Resource Development Centre for the Disabled, Sri Ramakrishna Mission Vidyalaya.
- Man, K, & Hailahan, M. J. (1992). *Exceptional children: Introduction to special education.* New Jersey: Prentice Hall Inc.
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- Narayanaswamy, S., & Kansara, J. (2006). *Family, Community and Hearing Child.* New Delhi: Kanishka Publishers.
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- Reddy, G. L. (2004). *Hearing impairment: An educational consideration.* New Delhi: Discovery Publishing House.
- Venkatesan, S. (2003). *Children with developmental disabilities: A training guide for parents, teachers and care givers.* New Delhi: Sage Publications.

SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)
Paper-IV-B (E-iv)
INCLUSIVE EDUCATION
Course Title-(b) GENDER, SCHOOL AND SOCIETY

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course students will be able to:
- Understand the present approach of education of children with special needs.
- Explore the possibility of change through inclusive education
- Develop a comprehensive and critical understanding on disability and marginalization.
- Understand inequality and diversity in Indian classroom.

SECTION–A

Inclusive Education
a) Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
b) Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns.

SECTION–B

Gender inequality and gender sensitivity
a) Inequality of opportunities, economic and social consequences of gender inequality at elementary level.
b) Programs on girl education – Kasturba Gandhi BalikaVidhayalaya, SSA, DPEP.

SECTION–C

Inclusion of Children with Disabilities in Education
a) Identifying special needs of children with disabilities Curriculum Adaptations and Use of Technology, Teaching Learning Material.
b) Major components of successful change toward Inclusion
   - Communication
   - Interpersonal skills
   - Positive attitudes
   - Flexibility
   - Success Stories, Financial Resources and Infrastructure.

SEMESTER–IV

SECTION–D

Competencies development for Inclusive Education

a) Attitude and positive behaviour for Inclusion.
b) Developing attitude and social skills for Inclusion.
   i. Attitude
   ii. Self- Efficacy
   iii. Skill
   iv. Ideologies

Sessional work **Marks: 30**

- Conduct a survey in the local area to ascertain the prevailing attitudes/ practices towards social, emotional and academic inclusion of children with diverse needs.
- Field visit to elementary school promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.

REFERENCES:-

- 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: Sag
- Ghai, A. (2001). *Marginalization and Disability: Experiences from the Third World in M. Priestly (ed.) Disability and the Life Course: Global Perspectives* Delhi:Cambridge University Press.
- Manjrekar, N. (2003).*Contemporary Challenges to Women's Education: Towards an Elusive Goal?*Economic and Political Weekly, 38 (43), 4577-4582.
- Nambissan, Geetha B. (2004*).Integrating Gender Concerns. Seminar, Are We Learning?* Vol. 536, April, 2004.
- Epstein, C. (1984). *Special Children in Regular Classrooms*. Virginia: Reston Publishing Company, Inc.
- Subrahmanian, R. Sayed, Y. Balagopalan, S. and Soudien, C. (Eds.) (2003). Education inclusion and exclusion: Indian and South African perspectives, IDS Bulletin, 34(1).

SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)
Paper-IV-B (E-iv)
INCLUSIVE EDUCATION
Course Title-(c) INCLUSIVE EDUCATION AND ITS PRACTICES

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this paper, the student-teachers will be able to:
- Understand Inclusive School Education Concept and nature.
- Develop awareness of learner towards inclusive education and its practices.
- Enable the student to organize inclusive classroom.

SECTION–A

Current Trends in Inclusive Education
- Education: Normalization, Mainstreaming, Integration and Inclusion
- Rehabilitation: Deinstitutionalization, Community based rehabilitation.
- Cross disability approach
- Open School Learning system : Non-Formal Education

SECTION–B

Issues in Inclusive Education in India
- Current Status and Issues of inclusive education in India
- Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational
- Ethical Issues in Inclusive Education
- Researches in Inclusive Education in India

SECTION–C

Supportive Services for inclusion
- Concept, importance and types of supportive services (medical, rehabilitative and educational).
- Early identification and available referral services for support
- Myths and facts of supportive services for inclusive learning.
- Role of teacher and teacher educators in utilizing support services for inclusion.

SEMESTER–IV

SECTION–D

Innovation in Inclusive Education

- Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching),
- Therapeutic Interventions: Need and Scope
- Use of Information Communication Technology (ICT) in inclusive classroom
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

Sessional work **Marks: 30**

The students may undertake any one of the following activities:

- Review of literature related to education of children with diverse needs presentation of reports in a seminar
- Identify suitable research areas in inclusive education.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools

REFERENCES:-

- Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
- Felicity Armstrong and Michele Moore (2004). *Action Research for Inclusive Education.* Routledge Falmer
- Mike Adams and sally Brown (2006). *Towards Inclusive Learning in Higher Education.* Routledge.
- Peter Mittler (2000). *Working towards Inclusive Education,* David Fulton Publishers.
- Nind, Sheehy and Simmons, Inclusive Education (2006) –Learners and Learning Context, Devid Fulton Pub.17) Integrated and Inclusive Education, Premavathy and Mittal, R C I.
- Advani, Lal. And Chadha, Anupriya (2003). You and Your Special Child, New Delhi: UBS Publishers.
- Sharma, Kaushal and Mahapatra (2007). *Emerging Trends in Inclusive Education.*
- Sharma, R.N., & Chandra: *Advanced Educational technology*. New Delhi: Atlantic Publishers S.S. (2003) and Distributors.
- Sharma, T.R. (2005)*: Educational Technology* (Pbi.). Patiala: Twenty First Century Publications.
- Sodhi, G.S. & Dutt: *Educational Technology.* Chandigarh: Sumir Publishers.
- Sunil (1993), Mehra, V. (2004): *Educational Technology*. New Delhi: S.S. Publishers.
- Thakur, A.S. & Berwal, Sandee (2011): *Essentials of Education Technology.* Patiala: Twenty First Century Publications.

SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)
Paper-IV-B (E-v)
EDUCATIONAL TECHNOLOGY AND ICT

Course Title (a) ICT AND EDUCATIONAL TECHNOLOGY

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to:
- Use modern innovations in teaching-learning process.
- Understand the role of multi-media in education.
- Evaluate the use of various teaching aids in classroom.
- Able to formulate objectives related to different domains.

SECTION–A

a) **Forms of Educational Technology:** Instructional Technology; and Behavioral Technology
b) **Approaches to Educational Technology:** Hardware, Software and System approach.
c) Differentiation between **Technology in Education** and **Technology of Education**.

SECTION–B

a) Educational Technology Program in India with special reference to CIET, EMMRC, IGNOU, SIET, and their role in Education.
b) Systems Approach to Education its Components: Goal Setting, Task Analysis, Content Analysis, and Context Analysis.

SECTION–C

a) **ICT in Teaching and Learning**: Meaning, Nature, Characteristics of ICT.
b) Scope of ICT in Education.
c) Teaching Learning Contexts and need for ICT devices.

SECTION–D

a) Principles Related to: Whole Group Learning, Small Group Learning, Individualized Learning.
b) Critical analysis of teaching aids and their application in instructions.
c) ICT in Class: Need and Importance.

SEMESTER–IV

SESSIONAL WORK **MARKS: 30**

The students may undertake the following activities:
Identifying appropriate media and material for effective use in the transaction of a lesson

REFERENCES:-

- Apter, Michel, J. (1968). The New Technology of Education. London: MacMillan.
- Bhatia, K.K. &Sidhu, H.S. (1994). Foundations of Teaching Learning Process, Ludhiana: Tandon Publication.
- Bhushan, A. and Ahuja, M. (1992). Educational Technology. Patiala: Bawa Publishers.
- Chauhan, S.S. (1978). A Textbook of Programmed Instruction. New Delhi: Sterling.
- Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.
- Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
- Parmaji, S. (1994): *Distance Education*, New Delhi: Sterling Publishers.
- Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.
- Sampathet. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)
Paper-IV-B (E-v)
EDUCATIONAL TECHNOLOGY AND ICT
Course Title (b) ICT IN EDUCATION

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
- To theoretical perspective of educational technology as a field of study.
- To have future practitioners a conceptual understanding related to systemic and institutional development.
- Certain competencies and skills related to instructional management and classroom practices.

SECTION–A

a) Communication process: concept, types, modes, process and barriers.
b) Modern techniques of communication: Tele-conferencing, e-learning, m-learning, Classrooms: smart, flipped and virtual.
c) Instructional Designing: Lecture, Discussions, Panel discussions, Seminars, and tutorials.

SECTION–B

a) Action Research as a tool of solving educational problems related with teaching learning: Process, Objectives, and Steps of Action Research.
b) Recent development in the field of Interaction analysis. Application of Interaction analysis to Teaching.
c) Team Teaching, Edusat.

SECTION–C

a) **Models of teaching**: Meaning, Assumptions and Fundamental Elements of a Model of Teaching.
b) Taba's Inductive Thinking Model;
c) Ausubel 's teaching model and
d) Bruner's concept attainment model

SEMESTER–IV

SECTION–D

a) **Programmed Learning**- Concept, Principles and Types of Programmed Learning (Linear, Branching, Mathetics)
b) Stages of Program Development

Sessional Work: **Marks: 30**
Prepare an Action Research Proposal.

Critical analysis of the different instructional designs based on the various instructional design models.

REFERENCES:-

- AnandRao B. and Ravishankar: Readings in Educational Technology, Himalaya Publishing House, Ramdoot Dr. Bhalerao Marg, Bombay – 04.
- Chauhan S S: A Text Book of Programmed Instruction. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
- Dharma, OP and Bhatnagar O.O: Educational and Communication for Development, Oxford and IBG, New Delhi
- Goldberg, Alvin and Carl E.; Larson: Group Communication, Prentice Hall, Inc. New Jersey.
- Harun Arrasjid and Dorine Arrasjid: Media – A pocket Guide, MSS Information Corporation, New York.
- Keith Hudson: Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.
- Khanna S.D et.al: Technology of Teaching and Teacher Behavior, Doaba House, New Delhi, 1984. Four Author: Technology of Teaching.
- Patel I.J and other: A Hand Book of Programmed Learning, CASE, Baroda.
- Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.
- Ruhela S P (2001): Some Aspects of Educational Technology.
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- Sharma R.A: Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.

SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)

Paper-IV-B (E-v)
EDUCATIONAL TECHNOLOGY AND ICT
Course Title (c) EDUCATIONAL MEDIA AND RESEARCH IN CLASSROOM

Credits 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives
- To enable learners apply ICT tools in courseware design and conduction of research work
- To enable student with the pattern of e-content design and its validation
- To enable students evaluate on-line learning materials and process of online testing

SECTION–A

a) **Media:** Concept, characteristics, uses and limitations of various media. Media selection and integration,
b) Multi-media packages and their uses in formal, non-formal and distance education, Media development policy, programs and strategies.

SECTION–B

a) Open and Distance learning systems – Concept, need, characteristics and scope, nature of learning materials, evaluation and feedback.
b) Research in Educational Technology – trends and priority areas.

SECTION–C

a) Audio Visual Media in Education Audio-visual media – meaning, importance and various forms. Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference.
b) Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training.

