

TWO YEARS M.ED.PROGRAMME

COURSE STRUCTURE AND SYLLABUS



EFFECTIVE FROM: JULY, 2019

DEPARTMENT OF EDUCATION
MIZORAM UNIVERSITY

SECTION-I
RULES AND REGULATIONS FOR
MASTER OF EDUCATION, (M.Ed.) PROGRAMME
(SEMESTER SYSTEM)
MIZORAM UNIVERSITY

All the rules and regulations, hereinafter, specified shall be read as a whole for the purpose of interpretation.

I. Eligibility, Intake and Admission Procedure:

- a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:
 - (i) B.Ed.
 - (ii) B.A., B.Ed., or B.Sc., B.Ed.
 - (iii) B. El. Ed.
 - (iv) D. El. Ed. with an undergraduate degree (with 50% marks in each).
- b) There will be reservation and relaxation for SC/ST/OBC/PWD and other categories as per rules of the Central/State Government/Mizoram University, whichever is applicable.
- c) The intake capacity of the Department/Institution offering M.Ed. Programme shall be determined by the NCTE, the regulatory body of Teacher Education Programmes. No institution, in any case, will admit more students than the intake capacity sanctioned/ approved by the NCTE.
- d) Admission shall be made on merit basis of marks obtained in the qualifying examination and/or in the entrance test or any other selection process as per the policy of Central Government/State Government/Mizoram University, whichever is applicable.
- e) No admission/readmission is to be made after the expiry of two weeks from the date of commencement of instruction.

II. Fee:

The Department/ Institution shall charge only such fee as prescribed by the Mizoram University/State Government concerned in accordance with the provisions of NCTE.

III. Duration of the Programme, Working Days and Attendance Requirement:

1. Duration

- a. The duration of the M.Ed. Programme shall be of two (2) academic years consisting of four (4) Semesters. The academic year shall be as per the Mizoram University P.G. Calendar.
- b. A student shall be permitted to complete the Programme within a maximum period of three years (six semesters) from the date of his/her admission to the programme.
- c. A candidate shall be permitted to proceed from the first semester up to the final semester irrespective of his/her failure in any of the semester examinations in between provided that he/she has filled up the examination forms for the semester examinations being found qualified but couldn't pass/ appear.

2. Working Days

The total number of working days for the M.Ed. programme per academic year will be as per the ordinance/regulation of Mizoram University and NCTE norms.

3. Attendance Requirement:

The minimum attendance of students shall be 80% for Theory courses and Practicum, and 90% for Field Attachment.

IV. Scheme of Instruction and Examination:

1. Instruction in various subjects shall be provided by the Department/ Institution as per the scheme of instruction and syllabi prescribed.
2. The programme of instruction, examinations and vacations shall be notified by the University.
3. The medium of instruction and examinations shall be English.
4. At the end of each semester, University Examination shall be held.
5. A student will get maximum two chances, including regular chance, to Pass/Clear a paper within six semesters (3 years) from the date of his/her admission.
6. A student who passed the M.Ed. examination can be permitted to reappear in the examination to improve his/her marks/results in the theory papers only. He/ she can sit for improvement maximum in any two theory papers within six semesters (3 years) from the date of his/her admission. In such cases, the mark which is higher in the two examinations will be considered for the final results.
7. Backlog/Improvement examinations shall be conducted only with the regular and the relevant Semester Examinations.

8. Re-evaluation is applicable for theory papers only. A student who desires to apply for re-evaluation shall be governed by re-evaluation rules of Mizoram University.
9. A candidate shall be deemed to have passed the Semester Examination, if he/she secures not less than the minimum marks as prescribed below:
 - 40% in each Theory Paper
 - 50% in Internship/Practicum
 - 40% in each Internal/Sessionals assessment
10. In case a student who could not appear/ secure 40% in internal/sessionals, he/she can repeat in the subsequent relevant semester with due permission from the Head of the Department/ Institution provided that he/she has passed in the theory examination of the concerned course. No such provision will be applicable for internship/practicum.
11. All relevant papers/records of a candidate, who is awarded with less than 50% or above 85% marks in internship/practicum, have to be sent to the Controller of Examinations by the Head of the Department/ Institution with justification which will be re-evaluated by a Board of three (3) members to be constituted by the Chairman, Board of Studies in Education and the marks awarded by the Board will be final.

V. Dissertation

1. The dissertation shall be a core paper for all the students carrying 8 credits and 200 marks and each student is required to select one problem for dissertation from his/her area of interest/specialization under the guidance of a faculty member.
2. Every candidate shall submit a dissertation on an educational problem under the guidance and supervision of a faculty member of Department of Education of the University/Institution. Four (4) copies of the dissertation typed on one side only and duly certified by the supervisor/ guide shall be submitted **by the end of the IV Semester. However, an extension time of maximum two semesters can be considered by the Controller of Examinations on the basis of application of the candidate with due recommendation from the supervisor and Head of the Department/Institution.**
3. The dissertation shall either be a record of original work or an ordered and critical exposition of existing database with regard to an educational problem.

4. Candidate shall not be permitted to submit a dissertation on a topic for which a degree/diploma/certificate has already been conferred on him/her or anyone else by Mizoram University or any other University/Institution.
5. *The dissertation will be of 100 marks. It shall be examined by an external examiner recommended by the Chairman, Board of Studies in Education for 75 marks followed by Viva Voce examination of 25 marks. The Viva-Voce Examination will be conducted by a Board of Examiners (External and Internal) to be constituted on the recommendation of Chairman, Board of Studies in Education.*

VI. Eligibility for taking University Examinations

1. The minimum attendance of students shall have to be 80% for all theory & practicum, and 90% for school internship.
2. A student who has not been allowed to take University Examinations due to shortage of attendance shall be required to fulfil the criteria of minimum attendance by attending the classes of the next batch of the students of the same Semester in 3rd year only maximum in one odd semester and one even semester.
3. Condonation of shortage of attendance shall be governed by the relevant ordinance of Mizoram University.
4. No candidate shall be allowed to pursue more than one regular degree programmes simultaneously. Further, no regular employee of any organization can pursue the programme without NOC and formal sanction of leave.
5. Any other rule/provision of the University relevant for the programme, existing or subsequent revision, will be applicable.

VII. Evaluation:

1. Candidates who have passed all the examinations in theory, practical and internship courses of the programme shall be awarded divisions/marks as given below:
 - 75% and above - Distinction
 - 60% - below 75% - First Division
 - 50% - below 60% - Second Division
 - 40% - below 50% - Pass
2. Theory, internship/practicum and internal/sessional marks in each course will be reflected in the mark sheet separately along with the total marks.

3. Marks in the sessionals of different courses and practical/assignment will be finalized by the Head of the Department/Institution and to be submitted to the University before the commencement of the Theory Examination as to be notified by the Controller of Examinations.
4. Internship programme will be assessed by Internal/External Examiners as stipulated in the specific courses of the syllabus. External Board of Examiners will be appointed by the University for each Department/Institution with the recommendation of Chairman of the Board of Studies in Education.

VIII. Award of Degree:

1. The M.Ed. Degree will be conferred on a candidate who has pursued a regular course of Study for two (2) academic years of four (4) semesters prescribed in the scheme of instruction and has passed all the examinations.
2. Candidates who have not passed the examinations in the first attempt along with the batch in which they were admitted are not eligible for getting Distinction/Prizes/ Medals/ Merit Certificates, etc.
3. Candidates who appear for improvement of performances are not eligible for the award of Distinction/Prizes/ Medals/ Merit Certificates, etc.

**SECTION II:
COURSE STRUCTURE
OVERALL COURSE STRUCTURE OF TWO YEAR M.Ed. COURSE**

Paper		Semester -I	Semester-II	Semester -III	Semester -IV	Total marks	Grand Total
Theory*	Perspectives in Education	M.Ed./1/CC/101 M.Ed./1/CC/102 M.Ed./1/CC/103 M.Ed./1/CC/104	M.Ed./2/CC/201 M.Ed./2/CC/202	-	-		1600
	Marks	400	200	-	-	600	
	Teacher Education	M.Ed./1/CC/105		M.Ed./3/CC/304			
	Marks	100	-	100	-	200	
	Tool Courses	-	M.Ed./2/CC/203 M.Ed./2/CC/206(½)	M.Ed./2/CC/302 M.Ed./3/CC/306(½)			
	Marks		150	150		300	
	Specialization	-	-	M.Ed./3/SP/301	M.Ed./4/SP/401 M.Ed./4/SP/402 M.Ed./4/SP/403 MED/4/SP/404		
Marks	-	-	100	400	500		
Research	-		M.Ed./2/CC/205(½)	M.Ed./2/CC/305(½)	M.Ed./2/CC/405		200
Marks	-	50	50	100(75+25)	200		
Internship	Internship in TEI (DIET/CTE/IASE)	--	3 to 4 weeks Internship-I (3/4 Weeks)	3 to 4 weeks Internship-II (3/4 Weeks)			200
	Marks		100	100			
	Grand Total of Marks	500	500	500	500		2000

- All theory courses include a practicum component based on field activities carrying 20 marks
- ½- Indicates Half paper of 50 marks (2 credits)

**CONSOLIDATED DETAILS OF ALL FOUR SEMESTERS OF TWO YEAR
M.ED. PROGRAMME**

	Total		Distribution of Credits			Internal	External
	Marks	Credits	L	T	P		
I Semester	500	20	15	-	5	200	300
II Semester	500	20	9	-	11	260	240
III Semester	500	20	9	-	11	260	240
IV Semester	500	20	10	-	10	180	320
	2000	80	43	-	37	900	1100

SECTION-C: DETAILED SYLLABUS SEMESTER-I

**M.Ed. Semester-I
(Marks 500 and Credits 20)**

Distribution of Marks and Credits

Course	Name	Total		Distribution of Credits			Internal	External
		Marks	Credits	L	T	P		
M.Ed./1/CC/101	Philosophical Perspectives of Education	100	4	3		1	40	60
M.Ed./1/CC/102	Psychology of Learning and Development	100	4	3		1	40	60
M.Ed./1/CC/103	Political and Economic Perspectives of Education	100	4	3		1	40	60
M.Ed./1/CC/104	Sociological and Historical Perspectives of Education	100	4	3		1	40	60
M.Ed./1/CC/105	Teacher Education in India	100	4	3		1	40	60
Total		500	20	15		5	200	300

**M.Ed.-Semester-I
(Marks 500 and 20 Credits)**

Details of Internal and External Assessment Marks

Course	Name	Internal Assessment Marks			External Assessment Marks
		Class Test-1	Class Test-2	Practicum /Activity	
M.Ed./1/CC/101	Philosophical Perspectives of Education	10	10	20	60
M.Ed./1/CC/102	Psychology of Learning and Development	10	10	20	60
M.Ed./1/CC/103	Political and Economic Perspectives of Education	10	10	20	60
M.Ed./1/CC/104	Sociological and Historical Perspectives of Education	10	10	20	60
M.Ed./1/CC/105	Teacher Education in India	10	10	20	60
Total		50	50	100	300
		100		100	300
		200			300

* First Test will be in the In Mid of Second Month of the Semester.

** Second Test will be in the End of the Third Month of the Semester

M.ED./1/CC/101
PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Credits: 4

Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Course Objectives

- On completion of this course the Prospective Teacher Educators will be able to
- understand what philosophy is and what philosophy of education is.
- understand eastern and western philosophies and their educational implications.
- analyse the educational thoughts of Indian and western thinkers and their applicability in teaching-learning.
- understand modern philosophies and their educational implications.
- analyse the educational thoughts of modern thinkers and their applicability in teaching- learning.

Course Contents

Unit-I: Introduction to Educational Philosophy

- Meaning of Philosophy, Branches of Philosophy: metaphysics, epistemology, and axiology and their implications for education
- Modern Concept of Philosophy: Logical Analysis, Logical Empiricism and Positive Relativism.
- Functions of philosophy- speculative, normative, and analytical
- Philosophy of education as an activity to determine aims, curriculum, text book, methods, curricular activities and evaluation
- Meaning of philosophy of education, Relationship of education and philosophy- educational philosophy & philosophy of education

Unit- II Eastern Schools of Philosophy and Thinkers

- Introduction to Eastern Schools of Philosophy and their educational implications: Vedanta, Sankhya-Yoga, Nyaya, Buddhism, Jainism and Islam
- Educational thoughts of Vivekanand, Tagore, Gandhi, Aurbindo, Krishnamurthi, & Tarabai Modak and their applicability in teaching-learning.

Unit –III Western Schools of Philosophy and Thinkers

- Western Schools of Philosophy and their educational implications: Idealism, Naturalism, Realism, Pragmatism, Christianity.
- Educational thoughts of Plato, Aristotle, Rousseau, Dewey, and their applicability in teaching-learning.

Unit –IV Modern Philosophies and Thinkers

- Modern Philosophies and their educational implications: Existentialism, Marxism, Re-constructivism, and Humanism.
- Analysis of the pedagogy and methods of interaction as reflected in the educational thoughts of Russell, Freire, Illiach, Wittgenstein and their applicability in teaching-learning.

Suggested Activities

Note: Only one activity to be selected/assigned and the same should be presented in the form of a seminar paper.

- Compare the similarities and dissimilarities in popular Indian and western philosophies
- Elaborate on current problems of education which can be investigated and solved through the lens of philosophy
- Design a curriculum for a subject and level of your choice using the philosophy of idealism/ realism/ naturalism/pragmatism
- Education has become narrowed to an economic function; schools, colleges and universities are not as free and independent as they are supposed to be. Provide evidence in support of the mentioned statement from educational setting of India.
- Identify the philosophies that are reflected in NCF 2000 and 2005. Compare them and list out the similarities and dissimilarities.
- Make a list of ethics, morals and virtues to be nurtured in every individual as mentioned in religious book of Christianity
- Survey of recent researches in Philosophy of Education
- Any other relevant activity assigned by the course in-charge.

Modes of Transaction

Lectures, Self-Study, Practicum, Group Discussions, Field Activities, Seminars Dialogues, Thematic Discussion, Guided Studies and Presentation

Assessment Rubrics

Class Tests, Assignments, Seminars, Field Based Activities/Practicums Etc.

Suggested Readings

- Agrawal, S.K.(1981). Shiksha ke darshanic evam samaj shastriya siddhant. Meerut: Modern Publishers.
- Bulford, T.O. (1969). Toward a philosophy of education. New York: Holt Rinehart,
- Cohen, B. (1969). Educational thought: An introduction. London: MacMillan Co., London,
- Cohen, M.R., & Nagle, E. (1984). Introduction to logic and scientific method. Delhi: Allied Publishers.
- Conne, D.J. Introduction to philosophy of education. London: Routledge and Kegan Paul.
- Copi, I.M. (1968). Introduction to logic. London: MacMillan Co.
- Hirst, P. (1983). Logic of education. London: Routledge and Kegan Paul,.
- Kneller, G.F. (Ed.). (1966). Logic and language of education. New York: John Wiley and Sons.
- Mertzner, W.P. et al. (1969). Dimensions of academic freedom. University of Illinois Press.
- Moore, T.W. (1974). Educational theory: An introduction. London: Runtledge and Kegan Paul.
- Nash, P. (1966). Authority and freedom in education. New York: John Wiley and Sons.
- Oad, L.K. (1973). Shiksha ki darshanic prashtbhoomi. Jaipur: Rajasthan Hindi Grantha Academic.
- Pandey, R.S.(1979). Shiksha darshan. Agra: Vinod Pustak Mandir.
- Park, J. (1964). Selected readings in philosophy of education. MacMillan, London.
- Peters, R.S. (1967). The concept of education, Routledge, United Kingdom.
- Peters, R.S. (ed), (1975). The philosophy of education. Oxford University Press, London.
- Peters, R.S.: Ethics and education. London: George Allen and Unwin,

M.ED./1/CC/102

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Credits: 4

Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Course Objectives

On completion of this course the Prospective Teacher Educators will be able to

- understand the concepts of various schools of educational psychology.
- use the educational implications of learning theories in classrooms.
- apply the concepts of intelligence, motivation and creativity in education.
- acquaint with the theories of remembering and forgetting and ways to ensure good retention.
- familiar with motivational theories and their classroom implications.
- analyse the theories of development and personality with its influence in learning.
- measure personality and intelligence.
- develop skills for promoting mental health among teachers and students.
- link the adjustment process and its relationship with learning.

Course Contents

Unit-I Schools of Psychology and Learning

- Educational Psychology: Meaning, Concept, Need and Importance
- Major Schools of Psychology: Behaviourism, Gestalt Psychology, Humanism and Cognitivism
- Learning and Motivation- Meaning, Nature and Factors affecting Learning, Theories and Techniques of Motivation
- Learning Theories and its Educational Implications
 - Behaviourist- Pavlov, Skinner and Thorndike
 - Humanist- Roger
 - Cognitivist- Gagne, Ausubel and Bruner
 - Constructivist- Piaget and Vygotsky
 - Transfer of Learning: Concept and Types

Unit- II Development and Personality

- Development: Concept, Stages and Factors affecting Development
- Theories of Development
- Piaget's Stages of Cognitive Development
- Freud's Psycho-Sexual Stages of Development

- Erikson's Stages of Psycho-Social Development
- Personality: Meaning, Definitions and Characteristics of Personality
- Theories of Personality
 - Type Theories- William Sheldon and Carl Jung
 - Trait Theories- Eysenck, Cattell and Big Five Factor Theory
 - Psychoanalytical Theories- Sigmund Freud
- Assessment of Personality: Objective and Projective

Unit-III Intelligence and Creativity

- Intelligence: Meaning, Concept, Nature and Educational Implications
- Theories of Intelligence
 - Spearman's Two Factor Theory
 - Thurston's Group Factor Theory
 - Guilford's Structure of Intellect
 - Gardner's Multiple Intelligence
- Measurement of Intelligence: Concept of I.Q., Individual and Group Tests, Verbal and Non-Verbal Tests
- Emotional Intelligence: Concept, Nature and Implications
- Creativity: Meaning, Nature, Stages and Assessment

Unit IV: Perception, Adjustment and Mental Health

- Attention: Meaning, Types and Factors Affecting Attention
- Perception and Learning: Meaning, Characteristics, Laws of Perception and Concept Formation
- Adjustment: Meaning, Types and Defense Mechanisms
- Mental Health: Meaning, Factors affecting Mental Health and Characteristics of Mentally Healthy Persons
- Mental Conflicts and Stress Management
- Promoting Mental Health of Students and Teachers

Suggested Activities

Note: Only one activity to be selected/ assigned and the same should be presented in the form of a seminar paper.

- Administration of Individual Tests of Intelligence
- Administration of Group Tests of Intelligence
- Administration of Personality Inventory
- Administration of Tests of Creativity
- Administration of a Projective Test of Personality

- Administration of Motivation Test
- Administration of Interest Inventory
- Administration of Aptitude Test
- Administration Attitude Test
- Conduction of an Experiment of Transfer of Learning
- Any other relevant topic/activity considered appropriate by the teacher

Modes of Transaction

Lectures, Self-Study, Practicums, Group Discussions, Field Activities, Seminars, Dialogues, Thematic Discussion, Guided Studies and Presentations.

Suggested Readings

- Allen J. E. (1968). *Educational Psychology*. Allied Publication.
- Arden N. F. (1957). *How Children Learn*. Mc.Graw Hill Publication.
- Bee, H. & Boyd, D. (2002). *Life Span Development (3rd Ed.)*. Boston: Allyn & Bacon Publication.
- Bhattacharya, S. (2000). *Psychological Foundation of Education*. Atlantic Publication.
- Blair, M.G. (1975). *Educational Psychology*. Macmillan Publication.
- Bryant J.C. (1973). *Intelligence in Action*. Prentice-Hall Publication.
- Chaube, S.P. (1983). *Educational Psychology: An Analysis of Fundamentals for Graduate and Post-Graduate Classes*. Lakshmi Narain Agarwal Publication.
- Chaube, S.P. (2003). *Educational Psychology and Child Development*. Kanishka Publication.
- Crow (2008). *Educational Psychology*. Surjeet Publication. Crow, Lester D. (2008). *Human Development and Learning*. Surjeet Publication.
- Dandapani, S. (2004). *A Textbook of Advanced Educational Psychology (3rd Ed.)*. Anmol Publication.
- Dash, M. (2002). *Educational Psychology*. Deep & Deep Publication.
- Dhir, R. N. (2002). *Educational Psychology*. Abhishek Publication.
- Dwarka, P. (2009). *The Concept and Assessment of Intelligence*. H.P. Bhargava Publication.
- Fox, C. (2004). *Educational Psychology*. Sonali Publication.
- Francis J.D. (1970). *Educational Psychology*. ACC Meredith Publication.
- Gerda, S. (1980). *Educational Psychology in a Changing World*. ELBS Publication.
- Herbert, J.K. (1966). *Learning and Human Abilities (4th Ed.)*. Harper & Row Publication.
- Hill, W.F. (1977). *Learning (3rd Ed.)*. Methuen Publication.
- Hobart, O. Mowrer, (1960). *Learning Theory and Behaviour*. John Wiley Publication.
- Hughes, A.G. (2003). *Learning and Teaching*. Sonali Publication.

- Jafar, M. (2004). *Education Psychology*. A. P. H. Publication.
- James, M.R. (1978). *Psychology of Learning*. John Wiley Publication.
- Jim, G. (2009). *Learning Theory and Classroom Practice in the Lifelong Learning Sector*. Learning Matters Publication.
- John, W.S. (2006). *Educational Psychology*. McGraw- Hill Publication.
- Judd, C.H. (2000). *Educational Psychology*. Khel Sahitya Kendra Publication.
- Rastogi, K.G. (1978). *Educational Psychology*. Rastogi Publication.
- Kauchak, D. (1998). *Learning and Teaching (3rd Ed.)*. Boston: Allyn & Bacon Publication.
- Khanna, P. K. (2005). *Educational Psychology*. A.B.D. publishers.
- Kundu, C. L. (1988). *Educational Psychology*. Sterling Publication.
- Kuppaswamy, B. (1984). *A Textbook of Child Behaviour and Development*. Vikas Publishing House.
- Lee, J.C. (1954). *Educational Psychology*. Harcourt Brace Jovanovich Publication.
- Lindgren, H.C. (1980). *Educational Psychology in the Classroom*. Oxford Publication.
- Daniel, S. (1978). *Educational Psychology and its Classroom Applications*. Allyn and Bacon Publication.
- Raina, M.K. (1986). *Talent and Creativity*. National Council of Educational Research and Training Publication.
- Mangal, S.K. (2004). *Advanced Educational Psychology (2nd Ed.)*. New Delhi, Prentice Hall of India Private Limited.
- Mishra, R.C. (2011). *Educational Psychology*. A.P.H. Publication.
- Misra, B. (2000). *Educational Psychology*. Mohit Publication.
- Monroe, W.S. (2006). *Educational Psychology*. Cosmo Publication.
- Morris, L.B. (1982). *Learning Theories for Teachers*. Happer and Row Publication.
- Nasa, S. (2005). *Educational Psychology*. Mittal Publication.
- Nayak, A. K. (2004). *Educational Psychology*. A.P.H. Publication.
- Pahuja, N.P. (2004). *Psychology of Learning and Development*. Anmol Publishers.
- Ram, S.S. (1999). *Educational Psychology and Child Development*. S.S. Publishers.
- Richard, C.A. (1973). *Educational Psychology*. Harper Publication.
- Robert, T. (1973). *Educational Psychology: A Scientific Foundation for Educational Practice*. Macmillan Publication.
- Robert, T. (1973). *Educational Psychology*. Macmillan Publication.
- Sharma, S.R. (2006). *Learning Theory and Educational Process*. Shri Sai Publication.
- Sawrey, J.M. (1964). *Educational Psychology*. Allyn and Bacon Publication.
- Selma, E.H. (1961). *Learning Activities for Reading (4th Ed.)*. W.C.B. Publishers.

- Shan, R.H. (2000). *Identification and Development of Creativity*. Commonwealth Publication.
- Sharma, B. (2004). *Psychological Foundation of Education*. Vohra Publication.
- Sharma, P. (2005). *Educational Psychology*. A.P.H. Publishers.
- Sharma, R.N. (2006). *Educational Psychology*. Atlantic Publication.
- Sharma, Y.K. (2004). *Textbook of Educational Psychology*. Kanishka publications.
- Sousa, D.A. (2009). *How the Brain Learns (3rd Ed.)*. Corwin Publication.
- Srivastava, N. (2006). *Educational Psychology*. Pragun Publication.
- Subhash, C.A. (1987). *Learning Styles among Creative Students*. Central Publication.
- Tara, C. (1993). *Educational Psychology*. Anmol Publication.
- Thomas, B. (2004). *Intelligence and Creativity in Education*. Aavishkar Publication.
- Tripathi, S.N., (1996). *Talent and Creativity*. National Psychological Publication.
- Shastry, V.B. (1984). *Educational Psychology and Methods of Teaching*. B. K.

M.ED./1/CC/103
POLITICAL AND ECONOMIC PERSPECTIVES OF EDUCATION
Credits: 4
Total Marks: 100
(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Course Objectives

On completion of this course the Prospective Teacher Educators will be able to:

- develop awareness among students about the importance of economics to the field of education.
- develop understanding about education both as consumption and investment.
- develop understanding about the benefits and the costs of education and its role in human and economic development.
- develop various abilities to understand the internal efficiency of the system of education.
- enable them to understand the contemporary developments in economics of education.
- enable them to understand the relationship between educational management, planning and finance.
- enable them to understand the impact of new economic reforms initiated in India and their implications to the field of education.

Course Contents

UNIT –I: Introduction

- Different Political Systems and their Impact on Education-Democratic, Autocratic, Socialist
- Relationship between Economics and Education
- Types of Capital
- Human capital theory and its relevance
- Education for Human Resource Development

UNIT –II: Financing of Education

- Financing System of Education in India and Funding Agencies
- Education as Investment by Individuals and Society
- Public Private Partnership (PPP) in Education
- Determinants of Educational Costs
- Funding for Education by Centre and States

UNIT –III: Educational Policy

- Constitutional provisions on Education
- Centre state relationship in Education
- Caste, cultural, religious, linguistic and regional politics in Education
- Education and national integration and Education for citizenship building
- National Policy on Education 1986 (modified in 1992)

Unit -IV: Economic Reforms and Education

- Economic Liberalization Policies in India and Their Impact on Education
- The grant-in aid system for School Education in India
- Globalization and Internationalization of Higher Education
- Privatization of Higher Education
- Relationship between Poverty, Schooling and Education

Suggested Activities

Note: Only one activity to be selected /assigned and the same should be presented in the form of a seminar paper.

- Prepare a report on the educational initiatives undertaken by any political party in India/your state.
- Review of school Curriculum/Text Book of any class.
- A review of any national/state level policy of education
- Status of implementation of RUSA/RMSA/RTE/SSA/MDM/ICT @ School Scheme etc.in your state
- A critical analysis of the grant in aid policy of state govt.
- Analysis of Election Manifesto of National/ State level Political Parties.
- Center State relationship in Education.
- Review of research in economics of education during last two decades
- Impact of Liberalization, privatization and globalization on education system in India/Mizoram
- A study on the public and private partnership in higher/secondary /elementary/ technical/professional education.
- Collection of 20 research studies indicating relationship between education and economic development.
- Economic and political factors affecting education system of a country.
- Linguistic/Religious/Regional/Caste/Class politics in education in india.
- Justification on the introduction of self-financing courses in higher education.
- Why and why not higher education should be treated as a non-merit good?
- Why primary education be treated as merit good?
- Why there is a need to withdraw subsidies from higher education and divert these subsidies to primary education?

- Any other relevant activity assigned by the course in-charge.

Modes of Transaction

Lectures, Self-Study, Practicums, Group Discussions, Field Activities, Seminars Dialogues, Thematic Discussion, Guided Studies and Presentation

Suggested Readings

- Blaug, M. (1970). *Economics of Education*, Penguin, London (1970).
- Cohn, E. (1972). *Economics of Education*, Lexington Mass –D.C. Heath Company.
- Tilak, J.B.G. (1985). *Economics of Inequality in Education.*, Sage Publications, New Delhi.
- Reddy, S.B. (2000). *Education and Rural Development in India*, UNESCO: International Institute of Educational Planning, Paris.
- Sacharopoulos, G.P. & Woodhall, M. (1985). *Education for Development*, New York – Oxford University Press.
- Thurow L.C. (1970). *Investment in Human Capital*, Belmont: Wadsworth Publishing Co.

M.Ed./1/CC/104
SOCIOLOGICAL AND HISTORICAL PERSPECTIVES OF
EDUCATION

Credits: 4

Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Course Objectives

On completion of this course the Prospective Teacher Educators will be able to

- understand the nature and scope of Educational Sociology
- analyze, interpret and synthesize various concepts and sociological principles related to educational phenomena
- understand relationship between culture, society and education
- reflect on the changing nature of global society and role of education
- enhance capacities for the critical evaluation of social change
- understand the historical perspectives of education

Course Contents

Unit-I: Education and Society

- Educational Sociology: Concept, Nature and scope
- Social System –Meaning & Characteristics; Education as a Social System
- Social Interactions : Concept, Types and Role of Education
- Socialization : Concept, Need and Theories
- Education as a Process of Socialization

Unit-II: Education, Culture and Social Change

- Culture – Concept and Components, Cultural lag, Relationship between Culture and Education
- Multiculturalism: Concept , Goal and Approaches
- Theories and Factors of Social change
- Education as an Instrument of Social Change
- Urbanisation, Modernisation, Westernisation, and Sanskritisation as forms of social change in India

Unit III - Development of Indian Education System

- Education in Ancient India -Vedic, Buddhist and Islamic Period
- Education in Medieval India
- Education in Pre- Independence Era : Macaulay's Minutes, Wood's Despatch, Hunter's Commission, Hartog Committee, Sargent Report, Nayee Talim

Unit IV - History of Education in India – Post Independent Era

- Education in Post- independence Era: University Education Commission (1948-49),
- Secondary Education Commission (1952-53), Education Commission (1964-66), National policy on Education (1968 and 1986), POA 1992
- Higher Education in India: NEP reviews, National curriculum framework (2000 & 2005), National Knowledge Commission (2005), Yashpal Committee report on Indian higher education (2009)
- NCFTE (2009) and RTE Act 2009

Suggested Activities

Note: Only one activity to be selected/assigned and the same should be presented in the form of a seminar paper.

- Growth of Higher/Secondary/Elementary Education during last two decades in a particular state or district.
- Status report on the implementation of major recommendations of Education Commission (1964-66)
- Status report on the implementation of major recommendations of Secondary Education Commission (1952-53).
- Status report on the implementation of Right to Education Act-2009 in a particular state or district
- Status report on the implementation of RUSA in a particular state
- Content analysis of Social Studies Text Books of schools in a particular state in relation to the development of secular and democratic values.
- Analysis of school text books in terms of socio-cultural issues addressed
- Writing of a report on any two significant social changes where education has played a significant role.
- Preparing the socio-cultural and economic profile of students in government and private institutions at primary/secondary/higher education stage.
- Writing of a report on the place of women/SC/STs/ in higher education/science education/technical education.
- Regional imbalances in the field of education in Mizoram/any other state or India
- Any other relevant activity considered appropriate by the teacher

Modes of Transaction

Lectures, Self-Study, Practicum, Group Discussions, Field Activities, Seminars, Guided Studies and Presentation

Suggested Readings

- Anderson, W.A. and Parker, F.B.: Society –Its Organization and Operation. New Delhi : Affiliated East West Press (Pvt. Ltd.), 1966.
- Rawat, P. L. (1956). History of Indian Education: Ancient to Modern. Delhi: Bharat Publication
- Mohanty, J. (1987). Education in India. New Delhi: Deep & Deep Publications.
- B.C Dash (2009). Thoughts and Theories of Indian Educational Thinkers.
- Bell R. (1962). The Sociology of Education: A Source Book. Dossey Press, Haramood, Illinois,
- Bernbanum, G (1977). Knowledge and Ideology in Sociology of Education. London: McMillan Press.
- Broudy, H.S. (1977). Types of knowledge and purposes of education. In R.C. Anderson,
- Bruner, J.S. (1996). The Culture of education. Cambridge, M.A.: Harward University Press.
- Chauhan, C.P.S (2010). Modern Indian Education: Policies, Progress and Problems.
- Chandan, R. (2013). Right to Education.
- Dearden, R. F. (1984). Theory and practice in Education. Routledge K Kegan &Paul.
- Debra, H., Martin, H., Pam, C. and Bob L. (2007). Teachers and schooling: Making a Difference, Allen and Unwin, Australia.
- Dewey, J. (1916/1977). Democracy and Education: An introduction to the philosophy of education. New York: Macmillan.
- Babu, S. and Ismail T. (2010). Thoughts on Education.
- Haq, E. (2011). Education Policy and Society.
- Ellwood, P.C. (2009). Historical Perspectives of Education: Concepts, Tendencies and their Expansion
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri AurobindoMarg, New Delhi
- Haseen, T (2011). Current Challenges in Education.
- Hemlata, T. (2012). Sociological Foundations of Education.
- Ismail, T. (2008). Education in the Emerging Indian Society.
- Mohanty, J. (2011). Dynamics of Educational Thoughts and Practices.
- Janardan, P. (2004). Education and Society: Concepts, Perspectives and Suppositions.

M.ED./1/CC/105
TEACHER EDUCATION IN INDIA

Credits: 4

Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Course Objectives

On completion of this course Prospective Teacher Educators will be able to:

- understand the concept, aims and scope of teacher education in India
- analyse the curriculum of teacher education at different levels
- know and assess the development of teacher education curriculum in India
- understand the concept of teaching profession and role of professional organization
- know and assess the role of different institution of teacher education

Course Contents

Unit-I: Foundation of Teacher Education

- Meaning, Nature and Scope of Teacher Education
- Distinguishing Between Teacher Training and Teacher Education
- The Need and Importance of Teacher Education
- Aims and Objectives of Teacher Education at Various Levels
- Types of management of Teacher Education Institutions in India at Elementary and Secondary Level

Unit-II: Teaching Profession and Policy Perspective

- Professionalization of Teacher Education: Teaching as a Profession, Professional Ethics,
- Professional Organizations
- Total Quality Management (TQM) and Quality Assurance in Teacher Education
- Teacher Education for Knowledge Society
- Policy Perspectives of Teacher Education: Norms and Standard of NCTE 2014
- Recommendation of Justice Verma Commission

Unit-III: Pre-service and In-service Teacher Education

- Pre-Service and In-Service Teacher Education: Concept and Objectives
- In-Service Teacher Education Under SSA and RMSA
- Modes of Pre-Service Teacher Education-Face to Face (Linear and Integrated), Distance and Online- Blended Learning Modes, Virtual Modes (MOOCS) – Relative Merits and Limitations.
- Professional Development of Teachers and Teacher Educators
- Research Trends in Teacher Education

Unit-IV: Components of Teacher Education

- Components of Teacher Education- Common Core (Foundation Courses), Specialization
- and Pedagogy, School Based Practicum and Internship, Relationship and Weightage Given to Theory and Practical Work
- Relationship of Teacher Education Institution with Practice Schools
- Evaluation- Internal Assessment, External Evaluation, New techniques of Evaluation,
- Choice Based Credit System (CBCS)
- Preparing Teachers for inclusive Classroom
- Integrating content , Pedagogy and Technology in Teacher Education

Suggested Activities

Note: Only one activity to be selected/ assigned and the same should be presented in the form of a seminar paper.