SEMESTER–IV

SECTION–D

a) **New Horizons of Educational Technology**: Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology.

b) **Open schools and open universities.** Recent experiments in the third world countries and pointers for India with reference to education.

c) **Transaction Mode:** Lecture cum demonstration and hands on experiences on the production of audio-visual material; observation of various modes of training programmes by the different organizations / institutions. Analysing the different instructional designs based on the various instructional design models. Preparation of a trend report on researches on instructional design of a trend report on researches on instructional design.

Sessional Work: **Marks: 30**

Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content

REFERENCES:-

- Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
- Dececco, John, P. (1964). Educational Technology, Reading in Programmed Instruction.
- Holt Rinehart and Winston. Joyce, Bruce and Marsha Wali. (1985). Model of Teaching. New Delhi: Prentice Hall of India.
- Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.
- Horton, W (2001): Designing web-based Training John Wiley & Sons.
- Mangal, S.K. (2002). Fundamental of Educational Technology. Ludhiana: Parkash Brothers.
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- Morey, D; Maybury M &Bhavani, Th. (2001) Knowledge Management University Press (India) Ltd: Hyd.
- Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
- Schank, R.C. (2001) Virtual Learning McGraw Hill.
- Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.

- Sharma, R.A. (2005). Educational Technology. Meerut: Modern Publishers.
- Sharma, R.A. (1977). Shikshan Takniki. Meerut: Modern Publishers. Singh, L.C. and Sharma, R.D. (2002). Micro Teaching. Agra: Bhargwa Book House Book Depot.
- Sharma, R.N., & Chandra: *Advanced Educational technology*. New Delhi: Atlantic Publishers S.S. (2003) and Distributors.
- Sharma, T.R. (2005)*: Educational Technology* (Pbi.). Patiala: Twenty First Century Publications.
- Sodhi, G.S. &Dutt,: *Educational Technology.* Chandigarh: Sumir Publishers.
- Sunil (1993), Mehra, V. (2004): *Educational Technology*. New Delhi: S.S. Publishers.
- Thakur, A.S. & Berwal, Sandee (2011): *Essentials of Education Technology.* Patiala: Twenty First Century Publications.

SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)
Paper-IV-B (S-i)
CURRICULUM PEDAGOGY AND ASSESSMENT
Course Title (a) ADVANCED CURRICULUM THEORY

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the student will be able to:
- Reflect upon the concept of curriculum and curriculum theory.
- Describe the nature of human knowledge.
- Explain the model of curriculum planning.
- List and explain different curriculum patterns and designs.
- Gain insight into models of curriculum change and innovation.
- Explain diffusion theory and model of dissemination of curriculum change and innovation.

SECTION–A

Curriculum Development – Trends and Theories

a) Current Trends in Curriculum Development-Autonomy and Curriculum Development, Curriculum for Inclusion, E –learning and Curriculum Development.
b) Theories and Curriculum Development-Curriculum and Constructivism, Curriculum and Critical Theory, Curriculum and Poststructuralist Theory

SECTION–B

Curriculum-Knowledge and Planning

a) Knowledge: concept and nature of knowledge in philosophical and sociological perspective.
b) Curriculum planning: concept, aims and objectives and models-prescriptive (ralph tyler model) and descriptive (Malcolm skilbeck's situational model).

SECTION–C

Curriculum Design - Patterns and Models

a) Curriculum design: concept, steps and patterns (centralized, decentralized, co-ordinated).
b) Models of curriculum design –objective model, process model, wheeler model, Kerr's model.

SEMESTER–IV

SECTION–D

Curriculum Change and Innovations

a) Curriculum change and innovations: concept, and difference between curriculum change and curriculum innovation and Factors responsible for innovations in curriculum development.
b) Theory of curriculum change and innovation (diffusion theory by roger)
c) Models of dissemination (Schon's model, Havlock's models).

Sessional Work **Marks: 30**

- Comparison between the curriculum of two board of Education (Punjab board of school education and central board of school education).
- Critical analysis of existing syllabi on teacher education of any one university in your state.

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SEMESTER–IV

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M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)

Paper-IV-B (S-i)
CURRICULUM PEDAGOGY AND ASSESSMENT
Course Title (b) CURRICULUM TRANSACTION

Credits 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course objectives:-
On completion of this course the students will be able to:
- Describe various methods/media for transaction.
- Discuss approaches of curriculum transaction.
- Explain role of ICT in curriculum Transaction.
- Develop skills to integrate ICT in curriculum transaction.
- Understand the importance of collaborative learning.

SECTION–A

Understanding Curriculum Transaction

a) Meaning of curriculum transaction, minimum requirement for transaction of curriculum: duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities, institutional facilities, classroom climate.
b) Issues related to curriculum transaction, teacher's role in curriculum transaction.

SECTION–B

Resources and Approaches of Curriculum Transaction

a) Curricular materials- textbooks: presentation of content, language, illustrations, episode, stories and practice exercise, Teacher’s guide: its role in transaction.
b) Collaborative/cooperative learning: meaning and its role in curriculum transaction, use of various methods and media in transaction of curriculum.

SECTION–C

Integration of ICT in Curriculum Transaction

a) ICT’s importance and role in transaction of curriculum
b) Various modes of ICT for transaction with their strengths and limitations, PLM, CAL, CAI.

SEMESTER–IV

SECTION–D

Role of Communication in Transaction

a) Concept of Communication in transaction, Importance of communication transaction of learning experience, various communication means and media, Necessary requirement for proper communication.
b) Elements of communication (Who-the sender, what-the message, whom-the receiver, what-the change/the communication medium and structure of human relationship through which content material is transmitted), what effect-the valued.

SESSIONAL WORK **MARKS: 30**

- Students will prepare an observation schedule for curriculum transaction in any one-school subject.
- Students will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject/or course in teacher education.

REFERENCES:-

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
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SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)

Paper-IV-B (S-i)
CURRICULUM PEDAGOGY AND ASSESSMENT
Course Title (c) APPROACHES TO CURRICULUM ASSESSMENT

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to:
- Understand process of curriculum assessment
- Differentiate between formative and summative evaluation
- Utilize different techniques for evaluation of curriculum and program
- Explain various tools used in curriculum assessment

SECTION–A

Curriculum Assessment
a) Concept, characteristics, nature and principles of curriculum assessment.
b) Approaches and Diagnosis in curriculum assessment.
c) Models of curriculum Evaluation: Ralph Tyler's evaluation model, CIPP model (Stufflebeam), Robert Stake's countenance model, Micheal Scriven's model.

SECTION–B

Types of Curriculum Assessment
a) Formative and summative evaluation: Concept, scope and importance, collection of appropriate evidences- during designing of curriculum, and trying out of curriculum.
b) Evaluation based on test, ex-student's reaction to instructional process, teacher's views concerning effectiveness of instruction, parent's reaction about courses, situation analysis using survey and interview, issues in curriculum evaluation.

SEMESTER–IV

SECTION–C

Programme Assessment

a) Stages of programme evaluation- identifying decision makers, purpose and objectives of the programme, deciding indicators of success, developing data gathering material, collecting and analyzing data, soliciting feedback, making revisions.
b) Realizing goals and objectives of education, appropriateness of content to learner's needs and interest, relating content to life experiences of learner.

SECTION–D

Tools and Techniques of Curriculum Assessment

a) Observation, classroom interaction (with teacher and in peer group, group work).
b) Oral method: pretesting, diagnostic questions.
c) Interview: consulting users of curriculum, an opinonnaire, maintaining diary by the children as well as teachers, project work, peer evaluation, maintaining portfolio of the work and their presentation.

Sessional Work **Marks: 30**

- Assessment of curriculum of a particular school subject
- Summative evaluation of instructional process based upon questionnaire to be filled by students

REFERENCES:

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SEMESTER–IV

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SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)

Paper-IV-B (S-ii)
EDUCATIONAL PLANNING, ECONOMICS AND POLICY
Course Title (a) EDUCATIONAL PLANNING AND ECONOMICS OF EDUCATION

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to:
- Explain the types and approaches to educational planning
- Understand the concept of education as consumption and investment
- Analyze the political economy of education.
- Understand the labour markets.

SECTION–A

Educational Planning
a) Objectives and scope of educational planning, Procedure for planning,
b) Pre-requisite conditions to success in educational planning,
c) Approaches to educational planning: social demand approach, manpower approach, rate of return approach

SECTION–B

Types of Educational Planning
a) District level planning – Strategic and Operational Planning.
b) Critical analysis of educational planning with respect to latest five year plan.

SECTION–C

Education as Consumption, Investment and methodology
a) Consumption: Concept, significance, strategies
b) Investment: Concept, significance, strategies
c) Kinds of plan: Macro and Micro plans-. short, long, centralized, decentralization, preservative planning

SEMESTER–IV

SECTION–D

Education and Employment

a) Education and the labour market.
b) Labour market theories in education.
c) Internal labour markets and education.
d) Youth unemployment and education
e) The Economics of brain drain.

Sessional Work **Marks: 30**

- Prepare a plan for the establishment of a new school.
- Visit the employment exchange of your district- Prepare the report of employed and unemployed youth in your district.

REFERENCES:-

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SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)

Paper-IV-B (S-ii)
EDUCATIONAL PLANNING, ECONOMICS AND POLICY
Course Title: (b) EDUCATIONAL PLANNING, MANAGEMENT AND FINANCING OF EDUCATION

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to:
- Develop an insight into the perspectives of management theories in the light of practices in education.
- Understand educational management system in India.
- Understand the relationship between the financial support of education and quality of education,
- Explore the financial problems of educational administration.

SECTION–A

Educational Finance
a) Concept, need and significance of educational finance,
b) Principles of educational finance,
c) Financing education for productivity-creating qualified and productive manpower,
d) General theory of public finance, Allocation of resources- economic and social bases for allocation of resources in education (cost minimization and quality improvement),
e) Sources of educational finance- government grants, tuition fee, taxes, endowment, donation and gifts at centre and state level

SECTION–B

Performance and Resource Management in Educational Institutions
a) Need for resource management in education,
b) Quality assurance in material and human resources,
c) Nature and characteristics of resources in education,- Material resources, Human resources, Financial resources, Procurement, utilization and maintenance of resources
d) Role of central, state and local governments in resource mobilization.

SEMESTER–IV

SECTION–C

Educational Expenditure

a) Monitoring of expenditure control, Utilization of funds, Accounting and auditing,
b) Rising unit costs and resources constraints
c) Demand for education and supply of education

SECTION–D

Constitutional Responsibility and Issues in Educational Finance

a) Constitutional responsibility for providing education, Central-state relationship in finance of education
b) Problems and issues in educational management and finance

Sessional Work **Marks: 30**

- Tentative preparation of a school budget
- Preparation of a blue print for expenditure control in a school.

REFERENCES:-

- Bush, Tony (1986): Theories of educational management. London: Harper & Row Publishers.
- John, R.L. & Morphet, B.L. (Ed.) (1952): Problems and Issues in public school finance. New York: Columbia University.
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- Financing Education in developing Countries: An exploration of Policy option.

SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)

Paper-IV-B (S-ii)
EDUCATIONAL PLANNING, ECONOMICS AND POLICY
Course Title (c) EDUCATIONAL POLICY AND RESEARCH

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to**:**
- Explore various education policies and commissions
- Develop the skills in planning and using a variety of administrative strategies
- Analyze the documents through surveys.
- Evaluate the different policies.