- Design, implementation and evaluation of a training input in any one course of preservice teacher education –mentored practicum.
- Analysis of in-service teacher education programmes under SSA/RMSA.
- Writing of a critical report on the role of SCERT in the in-service training of elementary/secondary school teachers.
- Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes –document analysis.
- Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.
- A study of attitude of Prospective Teachers/Teacher Educators towards Two Year B.Ed./M.Ed. Programmes.
- A study on the recommendations of various commissions/committees on the duration of Teacher Education Programmes.
- A comparative study on the duration of teacher education programmes in USA, UK, China, and Japan.
- A critical analysis of provisions and conditions in NCTE Regulation 2014.
- A critical analysis of NCFTE-2009.
- Writing of a critical report on NCTE Curriculum Framework for Two Year B.Ed/ M.Ed Programme.
- Writing of a critical report on the teacher education in India/Mizoram/any other state.
- Any other relevant activity considered appropriate by the teacher.

Modes of Transaction

Lectures, Self-Study, Practicums, Group Discussions, Field Activities, Seminars Dialogues, Thematic Discussion, Guided Studies and Presentation

Suggested Readings:

- NCTE Publication (1998). Policy perspectives in Teacher Education: critique and documentation, NCTE, New Delhi
- Saxena, N R; Mishra, B.K and Mohanty, R.K (1998). Teacher Education, R-Lall Book Depot, Meerut
- Singh.T, Singh.R and Rai U.C (1982). Orientation programme for university teachers, Faculty of Education, BHU, Varanasi
- Sharma, R.A (2002). Teacher Education, International Pub.House, Meerut.
- Bose, K. and Srivastava, R.C. (1973). Theory and Practice. Teacher Education in India. Allahabad: Chug Publication.
- Byrne, H.R. (1961). Primary Teacher Training. London : Oxford University Press.
- Chaurasia, G. (1967). New Era in Teacher Education. New Delhi : Sterling Publishers.
- Chaurasia, G. (1977). Challenges and innovations in Education, New Delhi : Sterling Publications (Pvt.) Ltd.
- Dave, R.H. and Crofley, A.J. (1978). Life Long Education and the Training of Teachers. Oxford : Hamburg and Perganon Press.
- Epstein, H.T. (1970). A strategy for Education. London : Oxford University Press.
- Hillard, F.H. (1971). Teaching the Teachers. Trends in Teacher Education, London: George Allen and unwin Ltd.
- Jangira, N.K. (1978). An Experiment in Teacher Education and Teacher Effectiveness. Delhi:Frank Brothers and Co.
- John, M.N. (1971). Towards Accountable Teachers, their appraisal and Improvement. New York : Holt, Rine Hart and Winston.
- Kinney, L.B. (1964). Certification in Education, London : Englewood Cliffs.
- Lomax, D.E. (1973). The Education of Teachers in Britain. London : Johnwiley and Sons.
- Mangla, S. (2002). Teacher Education- Trends and Strategies, New Delhi: Sage Publishers.
- Mukerji, S.N. (1968). Education of Teachers in India (vol. 1 and 11) New Delhi: Sultan Chand and Co.
- National Curriculum Framework for School Education (2000). NCERT: J.J. offset Printers.
- National Curriculum Framework for School Education (2005). NCERT: J.J. offset Printers.
- National Curriculum Framework for Teacher Education (2006). NCTE

- NCERT (1991). Secondary Teacher Education Curriculum : Guidelines and Syllabus. New Delhi, NCERT.
- NCERT (1991a). Elementary Teacher Education Curriculum –Guidelines and Syllabus, New Delhi, NCERT.
- NCERT (1979). Teacher Education curriculum –A Framework. New Delhi.
- NCTE (1978). Teacher Education Curriculum. A Framework. New Delhi, NCERT.
- NCTE (1988). National Curriculum for Teacher Education –A Framework. New Delhi: NCERT.
- Pires, E. A. (1959). Better Teacher Education. New Delhi : University Press.
- Rao, D. (2002). Teacher Education in India, New Delhi : Discovery Publishing House.
- Rao, D. (2003). Teachers in a changing world. New Delhi : Discovery Publishing House.
- Rao, R. (2004). Methods of Teacher Training. New Delhi. Discovery Publishing House.
- Report of the Secondary Education Commission, (1954)
- Report of the University Education Commission, (1947-48)
- Saxena, P. C. and et. al. (1984). An Analytical Study of Teacher Education in India. Allahabad: Amitabh Prakashan.
- Sharma, R.A. (1999). Teacher Education. Meerut. Loyal Book Depot.
- Sharma, S. P. (2003). Teacher Education. New Delhi : Kanishka Publishers (Pvt.) Ltd.
- Smith, E.R. (1962). Teacher Education. A Reappraisal. New York : Harper Row Publishers.
- Stinnet, T.M. (1965). The Profession of Teaching, New Delhi : Prentice Hall of India (Pvt.). Ltd.
- Stone, J.C. (1970). Breakthrough in Teacher Education. San Francisco : Jossey Bass Inc.

SEMESTER-II

M.Ed. Semester-II (Marks 500 and 20 Credits)

Details of Internal and External Assessment Marks

Course	Name	Internal Assessment Marks			External Assessment Marks
		Class Test-1	Class Test-2	Practicum/Activity	
M.Ed./2/CC/201	Educational Studies	10	10	20	60
M.Ed./2/CC/202	Curriculum Studies	10	10	20	60
M.Ed./2/CC/203	Intr. to Res Methods and Statistics in Education	10	10	20	60
M.Ed./2/CC/204	Internship in Teacher Education Institutions			60	40
M.Ed./2/CC/205	Dissertation Related Work	-	-	50	-
B.Ed./2/CC/206	Communication & Expository Writing	-	-	50	
Total		30	30	220	220
		60		220	220
					280
<p>* First Test will be in the In Mid of Second Month of the Semester. ** Second Test will be in the End of the Third Month of the Semester</p>					

Distribution of Marks and Credits

Course	Name	Total		Distribution of Credits			Internal	External
		Marks	Credits	L	T	P		
M.Ed./2/CC/201	Educational Studies	100	4	3	-	1	40	60
M.Ed./2/CC/202	Curriculum Studies	100	4	3	-	1	40	60
M.Ed./2/CC/203	Intr. to Res Methods and Statistics in Education	100	4	3	-	1	40	60
M.Ed./2/CC/204	Internship in Teacher Education Institutions	100	4	-	-	4	60	40 Viva-voce
M.Ed./2/CC/205	Dissertation Related Work	50	2			2	50	-
B.Ed./2/CC/206	Communication & Expository Writing	50	2		-	2	50	
Total		500	20	9	-	11	280	220

M.ED./2/CC/201
EDUCATIONAL STUDIES

Credits: 4

Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Course Objectives:

On completion of this course Prospective Teacher Educators will be able to:

- understand the concept of knowledge and process of acquiring/developing knowledge.
- analyse the nature of education as a discipline with inter disciplinary base.
- analyse inter relationship between different forms of knowledge and different sources of knowledge vis-à-vis the school system of education.
- understand the nature of education, learning, teacher's and learner's role in creation of knowledge and different socio cultural context specific perspective of education like inclusive education, diversification of teaching learning and sustainable development.

Course Content

UNIT-I: Knowledge and Education

- Concept of knowledge.
- Understanding the concept: knowing, thinking, perceiving, believing
- Information, knowledge and wisdom
- Sources and methods of obtaining knowledge
- Knowledge and pedagogy: experiential, pragmatic and constructivist approaches

UNIT-II: Interdisciplinary Nature of Education

- Concept and characteristics of disciplines.
- Critical analysis of education as a discipline.
- Interdisciplinary nature of education: relationship with allied disciplines like: philosophy, psychology, sociology, management, economics, anthropology, communication, physical science and life science.
- Liberal education, vocational education and professional education – concept, needs and importance.

UNIT III: Inter linkage of knowledge

- Content knowledge with Pedagogy knowledge
- School knowledge with life outside the school
- School knowledge with community knowledge
- Knowledge through praxis, analysis, action and reflection
- Balancing theoretical and practical knowledge, universal and contextual knowledge

UNIT-IV: Trend Setters in Education

- Critical pedagogy and teacher as a critical pedagogue as advocated by Paulo Freire
- Dialogue and discourse for generating knowledge as advocated by Existential thinkers
- Integral Yoga as advocated by Sri Aurobindo
- Art as a medium of education as advocated by Shri R.Tagore
- Craft as a medium of instruction as advocated by Gandhiji

Mode of Transaction

Lectures, Dialogues, Thematic discussion, Guided studies and Presentation

Suggested Activities

Note: Only one activity to be selected /assigned and the same be presented as a seminar

- Self-study of relevant materials as available in the form of OER and other Sources.
- Library Studies.
- Review of articles, texts and research findings.
- Group presentation.
- Any Other Relevant Works Assigned by Course In-Charge.

SUGGESTED READINGS

- Bruner, J.S. (1966). *The Culture of Education*, Cambridge, M.A., Harward University Press.
- Dearden, R.F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- NCERT (2005) *National Curriculum Framework*, New Delhi.
- MHRD, Govt. of India (1992), *National policy on education* (revised), New Delhi.
- MHRD, (1992), *Programe of action*, Govt. of India, New Delhi.
- Naik, J.P. (1975). Equality, quality and quantity: The elusive triangle of Indian Education, allied Publications, Bombay.
- Peters, R.S. (ed). (1975). *The Philosophy of Educatiopn*, Oxford University Press, London.
- Peters, R.S. (1967). *The concept of education*, Routledge, United Kingdom.
- Beyer, L.E. (Ed). (1966). *Creating Democratic Classroom: The Struggle to integrate theory and Practice*, New York, Teachers College Press.
- Butchvarov, P. (1970). *The concept of Knowledge*, Evanston, illions, North Western University Press.

- Debra, H., Martin, H., Pam, C. and Bob, L. (2007). *Teachers and schooling: Making a Difference*, Allen and unwin, Australia.
- Delors, J. et al., (1966). *Learning: The Treasure within report of the international commission on education for 21st century*. UNESCO.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York.
- Friere, P. and Shor, I. (1987). *A pedagogy of liberation*. London. Macmillan Education.
- Slattery, P., and Dana, R. (2002). *Ethics and the Foundations of education-Teahing Convictions in a postmodern world*. Allyn& Bacon.

M.ED./2/CC/202
CURRICULUM STUDIES

Credits: 4

Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Course Objectives

On completion of this course the Prospective Teacher Educators will be able to

- conceptualize curriculum both as a product and process.
- draw the relationship between different curricular structures i.e. framework, syllabus and text-book.
- get acquainted with various types and new trends in curriculum.
- visualize the hidden and silent role of political ideologies in influencing curriculum.
- review and reflect on national curriculum frameworks for school and teacher education .
- understand the concept of curriculum designing.
- identify various components/elements and dimensions of curriculum designs.
- get acquainted with different types of models of curriculum designs.
- understand the principles of curriculum planning.
- describe the nature of curriculum construction/development.
- analyze the various processes of curriculum construction.
- know the various participants in curriculum planning and construction.
- elaborate the phases and instruments of curriculum evaluation.
- undertake the evaluation text-books, work books and teachers' guide.
- explain the role of headmaster, teachers and students in successful transaction of curriculum.
- identify different factors and participants influencing curriculum change and improvement.

Course Content

Unit- I: Curriculum: A Holistic Perspective

- Relationship between Curriculum Framework, Curriculum, Syllabus and Text-book
- Types of Curriculum:
 - Subject centred: Discipline Oriented, Broad field, Theme based
 - Learner centred : Activity cum Experience centred
 - Problem centred: Social –Reconstruction oriented
 - Core Curriculum
- Guiding principles envisaged in National Curriculum Framework, NCF -2005, NCFTE-2009
- Curriculum Politics in India : Class, Religious, Linguistics, Regional Politics

- New trends in Curriculum: Emerging curriculum, Context specific curriculum and Cross- curricular approach to curriculum development

Unit-II: Models of Curriculum Designing

- Concept of Curriculum designing
- Elements/Components and Dimensions of Curriculum design
- Models of Curriculum designing
 - Scientific/ Technical Model: Tyler’s Deductive Model, Taba’s Inductive Model
 - Non-Scientific/Non-technical Model: Roger’s Interpersonal model, Weinstein and Fantini’s Humanistic Model
- Comparison between Scientific and Non-scientific Models
- Eclectic approach in curriculum designing

Unit-III: Curriculum Planning and Construction

- Principles of Curriculum Planning
- Nature of Curriculum Construction
- Processes of Curriculum Construction
 - Situation analysis
 - Selection of curriculum objectives
 - Selection of content and organization of content
 - Selection of learning experience and organization of learning activities
 - Selection of instructional method
 - Evaluation
- Implications of Bloom’s taxonomy of educational objectives for cognitive domain in curriculum planning, curriculum transaction and evaluation of expected learning outcomes
- Participants in Curriculum Planning and Construction
 - Curriculum Specialists
 - Administrators, Teachers/Headmasters and
 - National , State and Local Level

Unit-IV: Curriculum Evaluation and Change

- Curriculum Evaluation: Purpose, Approaches and Types
- Phases and Instruments of curriculum evaluation
- Criteria for evaluation of Text-book, Work-book and Teachers’ guide
- Concept of Curriculum Change, Improvement and Innovations
- Factors and Participants influencing Curriculum Change

Suggested Activities

Note: Only one activity to be selected /assigned and the same be presented as a seminar

- Critical analysis of existing elementary/secondary/ higher secondary school curriculum
- Development of guidelines for writing of school text-book, work-book, teachers' hand-book, and laboratory manual
- Evaluation of school text-books, work-books, teachers' hand-book
- Status of science and mathematics education in NCF-2000, and NCF-2005
- Role of NCERT and SCERT in curriculum development.
- Suggestion of Innovations in curriculum field
- Application of Situation Analysis and specify at least five local needs to be reflected in Curriculum
- Survey of students' opinion regarding the present system of evaluation and curriculum transaction
- Designing of a curriculum of at least ten activities to teach a subject (Language, Mathematics, Science & Social Science) at elementary level of education
- Identification of co-curricular activities a school at elementary/secondary level
- Status of implementation of Adolescence Education Programme (Life Skill Education) at secondary level of schooling.
- Critical analysis of exercises given in text-books and work books
- Development of work book and teachers guide for One Unit/Chapter in a text-book
- Any other relevant activity identified by the course in-charge

Modes of Transaction

Lecture cum demonstration, group discussion, project work, field report, assignment, student-seminar etc.

Suggested Readings

- Agarwal (2007). *Curriculum Development: Concept, Methods and Techniques*. Jaipur: Book Enclave.
- Agarwal, J.C. (2005). *Curriculum Development*. Delhi: Shipra.
- Agarwal, J.C. (2005). *Curriculum Reform in India: World Overviews, Doaba World Education Series -3*. Delhi: Doab House, Book Sellers & Publishers.
- Bront, A. (1978). *Philosophical Foundations for the Curriculum*. Boston: Allen and Unwin.
- Centre for Educational Research and Innovation (1975). *Handbook on Curriculum Development*. Paris: Organisation for Economic Corporation and Development.
- Chandra, A. (2003). *Basic Curriculum Theory*. Jaipur: Book Enclave.
- Chandra, A. (1977). *Curriculum Development and Evaluation in Education*. New Delhi: Sterling Publishers Pvt. Ltd.

- Kelly, A.V. (1977). *Curriculum–Theory and Practice*. New York: Harper and Row Pub., Inc.
- Dewey, J. (1966). *The Child and the Curriculum*. Chicago: The University of Chicago Press.
- Doll, R.C. (1986). *Curriculum Improvement; Decision Making and Process*. (6thed.). London: Allyn & Bacon Inc.
- Diamond, R.M. (1989). *Designing and Improving Courses & Curricular in HigherEducation: A Systematic Approach*. California: Jossey–Bass Inc. Publishers.
- Ediger, M. (2003). *Philosophy and Curriculum*. New Delhi: Discovery Publisher.
- Ghosh, P.P.(2004). *Effective Curriculum Construction*. Jaipur: Pointer Publishers
- Gould, J. (2009). *Learning theory & classroom practices in the lifelong learning sector*. Exeter: Learning Matters Ltd.
- Leach, J. & Moon, B. (Eds.)(1999). *Learner and Pedagogy*. London: Paul Chapman Publishing Sage Publication Company.
- Maimidi, M.R., & Ravishankar (Eds.). (1984). *Curriculum Development and EducationalTechnology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Nicholas, A. & Nicholas, H. (1978). *Developing a Curriculum*. London: George Allen Unwin.
- NCERT (1988). *Curriculum and Evaluation*. New Delhi: NCERT.
- NCERT (1988). *National Curriculum for Elementary and Secondary Education. A FrameWork*. New Delhi: NCERT.
- Olivia, P.F. (1988). *Developing the Curriculum*. (2nded.).Scott :Foresman& Co.
- Organisation for Economic Corporation and Development (1971). Paris: CERI (OECD) and University of Illinois
- Panday, M. (2007). *Principles of Curriculum Development*. New Delhi:Kanishka Publishers,Distributors.
- Reddy, R.S. (2004). *Curriculum Development for Learning to Live Together*. New Delhi: Rajat Publications.
- Reddy, R.S. (2006). *Curriculum Development in Secondary Schools*. New Delhi: Common Wealth.
- Satya, N. (2004). *Curriculum Development and Management*. New Delhi: Rajat Publications.
- Saylor, J. Galen, W. et al., (1980). *Curriculum Planning for BetterTeaching and Learning*. (4thed.). New York: Hold Renhart& Winston.
- Sharma, P. (2009). *Curriculum Development*. New Delhi: A.P.H. Publishing Corporation.
- Schiro, M.S. (2013). *Curriculum Theory: Conflicting Vision and Enduring Concerns* (2nd Edition). California: Thousand Oaks.
- Shrivaprakasham, M.N. (2006). *Curriculum Development in Elementary Education*. New Delhi: Rajat Publications.

- Singh, V. (2008). *Curriculum Development in Indian Higher Education*. New Delhi: Alfa.
- Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.
- Tanner D. & Tanner L.N.(1980). *Curriculum Development: Theory into Practice*, New York: Macmillan.
- Taylor, R.W. (1974). *Basic Principles of Curriculum and Instruction*. Chicago: The University of Chicago Press.
- Trum, J.L. (1973). *Secondary School Curriculum Improvement*. Boston: Allyn and Bacon Inc.
- UNESCO (1981). *Curricula & Lifelong Education*. Paris: UNESCO.
- Vashist, R.P. (2003). *Curriculum Development*. New Delhi: Common Wealth Publishers.
- Vashist, R.S. (1993). *Perspectives in Curriculum Development*. New Delhi: Anmol Publications Pvt. Ltd.
- Wheldall, K. & Merrett, F. (1984). *Positive Teaching: The Behavioural Approach*. London: George Allen & Unwin.

M.Ed./2/CC/203
INTRODUCTION TO RESEARCH METHODS AND STATISTICS
IN EDUCATION

Credits: 4

Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Course Objectives

On completion of the course the Prospective Teacher Educators will be able to:

- understand the foundations of educational research.
- identify research problems and variables.
- formulate hypotheses, design educational research, understand different techniques of data collection.
- familiarize with different methods and approaches to educational research.
- be acquainted with preparation of research report and communicating research,
- understand the contemporary developments in educational research.

Course Content

Unit-I: Introduction to the Field of Educational Research

- Methods of Acquiring Knowledge - Traditions, Experience, Reasoning (Inductive and Deductive), and Scientific Method
- Approaches to Research - Quantitative and Qualitative & Types - Fundamental, Applied and Action
- Meaning, Characteristics and Scope of Educational Research
- Objectives, Need and Significance of Educational Research
- Research Ethics and Quality Concerns of Researches in India

Unit-II: Variables, Hypotheses and Sampling

- Variables - Concept and Types
- Hypotheses - Concept, Nature, Characteristics and Types
- Sources of Deriving Hypotheses and Testing of Hypotheses
- Sampling - Concept, Advantages, Characteristics and Principles of Sampling
- Sampling Designs- Probability and Non-Probability, and Factors determining Sample Size

Unit-III: Process of Educational Research

- Review of Related Literature - Purpose, Sources and Organization
- Identification and Formulation of Research Problem
- Techniques of Data Collection - Interview, Observation, Questionnaire and Testing
- Tools of Data Collection - Questionnaire, Interview Schedule, Observation Schedule, Rating Scale and Tests
- Writing Research Report- Thesis/Dissertation and Journal Articles

Unit IV: Descriptive Statistics

- An overview of Descriptive Statistics (Concepts only), Percentiles and Percentile Ranks- Concepts and Computations
- Correlations-Concept and Computation by Rank difference and Product moment methods
- Normal Probability Curve- Concept, Importance and Properties
- Divergence from Normality (Skewness and Kurtosis) and their Measurement
- Applications of the Normal Probability Curve

Suggested Activities

(One activity to be assigned by the course in-charge and the same to be presented in a Seminar)

- Development of a Research Proposal
- Writing of a Research Abstract
- Development of a Questionnaire/ Interview Schedule for collection of data on a specified research problem
- Analysis and interpretation of data (To be taken from secondary Sources)
- Preparation of Tables and Graphs based on a data obtained
- Writing of review of research in a given area of research or research problem
- Any other relevant activity identified by the course in-charge

Mode of Transaction

Lectures, Self-Study, Practicums, Group Discussions, Field Activities, Seminars, Dialogues, Thematic Discussion, Guided Studies and Presentations.

Suggested Readings:

- Best, J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
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- Sharma, B. (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
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M.Ed./2/CC/204
INTERNSHIP IN TEACHER EDUCATION PROGRAMME- I
Credit
Marks: 100
(60 Marks for Internal Assessment and 40 Marks for External Viva-voce)

General Guidelines for Internship

Internship is viewed as an intensive on-site engagement of a student in institution of teacher education. The internship in this course has been conceptualized in two parts of 100 marks and 4 credits each.

1. The First Part of Internship carrying 100 marks and 4 credits involves a *compulsory attachment with a teacher education institution in the Second Semester.*
2. The Second Part involves interning at/associating with a field site relevant to the area of specialization in Third Semester.

The internships in second semester will be organized for durations of **three weeks**. Internship is the culmination of theoretical understandings developed in transacted courses. First part involves a compulsory attachment with a secondary or elementary teacher education institution. As per NCTE Regulation 2014 the product of two year M.Ed. programmes, depending on their specialization, are expected to take up the profession of teacher educators either in elementary teacher education or secondary teacher education institutions or post graduate programmes of teacher education. As a preparation for this, internship with D.El.Ed. or B.Ed. Programme is integral to the M.Ed. Programme. In this there is an exposure to teaching at D. El. Ed or B.Ed. levels. They are expected to take classes of core as well as optional subjects for D.El.Ed./B.Ed. students using different types of lesson plans. Further they are also required to observe D.El.Ed/B.Ed. lessons, guide D.El.Ed./B.Ed. students in lesson planning and give them feedback. As a part of internship they also study other academic and administrative procedures of a D.El.Ed/B.Ed. institute/college. Thus it is suggested that the institutions develop a network of partner organisations, where the prospective teacher educators can intern. Such partnerships (with mutual interests of both the partners) on the one hand reduce the need for logistical arrangements every year, on the other they also facilitate structure and consistency in internship and a scope of reviewing and improving it for every academic cycle. The host organisations can also help in

designing the field internship keeping in view the activities that will be going on during the internship period and by suggesting aspects for study/work/focus which may be useful from the host as well as the interns/students.

This also implies that the internship should be structured around some focused tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organization. These tasks should converge in a short project/ field report on the basis of which a part of assessment may be done. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. **This implies that the internship should be seen as a mentored component, whereby a faculty and a member from the host institution (field mentor) together guide groups of (3 to 5) students.** Adequate handholding should be provided to the prospective teacher educators, so that they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. **These expectations necessitate that, before organizing the internship programme, a brief orientation to both prospective teacher educators and mentor teacher educators is provided by the concerned institution of teacher education.**

Activities to be Taken up During Internship Programme-I

The First Part of Internship involves a compulsory attachment with a teacher education institution during Second Semester. The various activities to be taken up by prospective teacher educators and the allocation of marks have been given in the following table.

S.N	Activity	Internal Assessment
1.	Four (4) Lessons to be delivered in TEI (B.Ed./D.El.Ed.) on Pedagogy/perspectives Papers.	4 x 5= 20
2.	Construction of an Achievement test covering all of the four topics taught under Activity at Sl.No-1	10
3.	Administration and interpretation of one psychological test	10
4.	A project on any one of the following topics relating to: 1. ICT lab 2. Educational Technology Lab 3. Psychological Lab 4. Science and Mathematics Resource Center 5. Social Sciences Resource Center 6. Geography Resource Center 7. Institutional Library 8. Physical Infrastructure of Institution 9. Student Support Services 10. Students Profile 11. Teachers Profile 12. Institutional Profile based on SWOT 13. Examination Results of 3 to 5 years 14. Modes of Curriculum Transaction 15. Any other relevant topic identified by the teacher	10
5.	Mentoring of B.Ed./D.El.Ed. Students in planning & preparing the lesson plans/TLM, Working as Assistants to Teacher Educators in supervising practical based activities/lesson planning, and practice teaching schools etc	10
	Total	60

M.ED./2/CC/205
DISSERTATION PART-I
Selection of Topic and Writing of Research Proposal

Credits: 2

Total Marks: 50

(All 50 Marks for Internal Assessment)

Note: A Board at Least Three Internal Examiners to be constituted by the Head/Principal of the Institute for Evaluation of this Component of Dissertation

Brief Overview

This component of work relating to dissertation is of 2 credits and carries 50 marks. Students are expected to undertake the relevant readings and activities relating to the finalization of their topic and writing of research proposal for their dissertation.

Selection of Topic for Dissertation

The topic of dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses. In case the student decides to undertake a topic from perspective or any other areas it must be ensured that the topic selected for dissertation has a direct bearing on the area of his/her specialization.

Framework/Structure of Research Proposal

The prospective teacher educators are expected to develop a detailed research proposal of 20-30 pages which shall comprise of:

- Conceptual/ Theoretical Framework
- Justification/Need/Rationale of the Study
- Scope of Study
- Review of Related Studies
- Research Questions
- Objectives of the Study
- Hypotheses to be Tested
- Research design/ method of research
- Statistical Techniques for Data Analysis
- Tentative chaptalization

Course content:

Unit-1: Selection of Topic for Research

- Meaning, and objectives and types of Research
- What is a research proposal
- Criteria for selection of a good research problem

- Importance of knowing how research is done
- Understanding the research process
- Research approaches
- Necessity of Defining a problem.
- Selection and statement of research problem

Unit-II: Research Questions, Objectives and Hypotheses

- Concept and types of research questions and hypotheses; testing of hypothesis, and criteria for selection of a good hypothesis.
- Importance of hypotheses in research
- Meaning and types of research questions
- How to write objectives and research questions in quantitative and qualitative research

Learning Activities:

- Preparing of framework for writing of research proposal
- Sources of review of related studies
- Development of research questions
- Referencing in APA style
- Establishment of linkages between research questions, objectives and hypotheses
- Development of guidelines for writing of a research abstract
- Writing of research abstract from a dissertation/research paper
- Types of hypotheses, research questions and objectives, needs, importance

Assessment Rubrics:

The evaluation of this component be done through presentation of the research proposal before the board of internal examiners comprising of at least three members. The board of examiners will be constituted by the university department/ institution. The broader criteria for evaluation of research proposal will be as follows:

Criteria and Marks Distribution for Evaluation of Dissertation Part-I

Sl. No.	Criteria for Assessment/Evaluation	Marks
1	Originality and relevance of research problem	10
2	Conceptual/ Theoretical understanding about the problem	5
3	Number and quality of research questions Conceptual/ Theoretical understanding about the problem	5
4	Justification/Need/Rationale of the Study	5
5	Comprehensiveness of objectives	10
6	Proposed Methodology	15
	Total	50

Note: In case of any variation in the nature of research problem, especially in qualitative research problem, the board of examiners may suitably adapt the said scheme of evaluation.

Suggested Readings

- Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
- Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
- Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
- Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.
- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: SAGE Publication.
- Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
- Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.
- Good, Carter, V. Methodology of Educational Research. New York: Appleton Century Crafts.
- Gupta, Santosh (1983). Research Methodology and Statistical Techniques. New Delhi: Deep and Deep Publisher.
- Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
- John W. Creswell (2012) Educational research: Planning, Conducting and Evaluating Quantitative and Qualitative Research(4th Edition), PHI learning Private limited, New Delhi
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- Srivastava, G.N.P. (1994) Advanced Research Methodology. New Delhi: Radha Publications.
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M.Ed./2/CC/206
COMMUNICATION AND EXPOSITORY WRITING

Credits: 2

Total Marks 50

(30 Marks for Expository Writing and 20 Marks for Oral Communication Activities, All internal)

Course Objectives

After completing this course students will able to;

- analyse the process of expository and academic writing.
- follow the conventions of academic writing.
- paraphrase the given text.
- write a report and abstract.
- give citation and references in proper and prescribed format.
- be reflective teacher-educators.
- contribute substantially to the treasury of educational literature.

Course Contents

UNIT I: Suggested Topics for Direct Teaching

- Introduction to the Writing Process
- Conventions of Academic Writing
- Selection of topic and thesis statement
- Writing in one's own words-Paraphrasing
- Writing Skills - Report writing, Note-taking & Writing an Abstract
- Citing Resources and Referencing

Suggested activities: *Students are suggested to select any number of activities of their choice for 50 marks. In the case students selecting three activities of 20 marks, those will be moderated by the teacher to maximum score of 50 marks.*

Sl. No.	Activity	Suggested Marks Scheme	Target Skills
1.	Participation in a Debate on Educational Topic	10	O
2.	Organising and Participating in Panel Discussion	10	O
3.	Writing a report of any academic programme organised in the department/university	10	W
4.	Presentation of paper in a Seminar		W/O
	Departmental	10	
	National	15	

	International	20	
5.	Book Review (Book approved by the teacher)	15	W
6.	Writing Biography of Modern Education Thinker		W/O
	Submission to teacher	10	
	Oral Presentation in the Class & Submission	15	
	Publishing in a Newspaper/magazine/journal	20	
7.	Completing Online Course of minimum four weeks (Approved by the teacher)	20	W
8.	Extempore Speech in the Classroom for 10 to 20 Minutes(Topic given by the teacher)	10	O
9.	Pilot Survey report of research area (Dissertation work)	15	
10.	Correction/Conversion/Presentation of any Style of Referencing	10	W/O
11.	Essay on Copyrights and Plagiarism	10	W
12.	Review of the Curriculum of /D. El. Ed./B.Ed./M. Ed. Programmes	10	W
13.	Abstract Writing	10	W
14.	Any other activity decided by the teacher	10/15/20	W/o

Suggested Readings

- Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T. M., & Swann, J. (2003). Teaching academic writing: A toolkit for higher education. London: Routledge.
- Murray, R., & Moore, S. (2006). The Handbook of Academic Writing A Fresh Approach. England: Open University Press, McGraw-Hill Education.
- Pecorari, D. (2008). Academic writing and Plagiarism: A linguistic analysis. New York: Continuum.
- Winkler, A. C., & McCuen-Metherell, J. R. (2008). Writing the research paper. A handbook. Boston: Wadsworth.
- Zemach, D. E., Rumisek, L. A. (2005). Academic writing: From paragraph to Essay. Oxford: Macmillan Education.

SEMESTER-III

M.Ed.-Semester-III
(Marks 500 and 20 Credits)

Distribution of Marks and Credits under Different Courses

Course	Name	Total		Distribution of Credits			Internal	External
		Marks	Credits	L	T	P		
M.Ed./3/SP/301	CORE SPECIALIZATION: 301-A: Elementary Education: Institutions, Structure & Issues OR 301-B: Secondary Education: Institutions, Structure & Issues	100	4	3	-	1	40	60
M.Ed./3/CC/302	Advance Research Methods and Statistics in Education	100	4	3	-	1	40	60
M.Ed./3/IS/303	Internship (Relating to Specialization Paper: Elementary or Secondary Education)	100	4	-	-	4	60	40 Viva-voce
M.Ed./3/CC/304	Theory and Practice of Teaching	100	4	3	-	1	40	60
M.Ed./3/CC/305	Dissertation Related Work	50	2	-	-	2	50	-
M.Ed./3/CC/306	Academic Writing	50	2	-	-	2	50	
Total		30	30	9		11	280	220

M.Ed.-Semester-III
(Marks 500 and 20 Credits)

Details of Internal and External Assessment Marks

Course	Name	Internal Assessment Marks			External Assessment Marks
		Class Test-1	Class Test-2	Practicum/Activity	
M.Ed./3/SP/301	CORE SPECIALIZATION: 301-A: Elementary Education: Institutions, Structure & Issues OR 301-B: Secondary Education: Institutions, Structure & Issues	10	10	20	60
M.Ed./3/CC/302	Advance Research Methods and Statistics in Education	10	10	20	60
M.Ed./3/IS/303	Internship (Relating to Specialization Paper: Elementary or Secondary Education)	-	-	60	40 Viva-voce
M.Ed./3/CC/304	Theory and Practice of Teaching	10	10	20	60
M.Ed./3/CC/305	Dissertation Related Work	-	-	50	60
M.Ed./3/CC/306	Academic Writing			50	
Total		30	30	220	220
				220	220
		280			220
<p>* First Test will be in the In Mid of Second Month of the Semester. ** Second Test will be in the End of the Third Month of the Semester</p>					

M.ED./3/SP/301-A
ELEMENTARY EDUCATION: INSTITUTIONS, STRUCTURE AND
ISSUES

Credits: 4

Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Course Objectives

On Completion of this Course the Prospective Teacher Educators will be able to

- understand the role of various commissions, policies and strategies of elementary education
- analyze organizational structure of Elementary Education and role of various organizations, institutions and agencies in Elementary Education
- understand the functioning of various support services at Elementary Level
- to reflect upon different issues, concerns and problems of Elementary Education in India

Course Content

Unit I: Introduction to Elementary Education and Recommendation of Committees and Commissions

- **Introduction to Elementary Education**
 - Concept, importance and objectives of Elementary Education
 - Growth and development of Elementary Education in a historical perspectives
 - Jomtien Conference, Dakar Summit and Millennium Development Goals
- **Recommendation of Committees and Commissions**
 - Kothari Commission 1964-66
 - National Policy on Education 1986 & Programme of Action 1992
 - National Knowledge Commission 2005-2008

Unit II: Organisational structure in administration and management of Elementary Education

- National level –Ministry of Human Resource Development (CABE, NEUPA, NCERT and RIEs),
- State level - State department of Education, SCERTs / SIEs, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT),
- District and sub district levels - DIET, BRC, CRC, SMC (School Management Committee), PTA (Parent teacher Association) MTA (Mother Teacher Association),

- International Agencies – UNICEF, UNESCO, WHO, IBE
- 12th Five Year Plan & subsequent Annual Plans; Budget consumption for Elementary Education

Unit-III: Status of Elementary Education

- Status of Elementary Education- enrolment, retention, dropout, Out of school children
- Status of Infrastructural facilities- classrooms, library, separate toilets for boys and girls, boundary walls, Kitchen sheds
- Language formula and its implementation - medium of instruction, multilingual approach at primary level
- Implementation and Challenges to Right of Children to Free and Compulsory Education Act-2009 with reference to Access, Enrolment, Retention
- Achieving UEE - Universal access, retention and success

Unit-IV: Issues and Concerns

- Gross Enrolment Ratio, Net Enrolment Ratio, Student-Teacher Ratio, Equity and Equality, Community Participation
- Quality concerns in Access (Physical, Social, and Gender), teacher and teacher preparation, classroom processes, learning achievement and school supervision.
- Availability and Management of Resources – Physical, Human, Financial
- Inclusive Education- Enrolment of CWSN, Resource Teachers, Provisions for CWSN
- Basic Rights of the Child (10 Basic rights), Child Rights Legislation in India (National Policy on Children 1974, Child Labour Prohibition and Regulation act 1986, Protection of Children from Sexual Offence (2012).