SECTION–A

Formulation of Educational Policy
a) Need and importance of educational policy
b) Type of Education Policy - national, state level, short-term, long-term
c) Policy objectives
d) Determinants of educational policy
e) Process of Policy Formulation

SECTION–B

Education Policies
a) National Policy on Education (1986),
b) Acharya Rama Murti Review Committee Report (1990),
c) Janardhan Reddy Committee Report (1992),
d) Modified Programme of Action (1992)

SECTION–C

Monitoring and Evaluation of Policy Implementation
Monitoring - issues involves
a) Evaluation strategies
b) Setting evaluation criteria.

SEMESTER–IV

SECTION–D

Policy Research

a) Concept of policy research, Analysis of Documents
b) Research Surveys
c) Evaluation studies- impact evaluation, process evaluation.

Sessional Work **Marks: 30**

- Preparation of questionnaire for micro-level educational survey.
- Preparation of interview schedule for micro- level educational survey.

REFERENCES:-

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SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)

Paper-IV-B (S-iii)
EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP
Course Title (a) EDUCATIONAL MANAGEMENT

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to:
- Develop an insight of management process in educational organization.
- Analyze educational management at different levels.
- Understand educational planning, human resource development and staff development.

SECTION–A

Management Processes in Educational Organization
a) Organization Development
b) Organizational Change and Compliance

SECTION–B

Educational Management at different levels
a) Secondary education
b) Senior Secondary education

SECTION–C

Human resource and Staff Development
a) **Human Resource Management:** Concept, Need, Principles and Scope
b) **Staff Development:** Need, Objectives, Importance, Methods, Process and Skill Development.

SECTION–D

Total Quality Management (TQM)
a) Aspects and strategies of TQM
b) Quality assessment in education –NAAC, Internal Quality Assurance cell (IQA C), NCTE

SEMESTER–IV

SESSIONAL WORK **MARKS: 30**

- Critical analysis of educational planning in India w.r.t. short term & long term plans.
- Prepare a report on educational management of a school/college at Secondary/ Senior Secondary level.

REFERENCES:-

- Stoner, J.A.F. and Freeman, R.E. (1992). Management, Prentices Hall.
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SEMESTER–IV
SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)

Paper-IV-B (S-iii)
EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP
Course Title (b) EDUCATIONAL ADMINISTRATION

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to:
- Explore trends in Educational Administration.
- Understand and appreciate the role of different agencies in educational administrations.
- Identify the problems of educational administration in India.
- Comprehend the significance of educational administration at different levels.

SECTION–A

Theoretical Considerations
a. Development of modern concept of educational administration from 1900 to the present day
  - Taylorism, Administration as process and bureaucracy, Human relations approach, System approach and Democratic approach to administration

b. Specific trends in educational administration
  - Decision making, Organizational development and competencies
  - Programme Evaluation and Review Technology (PERT)

SECTION–B

Administrative System of Indian Education
a) Post-Independence Role of Government of India in Education
b) Evaluation and Development of Central Ministry of Education: (i) Organization and Activities of Ministry of Education (ii) The Attached Autonomous and Subordinate Bodies (iii) Advisory and statutory bodies in education-Central Advisory Board, University Grant Commission, N.C.E.R.T

SECTION–C

Institutional Administration
a) Role of the Followings in Effective Institutional Administration: (i) Management (ii) Teachers (iii) Guardians
b) Place of Inspections and Supervision in the Development of the Institution
c) Ways and Means to Tackle the various Administrative Problems

SEMESTER–IV

SECTION–D

Educational Finance

a) Role of the Following Bodies in Financing Education: (i) Govt. of India (ii) State Government (iii) Local Bodies (iv) Private Agencies
b) Sources of Educational Finance: (i) Govt. (Centre and State) Grant (ii) Endowment donation, gifts (iii) Capitalition fees (iv) Foreign Aids

SESSIONAL WORK **MARKS: 30**

- Prepare an evaluatory report on any one Advisory body of education-Central Advisory Board/ University Grant Commission/ N.C.E.R.T
- Critical analysis of any one body in financing education - Govt. of India/ State Government / Local Bodies/ Private Agencies

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SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)
Paper-IV-B (S-iii)
EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP
Course Title (c) LEADERSHIP IN EDUCATION

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to:
- Utilize the leadership skills in maintaining human relations in administration.
- Understand the role of leader in the professional growth of the person.
- Understand the role of principal as a democratic leader.
- Explore the barriers to educational leadership.

SECTION–A

Educational Leadership
a) Educational Administration Leadership Skills (i) Decision Making (ii) Planning (iii) Co-Ordinating (iv) Communicating (v) Evaluating (vi) Feed Back
b) Behavioural Pattern of Educational Leadership: (i) Aloofness (ii) Production Emphasis (iii) Thrust (iv) Consideration (v) Human Relationship

SECTION–B

Role of an Educational Leader
a) Role of an Educational Leader: (i) As a Policy Formulator (ii) As a Planner (iii) As an Organizer (iv) As a Decision Maker (v) As a Coordinator (vi) As an Innovator
b) Role of Principal as a change agent and as a democratic leader of the school and local community.

SECTION–C

Pre-requisites and Barriers in Leadership
a) Essential requisites of a good Educational Leader- mission, vision and values.
b) Barriers in Educational Leadership**.**
c) Models of leadership: Ohio state leadership, Managerial grid model, Likert leadership.

SEMESTER–IV

SECTION–D

Leadership and Human Relationship

a) Importance, basic Values and Principles of Human Relations in administration.
b) Ways and Means of Establishing and Sustaining Human Relationship with Teachers, Parents, Students and Community.

Sessional Work **Marks: 30**

- Survey any two schools and prepare a report of human relationships between teacher and learner.
- Prepare a report by assessing the type of leadership of five principals of different schools.

REFERENCES:-

- Baldridge, J. V. (1978). Policy making and effective Leadership. Sanfrancisco: Jossey Bass.
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M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SEMESTER–IV
SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)
Paper-IV-B (S-iv)
INCLUSIVE EDUCATION
COURSE TITLE: (a) INCLUSIVE EDUCATION FOR CHILDREN WITH DIVERSE NEEDS

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

OBJECTIVES: On completion of this course the students will be able to:
- Understand the nature of difficulties encountered by children with diverse needs.
- Understand the causes of various disabilities.
- Understand the needs of the children with diverse needs.
- Appreciate the role of teacher for educating children with diverse needs.

SECTION–A

Education for Children with Hearing Impairment
a. Definition and Characteristics of Children with Hearing Impairment
b. Types and Identification of Hearing impairment
c. Curriculum adaptations and Role of teacher for educating Children with Hearing Impairment

Education for Children with Visual Impairment
a. Definition and Characteristics of Children with Visual Impairment
b. Types and Identification of Visual impairment
c. Curriculum adaptations and Role of teacher for educating Children with Visual Impairment

SECTION–B

Education for Mentally Retarded
a. Definition and Characteristics of Children with Mental Retardation
b. Types and Identification of Mentally Retarded
c. Curriculum adaptations and Role of teacher for educating Children with Mental retardation

Education for Gifted and Creative
a. Definition and Characteristics of Gifted and Creative Children.
b. Identification of Gifted and Creative children
c. Curriculum adaptations and Role of teacher for educating gifted and creative children

SECTION–C

Education for Learning Disabled
a. Definition and Characteristics of Children with Learning Disability
b. Types and Identification of Learning Disabled Children
c. Curriculum adaptations and Role of teacher for educating Children with Learning Disability

Education for Orthopedically Handicapped
a. Definition and Characteristics of Orthopedically Handicapped
b. Identification of children with orthopaedic handicapness
c. Curriculum adaptations and Role of teacher for educating orthopedically Handicapped.

SEMESTER–IV

SECTION–D

Education for Children with Autism

a. Definition and Characteristics of Children with Autism
b. Causes, Identification and curriculum adaptations for children with Autism
c. Role of teacher in education of Autistic children

Education for Children with Cerebral Palsy

a. Definition and Characteristics of Children with Cerebral Palsy
b. Causes, Identification and curriculum adaptations for children with Cerebral Palsy
c. Role of teacher in education of children with Cerebral Palsy

Sessional Work **Marks: 30**

The students will undertake any one of the following:

- Observation of inclusive teaching strategies and discussion.
- Conduct a survey in the local area to ascertain the prevailing attitudes/ practices towards social, emotional and academic inclusion of children with diverse needs.
- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.

REFERENCES:-

- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Chintamanikar, (1992).Exceptional Children-Their Psychology and Education, Sterling Publishers Pvt. Ltd., New Delhi
- Dash M.,Education of Exceptional Children-Atlantic Publications and Distributors, New Delhi
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Jangira. N.K.(1986). Special Education, Britania and Britania and India, Gurgaon Academic Press, India
- Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi
- Panda, K. C. (1997) Education of exceptional children. Vikas Pub. New Delhi
- Sahu, B.K. (1962) Education of Exceptional Children, Honghton Mifflin Company, Boston
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R.I E. Mysore
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. ER T Publication.
- Wornock, M. (1978)" Special Educational Needs". Report of the Committee of the Inquiry into the People, HMSO.

SEMESTER–IV
SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)
Paper-IV-B (S-iv)
INCLUSIVE EDUCATION
COURSE TITLE: (b) PREPARATION AND MANAGEMENT OF INCLUSIVE EDUCATION

Credit: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

OBJECTIVES: On completion of this course the students will be able to:
- Understand the essentials for the preparation for inclusive education.
- Appreciate the role of the concerned personnel for supporting inclusion for children with diverse needs
- Recognize the needs of preparation of teachers for inclusion.
- Understand the need of planning and management for inclusive education.

SECTION–A

Preparation for Inclusive Education
- Concept and meaning of diverse needs.
- Educational approaches and measures for meeting the diverse needs.
- Importance of early detection, Functional assessment for development of compensatory skills.
- Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children minority from rural, tribal, girls, SC ST, linguistic and other groups.

SECTION–B

Supporting inclusion for Children with Diverse Needs
- Role of technology for meeting diverse needs of learners
- Role of resource teacher in developing and enriching academic skills for higher learning.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.
- Role of different national and international agencies {institutions, universities} in promoting inclusive education.

SECTION–C

Teacher preparation for Inclusive Education
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- Evaluation and follow up programmes for improvisation of teacher preparation programmes for inclusive education.

SEMESTER–IV

SECTION–D

Planning and Management of Inclusive Education

- Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices
- Curriculum and Curricular Adaptations for Diverse Learners
- Classroom Evaluation Practices
- Management of Inclusive Education Classrooms

Sessional work **Marks: 30**

The students will undertake any one of the following:

- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.
- Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned

REFERENCES:-

- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Chintamanikar, (1992). Exceptional Children-Their Psychology and Education, Sterling Publishers Pvt. Ltd., New Delhi
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- Jangira. N.K. (1986). Special Education, Britania and Britania and India, Gurgaon Academic Press, India
- Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational Publishers, Multivista Global Ltd, Chennai, 600042, India.
- Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi
- Panda, K. C. (1997) Education of exceptional children. Vikas Pub. New Delhi
- Sahu, B.K. (1962) Education of Exceptional Children, Honghton Mifflin Company, Boston
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R.I E. Mysore
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N.C.E.R.T. Publication.
- Wornock, M. (1978)" Special Educational Needs". Report of the Committee of the Inquiry into the People, HMSO.

SEMESTER–IV
SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)

Paper-IV-B (S-iv)
INCLUSIVE EDUCATION
COURSE TITLE: (c) TRENDS, ISSUES AND INNOVATIONS IN INCLUSIVE EDUCATION

Credits 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

OBJECTIVES: On completion of this course the students will be able to:
- Understand the current trends in Inclusive Education.
- Understand the needs national issues in Inclusive education.
- Recognize the need for promoting supportive services for inclusion.
- Recognize the need for promoting innovations in Inclusive Education.

SECTION–A

Current Trends in Inclusive Education
- Education: Normalization, Mainstreaming, Integration and Inclusion
- Rehabilitation: Deinstitutionalization, Community based rehabilitation.
- Cross disability approach
- Open School Learning system: non-formal Education

SECTION–B

Issues in Inclusive Education in India
- Current Status and Issues of inclusive education in India
- Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational
- Ethical Issues in Inclusive Education
- Researches in Inclusive Education in India

SECTION–C

Supportive Services for inclusion
- Concept, importance and types of supportive services (medical, rehabilitative and educational).
- Early identification and available referral services for support
- Myths and facts of supportive services for inclusive learning.
- Role of teacher and teacher educators in utilizing support services for inclusion.

SEMESTER–IV

SECTION–D

Innovation in Inclusive Education

- Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching),
- Therapeutic Interventions: Need and Scope
- Use of Information Communication Technology (ICT) in inclusive classroom
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

Sessional work **Marks: 30**

The students may undertake any one of the following activities:

- Review of literature related to education of children with diverse needs presentation of reports in a seminar
- Identify suitable research areas in inclusive education.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools

REFERENCES:

- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Chintamanikar, (1992). Exceptional Children-Their Psychology and Education, Sterling Publishers Pvt. Ltd., New Delhi
- Dash M., Education of Exceptional Children-Atlantic Publications and Distributors, New Delhi
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Jangira. N.K. (1986). Special Education, Britania and Britania and India, Gurgaon Academic Press, India
- Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational Publishers, Multivista Global Ltd, Chennai, 600042, India.
- Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi
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- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R.I E. Mysore
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N.C.E.R.T. Publication.
- Wornock, M. (1978) “Special Educational Needs”. Report of the Committee of the Inquiry into the People, HMSO.

SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)

Paper-IV-B (S-v)
EDUCATIONAL TECHNOLOGY AND ICT
Course Title (a) ICT AND EDUCATIONAL TECHNOLOGY

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
On completion of this course the students will be able to:
- Use modern innovations in teaching-learning process.
- Understand the role of mass-media in education.
- Evaluate the use of various teaching aids in classroom.

SECTION–A

ICT in Teaching and Learning
a) Introduction to ICT-Meaning, Nature, Characteristics and Scope
b) Teaching Learning contexts and need for ICT devices,
c) Critical analysis of teaching aids and their application in instruction in learning, Classroom and ICT

SECTION–B

Forms of Educational Technology
a) Teaching Technology; Instructional Technology; and Behavioural Technology.
b) Approaches to Educational Technology: hardware, software and multimedia approach.

SECTION–C

System Approach to Education
a) Components (goal setting, task analysis, and content analysis).
b) Instructional objectives in terms of Bloom's Taxonomy

SEMESTER–IV

SECTION–D

Instructional Strategies
Principles related to:
a) Whole Group Learning
b) Small Group Learning: Collaborative Learning
c) Individualized Learning

SESSIONAL WORK **MARKS: 30**

- Identifying appropriate media and material for effective use in the transaction of a lesson.
- Formulate instructional objectives according to Bloom's taxonomy on any topic.

REFERENCES:-

- Apter, Michel, J. (1968). The New Technology of Education. London: MacMillan.
- Bhatia, K.K. & Sidhu, H.S. (1994). Foundations of Teaching Learning Process, Ludhiana: Tandon Publication.
- Bhushan, A. and Ahuja, M. (1992). Educational Technology. Patiala: Bawa Publishers.
- Chauhan, S.S. (1978). A Textbook of Programmed Instruction. New Delhi: Sterling.
- Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.
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- Parmaji, S. (1994): *Distance Education*, New Delhi: Sterling Publishers.
- Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.
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SEMESTER–IV

SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)

Paper-IV-B (S-v)
EDUCATIONAL TECHNOLOGY AND ICT
Course Title (b) EDUCATIONAL TECHNOLOGY AND RECENT DEVELOPMENT

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Practical: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives
- To theoretical perspective of educational technology as a field of study.
- To have future practitioners a conceptual understanding related to systemic and institutional development.
- Certain competencies and skills related to instructional management and classroom practices.

SECTION–A
a) Communication process: concept, types, modes, process and barriers,
b) Modern techniques of communication: Tele-conferencing, e-learning, m-learning, Classrooms: smart, flipped and virtual.
c) Instructional Designing: Lecture, Discussions, Panel discussions, Seminars, and tutorials.

SECTION–B
a) Action Research as a tool of solving educational problems related with teaching learning: Process, Objectives, and Steps of Action Research.
b) Recent development in the field of Interaction analysis. Application of Interaction analysis to Teaching.
c) Team Teaching, Edusat.

SECTION–C
a) **Models of Teaching:** Meaning, Assumptions and Fundamental Elements of a Model of Teaching.
b) Taba's Inductive Thinking Model;
c) Ausubel 's teaching model and
d) Bruner's concept attainment model

SEMESTER–IV

SECTION–D

a) **Programmed Learning**- Concept, Principles and Types of Programmed Learning (Linear, Branching, Mathematics)
b) Stages of Programme Development

Practical **External Marks: 30**

a) Action Research on a local problem.
b) Preparation of frames on programmed learning.
c) Critical analysis of the different instructional designs based on the various instructional design models.
d) Preparation of digital lesson plans on the various models of teaching.
e) Functional overview of Interactive board projector and LCD: operation and usage.