Suggested Activities

Note: Only one activity to be selected /assigned and the same be presented as a seminar

- Preparation of status report on elementary education in a district with reference to access, enrolment, participation and learning achievement
- A study on the Quality of Access: physical, social and gender in a particular city/cluster/block/district/state.
- A study on the classroom processes for teaching-learning math/science/languages/social studies.
- A study on qualification, quality and effectiveness of elementary teachers from selected city/cluster/block/district/state.
- Testing of minimum level of learning of children in mathematics/language/science etc.

- Survey on the opinion of elementary school teachers on the policy of ‘inclusive education’
- Writing a report on community participation in school
- Study on Management of Physical/Human/Financial Resources by concerned Department/Agencies.
- Study on the provisions for CWSN in SSA and the modalities and status of their implementation in particular district/state
- Study on Implementation of the 3 language formula in primary schools
- Comparison of the allocation of GDP in education that is elementary, secondary, tertiary and technical etc. and other developmental / service sectors like health, defence and railway
- Analysis of Annual Work Plan and Budget (AWP & B) of SSA any one State
- Writing a report on how the language formula is implemented in primary schools
- Any other activities as suggested by course in charge

Mode of Transaction

Lectures, Self-Study, Practicums, Group Discussions, Field Activities, Seminars Dialogues, Thematic Discussion, Guided Studies and Presentation

Suggested Readings

- Anand, C.L. et.al. (1989). *The Teacher and Education in Emerging Indian Society*. New Delhi: NCERT.
- Bhatia & Bhatia (1989). *The Philosophical and Sociological Foundation of Education*. Delhi: Doaba House.
- Chopra, R.K. (1993). *Status of teachers in India*. New Delhi: NCERT.
- Gupta, V. K. (2003). *Development of education system in India*. Ludhiana: Vinod Publications.
- Hasley, A. H. et. al. (1965). *Education, Economy and Society*, London: Collier Macmillan Ltd.
- Khan, R.S. & Ahammed, I.(1997). *Elementary Education & the teacher*. New Delhi: IASE, Jamia Millia Islamiya.
- Manheim, K. & Steward, W.A. C. (1962). *An Introduction to Sociology of Education*. London: Routledge & Kegan Paul.
- Mohanty, J.N. (2002). *Primary Elementary Education*. New Delhi : Deep & Deep Publications.
- NCERT (1991). *Elementary Teachers Education Curriculum. Guidance and Syllabi*. New Delhi: NCERT.
- NCF (2005). NCERT: New Delhi.
- NCTE (2009). *NCF for Teacher Education*: New Delhi.
- Ottaway, A. K.C. (1955). *Education and Society*. London: Routledge & Kegan Paul.

M.Ed./3/SP/301-B
SECONDARY EDUCATION: INSTITUTIONS, STRUCTURE AND
ISSUES

Credits: 4

Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Course Objectives

On completion of this course the Prospective Teacher Educators will be able to

- understand the status of secondary and higher secondary education in India.
- develop acquaintance with different policies on secondary and higher secondary education in India.
- analyze the issues of secondary and higher secondary education in different aspects.
- interpret the outcome of different programmes at different levels.
- examine teacher education programmes in secondary and higher secondary level.
- investigate the emerging needs of teacher education programme at secondary and higher secondary level.
- develop critical understanding about current status of Secondary education in India.
- understand policy perspectives in decentralization of administration and management of secondary and senior secondary education.
- understand organizational structure and functions of institutions in administration and management of secondary education at various levels.
- analyze various secondary education curricula in India and carry a review with focus on its criticality.
- develop perspective of inclusive education.
- analyse the role of various organisations, institutions and agencies in secondary education.

Course Content

Unit-I: Introduction to Secondary and Higher Secondary Education

- Development of Secondary and Higher Secondary Education during post independent period
- Norms for Establishment of Secondary and Higher Secondary Schools in Mizoram
- Structure, Approaches and Strategies for Secondary and Higher Secondary Education
- Universalization of Secondary Education
- Policy Perspectives in Decentralization of Management of Secondary and Higher Secondary Education- Local Bodies, SMDC, PTA

Unit-II: Organisations, Institutions and Agencies in Secondary Education

- Structure and Function of MHRD, State Government in Secondary and Higher Secondary Education
- Structure and Function of CBSE, ICSE, NIOS and State Board for Secondary and Higher Secondary Schools
- Structure and Function of SCERT / SIE, State Institute of Educational Technology (SIET),
- District and Sub District Level Organisations and Institutions in Management of Secondary Education:
- School Management and Development Committee

Unit III: Issues and Concerns

- Status of Secondary Education in India in Terms of Access, Enrolment, Retention, Dropout, and Out of School Children, Infrastructural Facilities and Teachers with special reference to Mizoram
- Status of Higher Secondary Education in India in Terms of Access, Enrolment, Retention, Dropout, Out of School Children, Infrastructural Facilities and Teachers with special reference to Mizoram
- Programmes and Strategies of Government of India Implemented Since Independence to Improve Access, Enrolment, Retention and Quality of Secondary and Higher Secondary Education
- Issues Relating to quality of Education at Secondary and Higher Secondary Levels
- Promoting Equity and Social Justice in Secondary and Higher Secondary Education

Unit-IV: Programmes and implementation strategies of Secondary Education

- Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education
- RMSA for achieving Universalization of Secondary Education – programmes and strategies, its impact on quality enhancement
- National Vocational Education Qualification Framework (NVEQF)
- Role of authority and civil society groups in programme implementation
- Centrally sponsored schemes and state projects and programmes – their impact in the secondary education process.

Suggested Activities

Note: Only one activity to be selected /assigned and the same be presented as a seminar

- Writing a report on RAMSA
- A report on Universalization of Secondary Education
- Critical evaluation of role of SIEMAT
- A study on causes of drop out in secondary school students
- Writing a report on community participation in secondary school

- Collection of data from secondary schools about the student teacher ratio.
- Preparation of a brief report on plan and policies of government of India for secondary education
- Writing a report on universalization of vocationalisation of secondary education
- A study on the Quality of Access: physical, social and gender in a particular city/cluster/block/ district/state
- Critically examination of any schemes implemented for secondary education in a selected state
- Any other relevant topic/activity considered appropriate by the teacher

Mode of Transaction

Lectures, Self-Study, Practicums, Group Discussions, Field Activities, Seminars, Dialogues, Thematic Discussion, Guided Studies and Presentation

Suggested Readings

- Chopra, R.K. (1993). Status of Teachers in India, New Delhi: NCERT. Delhi.
- Govt. of India (1953). Report of Secondary Education Commission, New Delhi.
- Govt. of India (1996). Indian Education Commission (1964-66) Report. New Delhi.
- Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod in India, June, New Delhi.
- Malhotra, P.L. (1986). School Education in India: Present Status and Future Needs NCERT, New Delhi.
- National Curriculum Framework on school education, 2005.
- National Curriculum Frameworks for Teacher education, 2009.
- National Policy of Education 1986/1992.
- NCF (2005). NCERT: New Delhi.
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- Report of the Delors Commission, UNESCO, 1996.
- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- Shukla, S. (1999) A brief note of efforts to Address Multi grade teaching in India, New Delhi
- Siddiqui, M.A. (1993). In-service Education of Teachers, New Delhi, NCERT.
- Singh, L.C. and Sharma, P.C. (1995). Teacher Education and Teachers, New Delhi: Vikas Publishing House.
- Sudesh, M. and Anil, K. (2001). Quality Profiles of secondary schools, NIEPA, New Delhi.
- UNESCO (2004), Education for All Quality imperative , EFA Global Monitoring Report, Paris.

M.Ed./3/CC/302

ADVANCE RESEARCH METHODS AND STATISTICS IN EDUCATION

Credits: 4

Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Course Objectives

On Completion of this course the Prospective Teacher Educators will be able to

- explain design and procedure for collection of data,
- select and explain the method appropriate for a research study,
- estimate the characteristics of populations based on their sample data,
- test specific hypotheses about populations based on their sample data,
- use appropriate procedures to analyse qualitative data.

Course Content

Unit I: Quantitative Designs

- Research Design - Concept, Need, Importance, Characteristics, Advantages and Limitations
- Survey Research - Concept, Types, Characteristics, Uses and Steps
- Experimental Research Designs –Concept and Characteristics of Pre-Experimental, True Experimental and Quasi-Experimental Designs
- Basic Principles of Experimental Designs and Strength and Limitations of Experimental Research
- Threats to Validity of Quantitative Researches

Unit II: Qualitative Research Designs

- Ethnographic Research - Concept, Uses, Characteristics and Steps
- Phenomenology- Concept, Uses, Characteristics and Steps
- Case Study - Concept, Uses, Characteristics and Steps
- Narrative Research - Concept, Types, Characteristics and Steps
- Historical Research - Concept, Need, Significance, Sources of Data and Criticism of Data.

Unit III: Technique of Data Analysis

- Data Reduction, Data Display, Data Cleaning
- Use of Computer for Data Analysis
- Triangulation, Focus Group Discussion
- Exploring and Coding the Qualitative data
- Concept of Parametric and Non-Parametric Statistics

Unit IV: Inferential Statistics

- Tests of Significance-Mean, Correlation and Percentage
- Tests of Significance of Difference (t-test)-Mean, Correlation and Percentage
- Types of Decisions and Errors - One Tailed and Two Tailed Tests; Type-I and Type-II Errors
- Analysis of Variance (ANOVA)-Concept and Computation (one way and two ways)
- Chi-Square Test-Concept and Applications

Suggested Activities

Note: Only one activity to be selected /assigned and the same be presented as a seminar

- Comparison on various types of research with reference to design, sample, tools, analysis and results
- Choose a topic of your choice and state Directional, Non-Directional and Null hypotheses indicate the type of statistical analysis required for testing the statistical hypotheses.
- Writing of references in APA style.
- Collection of secondary data from on different aspects of education.
- Collection of data on students' academic achievement, intelligence, height, weight, SES etc and examining the same in terms of its skewness and kurtosis.
- Taking of academic achievement data from two schools or two section of same class from one school, and applying t-test to test the significance of differences.
- Collection of data relation to opinions on certain issues (in terms of Agree, Undecided and Disagree) and applying „Chi-square Test“ to test the hypothesis of equal probability
- Any other activity that the course in-charge recommends

Mode of Transaction

Lectures, Self-Study, Practicums, Group Discussions, Field Activities, Seminars, Dialogues, Thematic Discussion, Guided Studies and Presentation

Suggested Readings

- Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). Educational Research—An Introduction, New York: Longman, Inc.
- Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
- Clive Opie (2004). Doing Educational Research-A Guide for First time researchers. Vistar Publications. New Delhi.
- Cohen, L. and Manion L. (1994). Research Methods in Education, New York : Holt Rinchart and Winston Inc.
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- Creswell, J.W. (2013), Educational Research, PHI Learning Private Limited Delhi.

- Franke, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
- Flick, Uwe (1996). *An Introduction to Qualitative Research*. London sage publication.
- Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.
- Garrett, H.E. & Woodworth, R.S. (1961). *Statistics in Psychology and Education*. New York: Longman Greens & Co.
- Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.
- Guilford, J.P., and Fruchter, B. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
- Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage.
- Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.
- Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn& Bacon.
- Kaul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas publications.
- Keeves, J.P. (ed.) (1990). *Educational Research Methodology and Measurement: An International Handbook*. New York: Pergamo Press.
- Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brett-Kochler.
- Jill P. & Penny L. (2005). *Researching Learning Difficulties-A Guide for practitioners*. Paul Chapman Publishing.
- McMillan, J.H. & Schumacher, S. (2010). *Research in Education: Evidence based enquiry (7thEd)*. New Jersey: Pearson Education. Inc.
- Pamela, M. & Richard, M. (1994). *Beginning Qualitative Research-A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
- Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
- Reason, P. & Bradbury, H. (Eds.) (2006). *Handbook of action research: Concise paperback edition*: Thousand Oaks, CA: Sage.
- Scott, D. & Usher, R. (1996). *Understanding Educational Research*. New York: Routledge.
- Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merrill, Prentice Hall.
- Sharma, B. (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
- Stake, R.E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
- Travers, R.M.W. (1978). *An Introduction to Educational research (4th edition)*. London: MacMillan.

M.Ed./3/IS/303
INTERNSHIP PROGRAMME – II

Credits: 4

Marks: 100

(60 Marks for Internal and 40 Marks for External Viva-voce)

General Guidelines for Internship

The internship in M.Ed. Programme has been conceptualized in two parts of 100 marks and 4 credits each.

1. The First Part of Internship carrying 100 marks and 4 credits involving a compulsory attachment with a teacher education institution has been placed in Second Semester.
2. The Second Part involves interning at/associating with a field site relevant to the area of specialization in Third Semester.

The internships in third semester will be organised for durations of **three to four weeks**. It is suggested that the institutions develop a network of partner organisations where the students can intern.. The host organisations can also help in designing the field internship keeping in view the activities that will be going on during the internship period and by suggesting aspects for study/work/focus which may be useful from the host as well as the interns/students.

This also implies that the internship should be structured around some focused tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organisation. These tasks should converge in a short project/ field report on the basis of which a part of assessment may be done. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host institution (field mentor) together guide groups of (3 to 5) students. Adequate handholding should be provided to the students so that they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organising the internship.

Activities to be Taken up during Internship Programme-I

SI No	Activities/Project	Marks
1	Four (4) Lessons on Prospective/Pedagogy papers to be delivered in DIET/CTE/IASE	4 x 5=20
2	Observation of 6 lessons of Pupil-Teachers B.Ed.	6x 5=30
3	Institutional Study Project	10
	Total	60

A. Model Lesson Plans

Every M.Ed. student is expected to prepare and present 4 Model Lesson Plans under the guidance of a mentor. While doing so it has to be ensured that every Model Lesson is prepared with a different teaching learning approach/ method /model. The evaluation of this component will largely be based on the innovativeness of the student. Further, it should also be noted that it is desirable to prepare two Model lesson Plan each on Pedagogy and Foundation Courses.

B. Observation Lessons

Each M.Ed. Student is also required to observe at least 6 lessons of his/her class fellow of B.Ed/D.El.Ed students and will submit a detailed report of two to three pages on every Observation lesson to his/her mentor. Like Model Lesson the Observation Lesson can be two each on Pedagogy and Foundation Courses. However under certain circumstances with due information to the Head/Principal there can be certain alterations.

C. Institutional Study Project

Course Content / Activities:

- Identification of institution like: Pre service teacher education programme, In service training programme, Special school, Integrated school, Juvenile Home, Open school, Distance Education Centre, Voluntary organization, Old age home, Crisis management institutions, State and National Institutions, etc.
- Any other related institution University/college offering M.Ed. course has to identify nearby localities / slums / villages for undertaking this programme. A candidate shall work in a group (2 members) by selecting any one activity under the areas mentioned above. The duration of the programme is 10 instructional days (10 x 6 hrs = 60 hours) A detailed format may be worked out in consultation with the mentors. **Curriculum Stipulated Study Tool** may be organized by the department/institution for conducting this project.

M.ED./3/CC/304
THEORY AND PRACTICE OF TEACHING

Credits: 4

Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Exam Time: 3 Hours

Course Objectives

On completion of the course prospective teacher-educators will be able to:

- Internalize the concept of teaching, teaching skills, levels of teaching and its phases.
- Understand the concept of pedagogy and Andragogy.
- differentiate among goals and use of various models of teaching
- organize practice teaching for prospective teachers
- know the concept and modalities of feedback and supervision
- internalize the concept and practice of interaction analysis
- be aware and skilled in different competencies essential for a teacher for effective transaction of curriculum

Unit I: Concept of Teaching and Teaching Andragogy

- Teaching: concept, levels, phases and modalities
- Andragogy and Pedagogy: concepts, importance, scope and difference
- Teaching style: authoritarian, laissez-faire and democratic
- Teaching methods, Teaching techniques, Teaching principles and maxim
- Exploring new parameters of pedagogy

Unit II: Practice Teaching and Pedagogy of Practice supervision

- Preparation of teachers: micro, and simulated teaching
- Organization of practice teaching: block teaching and internship
- Supervision in practice teaching: observation, assessment and feedback
- Observation, Supervision and Feedback: concept and modalities. (teacher, peer & machine)

Unit III: Interaction analysis & Teaching Competency

- Interaction analysis
- Teaching Competencies and evaluation
- Task of teaching: task analysis.
- Teacher education for tomorrow and preparing reflective teachers

- Placement services and role of teacher educators; national and international agencies recruiting teachers at different levels: criteria and process of selection.
- Researches & innovations in theory and practice of teaching.

Suggested Activities:

Note: Only one activity to be selected/assigned and the same should be presented in the form of a seminar paper.

- Supervision of student-teachers
- Teaching competency assessment and interpretation
- Developing items for rating student teaching
- Critical evaluation of approaches of teaching
- Status of implementation of any innovation in teacher education in Teacher training institutions.
- Planning of Placement service in teacher training institutions.
- Observation of classroom teaching through Flander's Interaction Analysis.
- Meta-analysis of research on teacher education
- Any other relevant topic/activity considered appropriate by the teacher

Assessment Rubrics

- Assessment of students' participation in group activities such as dialogues and open house discussion.
- Students' reflective expression as noticed in the assignment (review)
- Class Tests.
- Assignments/ projects assessment
- Seminar presentation by the student(s) on relevant theme.
- Bose, K. and Srivastava, R.C. (1973). Theory and practice of teacher education in India. Allahabad : Chug Publication
- Dave, R.H. and Crofley, A.J. (1978). Lifelong education and the training of teachers. Oxford : Hamburg and Perganon Press.
- Fenstermacher, G. D. & Saltis, J. F. (2004). Approaches to teaching. New York: teachers college press, Columbia University.
- Hillard, F.H. (1971). Teaching the teachers: trends in teacher education. London: George Allen and unwin Ltd.
- Jarvis, P. (2002). The theory & practice of teaching. London: Kogan Page ltd.
- Kocher S. K. (1977). Methods and techniques of teaching. NewDelhi: Sterling Publishers (P) Ltd.
- Rao, R. (2004). Methods of teacher training. New Delhi. Discovery Publishing House
- Russell, T. & Loughran, J. (2007). Enacting a pedagogy of teacher education values, relationships and practices. New York: Routledge.
- Townsend, T. & Bates, R. (2007). Handbook of teacher education: Globalization, standards and professionalism in times of change.

PAPER NO.: M.ED./3/CC/305
DISSERTATION PART-II
REVIEW OF RELATED RESEARCH, DEVELOPMENT OF TOOLS &
TECHNIQUES OF DATA COLLECTION
CREDITS: 2
Total Marks -50
(All 50 Marks for Internal Assessment)

Brief Overview

This component of work relating to dissertation will be of 2 credits and carry 50 marks. Teachers-educators are expected to undertake the relevant readings and activities relating to the writing of the review of related literature, development of tools and collection of data for their dissertation.

Course Objectives

After completing this component of dissertation the prospective teacher educators will be able to:

- understand the purpose and importance the review of related studies in any kind of research.
- analyse the existing research and be able to establish the need of their study in the background of studies reviewed.
- learn how to organize the review chapter/section
- learn basic criteria for selection of tool(s) from the available standardized tools.
- learn guidelines, principles and procedures for the development of various tools.
- understand the various intricacies of data collection.
- learn to tabulate data according to the objectives of the study

Course Contents:

Unit-I: Review of Related Research, Sampling and Tools & Techniques of Data Collection

- What is literature review and why it is important?
- Difference in literature review in quantitative and qualitative studies
- Steps in conducting literature review.
- Approaches for the Organisation of Review of Related Studies

Unit-II: Development of Tools and Collection of Data Collection

- Methods of collecting quantitative and qualitative data
- Methods of collecting primary data

- Procedures for development of various tools for collection of primary data
- Selection of appropriate methods for collection of data
- Sources and cautions in collection of secondary data
- Tabulation of data

Framework/Structure of Report on Review and Data Collection

The prospective teacher educators are expected to undertake the following activities and write a report covering the following aspect:

- A brief write up on need and importance of review of related studies
- Writing and classifying the research abstracts under different variables of study.
- Analysis of studies reviewed
- Relevance of the study in hand in relation to the studies reviewed
- Justification and description of various tools and techniques adopted/ developed for collection of data.
- Methods and procedures adopted for collection of primary and secondary data.
- Tabulation of data and titles of tables.

Suggested Activities:

- Collection of related studies and writing of their abstracts.
- Analysis of related studies and establishing the need of one's study in the background studies already conducted.
- Organisation of a group discussion on the need and importance of literature review.
- Arranging debates on different styles/approaches on the organisation of review chapter/section
- Listing of various sources of review of related studies.
- Organisation of seminar on tools and techniques of data collection in quantitative and qualitative research.
- Development/construction of tools for collection of data.
- Defining strategies for collection of primary and secondary data.
- Collection of data and tabulation as per objectives of the study.

Assessment Rubrics:

The evaluation of this component shall be done through presentation before the board of internal examiners comprising of at least three members. The board of examiners will be constituted by the department/ institution. The major criteria for evaluation of this component will be as follows:

Criteria and Marks Distribution for Evaluation of Dissertation Part-II

Sl. No	Criteria for Evaluation	Marks
1	Number of related studies collected, and the period covered.	10
2	Organisational arrangement of studies reviewed.	5
3	Analysis of the studies reviewed and discussion on the relevance of study in the background of review	5
4	Establishment of linkages between the findings of studies reviewed and hypotheses of study in hand.	5
5	Appropriateness of tools adopted for data collection.	5
6	Number of tools developed and the appropriateness of procedures applied for the construction/ development of tools.	10
7	Reliability and validity of tools developed or adopted for data collection.	5
8	Expertise in tabulation data and titles of statistical tables	5
	Total Marks	50

Note: In case of any variation in the nature of research problem, especially qualitative research problem, the examiner (s) may suitably adapt the said scheme of evaluation

Suggested Readings

- Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
- Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
- Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
- Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.
- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: SAGE Publication.
- Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
- Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.
- Gupta, Santosh (1983). Research Methodology and Statistical Techniques. New Delhi: Deep and Deep Publisher.
- Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.

- John W. Creswell (2012) Educational research: Planning, Conducting and Evaluating Quantitative and Qualitative Research(4th Edition), PHI learning Private limited, New Delhi
- Kerlinger, F.N. (1973). Foundations of Behavioural Research. New York: Holt, Rinehart and Winston.
- Kaul, Lokesh (1997). Methodology of Educational Research. New Delhi: Vikas Publications.
- Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide.SAGE Publication
- Mertens ,D.M.(1998) Research Methods in Education and Psychology. New Delhi: Sage Publications.
- Pamela Maykut& Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. London. Washington D.C.:TheFalmer Press.
- Salkind, N.J. (2006). Exploring Research (6th Edition) NJ: Pearson Prentice Hall.
- Scott, David & Usher, Robin (1996). Understanding Educational Research. Routledge. London and New York.
- Sharma, Bharti. (2004). Methodology of Educational Research. New Delhi:Vohra Publishers and Distributors.
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
- Sidhu, K.S. (1987). Methodology of Research in Education. New Delhi: Sterling Publishers Pvt. Ltd.
- Srivastava, G.N.P. (1994) Advanced Research Methodology. New Delhi: Radha Publications.
- Stake, Robert E. (1995). The Art of Case Study Research. SAGE Publications.
- Tuckman, B.W. (1969) An Introduction to Educational Research. New York: The MacMillan Company.

M.ED./3/CC/306
ACADEMIC WRITING

Credit-2

Total Marks 50

(30 Marks for Writing and 20 Marks for Presentation)

The academic writing component is meant to focus on questions such as: What are the different kinds of writings and writing styles? What are the essential requirements of academic writing? What distinguishes a good academic writing from others? What are academic sources and how to refer to them? How to cite a source, paraphrase and acknowledge the source? How to edit one's own writing?

The objective of this paper is to help the learners develop an understanding of the concept and essential requirements of academic writing; to develop different forms and styles of academic writing, understand the academic sources in terms of referring, paraphrasing and acknowledging to enable the learner to edit his own writing and thereby produce a good and well written academic essay/article.

The course instructor will highlight the contents listed below to the learners which will be followed by activities and workshops to provide maximum practice for development of skill in academic writing.

Course Objectives

On Completion of this course the Prospective Teacher Educators will be able to

- understand the concept and nature of academic writing.
- discriminate among various types of academic writing.
- follow the conventions of academic writing.
- adhere to the ethics of academic writing.
- give citation and references in proper and prescribed format.
- be reflective teacher-educators.
- contribute substantially to the treasury of educational literature.

Course Contents

UNIT I: Suggested Topics for Direct Teaching

- Academic Writing- Concept, Nature and Need
- The Structural Model and the Process Model of Academic Writing
- Types of Academic writing- Argumentative (Persuasive), Review and Empirical (IMRaD)
- Parameters of Reviewing an Article
- Ethical Issues in Academic Writing, Copyright and Plagiarism

Suggested Activities:

Students are suggested to select any number of activities of their choice for 50 marks. In the case students selecting three activities of 20 marks, those will be moderated by the teacher to maximum score of 50 marks.

Sl. No.	Activity	Suggested Scheme	Marks
1.	Abstract Writing	10	
2.	Annotated Bibliography	10	
3.	Listing, Evaluating and Presenting Academic Sources	15	
4.	Book Review (Book approved by the teacher)	15	
5.	Reviewing a Paper	15	
6.	Review of the Curriculum of /D. El. Ed./B.Ed./M. Ed. Programmes	10	
7.	Writing an Empirical (IMRaD) type Paper		
	Submitted to Teacher	10	
	Presentation and Submission	15	
	Publishing in a Newspaper/Magazine	20	
8.	Review paper in a research area		
	Submitted to teacher	10	
	Presentation and Submission	15	
	Publishing in Newspaper/Magazine	20	
9.	Advanced Argument Essay		
	Submitted to teacher	10	
	Presentation and Submission	15	
	Publishing in Newspaper/Magazine	20	
10.	Publishing A Paper in A Peer Reviewed Journal		
	Single Author	30	
	First Author	20	
	Second Author	15	
11.	Any other activity decided by the teacher	10/15/20	

Suggested Readings

- Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T. M., & Swann, J. (2003). *Teaching academic writing: A toolkit for higher education*. London: Routledge.
- Hyland, K. (2000). *Disciplinary Discourses: Social Interactions in Academic Writing*, Harlow: Pearson Education Limited.
- Lea, M.R. and Street, B. (1998) 'Student writing in higher education: an academic literacies approach', *Studies in Higher Education* 23(2): 157–72.

- MacDonald, S.P. (1994). *Professional Academic Writing in the Humanities and Social Sciences*, Carbondale and Edwardsville, IL: Southern Illinois University Press.
- Murray, R., & Moore, S. (2006). *The Handbook of Academic Writing A Fresh Approach*. England: Open University Press, McGraw-Hill Education.
- Pecorari, D. (2008). *Academic writing and Plagiarism: A linguistic analysis*. New York: Continuum.
- Swales, J.M. and Feak, C.B. (1994). *Academic Writing for Graduate Students*, Ann Arbor: University of Michigan Press.
- Winkler, A. C., & McCuen-Metherell, J. R. (2008). *Writing the research paper. A handbook*. Boston: Wadsworth.
- Zemach, D. E., Rumisek, L. A. (2005). *Academic writing: From paragraph to Essay*. Oxford: Macmillan Education.
- Zuengler, J. (1999). *Formality in Academic Writing*, course handout, Department of English, University of Wisconsin-Madison.

SEMESTER-IV

M.Ed.-Semester-IV
(Marks 500 and 20 Credits)

Details of Internal and External Assessment Marks

Course	Name	Total		Distribution of Credits			Internal	External
		Marks	Credits	L	T	P		
M.Ed./4/CC/401A	Elementary Edn: Policy and Practice Relating to Curriculum, Pedagogy and Assessment OR	100	4	3	-	1	40	60
M.Ed./4/CC/401B	Secondary Edn: Policy and Practice Relating to Curriculum, Pedagogy and Assessment	100	4	3	-	1	40	60
M.Ed./4/CC/402A	Early Childhood Care and Education OR	100	4	3	-	1	40	60
M.Ed./4/CC/402B	Educational Planning and Management	100	4	3	-	1	40	60
M.Ed./4/CC/403A	Elementary Education in Comparative Perspectives OR	100	4	3	-	1	40	60
M.Ed./4/CC/403B	Secondary Edn in Comparative Perspectives	100	4	3	-	1	40	60
M.Ed./4/CC/404	Educational Technology and ICT in Elementary and Secondary Education	100	4	1	-	3	60	40
M.Ed./4/CC/405	Dissertation	100	4	-	-	4	-	100
Total		30	30	10	-	10	180	320

M.Ed.: Semester-IV
(Marks 500 and 20 Credits)

Details of Internal and External Assessment Marks

Course	Name	Internal Assessment Marks			External Assessment Marks
		Class Test-1	Class Test-2	Practicum/Activity	
M.Ed./4/CC/401A	Elementary Edn: Policy and Practice Relating to Curriculum, Pedagogy and Assessment OR	10	10	20	60
M.Ed./4/CC/401B	Secondary Edn: Policy and Practice Relating to Curriculum, Pedagogy and Assessment	10	10	20	60
M.Ed./4/CC/402A	Early Childhood Care and Education OR	10	10	20	60
M.Ed./4/CC/402B	Ed. Planning and Management	10	10	20	60
M.Ed./4/CC/403A	Elementary Education in Comparative Perspectives OR	10	10	20	60
M.Ed./4/CC/403B	Secondary Edn in Comparative Perspectives	10	10	20	60
M.Ed./4/CC/404	Educational Technology and ICT in Elementary and Secondary Education			60	40
M.Ed./4/CC/405	Dissertation	-	-	-	100
Total		30	30	120	270
		60		120	320
		180			320
<p>* First Test may be conducted in the Mid of Second Month of the Semester. ** Second may be conducted in the End of the Third Month of the Semester</p>					

M.ED./4/SP/401-A
ELEMENTARY EDUCATION: POLICY AND PRACTICE
RELATING TO CURRICULUM, PEDAGOGY AND ASSESSMENT
Credits: 4

Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Course Objectives

On completion of this course the Prospective Teacher Educators will be able to

- understand the Principles and perspectives of Elementary School Curriculum.
- comprehend the relevance of NCF-2005 in developing curriculum with regard to local specific issues and challenges.
- comprehend the concept of Pedagogy.
- understand the basic considerations in educational assessment and evaluation.
- understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- critically examine the curricular and pedagogical issues in elementary education.

Course Content

Unit-I: Policy and Practice relating to Curriculum in Elementary Education

- Concept and Principles of Curriculum development
- National Curriculum Frameworks of Elementary Education (2000 & 2005); Common Core Curriculum
- Domains of curriculum – objectives, content, learning experiences
- Basic determinants of curriculum – Philosophical, Social and Psychological
- Curriculum and pedagogy for Inclusive Education

Unit-II: Policy and Practice relating to Pedagogy in Elementary Education

- Meaning and concept of Pedagogy
- Approaches and methods to learning and teaching
- Forms of learner's engagement: observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.
- Management of classroom processes- management of learning situations, management of time and space for learning and teaching, management of motivation and discipline.
- Teaching-Learning Materials (TLM) – Categories and Management

Unit-III: Policy and Practice relating to Assessment and Evaluation in Elementary Education

- Concept and purpose of educational Assessment and Evaluation
- Recommendations of National Curriculum Framework for Elementary Education in reforming evaluation practices
- Learning and Assessment: Assessment of learning, Assessment for learning, Assessment as learning
- Process of Assessment: Expected Learning Outcomes, Classroom Processes and Assessment, Formative and Summative Assessment
- Continuous and Comprehensive Evaluation (CCE): Concept, Process and Need; Use of qualitative and quantitative data for CCE

Unit-IV: Programmes and Implementation Strategies at Elementary Education

- Centrally sponsored schemes – assumptions, implementation strategies and impact (IEDC, SOPT, PMOST, OBB, MLL, DPEP, EGS and AIE, KGBV)
- State projects –assumptions, implementation strategies and impact (BEP, APEP, UP BEP, LokJumbhish, ABL, Nali Kali, MahilaSamakhya, ShikshaKarmi, AIEP, Learning Enhancement)
- Sarva Shiksha Abhiyan (SSA) –objectives, focus areas, implementation strategies and impact on quality enhancement
- Mid-Day Meal scheme (MDM) – objectives, implementation and impact on quality enhancement

Suggested Activities

Note: Only one activity to be selected/assigned and the same should be presented in the form of a seminar paper.

- Critical analysis of implementation of National Curriculum Frameworks of Elementary Education 2005 in school curriculum by State Boards
- Designing Teaching-Learning Materials (TLM) for different subjects at the Elementary Level
- Designing innovative tools and activities for assessment and evaluation of learning outcomes.
- Study on implementation of CCE in schools at local/ cluster/ block/ district levels.
- Observation Report on the implementation of any one of the programmes in two elementary schools to improve quality.
- Analysis of the grade wise or subject wise curriculum of any two States.
- Visit to a nearby school and discussion with the head teacher, teachers, students and parents to obtain and ascertain their perspectives on any one programme or schemes of the government

- Analysis and comparison of U- DISE data of any two states available at the NEUPA website
- Writing of reflections on a film on issues related to elementary education, namely, Savithri Bai Phule, Lilkee, India untouched, darker side of India, videos on talks of Abdul Kalam, Kailash Sathyarthi, Malala and many other who speak for education)
- Any other relevant activity identified by the course in-charge

Modes of Transaction

- Lecture-cum-discussion, Panel discussion, Group Work, Library work, Activities, Projects, Collaborative Presentations
- FGDs- focused group discussion
- School visits and sharing of experiences
- Seminar presentation by students on selected themes individually and collectively leading to discussion;
- Library readings on selected theme followed by group discussion
- Study of documents and references, Reflective interaction with the peer group
- Workshops, assignments and group discussion around issues and concept studies in theory
- Projects and assignments focusing on observation and interaction with children on specific theme

Suggested Readings

- Aggarwal, J.C. (2005). *Recent Developments and Trends in Education*. New Delhi: Shipra Publication.
- Child rights Convention – UNICEF – 2000.
- Coombs, P.H. (1985). *World Crisis in Education: The View Form Eighties*. New York : Oxford University Press.
- Education for All (1993). *The Indian Scene*, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India.
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- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi.
- Government of India, MHRD, Department of School Education and Literacy (2001, 2007, 2011). Sarva Shiksha Abhiyan: frame work for implementation.
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- Kumar, I. & Kumar R. (2006). *Development of Educational System in India*. 21st century Publication, Patiala.
- MHRD (2001): Convention on the Right of the child. New Delhi.
- Malhotra, P.L. (1986). *School Education in India : Present status and Future Needs*:New Delhi: NCERT.
- Mohanty, J. (1994). *Indian Education in the Emerging Society*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mohanty, J. (2002). *Primary and Elementary Education*. New Delhi: Deep & deep publications, Pvt. Ltd.
- Mukherjee, S.N. (1964). *Education in India, Today and Tomorrow*. Baroda: Acharya Book Depot.
- National Policy of Education, (1992) Modification and their POA's, MHRD, Dept. of Education.
- NEUPA (2014) India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi.
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
- Naik, J.P. (1965). *Elementary Education in India (The Unfinished Business)*. Bombay: Asia Publishing House.
- Naik, J.P., (1975). *Some Perspective on Non-Formal Education*. New Delhi: Allied Publishers.
- National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.
- National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.
- National Policy of on Education, 1986 (With modifications of Action 1992)New Delhi: MHRD, 1992.
- National Policy of on Education, 1986, programme of action 1992 (New Delhi : MHRD) 1992.
- NCERT: National curriculum Frame work (2005).
- NCTE (2009) NCF for Teacher Education: New Delhi.
- Public Report on Basic Education in India Oxford University Press (1998).
- Rajput, J.S. (1994). *Universalization of Elementary Education, Role of the Teacher*. New Delhi: Vikas Publishing House.
- Rao, R.K. (2000). *Primary Education*. Delhi: Kalpur Publications.
- Rao, V.K. (2007). *Universalization of Elementary Education*, Indian Publishing House: New Delhi.
- Report of the Committee of State Education Ministers on Implications of Proposal to make elementary Educations a Fundamental Right (New Delhi, Department of Education,1997).