Evaluation scheme for Practical: The practical examination will be conducted by the external examiner.
Practical File: 10 Marks
Conduct of Practical: 10 Marks
Viva: 10 Marks

REFERENCES:-

- Anand Rao B. and Ravishankar: Readings in Educational Technology, Himalaya Publishing House, Ramdoot Dr. Bhalerao Marg, Bombay – 04.
- Chauhan S S: A Text Book of Programmed Instruction. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
- Dharma, OP and Bhatnagar O.O: Educational and Communication for Development, Oxford and IBG, New Delhi
- Goldberg, Alvin and Carl E.; Larson: Group Communication, Prentice Hall, Inc. New Jersey.
- Harun Arrasjid and Dorine Arrasjid: Media – A pocket Guide, MSS Information Corporation, New York.
- Keith Hudson: Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.
- Khanna S.D et.al: Technology of Teaching and Teacher Behavior, Doaba House, New Delhi, 1984. Four Author: Technology of Teaching.
- Patel I.J and other: A Hand Book of Programmed Learning, CASE, Baroda.
- Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.
- Ruhela S P (2001): Some Aspects of Educational Technology.
- Sharma R A: Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).
- Sharma R.A: Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2021 to Year 2023)

SEMESTER–IV
SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)

Paper-IV-BS (v)
EDUCATIONAL TECHNOLOGYAND ICT
Course Title (c) LATEST TRENDS IN EDUCATIONAL TECHNOLOGY

Credits: 4 **Total Marks: 100**
Time: 3 Hrs. **Theory: 70**
Sessional Work: 30

Instructions for the Paper Setters:-
Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-
- To enable learners apply ICT tools in courseware design and conduction of research work
- To enable student with the pattern of e-content design and its validation
- To enable students evaluate on-line learning materials and process of online testing

SECTION–A

a) **Media:** Concept, characteristics, uses and limitations of various media. Media Selection and integration,
b) Multi-media packages and their uses in formal, non-formal and distance education, Media development policy, programs and strategies.

SECTION–B

a) Open/Distance learning systems – Concept, need, characteristics and scope, nature of learning materials, evaluation and feedback.
b) Research in Educational Technology – trends and priority areas.

SECTION–C

a) Audio Visual Media in Education Audio-visual media – meaning, importance and various forms. Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference.
b) Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training.

SECTION–D

a) **New Horizons of Educational Technology**: Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology
b) **Open schools and open universities.** Recent experiments in the third world countries and pointers for India with reference to education.
c) **Transaction Mode:** Lecture cum demonstration and hands on experiences on the production of audio-visual material; observation of various modes of training programmes by the different organizations / institutions. Analysisng the different instructional designs based on the various instructional design models. Preparation of a trend report on researches on instructional design of a trend report on researches on instructional design.

SEMESTER–IV

SESSIONAL WORK

Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content

REFERENCES:-

- Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
- Dececco, John, P. (1964). Educational Technology, Reading in Programmed Instruction.
- Holt Rinehart and Winston. Joyce, Bruce and Marsha Wali. (1985). Model of Teaching. New Delhi: Prentice Hall of India.
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- Horton, W (2001): Designing web-based Training John Wiley & Sons.
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- Phillips. R (1997) Interactive Multimedia London: Kogan Page.
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- Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
- Schank, R.C. (2001) Virtual Learning McGraw Hill.
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SEMESTER–IV

PAPER–V: COURSE TITLE: ACADEMIC WRITING

Credits: 2 **Marks: 50 (Sessional)**

Course Objectives:-
On completion of this course the students will be able to:
- Understand writing and various styles of writing
- Perform good academic writing
- Distinguish a good academic writing from others
- Develop reports and thesis

SECTION–A

Introduction to Academic Writing
a) Concept of Writing and Styles of Writing
b) Concept and Scope of Academic Writing
c) Essentials of good Academic Writing

SECTION–B

Developing Reports
a) Editing and Proof Reading
b) Referencing
c) Paraphrasing and Acknowledging
d) Reporting
c) Footnotes

Note:-
- The Course may be taught through Workshops on the aforesaid topics and allied areas
- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

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- Richards, Janet C., and Sharon K. Miller (2005). Doing Academic Writing in Education: Connecting the Personal and the Professional (Mahwah, NJ: Lawrence Erlbaum)
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SEMESTER–IV

PAPER–VI: DISSERTATION

Credits 4 **Marks: 100 (External)**

a) Dissertation shall be submitted up to 30th April. Under ordinary circumstances extension after semester IV will not be granted. However, Dean Academic Affairs and Student Welfare GNDU, Amritsar may grant one-month extension under extra ordinary circumstances without late fee. This extension will be granted under specific reasons to be recorded by the HOD of the department / principal of the institution as well as supervisor of the candidate.
b) Every candidate shall be examined in viva-voce on his/her dissertation.
c) When a candidate has failed in the examination but has obtained pass marks in the dissertation, dissertation marks may be carried forward at his option for two subsequent years without fresh assessment of the dissertation. After two years the candidate may revise the dissertation and resubmit it for the assessment.
d) The Examiners will prepare report of the Dissertation evaluation on the following format:

Write up on the Conceptual Development	:	**20 Marks**
Review of Literature (Latest Review, Chronology Style)	:	**15 Marks**
Analysis of Data (Appropriate Statistical Technique, Testing of Hypotheses)	:	**15 Marks**
Writing of the Report	:	**20 Marks**
• Errors, Spelling & Grammatical errors		
• Research Language		
• Style of References		
Viva-Voce Examination	:	**30 Marks**

(Students will individually present through PowerPoint Presentation during their viva-voce exam)