M.Ed./4/SP/401 B
SECONDARY EDUCATION: POLICY AND PRACTICE
RELATING TO CURRICULUM, PEDAGOGY AND
ASSESSMENT

Credits: 4

Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Course Objectives

After the completion of the course the prospective teacher educators will be able to:

- Understand and reflect on policy issues on elementary education.
- Reflect on the recommendations of various committees and commissions
- Examine the Programmes and Implementation Strategies at Elementary Education
- Analyze the budgetary allocation to elementary education in Five Year Plans.
- Understand need and importance of sex education.
- Critically examine the curricular and pedagogical issues in secondary education.

- Need and importance of inclusive education
- Understand the various initiatives taken by the central and state govt for the growth and development; as well as in the supervision and management of secondary education.
- Reflect on the role of non-govt. agencies in the development secondary education.
- Understand the need and importance of CCE as well as the strategies for its implementation.

Course Content

Unit-I: Curriculum, Pedagogy and Evaluation in Secondary Education

- Essential Features and Components of Curriculum: Language Curriculum, Science Curriculum, Mathematics Curriculum, Social Science Curriculum and Commerce Curriculum
- Relevance of Sex Education in Education at Secondary Level
- Principles of Curriculum Construction at Secondary Level
- Approaches and Strategies of Secondary Education: Access, Quality and Equity
- Provisions of Secondary and Higher secondary education in NCF 2000 and 2005
- National Curriculum Frameworks of Secondary Education,

Unit II: Pedagogical Practices at Secondary and Higher Secondary Level

- Pedagogy relevant at the secondary education level
- Methods of Teaching: Discussion, Assignment, Project, Laboratory Work, Demonstrations, Seminar, Field Work.
- Pedagogical content knowledge for different subjects

- Information and Communication Technology in Schools (ICT @ Schools)
- National Talent Search Examination(NTSE)

Unit III. Assessment and Evaluation at Secondary Education Level:

- Continuous and Comprehensive Evaluation (CCE): Scholastic and Co- Scholastic
- Formative and Summative Evaluation-Concept, nature and purposes
- Norm referenced and criterion referenced evaluation- Concept, nature and purposes.
- Portfolio assessment of Learning outcomes
- Examination reforms at secondary education level.

Unit IV: Recommendation of Commissions, Policies and Programmes

- Commissions and Policies on Secondary and Higher Secondary Education:
 - Secondary Education Commission (1952-53),
 - Kothari Commission (1964-66),
 - National Knowledge Commission (Focused discussion on major recommendation with special reference to Secondary Education)
- Schemes for Secondary and Higher Secondary Education
 - Samagrah Shiksha Abhiyan
- Girl Child Development Programme at Secondary and Higher Secondary Stage
 - Kishori Shakti Yojana (SABALA)
 - Nutrition Programme for Adolescent Girls (NPAG)

Mode of Transaction

- Lecture-cum-discussion, Panel discussion, Group Work, Library work, Activities, Projects, Collaborative Presentations
- School visits and sharing of experiences
- Seminar presentation by students on selected themes individually and collectively leading to discussion;
- Library readings on selected theme followed by group discussion;
- Study of documents and references, Reflective interaction with the peer group
- Workshops, assignments and group discussion around issues and concepts
- Projects and assignments focusing on observation and interaction with children on specific theme

Suggested Activities

- Analysing the All India Education Survey Report through the indicators and interpreting the results
- Visit to a secondary/higher secondary school and investigating the quality of the school based on the recommended norms
- Survey on enrolment, drop out and retention rate of the secondary/higher secondary school at the local area.

- Analysis of the social aspects of girl's education at secondary/higher secondary through survey or interviews.
- Preparation of a status report on Secondary education in a district with reference to access, enrolment, participation and learning achievement
- Collection, evidence based practices, Case study on the sustainability of the any one of the programmes of improving Secondary Education
- Analysis of RMSA in the backdrop of CAGE committee on USE
- Group work and presentation on innovative assessment technique
- Analysis of secondary education curriculum of different Boards (NCERT, State, ICSE)
- Survey of secondary schools on the chosen area on the causes of under achievement and suggesting measures to improve
- Preparation of school profiles of different types of secondary schools.
- Conducting an interview with teachers/students/parents of different schools and preparation of a report on problems of secondary education.
- Survey of educational needs of disadvantaged/students with disabilities
- Viewing films / videos on issues related to secondary education (Stand and deliver, India untouched, darker side of India, videos on talks of Abdul Kalam, and many other who speak for education)
- Conducting of a survey to assess the status of Implementation of ICT at School Scheme in Secondary schools.
- Any other relevant activity identified by the course in-charge.

Assessment rubrics

Written test, field based activities and presentations etc.

Suggested readings

- Aggarwal, J.C. (2004) *Development of Education System in India*. New Delhi: Shipra.
- Child Rights Convention – UNICEF – 2000
- Chopra, R.K. (1993). *Status of Teachers in India*, New Delhi : NCERT
- Committee on the Impact of the Changing Economy on the Education System, National Research Council. (). *The Knowledge Economy and Postsecondary Education*.
- Coombs P.H. (1985): *World Crisis in Education: The View Form Eighties*, Oxford University Press, New York.
- *Education for All (1993): The Indian Scene*, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India
- Govt. of India (1966) *Indian Education Commission (1964-66) Report*. New Delhi.
- Govt. of India (1986/1992) *National Policy of Education, 1992, Modification and their POA's* MHRD, Deptt. of Education.
- Govt. of India, MHRD (2005). *Universalisation of Secondary Education : Report of the CAGE Committee*, New Delhi

- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
- Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- Khan, A. (2006) Education in the Modern Indian Context. New Delhi :Arisep.
- Kochhar S.K. (1981) Pivotal issues in Indian education
- Kumar, I. and Kumar R. (2006): Development of Educational System in India. 21st century Publication, Patiala.
- MacBeth, J (1999). Schools must speak for themselves. Routledge, UK
- Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
- Mohanty, J. (1994) Indian Education in the Emerging Society, New Delhi: Sterling Publishers Pvt. Ltd.
- Mukerji, S.N., Secondary School in Administration
- Mukerji, S.N., . Secondary School in India
- Mukherjee, S.N. (1964) Education in India, Today and Tomorrow. Baroda:Acharya Book Depot.
- Nagpure, V., (1982), Teacher Education at Secondary Level Bombay: Himalaya Publishing House,
- Naik, J.P., (1975): Some Perspective on Non-Formal Education, Allied Publishers, New Delhi.
- National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.
- National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.
- National Policy of Education, 1986 (With modifications of Action 1992)New Delhi:MhRD, 1992
- National Policy of Education, 1986, programme of action 1992 (New Delhi : MHRD) 1992
- NCTE (2009) NCF for Teacher Education: New Delhi
- National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2000 and 2005
- NCERT (1997) Code of Professional Ethics for Teachers.
- NCERT, New Delhi Govt. of India (1953) Report of Secondary Education Commission, New Delhi Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi Govt. of India - (1986/1992) .
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi
- Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
- Report of the Education Commission (1964-66).

M.ED./4/SP/402-A
EARLY CHILDHOOD CARE AND EDUCATION

Credits: 4

Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

COURSE OBJECTIVES

On completion of this course the Prospective Teacher Educators will be able to

- understand the concept, significance and objectives of early childhood care and education.
- understand the policies and programmes of ECCE in national and global perspectives.
- understand developmental characteristics and norms and socio-cultural contexts in school, home and child-rearing practices during early childhood period.
- understand curriculum for school readiness, types of pre-school curriculum and the support of workforce in the functioning of ECCE centers.
- understand the different approaches, resources, personnel and research in the area of ECCE.

Course Content

Unit-I: ECCE: Policy and Perspectives

- Concept, significance and objectives of ECCE.
- ECCE in India: Policies and Programmes in National Policy on Education (NPE, 1986) and POA (1992), National plan of action for children, 1992 and 2005; national curriculum framework (2005), National Curriculum Framework for Teacher Education (2009)
- ECCE in global perspective: United Nations convention on rights of the child (UNCRC, 1989), millennium development Goals (2000) and global monitoring report (UNESCO) 2007 - Concerns and issues.

Unit-II: Psycho – Social Context of Pre-School Education

- Developmental characteristics and norms – physical, cognitive, language and socio-emotional during early childhood
- Transition from home to school – issues and concerns
- Socio-cultural contexts in school and home and child-rearing practices in different cultures

Unit-III: Curriculum for Pre-School Education

- Curriculum for school readiness – physical, cognitive, socio-emotional dimension; characteristics of learning experiences and approaches

- Different types of pre-school curriculum / Montessori, kindergarten, and anganwadi centres
- Supports of workforce: teachers, parents and community supports in functioning of ECCE centers

Unit-IV: Approaches, Resources, Personnel and Research

- General principles to curricular approaches – activity based / play – way, child – centered, theme-based, holistic, joyful , inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as method in primary and early primary stages – meaning, rational, method of transaction in specific contexts
- Local specific community resources – human and material & their integration to curricular activities; preparation & use of learning and play materials – principles and characteristics
- Status & nature of training programmes – pre-service & in-service – a critical evaluation
- Areas of research studies in ECCE

Suggested Activities

- Case study of Anganwadi/ pre-school center/ICDS Center
- Assignment on selected themes from the course.
- Detailed listing and planning of activities under exercises of practical life under four different groups.
- Writing of review of research on ECCE/Preschool Education.
- Establishment of norms for physical growth and development for different age group of Children
- Preparing a list of educational movies on children, downloading of some relevant clips and showing in class.
- Development of training module for the development of social reaction such as greeting, offering, cooperating, accepting, thinking.
- Study of present status of ECCE in one State//District
- Collection of information on infrastructure of ECCE centers and comparison with NCERT minimum specifications (1996).
- Writing of journal articles on different issues on ECCE.
- Survey of play materials provided in ECCE centers/ Pre-schools and writing of a critical report
- Survey of child rearing practices in different cultures.
- Book review – Totochan, Escape from childhood, Under achieving school (John Holt)
- Prepare E-content for ECCE pre service training.

- Prepare E-content for effective parenting in early childhood care of normal children/children with special needs (developmental characteristics and Tasks should be the theme)
- Critical examination of existing practice of ECCE in the light of developmental needs and characteristics.
- Develop a model curriculum for preparatory school practices.
- Critical examination of existing practice of ECCE in the light of developmental needs and characteristics.
- Develop a model curriculum for preparatory school practices.
- Conduct an awareness class on ECCE for parents of Normal children/Children with special needs.
- Preparing a training module for improving preschool practices of your locality.
- Any other relevant activity identified by the course in-charge

Mode of Transaction

- Group discussion: reviews and analysis of book/reports/documents
- Observation of activities of the children followed by case studies
- Visit to pre-schools, Anganwadies /ICDS centers and pre-school Teacher Education institutions followed by discussion
- Film shows followed by discussion.
- Seminar presentations followed by discussion
- Research review and criticism
- Development of research proposals
- Projects and assignments focusing on observation and interaction with children on specific theme

Suggested Readings

- Aggarwal, J.C., and Gupta, S. (2007). *Early childhood care and education* (1st Ed.) New Delhi: Shipra Publications.
- Baine, D. (1988). *Handicapped children in developing countries, assessment, curriculum and instruction*. Alberta: University of Alberta.
- Gandhi, M.K. (1953). *Towards new education*. .Ahmadabad: Navajivan Publishing House.
- Gopalkrishnan, V.L. (2005). *“Thangavunna Vidyabyasam”*(MALAYALAM). Kottayam: DC Books.
- Government of India (2005). *National policy on education*. New Delhi: Department of Education.
- Govt. of India (2005). *National plan of action for children*. New Delhi: Department of Women and child Development.
- Grace, W., & Stephen, L.Y. (1977). *A teachers world: Psychology in the class room*. USA: McGraw Hill.

- John, H. (1972). *Escape from childhood: The Needs and rights of children*. Bopal: EkaLavya.
- John, H. (2005). *The under achieving school*. Bopal: EkaLavya.
- Kurayangi, T. (2001). *TotoChan*. New Delhi: National Book Trust India.
- Mishra, R.C. (2005). *Early childhood education today*. New Delhi: Prentice Hall Publishers.
- NCERT (2005). *National Curriculum Framework*. New Delhi.
- NCERT (2005). *Position paper of the national focus group on early childhood education*. New Delhi: NCERT.
- NCTE. (2005). *National curriculum framework*. New Delhi: Author
- NCTE. (2005). *Report on ECCE teacher education: Curriculum framework and syllabus outline*. New Delhi: Author.
- NCTE. (2009). *National curriculum framework for teacher education*, New Delhi: Author
- NIPCCD (2002). *Children in difficult circumstances: Summaries of researches*. New Delhi: Resource Center on Children.
- Panda, K.C. (1997). *Education of exceptional children*. New Delhi: Vikas Publications.
- Pugh, G. (1996). *Contemporary issues in early years: Working collaboratively for children* (2nd Ed.). London: National Children's Bureau.
- Robert, R.R. (1965). *The doctrines of the great educators*. London: The Mc Millan Press Ltd.
- Seefeldt, C. (1990). *Continuing issues in early childhood education*. Colambus, Ohio: Merrill Publishing Company.
- Subba R. (1992). *Manual on developing communication skill in mentally retarded persons*. Secunderabad: NIMH.
- Swaminathan, M., and Daniel, P. (2000). *Activity-based developmentally appropriated curriculum for young children*. Chennai: Indian Association for Preschool Education.
- Taylor, R.L. (1993). *Assessment of exceptional students educational and psychological procedures*. Boston: Allyn Bacon.
- UNESCO (2007). *Strong foundation: early childhood care and education*. Paris: Author.

M.ED./4/SP/402-B
EDUCATIONAL PLANNING AND MANAGEMENT

Credits: 4

Total Marks: 100

(60 marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Course Objectives

On completion of this course the Prospective Teacher Educators will be able to

- develop an understanding of the management concepts and their applications in education.
- understand the basic concepts and principles of educational management and administration.
- improve the individual performance as educational managers and leaders.
- develop skills in planning by mastering the approaches to educational planning.
- explain the role and contribution of different agencies/ contribution in educational planning.
- analyse the issues and challenges in planning and administration of education in India.
- apply the concept of human resource management in future situations.

Course Content

Unit-I: Introduction to Educational Planning and Management

- Educational Planning: Concept, Process and Types
- Approaches to Educational Planning: Social Demand Approach, Social Justice Approach, Cost-Benefit Approach and Man-power Planning Approach
- Educational Management: Concept, Scope, Components, Principles and types of Management
- Techniques of Educational Management
- Benchmarking Technique for Quality Management and Total Quality Management

Unit-II: Human Resource Management

- Meaning and Scope of Human Resource Management in Educational Organisations
- Teacher Management at Schools: Recruitment Policies and Practices- Centre and State (Mizoram) and Grievance Redressal Mechanism
- Performance Appraisal
- Professional Growth: Concept and Strategies
- Decision Making, Team Building and Communication in Managing Human Resources in Educational Organisations

Unit- III Planning and Management of Higher Education

- Governance of Higher education in India: Structure and Process of University and Colleges
- Role of MHRD, UGC, NCTE and AICTE in Higher Education
- Quality Assurance and Institutional Accreditation: NAAC and IQAC
- Issues of Autonomy and Accountability in Educational Management
- Issues of Vertical and Horizontal Linkages between Structures of Educational Administration

Unit-IV: Leadership and Management of Change in Educational Organisations

- Leadership: Concept, Styles and Theories for Managing Educational Organisations
- Group Dynamics: Concept, Stages and Types
- Conflicts: Concept, Nature and Strategies for Conflict Management
- Management of Change in Organisations: Concept and Nature
- Management Information System (MIS) in Education and its Uses

Suggested Activities

Note: Only one activity to be selected/assigned and the same should be presented in the form of a seminar paper.

- Preparation of plan for instructional and institutional management in a secondary school
- Preparation of a School Development Plan (SDP) based on RTE Act.
- Visit to a Higher Education / Teacher Education Institution, observation and analysis of the organizational structure, methods of administration, organizational climate and leadership style and behaviour.
- Visit to a private educational institution and collect information regarding the contribution of management to the development of the institution.
- Study of conflict resolution studies adopted by Heads in two schools.
- Prepare a plan for the mobilization of different types of resources from the community.
- A comparative study on the organisational climate in government vs. private school and rural vs. urban schools.
- Study on the supervision and monitoring mechanism for schools in a District/State
- Study on the recruitment policies in the government and private schools in Mizoram
- Study on Leadership role of school Headmasters/Principals.
- Rules and regulations governing unaided private high schools in Mizoram.
- Any other relevant activity identified by the course in-charge.

Mode of Transaction

The course would be transacted through participatory approaches including group discussion, self- study, seminar, presentations by students, case studies, group and individual field based assignments.

Suggested Readings

- Aggarwal, V. & Bhatnagar, R.P. (1997). *Supervision, Planning and Financing*, Meerut: Surya Publication.
- Bhagia, N.M. (1990). *Educational Administration in India and other developing countries*. Commonwealth Publishers, New Delhi.
- Bush, T. (1986). *Theories of Educational Management*. London: Harper & Row Publishers.
- Bush, T. & Les, B. (2002). *The Principles & Practice of Educational Management*. London: Paul Chapman Publishing.
- Chandrasekaran, P. (1994). *Educational Planning and Management*, New Delhi: Sterling Publishers.
- Chau, T (2003). *Demographic Aspects of Educational Planning*. Paris: International Institute for Educational Planning.
- Dawra, S. (2003). *Management Thought*. New Delhi: Mohit Publication.
- Griffiths, V. L. (1963). *Educational Planning*. London: Oxford University Press.
- Hallack, J. (1977). *Planning the Location of Schools: An Instrument of Educational Policy*. Paris: International Institute for Educational Planning.
- Greene, J.F. (1975). *School Personnel Administration*, Pennsylvania: Chilton Book Company.
- Lulla, B.P. & Murthy, S.K., (1976). *Essential of Educational Administration*, Chandigarh: Mohindra Capital Publishing.
- Mukhopadhyay, M. (2001). *Total Quality Management in Education*, NCERT, New Delhi.
- Naik, J. P. (1969). *Institutional Planning*. New Delhi: Asian Institute of Planning and Administration.
- Owens, R.G. (1970). *Organizational Behaviour in Schools*, Prentice Hall Inc., Englewood Cliffs, N.J.
- Robbin, S., Judge, T., and Vohra, N. (2012). *Organizational Behaviour*. Delhi: Pearson.
- Safaya, R.N. and Shaida, B.D. (2015). *School Administration and Organization*. Dhanpat Rai and Sons, Delhi.

M.ED./4/SP/403 A
ELEMENTARY EDUCATION IN COMPARATIVE
PERSPECTIVES

Credits: 4

Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Course Objectives

On completion of this course the Prospective Teacher Educators will be able to

- understand comparative education in its entirety.
- acquaint with the elementary educational system of USA, UK, Finland, China and India in terms of their constitutional provisions, administration and financing.
- understand and compare the elementary education systems of USA, UK, Finland, China and India in terms of aim & objectives, enrolment, curriculum, methods of teaching /learning, examination system and problems.
- understand and compare teacher education at elementary level of USA, UK, Finland, China and India in terms of structure, programmes, curriculum, teaching method and internship programme

Course Content

Unit-I: Introduction to Comparative Education

- Comparative Education: Concept, Need and Scope
- Methods and Approaches in Comparative Education: Historical and Descriptive
- Aims and Use of Comparative Education in Theory Building and Policy Making
- Issues and Concerns in Conducting Comparative and International Research

Unit-II: Constitutional Provisions, Administration and Finance for Elementary Education

- Constitutional provisions for elementary education in USA, UK, Finland, China and India
- Administration of elementary education USA, UK, Finland, China and India
- Finance for elementary education in USA, UK, Finland, China and India

Unit-III: Trend of Elementary Education in Selected Nations of the World

- Recent trends and innovations in elementary education system of USA, UK, Finland, China and India
- Comparison of the distinctive features of elementary education system in USA, UK, Finland, China and India with respect to the relevant aspects such as aim & objectives, enrolment, curriculum, methods of teaching /learning, examination system.
- Problems of elementary education in USA, UK, Finland, China and India

Unit-IV Comparative study of Teacher Education in Selected Nations of the World

- Structure and programmes of teacher education at elementary level in USA, UK, Finland, China and India
- Comparison of the features of teachers' training and education at elementary level in USA, UK, Finland, China and India (curriculum, teaching method, internship programme)

Suggested Activities

- Identify and discuss similarities and differences in the elementary educational system of USA, UK, Finland, China and India
- Critical study of the programmes being run through DIETs
- Comparison among different courses of teacher education at elementary level in India and other countries of the world
- Library Studies
- Review of articles and research papers related to comparative education of elementary education
- Preparation of charts on comparison of different aspects of Indian Elementary Education with other countries
- Seminar presentations

Modes of Transaction

Lectures, Dialogues, Thematic discussion, Guided studies and Presentation

Suggested Readings

- Chakravarti, M. (2005). *Education in the 21st Century*. New Delhi: Kalpaz Publications.
- Chaube, S.P., & Chaube, A. (1993). *Comparative education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Collin, H. (Ed.). (1974). *World perspective*. Allied Publishers.
- Department of Education. (1937). *General survey of education in Japan*. Tokyo.
- Grammer, J.F., & Brown, G.S. (1956). *Contemporary education: A comprehensive study of national systems*.
- Hans, N. (1936). *Comparative education*. American View of Educational Research.
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- Kenneth, R.K. (1956). *Education in USA*. London: Alwen Ltd.
- Khan, M.A. (2004). *Modern comparative education*. New Delhi: Anmol Publications Pvt. Ltd.
- Khana, P.K. (2005). *Education in the new millenium*. ABD Publishers.
- Philip, E.J. (1971). *Comparative education: Purposes and methods*. Australia: University of Greenland Press.

- Rao, V.K., & Reddy, R. (2004). *Comparative education*. New Delhi: Common Wealth Publishers.
- Russel, J.D., & Judd, C.H. *The American educational system*.
- Sharma, A.P. (1972). *Contemporary problems of education*. New Delhi.
- Sharma, P. (2009). *Encyclopedia of comparative education*. Ashish Publishing House.
- Sharma, R.N. (2005). *Comparative education*. Delhi: Surjeet Publications.
- Sharma, R.S. (2005). *Comparative perspectives on education*. Jaipur: ABD Publishers.
- Sharma, Y.K. (2005). *Comparative education: A comparative study of educational systems*. New Delhi: Kanishka Publishers & Distributors.
- Smith, W.O.L. *Education in Great Britain*. Oxford University Press.
- Sodhi, T.S. (2004). *Textbook of comparative education*. New Delhi: Vikas Publishing Home Private Limited.
- Ulich, R. (2006). *The education of nations; A comparison in historical perspectives*. Delhi: Surjeet Publications.
- UNESCO (1973). *Growth and change: Perspectives of education in Asia*. Sterling Publishers.
- UNESCO (1975). *World problems in education - A brief analytical survey*.
- UNESCO (1981). *International year book for education*. Vol. XXXIII.
- UNESCO (1983). *International year book for education*. Vol XXXV.

M.ED./4/SP/403 B
SECONDARY EDUCATION IN COMPARATIVE PERSPECTIVES
Credits: 4
Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Exam Time: 3 Hours

Course Objectives:

After going through this course the prospective teacher educators will be able to;

- Elucidate the concept and scope of comparative education
- Understand the methods and approaches in comparative education
- Acquaint with the secondary educational system of UK, USA, China, Japan, South Korea and India in terms of their constitutional provision, administration and financing.
- Compare the secondary education systems of proposed countries in term of curriculum, teaching method, examination system and teachers' education and training
- Use various methods and approaches of comparative education in the related researches

Course Content

Unit-I Introduction to Comparative Education

- Comparative Education: Meaning, Need and Scope
- Methods and Approaches in Comparative Education: Historical and Descriptive
- Aims and Use of Comparative Education in Theory Building and Policy Making
- Issues and Concerns in Conducting Research in Comparative and International Perspectives.

Unit-II Constitutional Provisions, Administration and Finance for Secondary Education

- Constitutional provisions for secondary education in UK, USA, China and India
- Administration of secondary education in UK, USA, China and India.
- Finance for secondary education in UK, USA, China and India.

Unit-III Comparative study of Secondary Education in Selected Nations of the World

- Recent trends and innovations in secondary education system of, Japan, USA, Finland and India.
- Structure of secondary education system in Japan, USA, Finland and India.
- Comparison of the salient features of secondary education system in Japan, USA, Finland and India, with special reference to policy, curriculum (especially science

and mathematics), mode of transaction, legislations and teacher's education and training

- Public-Private Partnership in secondary education.

Unit-IV Comparative study of Teachers' Training & Education in Selected Nations of the World

- Structure and programmes of pre service teacher education at secondary level in Japan, USA, Finland and India
- Structure and programmes of in-service teacher education at secondary level in Japan, USA, Finland and India

Modes of Transaction

Lectures, Dialogues, Thematic discussion, Guided studies and Presentation.

Suggested Activities

- Identify and discuss similarities and differences in the secondary educational system of different countries of Asia
- Critical evaluation of science and mathematics education on secondary level of any two countries
- Library Studies.
- Review of articles and research papers on comparative studies of secondary education.
- Seminar presentation.
- Preparing a Report on Public Private Partnership in Secondary Education in any of the two countries in the syllabus
- Preparation of comparative chart of any two countries in the syllabus on
 - Constitutional provisions on education
 - Secondary teacher education programmes
 - Salient features of secondary education

Assessment Rubrics

- Assessment of students' participation in group activities such as dialogues and open house discussion
- Students' reflective expression as noticed in the assignment
- Class Tests.

Suggested Readings

- Ashraf, Jaweed (1978). *Soviet Education; Theory and Practice*. New Delhi: Sterling Publishers Pvt. Ltd.
- Chakravarti, Mohit (2005). *Education in the 21st Century*. New Delhi: Kalpaz Publications.
- Chaube, S.P., & Chaube, A. (1993). *Comparative Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
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- Hans, Nicholas (1936). *Comparative Education. American View of Educational Research*.
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- Kenneth, R.K. (1956). *Education in USA*. London: Alwen Ltd.
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- Sharma, Y.K. (2005). *Comparative Education: A Comparative Study of Educational Systems*. New Delhi: Kanishka Publishers & Distributors.
- Sharma, Promila (2009). *Encyclopedia of Comparative Education*. Ashish Publishing House.
- Sodhi, T.S. (2004). *Textbook of Comparative Education*. New Delhi: Vikas Publishing Home Private Limited. Distributors: UBS Publishers & Distributors Private Limited.

M.ED./4/CC/404
**EDUCATIONAL TECHNOLOGY AND ICT IN ELEMENTARY
AND SECONDARY EDUCATION**

Credits: 4

Total Marks: 100

(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Course Objectives

- On completion of this course the Prospective Teacher Educators will be able to
- differentiate among various concepts & terminologies associated with educational technology
- explain various approaches to educational technology
- appreciate the emergence and evolution of various educational media and interventions in teaching & learning.
- integrate technology for pedagogy, assessment, administration and Continuing Professional Development
- describe the concept, nature, and components of e-learning
- critically evaluate ICT related policies and plans
- understand and use the open educational resources.

Course Content

Unit I: Historical and Conceptual Bases of ET & ICT

- Meaning and nature of Educational technology, Instructional technology, Information & communication technology
- Major Institutions of Educational Technology in India: A historical review
- Trends in educational Technology: A historical review
- Governments Plans & policies for ICT in education

Unit II: Approaches to Educational Technology

- Approaches to Educational Technology: Hardware, Software and system approach
- Explain the principles of instructional design and identify the salient features of different instructional design models
- Communication: concept, process, models, barriers, effective communication
- System approach - origin of system concept, characteristics and stages of instructional system

Unit III: Research & Development in ET and ICT

- Programme Instruction: concept, importance, types (linear, branching, Mathetics)
- Process of Development of Programmed Instruction
- Classroom Interaction Analysis

- Teaching Machines & Computer: development(Computer Assisted Instruction/CAI) and prospects
- Edu-casting: Educational radio, Edu-TV, conferencing, EDUSAT (INSAT).

Unit IV: Open Access Resources and Online/offline tools for ICT

- Open Educational Resources (OER): meaning, need and importance, sources of OER, adoption, adaption –openness, relevance, and accessibility
- Intellectual property right and creative common license,
- Development of e-Content & Evaluating e-resources
- Designing courseware for e-learning, Blended learning, MOOC, Flipped, M-learning
- Managing and integrating digital resources in support of teaching, learning, research and teacher education.
- Educational software & their application- MS Office, Google tools, Virtual Classroom tools, Moodle, Using Social-Media for Education.

Modes of Transaction

Lectures, Dialogues, Thematic discussion, Guided studies and Presentation, Lab-works.

Suggested Activities

- Seminar/Power point presentation
- Developing programmed instruction
- Developing Computer Assisted Instruction
- Developing an audio on an educational topic using software.
- Developing video on an educational topic using software.
- Managing Google tool for educational purpose
- Managing social-media for education and professional development
- Listing and evaluating web-portal for research in education
- Downloading, installing and using free and open source educational software.
- Critical evaluation of ICT integration efforts in the country
- Analysis & evaluation of ICT policy of Government
- Any other relevant activity considered appropriate by the teacher.

Suggested Readings

- Apple, M. (1991). The new technology: Is it part of the solution or part of the problem in education? *Computers in the Schools*, 8(2), 59-81.
- Apple, M. (1995). *Education and Power*. New York: Routledge.
- Barron, A.E., Orwig, G.W., Ivers, K. S. & Lilavois, N. (2002). *Technologies for Education: A Practical Guide, Reference Sources in Science and Technology Series*, (Edition 4). New York: Libraries Unlimited.
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- D'Antoni, S. & Savage, C. (eds) (2009). *Open Educational Resources: Conversations in Cyberspace*. New York: United Nations Educational, Scientific and Cultural Organization.
- Ehlers, U.D. & Schneckenberg, D. (eds) (2010). *Changing Cultures in Higher Education: Moving Ahead to Future Learning*. London: Springer.
- Goswamy, B. P. (2006). *ShaikshikTaknikiEvamKaksha-KakshPrabandh*. Delhi: Swati Publication.
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- Jonassen, D.H., Peck, K.L. & Wilson, B.G. (1999). *Learning with Technology: A Constructivist Perspective*. California: Merrill.
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- Kanvaria, V.K. (2014). *A Comprehension on Educational Technology and ICT for Education*. GBO: Delhi.
- Ledford, B.R. & Sleeman, P.J. (2001). *Instructional Design: A Primer*. Greenwich: Information Age Publishing.
- Leonard, D.C. (2002). *Learning theories: A to Z*. Westport: Greenwood Publishing Group.
- Mayer, R.E. (2009). *Multimedia Learning*, (Edition 2). New York: Cambridge University Press.
- McQuail, D. (1984). *Communication, Aspects of Modern Sociology: Social Processes*, A.O.M.S. Social Processes Series, *Surveys in Economics*, (Edition 2). New York: Longman.
- Mishra, S. & Sharma, R.C. (eds.) (2005). *Interactive Multimedia in Education and Training*. London: Idea Group Inc (IGI).
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M.ED./4/CC /405
DISSERTATION PART-III

Credits: 4

Total Marks 100

(Out of 100 Marks, 75 marks is for Dissertation and 25 marks for Viva-Voce by External Examiner)

Brief Overview

The dissertation is a compulsory course of 8 credits and 200 marks; however, 2 credits 50 marks each have been earmarked for dissertation related work in Second and Third Semesters. Thus the course on dissertation in Fourth Semester will carry the remaining 4 credits and 100 marks. The purpose of dissertation is to provide basic understanding to prospective teacher-educators (under close mentorship/guidance of a faculty member) in how to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research.

Course Content

The specialization area or perspectives or teacher education from which the topic for dissertation has been selected will broadly constitute the content area for the dissertation paper. Besides, the content will also include all topic covered under two courses on research methods and statistics covered in first and third semester.

Selection of Topic for Dissertation

The dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses. In case the student decides to undertake a topic from perspective or any other areas it must be ensured that the topic selected for dissertation has a direct bearing on the area of his/her specialization. Selection of topic for dissertation should be done in the beginning of Second Semester.

Submission of Dissertation

In this semester each M.Ed. student will submit the report of the dissertation carrying 75 marks.

Support to Students

For successful completion of dissertation within the time frame the department/institution offering the M.Ed. programme should apart from mentoring and supervision should also organize the following:

- a) Orientation programme to explain the expectations, processes, roles of the prospective teacher educators and research mentors,
- b) Workshops on developing research proposals, doing fieldwork, taking field-notes, referencing and editing, etc.

- c) Research seminars (where the M.Ed. students present work-in-progress, and other researchers are invited to present their work) should be organised.

Evaluation of Dissertation

The evaluation of the dissertation in fourth semester will be done by an external examiner as well as internal examiner, to be decided by the affiliating university from the panel of examiners approved by its academic bodies. The evaluation of the dissertation shall be based on the quality of research report carrying 75 marks followed by viva-voce 25 marks. The distribution of marks under various criteria for the evaluation of dissertation by the external Examiner is given as under. The same may be sent by the Examination Branch of Mizoram University to the External Examiner along with the dissertation.

Criteria and Marks Distribution for Evaluation of the Dissertations by External Examiners

Sl. No.	Criteria for Assessment/Evaluation	Marks
1	Originality and relevance of topic	10
2	Conceptual clarity as shown in first Chapter through theoretical framework	10
3	Number and quality of research questions and Comprehensiveness of objectives and appropriateness of hypotheses	5
4	Justification/Need/Rationale and Importance of the study	5
5	Number of studies reviewed and period covered. Establishment of the need of the study in the background of studies reviewed. Innovativeness in the organisation of review chapter.	10
6	Appropriateness of Methodology (Sampling , Tools , Statistical Techniques, Research Design etc.)	15
7	Analysis and Interpretation of Data (Appropriateness of statistical tables, and their titles. Quality data analysis and Interpretation of findings. Discussion of findings in the background of the findings of existing research, suggestions for further research, recommendations and attainment of objectives)	15
8	References, Bibliography, Appendices, Quality of Typing, Typological Errors, Get-up of Dissertation etc.	5
	Total	75

Note: In case of any variation in the nature of research problem, especially qualitative research problem, the board of examiners may suitably adapt the said scheme of evaluation.

Suggested Readings

- Anfara, Vincent & Mertz Norma T. (2006). *Theoretical Frameworks in Qualitative Research*. New Delhi: SAGE Publication.
- Best J.W. (1986). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
- Clive Opie. (2004). *Doing Educational Research- A Guide for First tim researchers*. New Delhi: Vistar Publications.
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- Creswell, John W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. New Delhi: SAGE Publication.
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- Kerlinger, F.N. (1973). *Foundations of Behavioural Research* .New York: Holt, Rinehart and Winston.
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- Lichtman, Marilyn (2006). *Qualitative Research in Education-A User Guide*.SAGE Publication
- Mertens ,D.M.(1998) *Research Methods in Education and Psychology*. New Delhi: Sage Publications.
- Pamela Maykut& Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. London. Washington D.C.:TheFalmer Press
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- Wiersma, W. (2000).Research Methods in Education.(7th edition).Allyn & Bacon.
- Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication.