A TWO-YEAR M.ED. PROGRAMME

COURSE STRUCTURE AND SYLLABUS

EFFECTIVE FROM: JULY, 2023

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. programmes 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/Sessional assessment
10. In case a student who could not appear/ secure 40% in internal/sessional, 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 internal examiner for 75 marks. It shall be examined by an external examiner recommended by the Chairman, Board of Studies in Education for 25 marks in Viva Voce examination. 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 A TWO-YEAR M.Ed. COURSE

Paper		Semester -I	Semester-II	Semester -III	Semester -IV	Total marks	Grand Total
Theory*	Perspectives and Relevant Areas inEducation	M.Ed./1/CC/101 M.Ed./1/CC/102 M.Ed./1/CC/104	M.Ed./2/CC/201 M.Ed./2/CC/202	M.Ed./3/CC/301 M.Ed./3/CC/302	M.Ed./4/CC/401 M.Ed./4/CC/402		1650
	Marks	300	200	200	200	900	
	Teacher Education	M.Ed./1/CC/105					
	Marks	100				100	
	Tool Courses	M.Ed./1/CC/103	M.Ed./2/CC/203 M.Ed./2/CC/205(½)				
	Marks	100	150			250	
	Specialization			M.Ed./3/SP/303A/B/C/D M.Ed./3/SP/304 A/B/C/D/E	M.Ed./4/SP/403A/B/C/D M.Ed./4/SP/404 A/B/C/D/E		
	Marks			200	200	400	
Research	-		M.Ed./2/CC/206(½)	M.Ed./2/CC/306(½)	M.Ed./2/CC/405		200
	Marks		50	50	100	200	
Internship	Internship inTEI (DIET/CTE/IASE)		M.Ed./2/CC/204 3 to 4 weeks Internship-I (3/4 Weeks)	M.Ed./3/CC/305 3 to 4 weeks Internship-II (3/4 Weeks)			150
	Marks		100	50		150	
	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 A 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	270	230
III Semester	500	20	12		8	260	240
IV Semester	500	20	12		8	235	265
	2000	**80**	**48**		**32**	**965**	**1035**

M.Ed. Semester-I
(Marks 500 and Credit 20)
Distribution of Marks

Course Code	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	Introduction to Research Methods and Statistics in Education	100	4	3		1	40	60
M.Ed./1/CC/104	Historical and Economical 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-II
(Marks 500 and Credit 20)
Distribution of Marks

Course Code	Course Name	Total		Distribution of Credits			Internal	External
		Marks	Credits	L	T	P		
M.Ed./2/CC/201	Sociological Perspectives of Education	100	4	3		1	40	60
M.Ed./2/CC/202	Education in a Comparative Perspective	100	4	3		1	40	60
M.Ed./2/CC/203	Advance Research Methods and Statistics	100	4	3		1	40	60
M.Ed./2/CC/204	Internship in Teacher Education Institutions-I & Curriculum Stipulated Study Tour	100	4			4	50	50 **Viva-voce**
M.Ed./2/CC/205	Academic Writing and Ethics	50	2			2	50	-
M.Ed./2/CC/206	Dissertation Part-I	50	2			2	50	-
Total		**500**	**20**	**9**		**11**	**270**	**230**

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

Course Code	Course Name	Total		Distribution of Credits			Internal	External
		Marks	Credits	L	T	P		
M.Ed./3/CC/301	Curriculum Studies	100	4	3		1	40	60
M.Ed./3/CC/302	Inclusive Education	100	4	3		1	40	60
M.Ed./3/SP/303	Theory and Practice of Teaching in 303A: Mathematics Education-I 303 B: Science Education-I 303 C: Language Education-I 303 D: Social Science Education-I	100	4	3		1	40	60
M.Ed./3/SP/304	304A: Educational Leadership-I 304B: Measurement and Evaluation-I 304C: Indian Knowledge, Values and Tradition-I 304D: Early Childhood Care and Education-I 304E: Educational Policy, Research and Innovation-I	100	4	3		1	40	60
M.Ed./3/CC/305	Internship in Teacher Education Institutions-II	50	2			2	50	
M.Ed./3/CC/306	Dissertation Part-II	50	2			2	50	
Total		**500**	**20**	**12**		**8**	**260**	**240**

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

Course Code	Course Name	Total		Distribution of Credits			Internal	External
		Marks	Credits	L	T	P		
M.Ed./4/CC/401	Educational Planning and Management	100	4	3		1	40	60
M.Ed./4/CC/402	Educational Technology and ICT in Education	100	4	3		1	40	60
M.Ed./4/SP/403	Theory and Practice of Teaching in 403A: Mathematics Education-II 403 B: Science Education-II 403 C: Language Education-II 403D: Social Science Education-II	100	4	3		1	40	60
M.Ed./4/SP/404	404A: Educational Leadership-II 404B: Measurement and Evaluation II 404C: Indian Knowledge, Values and Tradition-II 404D: Early Childhood Care and Education-II 404E: Educational Policy, Research and Innovation-II	100	4	3		1	40	60
M.Ed./4/CC/405	Dissertation Part-III	100	4			4	75	25 **Viva-voce**
Total		**500**	**20**	**12**		**8**	**235**	**265**

SECTION-III: DETAILED SYLLABUS
A Two-Year M.Ed. Programme
Course Structure
Distribution of Marks and Credits

M.Ed. Semester-I
(Marks 500 and Credit 20)
Distribution of Marks

Course Code	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	Introduction to Research Methods and Statistics in Education	100	4	3		1	40	60
M.Ed./1/CC/104	Historical and Economical 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 Code	Course Name	Internal Assessment			End Semester Exam
		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	Introduction to Research Methods and Statistics in Education	10	10	20	60
M.Ed./1/CC/104	Historical and Economical 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 the 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)

Scope

Philosophy and education are two sides of same coin wherein education is practical implementations of the philosophical theories. The paper intends to acquaint the prospective teacher educators about the foundations of Educational Philosophy and relationship between Education and Philosophy. The paper also intends to cover the various schools of eastern and western philosophy, philosophers and educational implementation of their thoughts in current educational settings.

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
- appreciate the unique contributions of some philosophers to education

Course Content

Unit-I: Introduction and Foundations of Educational Philosophy

- Meaning, Functions, Branches of Philosophy and their implications for Education
- Knowledge: Concept, Nature, Methods and Sources
- Relationship between Education & Philosophy and its implications
- Education as a Discipline
- Philosophy, Religion and its Connotations

Unit-II: Indian Schools of Philosophy and Thinkers

- Introduction to Eastern Schools of Philosophy and their educational implications: Vedanta, Sankhya-Yoga, Nyaya, Buddhism and Jainism
- Educational thoughts of Vivekanand, Krishnamurthi, Radhakrishnan, 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, Existentialism, Re-constructivism and Logical Positivism
- Educational thoughts of Plato, Aristotle, Rousseau, Dewey and their applicability in teaching-learning

Unit-IV: Unique Contributions of Some Philosophers in Education

- Paulo Freire and Critical Pedagogy
- Gandhi and Education for All Round Development

- Aurobindo and Integral Yoga
- Tagore and Shantiniketan
- Russell and Logical Analysis

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: Roultedge 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.
- Mertzer, W.P. et al. (1969). *Dimensions of academic freedom*. University of Illionis 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)

Scope

Understanding learners and learning environment is essential for every teacher. To achieve this objective, it is mandatory to know the different Schools of Psychology, their contribution in process of learning and development and its implications in classrooms. The paper also includes developing the understanding regarding various psychological traits, and theories related to them, diverse learners, and their inclusion in the classroom. This paper will also give hands on training to the learners on psychological testing and experiments.

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 Content

Unit-I: Schools of Psychology and Learning

- Educational Psychology: Meaning, Concept, Need and Importance
- Learning - Meaning, Nature and Factors affecting Learning, Transfer of Learning: Concept, Types & Need Importance and its Relevance for the Teachings Learning Process
- Learning Theories and its Educational Implications:
  - Behaviourist- Pavlov and Thorndike;
  - Humanist- Roger;
  - Cognitivist- Gagne and Bruner;
  - Constructivist- Piaget and Vygotsky

Unit-II: Child Development and Personality

- Child Development: Concept, Stages and Factors affecting Development
- Theories of Development
  - Piaget's Stages of Cognitive Development
  - Kohlberg's Stages of Moral Development
  - Erikson's Stages of Psycho-Social Development
- Personality: Meaning, Definitions and Characteristics of Personality
  - Theories of Personality
  - Trait Theories- 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

- Perception: Meaning, Characteristics, Laws of Perception andConcept Formation
- Adjustment: Meaning, Types and Défense Mechanisms
- Mental Health: Meaning and concept
  - Factors affecting Mental Health
  - Characteristics of Good Mental Health
  - Role of the Teachers in Promoting Mental Health
- Stress: Meaning, types and stress management

Suggested Activities

Note: Students will administer the psychological test out of the given tests as assigned by the course in-charge

- 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, 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

- Chaube, S.P. (1983). Educational Psychology: An Analysis of Fundamentals for
- Graduate and Post-Graduate Classes. Laksmi 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.
- 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.
- 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.
- Lee, J.C. (1954). Educational Psychology. Harcourt Brace Jovanovich Publication.
- Lindgren, H.C. (1980). Educational Psychology in the Classroom. Oxford
- Publication.
- Raina, M.K. (1986). Talent and Creativity. National Council of Educational Research
- and Traning Publication.
- Mangal, S.K. (2004). Advanced Educational Psychology (2nd Ed.). New Delhi, Prentice Hall of India Private Limited.
- Ram, S.S. (1999). Educational Psychology and Child Development. S.S. Publishers.
- Richard, C.A. (1973). Educational Psychology. Harper Publication.
- Sharma, B. (2004). Psychological Foundation of Education. Vohra Publication.
- Sharma, P. (2005). Educational Psychology. A.P.H. Publishers.
- 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
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)

Scope

This paper is intended to develop interest and familiarize prospective teacher educators with different method of acquisition of knowledge, types of research in education. This paper plans to acquaint them with scientific nature, methods and process of research, steps involved in research such as importance and writing of review of related studies, understanding of sampling techniques, and construction of tools for data collection and application of descriptive statistics in educational research.

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.
- understand the concepts of descriptive statistics
- apply descriptive statistics in quantitative data analysis

- explain the properties of normal probability curve, divergence from normality and applications of normal probability curve

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 of Research Report- Thesis/Dissertation and Journal Article

Unit-IV: Descriptive Statistics

- An overview of Descriptive Statistics (Concepts and Computation),
- 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 Normal Probability Curve
  - To compare two different group scores
  - To compute the percentage of cases that are above or below given scores
  - To compute the limits of scores that include a given percentage of cases

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

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:

- 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, O. (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.
- 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, U. (1996). An Introduction to Qualitative Research. London sage publication
- Garrett, H.E. & Woodworth, R.S. (1961). Statistics in Psychology and Education. New York: Longman Greens & Co.
- Guilford, J.P., and Fruchter, B. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-Sixth edition).
- Gupta, S.P. (2017). Statistical Methods. New Delhi: Sultan Chand & Sons
- 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.
- Kirkapatrick, D.L. (2005). Evaluating training Programmes: The four Levels.San Francisco: Brrett-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.
- Naseema, C. & Jibin, V.K. (2018). Research Methodology in Education and Application of Statistics. New Delhi: Shipra Publications.
- 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: Merill, 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

M.ED./1/CC/104
HISTORICAL AND ECONOMICAL PERSPECTIVES OF EDUCATION
Credits: 4
Total Marks: 100
(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Scope

History and economy determine the education system of a country. In this light it is very much important for the prospective teacher-educators to understand the historical and economical perspectives of education. The paper covers how historical perspective affects the present educational system, changing trajectories of knowledge in history of education, impact of economics to the field of education, interrelationship of education and economy, the internal efficiency of the system of education, educational management, planning and finance, new economic reforms initiated in India and their implications to the field of education.

Course Objectives

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

- differentiate among the education system in ancient and medieval
- determine the impact of British educational system on Indian educational system
- explain various British policies on education during pre-independence period in India
- examine development of educational system during post-independence period in India
- critically analyze the development of education with special reference to aims, method and system of education in India
- analyze the role of education for economic development of the country
- explore the relationship between education and economic process
- assess the significance of financial management in education
- appraise the role of education in human resource development

Course Content

Unit-I: Education in Ancient India and Medieval India

- Education system in Ancient India- Vedic Period, Post-Vedic Period (Upanishad Age), Jaina and Buddhist Period, Ancient Centres of Learning
- Education system in Medieval India: Education tenets, Access, Nature, Objectives of Education and Organization of education

Unit-II: Education in Pre- Independence and Post- Independence Period

- Education system in pre- independence India: Indian Charter Act (1813), Macaulay's minute (1835), Woods dispatch (1854), Hunter education commission (1882). Calcutta University education commission (1917), Sargent report (1944).

- Education system in post- independence India: University Education Commission (1948), Secondary Education Commission (1952-53), Kothari Education Commission (1964-66), National Policy on Education (1986),
  PoA (1992) & National Education Policy (2020).

Unit-III: Economics of Education:

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

Unit-IV: Economic Process in Education and Reforms

- Relationship between Economics and Education, Types of Capital Education for Human Resource Development, The grant-in aid system for School Education in India
- Higher Education Signaling Theory Vs Human Capital Theory, Cost Benefit Analysis Vs Cost Effective, Liberalization, Privatization and Globalization and its impact on Education

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).
- A critical analysis of the grant in aid policy of concerned state govt
- 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.
- 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?

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

- Blaug, M. (1970). Economics of Education, Penguin, London (1970).
- Cohn, E. (1972). Economics of Education, Lexington Mass –D.C. Heath Company
- 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: Wadswarth Publishing Co.
- Chand, Tara. (2007). *Development of educational system in India*. New Delhi: Anmol Publication PVT.LTD
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors
- Ellis, Catriona. (2009) "Education for All: Reassessing the Historiography of Education in Colonial India," *History Compass*, (March 2009), 7#2 pp 363–375
- Sen, S.N. (1988), "Education in Ancient and Medieval India", *Indian Journal of History of Science*, 23#1 pp: 1-32, Indian National Science Academy.
- Singh, Y. K., &Nath, R. (2014). *History of Indian Education System*. New Delhi: APH Publishing Corporation.
- Das B.N.(2011), *History of Education in India*. New Delhi: Dominant Publishers & Distributors
- Jayapalan, N. (2005). *History of education in India*. Atlantic Publishers & Dist.
- Keay, F. E. (1964). *A History of education in India and Pakistan 4th ed*. Oxford University Press.
- Sharma, R. N., & Sharma, R. K. (1996). *History of education in India*. Atlantic Publishers & Dist.
- Naik, J. P. (1974). A students' history of education in India (1800-1973). *(No Title)*.

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)

Scope

Teacher education includes pre-service and in-service teacher training programme and different policies and practices related to it. The present course deals with the foundations, theories, policies, planning, programmes, practices, structure, and research trends of teacher education in India. Also major structural, durational and content changes in the existing teacher education programme will be discussed in the course especially in light of major policies and recommendations and salient features as envisaged in NEP-2020 will be discussed in the course.

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 Content

Unit-I: Foundation of Teacher Education

- Meaning, Nature and Scope of Teacher Education
- The Need and Importance of Teacher Education
- Aims and Objectives of Teacher Education at Various Levels
- Teacher Education Institutions in India: Management, Types and Functions
- Types of management of Teacher Education Institutions in India at Elementary and Secondary Level
- Difference Between Teacher Training and Teacher Education
- The changing roles and responsibilities of teacher education: Teachers' identity & social status

Unit-II: Teacher Education and Policy Perspective

- National education policies and Reports of various national and International Commissions on education with reference to teacher education
- Recommendations of National Knowledge Commission, Learning the treasure within, Justice J. S. Verma Commission, 2012 and NCFTE, 2009.
- Professionalization of Teacher Education: Teaching as a Profession & Professional Ethics
- Teacher Education: Norms and Standard of NCTE 2014
- Teacher education and its multidisciplinary approach
- Total Quality Management (TQM) and Quality Assurance in Teacher Education

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

- Pre-Service and In-Service Teacher Education: Nature, Concept and Objectives
- Role and functions of agencies of teacher education in teacher training: NCERT, CIET IASEs, and RIEs
- 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.
- Technology platforms for online teachers training: SWAYAM & DIKSHA
- Continuing Professional Development of Teachers and Teacher Educators
- Research Trends and innovations in Teacher Education and Teacher Training

Unit-IV: Components of Teacher Education

- Components of Teacher Education- Foundation Courses, Specializations & Internship
- Relationship among Pedagogy, School Based Practicum, and Theory
- Development of content for training modules, Organization of training; preparation of Self-Learning Material (SLM), monitoring, evaluation and impact assessment
- Assessment Techniques- self-appraisal, peer evaluation, reflective journals, portfolio assessment, Assessing Classroom Processes (including internship)
- Humane Reflective Teacher: Preparing Teacher for inclusive and multilingual Classroom
- TPACK approach 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. and four years integrated teacher education 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, 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:

- 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 (l979). 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.

M.Ed. Semester-II
(Marks 500 and Credit 20)
Distribution of Marks

Course Code	Course Name	Total		Distribution of Credits			Internal	External
		Marks	Credits	L	T	P		
M.Ed./2/CC/201	Sociological Perspectives of Education	100	4	3		1	40	60
M.Ed./2/CC/202	Education in a Comparative Perspective	100	4	3		1	40	60
M.Ed./2/CC/203	Advance Research Methods and Statistics	100	4	3		1	40	60
M.Ed./2/CC/204	Internship in Teacher Education Institutions-I & Curriculum Stipulated Study Tour	100	4			4	50	50 **Viva-voce**
M.Ed./2/CC/205	Academic Writing and Ethics	50	2			2	50	-
M.Ed./2/CC/206	Dissertation Part-I	50	2			2	50	
Total		**500**	**20**	**9**		**11**	**270**	**230**

M.Ed.-Semester-II
(Marks 500 and 20 Credits)
Details of Internal and External Assessment Marks

Course Code	Course Name	Internal Assessment			End Semester Exam
		Class Test-1	Class Test-2	Practicum /Activity	
M.Ed./2/CC/201	Sociological Perspectives of Education	10	10	20	60
M.Ed./2/CC/202	Education in a Comparative Perspective	10	10	20	60
M.Ed./2/CC/203	Advance Research Methods and Statistics	10	10	20	60
M.Ed./2/CC/204	Internship in Teacher Education Institutions-I & Curriculum Stipulated Study Tour	-	-	50	50 Viva-voce
M.Ed./2/CC/205	Academic Writing and Ethics	-	-	50	-
M.Ed./2/CC/206	Dissertation Part-I	-	-	50	-
Total		30	30	210	230
		60		210	230
		270			**230**

*First Test will be in the in the mid of second month of the semester.
**Second Test will be in the end of the third month of the semester.

M.Ed./2/CC/201
SOCIOLOGICAL PERSPECTIVES OF EDUCATION
Credits: 4
Total Marks: 100
(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Scope

The course deals with the understanding of sociological theories, factors, and how they influence educational system. Also, learners get into evolving idea of educational sociology and sociology of education. The course will strengthen the understanding of prospective teacher educators in role of social change and modernization in contemporary societies with a special emphasis on Indian society.

Course Objectives

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

- understand concept of sociology and education.
- appreciate the socio-cultural context of education.
- understand the relation between society and education.
- understand the sociological issues and their remedies.
- understand and explain the context in perspectives of education, its organization and relevance to society.
- understand and explain the role of family, associations, schools, colleges and universities in context of changing society and social structures.
- appreciate, comment and formulate the role of above stated institutions to address the problems of a changing society.

Course Content

Unit-I: Education and Society

- Educational Sociology: Concept, Nature and scope
- Concept and nature of sociology of Education, Difference between sociology of Education and Educational Sociology.
- Social System –Meaning &Characteristics; Education as a Social System
- Social Interactions: Concept, Types and Role of Education

Unit-II: Society and Education

- Society and Education Linkage
- Education as a process of socialization.
- Factors affecting Social Stratification and Social Mobility.
- Equality and Equity
- Gender issues, disadvantaged section of Indian society (SC, ST and OBC)

Unit-III: Education and Social Change

- Education and social change, Role of Education in Social Change, Constraints of Social change in India (Caste, Ethnicity, Class, Language, Religion, Regionalism& Politics)
- Social Reforms and Education in India: Jyotirao Phule& Savitribai Phule and Dr. B.R Ambedkar.
- Urbanisation, Modernisation, Westernisation, and Sansrikitisation as forms ofsocial change in India
- Theories and Factors of Social change

Unit-IV: Current Issues in the Context of Education and Indian Society

- Education and Neo-Colonialism, Neo- capitalism & Neo-liberalism
- Divergence of the State, Society & Education
- Education & Lawlessness
- Education & Secularism
- Education of the Disadvantaged
- Identity and Autonomy of Indian Education

Suggested Activities

Students will prepare an assignment on any two of the Unit –IV mentioned issues and make a presentation

Modes of Transaction

Lectures, Self-Study, Practicums, 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

- Abrahan Francis & Margan John (2002). Sociological Thought, New Delhi: MC Millian India Ltd.
- Berge, P.L. (1966). Invitation to sociology. London: Penguin Books.
- Berger, P.L. & Luckman, T. (1697). The social constriction of reality. Allen Lane: ThePenguine Press (Set Books).
- Bhattacharya.,& Srinivas. (1962). Society and education.Calcutta: Academic PublishersBrookoner, W.B., & Gottlieb, D. (1964). A sociology of education (2nd ed.). New York:American Book Company
- Carl H., Gross, C.H., Wronski, S.P., & Hansol, J.W. (1962). School and society. Boston: D.C.Health & Co.
- Cosia, B. R. (1971). School and society. London: The Open University Press.
- Cox, W.L., & Mercer, B.E. (1961). Education in democracy. New York: McGraw Hill.
- Donald, A.H., & Joel. E.G. (1967). On education — Sociological perspectives. New York: JohnWiley and Sons INC.
- Durkheim, E. (1956). Education & sociology. New York: The Free Press.
- Freedman, B. (1967). The college experience. San Francisco: Jossey-Bass INC.
- Gore, M.S. (1984). Education and Modernization in India, Jaipur: Rawat Publishers.
- Hanighurst, Robert et al. (1995). Society and Education. Baston: Allyn and Bacon.
- Harlambos, M. Sociology Theme and Perceptives OUP, New Delhi.
- Harris, E. S. (1965). Challenge and change in American education. California: McCutchenPublishing Corporation.
- ICSSR. (1974). Sociology of education: A trend report in a survey of research in sociology andsocial anthropology. Bombay: Popular Prakashan (ICSSR). Chitnis, S.
- Jayapalan N. (2001). Sociological Theories. New Delhi: Atlantic Publishers and
- Jayram, N. (1990). Sociology of education in India. Jaipur: Rawat Publications.
- Kamat, A.R. (1985). Education and Social Change in India. Bombay: Samaiya Publishing Co.
- Lavitas. M. (1974). Marxist perspective in the sociology of education. London: Routledge andKegan Paul.
- M.H.R.D. (1990). Towards an Enlightened and Human Society. New Delhi: Department of Education.

- Mathur, S.S. Sociological Approach to Indian Education. Agra: Vinod Pustak Mandir.
- Maubnhein K. (1962). An Introduction to Sociology of Education. London:Routledge and Kegan Paul.
- Morris, I. (1978). The sociology of education: An introduction. London: William ClovesLimited.
- Moser, C.A., &Calton, G. (1979). Survey methods in social investigation (2nd ed.). California:The English Language Book Survey & Heinemann Edl. Books.
- Mossish, Loor (1972). Sociology of Education: An Introduction. London: George Lalen and Unwin.
- Musgrave, P.W. (1970). Sociology, history and education: A reader. London: Methuen & Co.Ltd.
- Nambissan, G. B., & Rao, S. S. (Eds.). (2012). Sociology of education in India — Changingcontours & emerging concerns. Oxford.
- Nisbet, R.A. (1967). The sociological tradition. London: Heinemann.
- Ottaway, A.K.C. (1962). Education in society: An introduction to sociology of education.London: Routledge and Kegan Paul Ltd.
- Pandey, K.P. (1983). Perspective in Social Foundations of Education. Gaziabad: Amita Prakashan.
- Parsons, P. (1951). The social system. USA: Free Press
- Premnath. (1957). The bases of education. Delhi: S. Chand & Co.
- Rao, Shanker, C.N. (2002). Sociology, Primary Principles. New Delhi: S. Chand & Co.
- Ruhela, S.P. (1969). Social determinants of educability in India. New Delhi: Jain BrothersPublishers.
- Saxena, S. (2001). Philosophical and Sociological Foundation of Education. Meerut: Surya Publications.
- Schlechty, P.C. (1976). Teaching and social behaviour. USA:AllyandBacon Inc.
- Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur: RBSA Publishers.
- Sodhi, T.S. & Suri, Aruna (1998). Philosophical and Sociological Foundation of Education, Patiala: Bawa Publication

M.ED./2/CC/202
EDUCATION IN A COMPARATIVE PERSPECTIVE
Credits: 4

Total Marks: 100

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

Scope

Understanding Education at various levels i.e., elementary, secondary, higher secondary and special education is a must for improvement of contemporary practices in school education system. The paper intents to acquaint the prospective teacher educators to learn from the good practices in comparative perspective and broaden their horizon of more meaningful school experiences that needs to be incorporated in the curriculum and practice. The choice of countries is made upon the criterion of consistent good educational outcomes mainly at school level.

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
- identify various factors influencing the education system of nations

- acquaint with the school education system of UK, USA, South Korea, Finland and India in terms of their constitutional provisions, administration and financing
- compare the school education systems of the proposed countries in terms of policy, public-private partnership, curriculum, teaching method, examination system and streaming
- compare the teacher education & training of the proposed countries in terms of pre-service, in-service and special teacher programmes
- apply the various methods and approaches of comparative education in the concerned area of 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 Uses of Comparative education in theory building and policy making
- Factors essential for Influencing the Education System of a nation and their role in conducting research in comparative perspective

Unit-II: Comparative Study of Constitutional Provisions, Administration and Finance for School Education in the selected Nations of the World

- Constitutional provisions for school education in UK, USA, S. Korea, Finland and India
- Administration in school education in UK, USA, S. Korea, Finland and India
- Finance for school education in UK, USA, S. Korea, Finland and India

Unit-III: Comparative Study of School Education in Selected Nations of the World

- Structure of school education in UK, USA, S. Korea, Finland and India
- Comparison of policy, public-private partnership, curriculum (especially science and mathematics), teaching methods, examination system and streaming in school education system of UK, USA, S. Korea, Finland and India
- Recent trends and innovations in school education system of UK, USA, S. Korea, Finland and India

Unit-IV: Comparative Study of Teacher Education and Training in the selected Nations of the World

- Structure and programmes of pre-service teacher education and training for school level in UK, USA, S. Korea, Finland and India
- Structure and programmes of in-service teacher education and training for school level in UK, USA, S. Korea, Finland and India
- Structure and programmes of special teacher education and training for school level in UK, USA, S. Korea, Finland and India

Suggested Activities

- Identify and discuss similarities and differences in the elementary educational system of UK, USA, S. Korea, Finland and India
- Critical study of the programmes being run through DIETs with regard to elementary education
- Critical evaluation of science and mathematics education on secondary level of any two countries
- Comparison among different courses of teacher education at elementary and secondary level in India and other countries of the world
- Review of articles and research papers related to comparative education of elementary education
- Preparation of comparative charts on different aspects of Elementary Education in the studied countries
- Preparing a Report on Public Private Partnership in Secondary Education in any of the two countries in the syllabus
- Writing a project in comparative education comparing the salient features of secondary education in selected countries

- Studying the role of state SCERT and special schools in imparting special education and comparing it with best special education programs
- Seminar presentations
- Library Studies

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

- 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.
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- 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
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- 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.
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- UNESCO (1983). *International year book for education*. Vol XXXV.

M.Ed./2/CC/203
ADVANCE RESEARCH METHODS AND STATISTICS
Credits: 4
Total Marks: 100
(60 Marks for End Semester Exam, 20 Marks for Class Tests & 20 Marks for Activities)

Scope

This course is extension of introductory course to research methodology and statistics where in the prospective teacher educators will be exposed to both qualitative and quantitative research methods and different types of research designs, selecting the correct method and design according to nature of variables of research, estimating the characteristics of population. Training on various parametric and non-parametric data analysis techniques along with basic handling of qualitative and quantitative software will also be provided in the course.

Course Objectives

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

- explain quantitative and qualitative research
- explain design and procedure of quantitative and qualitative data collection
- select and explain the methods appropriate for a research study
- collect qualitative data using various methods
- use appropriate procedures to analyse qualitative data.
- differentiate between parametric and non-parametric tests
- analyse quantitative data using 't' test, ANOVA and chi-square.
- apply non-parametric tests under quantitative research
- analyse quantitative data using SPSS and excel

Course Content

Unit-I: Quantitative Research

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

Unit-II: Qualitative Research

- 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: Collection and Analysis of Qualitative Data

- Triangulation, Focus Group Discussion
- Exploring and Coding the Qualitative data
- Data Reduction, Data Display, Data Cleaning, Data Mining
- Techniques of qualitative data analysis (Thematic, grounded theory and content analysis)
- Uses of Computer in Qualitative Data Analysis

Unit-IV: Inferential Statistics

- Concept of Parametric and Non-Parametric Statistics
- Types of Decisions and Errors - One Tailed and Two Tailed Tests; Type-I and Type-II Errors
- Tests of Significance of the Difference between Mean: t-test (Independent, correlated and matched group)- Concepts and Computations
- Analysis of Variance (ANOVA)-Concept and Computation (One Way)
- Chi-Square Test-Concept, Importance and applications (Goodness of Fit, Test of Independence and Hypothesis Testing)
- Non-Parametric test – Mann Whitney U Test, Sign Test.
- Quantitative Data Analysis Using SPSS and Excel

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

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:

- 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, O. (2004). Doing Educational Research-A Guide for First time researchers. Vistar Publications. New Delhi

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- Garrett, H.E. & Woodworth, R.S. (1961). Statistics in Psychology and Education. New York: Longman Greens & Co.
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- Gupta, S.P. (2017). Statistical Methods. New Delhi: Sultan Chand & Sons
- 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.
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- 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.
- Kirkapatrick, D.L. (2005). Evaluating training Programmes: The four Levels. San Francisco: Brrett-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 (7^{th} Ed).New Jersey: Pearson Education. Inc.
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- Pamela M. & Richard, M. (1994). Beginning Qualitative Research-A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
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- Scott, D. & Usher, R. (1996). Understanding Educational Research. New York: Routledge.
- Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merill, 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

M.Ed./2/CC/204
INTERNSHIP IN TEACHER EDUCATION INSTITUTIONS-I & CURRICULUM STIPULATED STUDY TOUR
Credits-4
(50 Marks for Internal Assessment and 50 Marks for External Viva-voce)

Scope

This practically oriented core paper intends to prepare the prospective teacher educator to deliver teaching the core and pedagogical content most effectively to the teacher trainees in the selected TTIs. The course will thus enable them to gain practical exposure to the science of teaching.

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.

- The Internship is carrying 100 marks and 4 credits involving a compulsory attachment with a teacher education institution in the Second Semester.
- The Second Part involves interning at/associating with a field site. 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. 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.
- Curriculum Stipulated Study Tour may also be organized by the department/institution for conducting educational project under this provision of this paper.

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.

Activities to be taken up during Internship Programme -I

Sl. No.	Activity	Internal Assessment
1.	Six (6) Lessons to be delivered in TEI(B.Ed./ D.El.Ed.) on Pedagogy/ perspectives Papers.	6 x5=30
2.	Organizing Educational Study Tour in/outside the state and writing the report	20
	TOTAL	**50**

M.Ed./2/CC/205
ACADEMIC WRITING AND ETHICS
Credits -2
(50 Marks for Internal Assessment)

Scope

The course is designed to enable the prospective teacher educators to practice academic writing by having sound understanding of the nature, type, conventions, and skills of academic writing. Also the course will enable promoting academic honesty by boycotting plagiarism and promoting ethical responsibility of academic writers.

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 Content

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)
- Conventions of Academic Writings

Unit-II: Writing Ethics

- Ethics: definition, moral philosophy, nature of moral judgements and reactions
- Ethical Issues in Academic Writing, Copyright and Plagiarism
- Ethics with respect to research
- Publication ethics: definition and importance

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.	Organizing and Participating in Panel Discussion	10	O
3.	Writing a report of any academic programme organized in the department/university	10	W
4.	Presentation of paper in a Seminar		W/O
	Departmental	10	
	National	15	
	International	20	
	Book Review (Book approved by the teacher)	15	
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 for10to20 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

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:

- 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): 157–72.69
- 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

M.Ed./2/CC/206
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

Scope

This component of syllabi intends to allow the learners to undergo all the stages of conducting research starting from writing research proposal by undertaking the relevant readings and activities relating to the finalization of their topic, tool construction and validation, data collection and data analysis

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 proposalof 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 chapterization

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 proposalbefore 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.

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- 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.
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- Pamela Maykut & Richard Mor ehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. London. Washington D.C.: TheFalmer Press.
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- Tuckman, B.W. (1969) An Introduction to Educational Research. New York: The MacMillan Company.
- Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: McMillan Publishers.
- Van, Dalen, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill Co.
- 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.

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

Course Code	Course Name	Total		Distribution of Credits			Internal	External
		Marks	Credits	L	T	P		
M.Ed./3/CC/301	Curriculum Studies	100	4	3		1	40	60
M.Ed./3/CC/302	Inclusive Education	100	4	3		1	40	60
M.Ed./3/SP/303	Theory and Practice of Teaching in 303A: Mathematics Education-I 303B: Science Education-I 303C: Language Education-I 303D: Social Science Education-I	100	4	3		1	40	60
M.Ed./3/SP/304	304A: Educational Leadership-I 304B: Measurement and Evaluation-I 304C: Indian Knowledge, Values and Tradition-I 304D: Early Childhood Care and Education-I 304E: Educational Policy, Research and Innovation-I	100	4	3		1	40	60
M.Ed./3/CC/305	Internship in Teacher Education Institutions-II	50	2			2	50	
M.Ed./3/CC/306	Dissertation Part-II	50	2			2	50	
Total		**500**	**20**	**12**		**8**	**260**	**240**

M.Ed.-Semester-III
(Marks 500 and 20 Credits)
Details of Internal and External Assessment Marks

Course Code	Course Name	Internal Assessment			End Semester Exam
		Class Test-1	Class Test-2	Practicum /Activity	
M.Ed./3/CC/301	Curriculum Studies	10	10	20	60
M.Ed./3/CC/302	Inclusive Education	10	10	20	60
M.Ed./3/SP/303	Theory and Practice of Teaching in 303A: Mathematics Education-I 303B: Science Education-I 303C: Language Education-I 303D: Social Science Education-I	10	10	20	60
M.Ed./3/SP/304	304A: Educational Leadership-I 304B: Measurement and Evaluation-I 304C: Indian Knowledge, Values and Tradition-I 304D: Early Childhood Care and Education-I 304E: Educational Policy, Research and Innovation-I	10	10	20	60
M.Ed./3/CC/305	Internship in Teacher Education Institutions-II	-	-	50	-
M.Ed./3/CC/306	Dissertation Part-II	-	-	50	-
Total		40	40	180	240
		80		180	240
		260			**240**

*First Test will be in the in the mid of second month of the semester.
**Second Test will be in the end of the third month of the semester.

M.ED./3/CC/301
CURRICULUM STUDIES
Credits: 4
Total Marks: 100
(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Scope

This paper will equip the prospective teacher educators with the basic structure of curriculum and understanding of basic curriculum designing processes utilizing the various models of curriculum. Also, the main objective of the course is to acquaint the learners in various processes of curriculum construction right from planning stages to evaluation stages and the role of participants at various stages of curriculum construction.

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.

- review and reflect on national curriculum frameworks for school and teacher education
- appreciate the salient features for curriculum reforms enshrined in NEP 2020
- 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
- understand the importance of pedagogical content knowledge while constructing curriculum
- know the various participants in curriculum planning and construction
- elaborate the phases and instruments of curriculum evaluation
- undertake the evaluation text-books and work books
- explain the role of headmaster, teachers and students in successful transaction of curriculum
- identify different factors and participants influencing curriculum change and improvement
- visualize the hidden role of political ideologies in influencing curriculum

Course Content

Unit-I: Curriculum: A Holistic Perspective

- Curriculum: Concept and Nature; Relationship between Curriculum Framework, Curriculum, Syllabus and Text-book
- Types of Curricula: Subject centred (Academic Discipline, Broad field), Learner centred: (Activity/Experience centred, Humanistic), Problem centred: (Social-Reconstruction oriented, Theme based), Core Curriculum
- Guiding principles envisaged in National Curriculum Framework: NCF-2005 and NCFTE-2009 & NEP 2020 and NCF-2023
- 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 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 and Nature of Curriculum Construction

- Processes of Curriculum Construction: Situation analysis, Selection of curriculum objectives, Selection and organization of content, Selection and organization of learning experience/ activities, Selection of instructional method & Curriculum Evaluation
- Pedagogical Content Knowledge (PCK) and Curriculum Construction
- Participants in Curriculum Planning and Construction: Curriculum Specialists, Administrators, Teachers/Headmasters and National, State & Local Level bodies

Unit-IV: Curriculum Evaluation and Change

- Curriculum Evaluation: Purpose, Approaches and Types
- Phases and Instruments of curriculum evaluation
- Criteria for evaluation of Text-book and Work-book
- Concept of Curriculum Change, Improvement and Innovations
- Factors influencing Curriculum Change: Socio-cultural, Economic, Political, Educational and Technological & Participants in 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 and work-books
- Status of science and mathematics education in NCF-2000 and NCF-2005
- Role of NCERT and SCERT in curriculum development.
- Suggestion of some innovations in the field of curriculum
- Application of Situation Analysis and specification of at least five local needs to be reflected in Curriculum
- Survey of students' opinion regarding the present system of curriculum transaction and evaluation
- 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 in 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

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

- 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
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- Doll, R.C. (1986). *Curriculum Improvement; Decision Making and Process*. (6thed.). London: Allyn & Bacon Inc.
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- 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 Educational Technology*. 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.
- Print, M. (2020). *Curriculum Development and Design*.(2nd Ed.). NY: Allen &Unwin
- 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 Better Teaching 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.
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- Taylor, R.W. (1974). *Basic Principles of Curriculum and Instruction.* Chicago: The University of Chicago Press.
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- Vashist, R.S. (1993). *Perspectives in Curriculum Development*. New Delhi: Anmol Publications Pvt. Ltd.
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M.Ed./3/CC/302
INCLUSIVE EDUCATION
Credits: 4
Total Marks: 100
(60 Marks for End Semester Exam, 20 Marks for 2 Class Tests & 20 Marks for Activities)

Scope

The course intends familiarize the prospective teacher educators to the inclusive classroom setups and Universal Design of Learning (UDL). The dichotomy of general and special teacher education program for preparing school teachers has been tried to erase in light of inclusive education that caters to the need of all types of learners. The policy and plan under the joint flagship of RCI and NCTE will be highlight of the course which would equip the learners to gain appropriate knowledge for inclusive classrooms.

Course Objectives

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

- explain the philosophical, sociological and historical perspectives of inclusive education.
- develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.
- develop the skills associated with interpersonal relationships, managing relations in educational settings, problem-solving in academic settings, leadership and working in teams to promote inclusion.
- develop competencies to create an inclusive teaching-learning environment.

Course Content

Unit-I: Perspectives in Inclusive Education

- Historical, Philosophical and Sociological Foundations of Inclusive Education
- Models of the Education of Children with special needs

- Principles of inclusive education
- Barriers to Inclusion- Attitudinal, Systemic and Structural

Unit-II: Legislation, Policies and Acts Promoting Inclusive Education

- Universal Declaration of Human Rights (1948), Salamanca Framework (1994)
- United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- National Education Policy (2020), National Policy for Persons with Disabilities (2006)
- RCI Act (1992), RPWD Act (2016)

Unit-III: Building Inclusive Learning Environments

- Inclusive Classroom Management, Ensuring Physical, Academic and Social Access
- Individualised Educational Plan (IEP)
- Techniques to Manage Maladaptive Behaviour
- Curriculum Adaptation: Accommodation and Modification
- Peer-mediated instruction: Peer tutoring, Cooperative learning

Unit-IV: Emerging Trend in Inclusion

- Universal Design for Learning (UDL)
- Collaboration as a Key to an Inclusive Society
- Reflective Teaching in the inclusive classroom
- Assistive Technology and Artificial Intelligence
- Professional Ethics and Continuous professional development of Teachers for Inclusive Education

Suggested Activities

Note: Only one activity will be selected/assigned, which should be presented as a seminar paper.

- Case study of special school or inclusive school.
- Prepare a report on how SAMBHAV promote inclusive classroom.
- Write a review paper on the BADHTE KADAM scheme.
- Visit to DISHA centre and prepare a report on the quality management of the centre.
- Write universal learning objectives for inclusive classrooms.
- Conducting a survey to assess the status of implementation of the RPWD Act, 2016 at secondary school
- Prepare TLM for differently-abled children.
- Develop e-content for differently-abled children
- Critically analyse any NGO and write a report on its role as a collaborative partner to make an Inclusive Society.
- Critical reflection on National Education Policy, 2020 or National Policy for Persons with Disability, 2006.
- Any other relevant activities identified by the course in charge.

Mode of Transaction

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

Assessment Rubrics

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

Suggested Readings:

- Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
- Convention on the Rights of the Child (1989). Convention on the Rights of the Child.
- Declaration on Social Progress and Development. (1969). Declaration on Social Progress and Development. United Nations.
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in an inclusive school. Institute on Disability/UCE, University of New Hampshire
- Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- Guidelines for the Development of e-Content for Children with Disabilities. (2021). Ministry of Education, Government of India.
- National Policy for Persons with Disabilities. (2006). Ministry of Social Justice and Empowerment. Government of India.
- NCERT (2005). Position paper of the national focus groups on special education. New Delhi.
- Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersey.
- Rehabilitation Council of India. (1992). The Gazette of India. Ministry of Law, Justice and Company Affairs.
- Rights of Persons with Disabilities Act (2016). The Rights of Persons with Disabilities Act, 2016. Ministry of Social Justice and Empowerment.
- Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.
- Subedi, S. P. (2021). Declaration on the Right to Development. United Nations Audiovisual Library of International Law
- The Persons with Disabilities Act. (1995). The Gazette of India. Ministry of Law, Justice and Company Affairs.
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- Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.
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M.Ed./3/SP/303A
THEORY AND PRACTICE OF TEACHING IN MATHEMATICS EDUCATION-I
Credit: 4

Total Marks: 100

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

Scope

This specialization course has been designed for prospective mathematics teacher educators to enable them understand the nature of mathematics, development of mathematics as a discipline, conceptualizing the processes of promoting learning mathematics from disciplinary perspectives, emerging interdisciplinary branches of mathematics. Further contemporary researches in field of mathematics teaching-learning process and issues of nature of language and its effect in delivering the mathematical content will be dealt to strengthen the process of teaching mathematics at school level.

Course Objectives

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

- understand the nature, scope and values of mathematics
- promote the critical understanding of the concepts of mathematics
- develop the different learning experiences in mathematics
- develop daily plan, long term and short-term plans for teaching learning of mathematics
- develop different types of lesson plans and understand its different component
- understand and execute the different techniques of assessment in mathematics

Unit-I: Fundamentals of Mathematics Education

- Nature of Mathematics: Nature and Scope of Mathematics, Nature of Mathematical propositions, Mathematical proof, structure and logic
- National and international initiatives for the promotion of mathematics education
- The axiomatic framework of mathematics and its uses
- Undefined term and defined terms in Mathematics
- Reasoning and types reasoning
- Proofs and types of profs, distinction between proof and verification in mathematics
- Paradoxes and fallacies

Unit-II: Understanding the Concepts in Mathematics

- Induction of specific attitudes like mathematisation, problem solving, logical thinking, drawing inferences and visualization.
- Conjecture: Formulization and Generalization
- Understanding Patterns: Recognising and articulating the patterns extension
- Problem Solving: Understanding the problem and steps of problem solving
- Role mathematics in other subject areas- interdisciplinary approach

Unit-III: Designing Learning Experiences in Mathematics

- Planning Mathematics Teaching-Learning: Yearly plan, Unit plan, Lesson plan
- Elaborating behaviouristic and constructivist lesson plans and specific steps and contents in each type of plan
- Developing teaching learning material for teaching mathematics: 2D &3D models and charts, etc.
- Developing lesson plans in specific contents in Mathematics: Algebra, Geometry, Trigonometry and Mensuration
- Inculcating skills in Designing, Demonstrating, interpreting and drawing inferences of activity/concrete models and using ICT as tools for visualization of certain concepts.

Unit-IV: Assessment in Mathematics Education

- Assessment of Mathematics learning: Unit test – Designing blue print and preparation of achievement test
- Assessing Mathematics Learning at the Elementary Stage: Assessment for learning- informal and formal methods
- Non-testing methods of assessing learning of Mathematical concepts: observation of learner in action, rating of participation in various Mathematical task and activities.
- Remedial and Enrichment programmes in Mathematics; Planning for continuous assessment of classroom learning in Mathematics
- Innovative techniques of assessment in mathematics: Self-assessment, Assignment, Project, rubrics and Portfolios

Suggested Activities for Field Engagements/Practicums (20 Marks)
Note: At least one activity has to be selected or assigned from the following:
Identify the Slow Learners, Low Achievers and High Achievers in Mathematics

- From The Classroom During Practice Teaching. (Case Study)
- Conducting of Action Research for Selected Problems.
- Development and Try-Out of Teaching-Learning Strategy for Teaching of Particular Mathematical Concepts.
- Use of Computer in Teaching of Mathematics.
- Use of Mathematics Activities for Recreation.
- Development and Use of Mathematics Laboratory.
- Prepare Mathematical Activities in The Context of Socio-Cultural Aspects
- Any other activity approved by the course instructor

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:

- Aggarwal, J. C. (2008). Teaching of Mathematics. UP: Vikas Publishing House Pvt Ltd.
- Beckmann C. E., Thompson D R and Rubenstein R N (2010). Teaching and learning high school mathematics. New Jersey. John Wiley and Sons Inc.
- Chambers P. (2010). Teaching mathematics: Developing as a reflective secondary teacher. New Delhi. SAGE.
- Cowan, Pamela (2006). Teaching mathematics: A handbook for primary and secondary school teacher. London: Routledge.
- Edigar, M., & Rao, D.B. Teaching Mathematics Succesfully. Delhi publishing house.
- Fatima, R. Teaching aids in mathematics. Kanishka Publishers, Distributors.
- Goyal, S. Teaching of mathematics. Rajat publications. New Delhi
- Hollands, Roy (1990). Development of mathematical skills, Oxford, London: Blackwell publishers.
- Iyengar, K. N. (1964). The Teaching of Mathematics. New Delhi: A Universal Publication.
- James, A. & Alwan, J. Skills & strategies of teaching mathematics. Neelkamal publications Pvt.ltd.
- James, A. Methods of teaching mathematics. Neelkamal publications Pvt. Ltd.
- James, Anice (2005). Teaching of mathematics. Hyderabad: Neel Kamal Publications.
- Johnston-wilder. S, et al. (2014). Learning to Teach Mathematics in the Secondary School (3rd Ed). Routledge, New York.
- Kilpatrick J. Hoyles C and Skovsmose O. (Eds.) (2005). Meaning in mathematics education. New York: Springer.
- Kulshreshtha, A. K. (2008). Teaching of Mathematics. Meerut: R. Lall Books Depot
- Lgewiez, Boris and Stoyle, Judith (1973). An introduction to mathematics reasoning. New Delhi.
- Malhotra, V. Methods of Teaching Mathematics. Cresent Publishing corporation.
- Mangal, S. K., &Mangal, S. (2005). Essentials of Educational Technology and Management. Meerut: Loyal Book Depot.
- Mishra. L (2008) Teaching of Mathematics, APH, Publisher New Delhi
- NCERT (2005). National curriculum framework, 2005. New Delhi.
- NCERT (2006). Position paper: National Focus Group on Teaching of Mathematics. New Delhi.

- NCERT (2012). Pedagogy of Mathematics. New Delhi
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- Paswan, NK. Modern Methods of Teaching Mathematics. Cyber Tech publications.
- Raju, B & Babu, M.R. Pedagogy of mathematics. Neelkamal publications Pvt. Ltd.
- Rao, D.J.M. Rare, Simple and Recreational Mathematical Formula. Neelkamal publications Pvt.ltd
- Servais, W. and Varga, T. (1971). Teaching school mathematics: A UNCESCO source book. Paris: UNESCO.
- Sharan, R., & Sharma, M. (2006). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
- Siddiqui, M. H. (2005). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
- Sidhu, K. S. (2006). The Teaching of Mathematics. New Delhi: Sterling Publishers Private Ltd.
- Singh, M. (2006). Modern Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd
- Somashekar, T. V., Viswanathappa, G. and James, Anice (2014). Methods of teaching mathematics. Hyderabad: Neelkamal Publications.
- Totakura, S.R. Maths for everyday life. Neelkamal publications Pvt. ltd

M.Ed./3/SP/303B
THEORY AND PRACTICE OF TEACHING IN SCIENCE EDUCATION-I
Credit: 4
Total Marks: 100
(60 Marks for the End Semester Exam, 20 Marks for 2 Class Test & 20 Marks for Activities)

Scope

Science Education as a specialization intent to strengthen the understanding of prospective science educators by bringing the nature of science in forefronts and helping them train the prospective teachers in identifying societal scientific practices, hands on activity in doing science and understanding the fine dynamics of subject with cognitive, environmental, social and individual aspects of learning. The context of science education is expanding beyond the classroom and this specialization will provide that scope of understanding the dynamics of classroom science practices and its expansion beyond the classroom.

Course Objectives

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

- understand the meaning, nature and characteristics of science
- understand the philosophical bases of science
- acquaint with types of scientific knowledge and critical issues of science
- understand both strengths and limitations of scientific knowledge
- understand the relationship between science and technology and interdisciplinary nature of science
- understand the ethical aspects of doing science
- acquaint with brief history of science and contribution of famous scientists
- trace back the history of developing science curriculum in India
- highlight the key features for science education as envisaged in NEP 2020
- know the essential domains of science
- understand the nature of science (NOS) and learn about popular myths about NOS
- understand the basic and integrated science process skills and linkage to NOS
- know the significance of HOTs in science learning
- understand the various approaches to learn science
- develop low-cost improvised teaching learning material appropriate TLMs
- know about the basics of laboratory skills

- appreciate the salient features of NCF 2000 & 2023 in context of school science education
- apply the use of various evaluative tools for assessment of learning

Course Content

Unit-I: Perspectives in Science Education

- Science: Meaning, Nature and Characteristics
- Philosophical Bases of Science: Empiricism, Rationalism, Realism, Pragmatism
- Types of Scientific Knowledge: Empirical, Theoretical and Applied knowledge
- Critical Issues in Science Education: Evolution/Creationism debate, Strengths and limitations of scientific knowledge
- Relationship Between Science & Technology; Interdisciplinarity of Science; Ethical aspects in Doing Science

Unit-II: History of Science Education

- Origin of Scientific Ideas: Contribution of Albert Einstein, Charles Darwin, Marie Curie & Rosalind Franklin
- Contribution of Indian Scientists: C. V. Raman, Salim Ali, Janaki Ammal & Anna Mani
- Origin and Development of Science Curriculum in India
- Recommendations of Commissions and Committees on Science Curriculum
- Science Education as envisaged by NEP 2020

Unit-III: Teaching and Learning of Science

- Domains of Science Learning: Body of Knowledge, Methods & Processes, Nature of Science(NOS); Teaching NOS by linking it with Science Processes (Basic & Integrated), Understanding Scientific Method, Higher Order Thinking Skills (HOTS)
- Behaviourist and Constructivist Approaches for Teaching Science
- Skill based and Competency Based Science Education: Role of Science Teacher; Learning Outcomes at Secondary level (NCERT, 2019)
- Developing Low Cost and Improvised Teaching-Learning Materials
- Integrating co-curricular activities in science teaching; Various laboratory techniques in science teaching

Unit-IV: Curriculum and Evaluation in Science

- Science Curriculum at different stages of education as envisaged by NCF 2005, NCF 2023
- Using Bloom's Taxonomy in Planning, Preparing Blueprint and Construction of Achievement Test and Evaluating the Science Lessons
- An analytical overview of Secondary Science Textbook exercises on the basis of Bloom's taxonomy
- Assessment tools in science: Observation, Checklist, Tests, Scales, Inventories and Interview
- Assessment of content knowledge through activities and experiment

Suggested Activities

- Writing an essay on 'Evolution of Science as a discipline'.
- A Critical analysis of changes in science Curriculum since the implementation of "The Curriculum for the Ten Year School – A Framework 1975 to the current NCF-2023.
- Comparison of Science curriculum at secondary level: CBSE, ICSE MBSE, other state boards
- Action research on any problem related to science at school/college/university level.
- Any other assignment/ project given by the teacher.

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:

- Aggarwal J.C (2020). *Landmarks in the History of Modern Indian Education*. Vikas Publishing House Pvt. Ltd.
- Bhatt. Puran Chand: *Science process skills in teaching and learning,* New Delhi: Commonwealth publication
- Bloom B. S. (1956). *Taxonomy of educational objectives: Vol. 1. Cognitive domain* (pp. 20–24). McKay.
- Chowdhary N, Hussain S. (2021). *Handbook of Research and Publication Ethics*. Bharti Publications. New Delhi
- Eugenie C. Scott. (2009). *Evolution vs Creationism- An Introduction.* University of California Press
- Jack Hassard (2005). *The Art of Teaching Science*. Oxford University Press.
- James Ladyman (2001). *Understanding Philosophy of Science.* Routledge
- K. Lalchhandama (2012). *A Brief History of Science*. Mualchin Publication.
- Linda Button. *Curriculum Essentials: A journey*
- National Academy of Sciences. (2008). *Science, Evolution, and Creationism.* Washington, DC: The National Academies Press
- Noushad Husain (2016*). Learning and Teaching – A constructivist approach*. Shipra Publications
- NCERT (2013). *Pedagogy of Science I & II.* New Delhi, India: Author
- NCERT (2019). *Learning Outcomes at the Secondary Stage.* New Delhi, India: Author

M.Ed./3/SP/303C

THEORY AND PRACTICE OF TEACHING IN LANGUAGE EDUCATION-I

Credit: 4

Total Marks: 100

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

Scope

Language Education is fundamental to understand the various interacting variables in language teaching and learning processes such as learner diversity and characteristics, teacher's characteristic, classroom setting, assessment strategies. The present specialization course intents to make prospective language teacher educators competent in addressing language issues observed in monolingual to multilingual classrooms.

Course Objectives

After undergoing this course, the prospective teacher educators will be able to:

- understand the concept of language
- theory of language teaching and learning
- different ideologies related to language
- the concept of language education
- become sensitive about language issues in classroom teaching
- develop competencies in analysing current language practices in school

- critically examine the theories and contribution of different experts in language.

Course Content

Unit-I: Introduction to Language

- The Concept, nature and Functions of language with specific context of the following
  - Language as System
  - Language as social reality
  - Language as Ideology
  - Language as discourse
- Language and Script: Relation and Difference
- Indian languages and scripts
- Contribution of Indian scholars (Padini & Bhartrahari) in development and study of languages

Unit-II: Language Ideologies

- Noam Chomsky
- Lev Vygotsly
- Michael Halliday
- L. J. J. Wittgenstein
- J. Derrida

Unit-III: Language Education: The Concept and Policy

- The concept and scope of language education
- Indian constitution on languages and language education
- Language education through different commissions, committees and documents
  - Kothari Commission, 1964-66
  - National Knowledge Commission 2005-07
  - NPE 1964 and 1986
  - NEP 2020
  - NCF 2000, NCF 2005, NCFFSE, 2022, NCF 2023
- Three Language Formula (TLF) in India
- Language education policies in different states of India (with reference to Modern Language Teaching and TLF)

Unit-IV: Language Education Policies Abroad

- Language education policy by European Union
- WAC Movement in USA
- A language for life 1975: LAC Movement in UK
- International agencies like UNESCO on Language in Education (with reference to Indigenous language decade 2022-2032)
- Multilingualism and language education policies in multilingual countries like India.

Suggested activities for field engagements/practicums (20 marks)

Note: At least one activity has to be selected or assigned from the following:

- Study of language diversity in a chosen class
- An Individual case study of language transition
- An Individual case study of language deficiency
- An Institutional case study of three language formula

- School visit to find out communication problem/apprehension in students
- Convening/organizing debate, seminar, word-quizzes, essay completions
- Analysing school languages through curriculum frameworks
- Review of language policies of other countries
- Any other relevant activity considered appropriate by the teacher.

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

- Akmajian, A. et al. (2010). Linguistics: Introduction to Language and Communication. (6thed.). Cambridge: MIT Press.
- Altarriba, J. & Heredia. R. R. (Eds.) (2018). An introduction to bilingualism: Principles and process (2ed.). New York: Routledge.
- Aronoff, M. & Rees-Miller, J. (Eds). (2003). The handbook of linguistics. Oxford: Balckwell Publishers Ltd.
- Baker, C. (1995). A parents' and teachers' guide to bilingualism. Bristol: Multilingual Matters Ltd.
- Bazerman, C., Little, J., Bettel, L., Chavkin, T., Fouquette, D., &Garufis, J. (2005). Reference guide to writing across the curriculum. West Lafayette, Indian: Parlor press.
- Bullock, A. (1975). A language for life: Report of the committee of inquiry appointed by the secretary of state for education and science under the chairmanship of Sir Alan Bullock. London: her Majesty Stationery Office. Available also on: http://www.educationengland.org.uk/documents/bullock/bullock1975.html
- Devitt, M. and Sterelny, K. (1999). Language and reality: An introduction to the philosophy of language. Oxford: Blackwell publishers Ltd.
- Dua, H. R. (2008). Ecology of multilingualism: language, culture and society. Mysore: Yashoda publication.
- Fasold, R., & Connor-Linton, J. (2013). An Introduction to Language and Linguistics. (6th ed.). Cambridge: Cambridge University Press.
- Floyd, K. (2009). Interpersonal Communication. New York: McGraw Hill Companies Inc.
- Fromkin, V., Rodman, R., &Hyms, N. (2011). Introduction to Language. (9th ed.). Canada: Cengage Learning.
- Harrison, K. D. (2007)When languages die: the extinction of the world's languages and the erosion of human knowledge. New York: Oxford University Press.
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- Pearson, J. C., Nelson, P. E., Titsworth, S., & Harter, A. (2011). Human communication (4thed.). New York: McGraw Hill Companies Inc.

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- Strategies for developing oral language. Retrieved from: http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/strat%20act%20oral.html
- Teaching speaking: Developing Speaking Activities, Retrieved from:http://www.nclrc.org/essentials/speaking/developspeak.htm
- Thaiss, C. (1986). Language across the curriculum in the elementary grades. ERIC: US Department of Education.
- Vygotsky, L. (2012). Thought and language(edited by Alex Kozulin). lOndon: MIT Press.

M.Ed./3/SP/303D

THEORY AND PRACTICE OF TEACHING IN SOCIAL SCIENCE EDUCATION-I

Credit: 4

Total Marks: 100

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

Scope

Social Science is synthesis of many subjects. Majority of the teachers of social science do not have background of all subjects included in social science. The scope of social science is as vast and wide as world is and sometimes beyond the observable world. At B.Ed. level students come with one or none of the specialization in subjects of social science but deal the complete paper at upper primary and secondary level. Hence, this paper will train the teacher educators in such a way that they can incorporate the pedagogical practices with prospective teachers.

Course Objectives:

After undergoing this course, the prospective teacher educators will be able to:

- understand the evolution of social science knowledge as school subjects and their relevance in the contemporary context of a globalized world.
- find out the interdisciplinary and multidisciplinary nature of social science.
- discuss the recent advancements in the area of social science.
- understand the principles of curriculum development, its transaction and evaluation.
- evaluate and develop curriculum, textbooks, workbooks, teacher handbooks, teacher's education manuals.
- develop an understanding about the meaning, nature, scope of various subjects of social sciences such as history, political science, geography and economics.
- explain aims and objectives of various subjects of social sciences such as history, political science, geography and economics.
- develop understanding about recent trends in of various subjects of social sciences such as history, political science, geography and economics.

Course Content

Unit-I: Evolution of Social Sciences

- Social Science as a dynamic expanding body of knowledge, interdisciplinary and intra-disciplinary correlation of social sciences
- Contemporary and current problems in India, perspectives of various stages of school education
- Place of social sciences in school curriculum; its values and significance
- Role of Ministry of Education, ICSSR, NCERT in Evolution of Social Science

- Sustainable Development Goals (SDG) in relation with Social Science Education
- Recent advancements in social science

Unit-II: Social Science Curriculum and Textbook

- Concept, nature, Core Curriculum; role of curriculum in Social Science Education
- Approaches to planning, formulation and organization of social science curriculum; social science curriculum at various stages of education
- National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science
- Integrating Co-curricular activities with Social Science Education
- Development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials – their conceptualization and processes
- Principles for selection of Social Science Textbook
- Characteristics of Social Science Textbook
    - Selection of contents
    - Organisation of Contents
    - Presentation of contents
    - Verbal Communication in Textbook
    - Physical characteristics of Social Science Textbook

Unit-III: Teaching and Learning of History and Political Science/Civics under Social Sciences

- Nature and Scope of History as a discipline of Knowledge
- Aims and Objectives of Teaching History at School Level
- Nature and Scope of Political Science or Civics as a discipline of knowledge
- Aims and Objectives of Teaching History at School Level
- Recent trends in History & Political Science/Civics and Teaching of History & Political Science/Civics at School Level

Unit-IV: Teaching and Learning of Geography and Economics under Social Sciences

- Nature and Scope of Geography as a separate pedagogy
- Aims and Objectives of Teaching Geography at School Level
- Nature and Scope of Economics as a discipline of knowledge
- Aims and Objectives of Teaching Economics at School Level
- Recent trends in Geography & Economics and Teaching of Geography & Economics at School Level

Suggested Activities

- Write a comprehensive essay on 'Evolution of Social Science as a discipline'.
- A Critical appraisal/analysis of existing syllabi and textbooks of any class at secondary/ senior secondary level developed by NCERT/MBSE/other state board.
- Action research on any problem related to social science at school/college/university level.
- Any other assignment/ project given by the teacher.

Mode of Transaction

Lecture Method, Discussion Method, Seminars, Symposium, Group Discussion, Panel Discussion, Debates, Problem-Solving, Demonstration, and Brain-storming.

Assessment Rubrics

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

Suggested Readings

- Alan J.S. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates. New Jersey: Mahwah.
- Arora, GL. (1988), Curriculum and Quality in Education. New Delhi: NCERT.
- Ashley Kent, (2001) Reflective Practice in Geography Teaching, Paul Chapman Educational Publishing Ltd.
- Avijit P., (2002). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness, New Delhi: Rainbow Publishers.
- Batra, P. (ed) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi: Sage Publications.
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- David Lambert and David Balderstone (2000). Learning to Teach Geography in Secondary School: A Companion to School Experience. London: Routledge Falme.
- Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies. New Delhi: Harman Publishing House.
- Digumarti B. Rao and Ranga Rao (2007), Techniques of Teaching Economics. New Delhi. Sonali Publications.
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- George, A. and Madan, A. (2009). Teaching Social Science in Schools, NCERT's New Textbook, New Delhi: Sage Publications.
- Halsall, J.P. & Snowden, M. (2018). The Pedagogy of the Social Sciences Curriculum. Springer International Publishing AG
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- James, H. (1953). Teaching of Social Studies in Secondary Schools, Longman Geen & Co, London.
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- Kochhar, S.K. (1998). Teaching of Social Studies. New Delhi: Sterling Publishers Pvt. Ltd.
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- NCERT (2005b), *National Curriculum Framework 2005*, National Council of Educational Research and Training, New Delhi.
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- NCERT (2006a). Syllabi for Secondary and Senior secondary Classes, New Delhi: National Council of Educational Research and Training.
- NCERT (2006b). Syllabus for Classes at the Elementary Level. New Delhi: National Council of Educational Research and Training.
- Wagner, P. (1999). The Twentieth Century –the Century of the Social Sciences?
- Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.
- Williams E. B., Michael W. and Suzanne R. B. (2006) Teaching Economics: More alternatives to chalk and Talk. USA: Edward Elgar Publishing, Northampton.

M.Ed./3/SP/304A

EDUCATIONAL LEADERSHIP-I

Credit: 4

Total Marks: 100

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

Scope

After completion of the course the teacher educators will able to: understand the emerging issues and problems of educational leadership in India at school education, higher education, and teacher education level. They will understand the emerging issues and problems of educational leadership in India at school education, higher education, and teacher education level. Major issues and problems in educational leadership according to various levels at which education is imparted in India like: Administrative problems of primary education, secondary education, higher education, and teacher education.

Course Objectives

After undergoing this course, the prospective teacher educators will be able to

- develop an understanding of the concept and importance of educational leadership.
- critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- develop an understanding on school leadership.
- develop leadership skills needed to emerge as leaders.

Course Content

Unit-I: Nature of Educational Leadership

- Concept and Nature of Educational Leadership
- Leadership Styles: Meaning and evaluation.
- Functions of Educational Leader.
- Approaches to Educational Leadership: Trait, Transformational, Transactional, Value-based, Cultural Psychodynamic and Charismatic.

Unit-II: Theories of Educational Leadership

- Great Man Theory
- Contingency Theories
- Situational Theories
- Participative Theory
- Behavioural Theory

Unit-III: School Leadership

- School leadership: Multiple Roles, Identities and Grass root level.
- School and Community: - Interlinkage, Role and responsibilities.
- School as a learning organization.
- Developing a vision for school: - vision for school transformation, assessing contextand constraints.

Unit-IV: Educational Leadership Roles- Challenges and Perspectives

- Values, vision and moral purpose in educational leadership.
- Leading and managing educational change and improvement
- Leadership for the learning community.
- Developing leadership and management skills.

Suggested Activities for Field Engagements/Practicums

Note: At least one activity has to be selected or assigned from the following:

- Writing a report on the co-curricular activities taken up by schools.
- Visit a school and identify problems faced by the principals and teachers and remedy adopted to solve them.
- Study on the leadership styles adopted by principals/headmasters in schools,
- Visit SMDC/SMC members and identify their roles and responsibilities for the school development.
- Developing questionnaire for interviewing leaders in the educational administration.
- Any other relevant topic/activity considered appropriate by the teacher.

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:

- Ediger, M. and Digumarti, B.R. (2006). School Organisation, Discovery Publishing House: New Delhi.
- Sindhu, I.S.(2008). Educational Administration and management. International Publishing House: Meerut.
- Mishra, R.C. (2010). Class room management. APH Publishing Corporation: New Delhi.
- Feldman Daniel and Arnold Hugh (1984). Managing Individual and Group Behaviour in Organisations. New Delhi: Mc Graw Hill Publishers.
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- Msila V. (2012). Conflict Management and School Leadership. J Communication. 3(1).25-34
- Pandya, S.R (2002). Administration and Management of Education. Mumbai: Himalaya Publishing House.
- Stogdil, R.M (1974). Handbook of Leadership. New York: Free Press.
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M.Ed./3/SP/304B
MEASUREMENT AND EVALUATION-I
Credits: 4
Total Marks: 100
(60 Marks for the End Semester Exam, 20 Marks for 2 Class Test & 20 Marks for Activities)

Scope

The major goals of this course are: to understand the purposes of measurement and evaluation. Describe the historical development of testing and evaluation. Enumerate the importance and functions of test in education. List the types of tests used in the classroom, advantages and disadvantages of subjective and objective testing. Test administration and scoring, estimate and interpret the reliability and validity of a test as an instrument. Describe the problems of grading, quality control in grading system. Develop a variety of item including multiple-choice and constructed response items. Develop answer keys and scoring rubrics for different item formats.

Course Objectives

After undergoing this course, the prospective teacher educators will be able to

- understand measurement and different types of evaluation
- comprehend the norms and features of a measuring instrument
- grasp and apply new developments in test construction and evaluation
- identify and interpret different psychological tests
- aware of the trend and issues of measurement and evaluation

Course Content

Unit-I: Measurement and Evaluation in Education

- Concept of measurement and evaluation, Differences between measurement and Evaluation.
- Scope, Purposes and need of Measurement and Evaluation in Education
- Scales of measurement (Nominal, Ordinal, Interval and Ratio) and its properties
- Types of Evaluation: Placement, Formative, Diagnostic and Summative
- Norm Referenced and Criterion Referenced Evaluation

Unit-II: Educational and Instructional Objectives

- Meaning, Characteristics and Types of Educational Objectives
- Functions and Importance of Educational objectives in Educational measurement and Evaluation
- Concept of Instructional Objectives
- Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor) and Educational and Instructional Objectives
- Competency Based Education; Learning Objectives and Learning Outcomes

Unit-III: Tools and Techniques for Assessment and Evaluation

- Assessment of Knowledge
  - Essay type (Extended and Restricted Response)
  - Short Answer type (Fill in the blank, Statement Completion, Short Answer)
  - Objective type Questions (Multiple Choice, True or False and Matching Type)
- Assessment of Skills
  - Observation Checklist
  - Practical Examination

- Viva Voce
- Assessment of Attitude
- Likert Scale
- Thurston Scale
- Semantic Differential Scale

Unit-IV: Characteristics of a Good Measuring Instrument.

- Validity – concept, types and factors influencing Validity
- Reliability – concept, types and factors influencing reliability
- Methods of establishing reliability (Split-half, Test retest, Equivalent forms method)
- Relationship between Validity and Reliability
- Usability and Objectivity

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:

- Anastasi, A. (1976). Psychological Testing. (4thed.). New York: McMillan Pub.Co., Inc.
- Anastasi, A., & Urbina, S. (1997). Psychological Testing. (7thed.). New Delhi: PHI Learning Pvt. Ltd.
- Bloom, B.S., & Others (1971). Handbook of Formative and Summative Evaluation of Student. New York: McGrow Hill, Book Co.
- Cronbach, L.J. (1970). Essentials of Psychological Testing. (3rded.).New York: Harper & Row Publishers.
- Ebel, R.L., &Frisbei, D.A. (1986). Essentials of Educational Measurement. Prentice Hall.
- Edwards, A.L. (1975). Techniques of Attitude Scale Construction. Bombay: Vakils, Feffer & Simons, Pvt.Ltd.
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- Gronlund, N. E. (1981). Measurement and Evaluation in Teaching. (4thed.). New York: Macmillan Publishing Co., Inc.
- Harper (Jr), A.E. & Harper, E.S. (1990). Preparing Objective Examination – A Handbook for Teachers, Students and Examiners. New Delhi: Prentice Hall of India, Pvt.Ltd.
- Linn, R. L. & Gronlund, N. E. (2000). Measurement and Assessment in Teaching, (8^{th}Ed), Delhi: Patparganj, Pearson Education, Inc.
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- Singh (ed). (1990). Criterion – Referenced Measurement (Selected Readings). New Delhi : NCERT.
- Tenbrink, T.D. (1974). Evaluation – A Practical Guide for Teachers. New York : McGraw Hill, Book Company.
- Thorndike, R.L. & Hagen, E.P. (1977). Measurement and Evaluation in Psychology and Education, (4^{th} Ed). New York : John Wiley and Sons.
- Tuckman, B.W. (1975). Measuring Educational Outcome: Fundamentals of Testing. New York : Harcourt Brace, Jovanovich.

M.Ed./3/SP/304C
INDIAN KNOWLEDGE, VALUES AND TRADITIONS -I
Credits: 4
Total Marks: 100
(60 Marks for the End Semester Exam, 20 Marks for 2 Class Test & 20 Marks for Activities)

Scope

After completion of the course the teacher educators will be able to develop understanding of Indian knowledge traditions from ancient period to modern times and its contribution to Indian value system. India being a diverse nation is a reservoir of huge knowledge traditions which needs to be revived in contemporary times of value crises. The course intents to equip the learners with awareness and positive attitude formation towards Indian knowledge system, so that they are able to apply this knowledge and value in modern times.

Course Objectives

After completing the course, the student will be able to:

- reflect on Indian ethos and literature.
- understand the different values rooted in different Indian societies.
- understand the meaning, nature and characteristics of indigenous knowledge.
- explain the basic structure of the Indian knowledge system and related scriptures.
- evaluate and utilize the methods of acquisition of knowledge in Indian traditions.
- understand and reflect on regional (Mizo) knowledge tradition.

Course Content

Unit-I: Introduction to Knowledge, Values and Tradition

- Knowledge according to Indian Ethos & Literature
- Definition, nature, characteristics, scope and importance of Ancient Indian knowledge
- Indian Values: Eternal and Utilitarian
- Need and Importance of Indian Values and Traditions
- Indigenous Knowledge: Concept, Nature and Characteristics

Unit-II: Basic Structure of Indian Knowledge System

- Vedas, Upveda, Vedang, Puranas & Upnishads
- Jain Literature/Scripture
- Buddhist Literature/ Scripture
- Indian Darsanas (Aastik & Nastik)
- Vyakaran, Kavya, Natya

Unit-III: Methods in Indian Knowledge System

- Introduction to the concept of building and testing hypothesis using the methods of tantrayukti
- Introduction to pramanas and their validity, upapatti; Standards of argumentation in the vada traditions (introduction to concepts of vaada, samvaada, vivaada, jalpa, vitanda)
- Concept of poorvapaksha, uttarapaksha

Unit-IV: Regional Knowledge Tradition

- Mizo Indigenous Knowledge and Identity: Roles of Folktales/Folklores and Folksongs

- Traditional values, beliefs and customs: Rituals, religious practice, marriage system, funeral rites and Mizo festivals.
- Social Structure of Mizo Society: Family, attires, dances, slavery, victuals, chieftainship, livelihood and role of 'Pasaltha' among the Mizos.
- Origin and Impact of Christianity in the traditional Mizo Society.

Suggested Activities:

- Identification and discussion of different scriptures' contributions in the area of language, social science, and science.
- Identification of the current problems which hinder Indian Knowledge Tradition.
- Describe the contribution of any one university of ancient India to knowledge generation.
- Discuss the values of morals or values rampant in Mizo society and develop lesson plans or strategies to inculcate them in your students.
- Content analysis of folklores/folktales.
- Analyse the religious books of Christianity in terms of educational contribution.
- Any other relevant activity assigned by the course-in-charge.

Transaction Mode
Lecture Method, Discussion Method, Seminars, Symposium, Group Discussion, Panel Discussion, Debates, Case-study, Problem-Solving, Demonstration, and Brain-storming.

Assessment Rubrics
Class Tests, Assignments, Seminars, Field Based Activities/Practicums etc.

Suggested Reading:

- Liangkhaia. Mizo Chanchin. LTL Pubilications, Aizawl: 2010 (Reprinted).
- 'Indian Contribution to science', compiled by Vijnana Bharati.
- 'Knowledge traditions and practices of India', Kapil Kapoor, Michel Danino, CBSE, India.
- AcharyaPrafulla Chandra Ray, A History of Hindu Chemistry, 1902, republ., Shaibya Prakashan Bibhag, centenary edition, Kolkata, 2002
- Alok Kumar, Sciences of the Ancient Hindus: Unlocking Nature in the Pursuit of Salvation, CreateSpace Independent Publishing, 2014
- Anil Agarwal & Sunita Narain, (eds), Dying Wisdom: Rise, Fall and Potential of India's Traditional Water-Harvesting Systems, Centre for Science and Environment, New Delhi, 1997
- AnishaShekharMukherji, Jantar Mantar: Maharaja Sawai Jai Singh's Observatory in Delhi, AMBI Knowledge Resources, New Delhi, 2010
- Arsi Chanchin (Mizote hriat dan). Aizawl : 1975 & 2002
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- B.V. Subbarayappa and K.V. Sarma, *Indian Astronomy: A Source Book*, Nehru Centre, Bombay, 1985.
- B.V. Subbarayappa, Science in India: A Historical Perspective, Rupa, New Delhi, 2013
- Bibhuti bhushan Datta & Avadhesh Narayan Singh, History of Hindu Mathematics, 1935, repr. Bharatiya Kala Prakashan, Delhi, 2004
- Bibhuti bhushan Datta, Ancient Hindu Geometry: The Science of the Śulba, 1932, repr. Cosmo Publications, New Delhi, 1993
- Captain. O. A. Chambers: Hand book pf the Lushai Country, 2005, Firma KLM Pvt Ltd, Kolkatta
- Chitta Ranjan Nag: The Mizo Society In Transition, 1993, Vikas Publishing House, Pvt. Ltd., New Delhi.

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- Dahrawka, P.S. Mizo Thawnthu. Aizawl : 1964
- Dharampal, Indian Science and Technology in the Eighteenth Century, Academy of Gandhian Studies, Hyderabad, 1971, republic. Other India Bookstore, Goa, 2000
- Dokhuma, James. Hmanlai Mizo Kalphung leh Hmasang Mizo Awm Dan.
- Dr. Subhash Kak , Computation in Ancient India,Mount, Meru Publishing (2016)
- Folktales of Mizoram (Revised & Enlarged). Aizawl : 2014
- Fredrick W. Bunce:The Iconography of Water: Well and Tank Forms of the Indian Subcontinent, DK Printworld, New Delhi, 2013
- George Gheverghese Joseph, The Crest of the Peacock, Penguin Books, London & New Delhi, 2000
- History and Culture of Mizo. Gilzom Offset Press, Aizawl : 2014
- J. McKim Malville &Lalit M. Gujral, Ancient Cities, Sacred Skies: Cosmic Geometries and City Planning in Ancient India, IGNCA & Aryan Books International, New Delhi, 2000).
- K. Ramasubramanian, A. Sule and M. Vahia, Eds. *History of Astronomy: A Handbook*, SandHI, I.I.T Bombay and T.I.F.R., Mumbai, 2016.
- *Karaṇapaddhati of Putumana Somayājī*, Translation and Notes, R. Venkateswara Pai, K. Ramasubramanian, M.S. Sriram and M. D. Srinivas, Hindustan Book Agency, New Delhi, 2018 (Rep. Springer, New York 2018).
- Khiangte, Laltluangliana. Mizos of North East India. 2008
- Lalbiaknema,C. Kan Chenna Mizoram. SL & PB,Aizawl:1995.
- Lalthangliana, B. Mizo Chanchin. Aizawl: 2009.
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- M. S. Sriram, *Elements of Indian astronomy- 5 Lectures*, Instructional Course on Indian Sciences, Prof. K.V. Sarma Research Foundation, 2019.
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- Mizo Thurochun leh Thawnthu Za. Aizawl : 2018
- R. Balasubramaniam, Delhi Iron Pillar: New Insights, Indian Institute of Advance Study, Shimla & Aryan Books International, New Delhi, 2002
- R. Balasubramaniam, Marvels of Indian Iron through the Ages, Rupa & Infinity Foundation, New Delhi, 2008
- R.M. Pujari, Pradeep Kolhe, N. R. Kumar, 'Pride of India: A Glimpse into India's Scientific Heritage', Samskrita Bharati Publication. Guidelines for Training/ Orientation of Faculty on IKS 11
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- *Tantrasaṅgraha of Nīlakaṇṭha Somayājī*, Translation and Notes, K. Ramasubramanian and M.S. Sriram, Hindustan Book Agency, New Delhi 2011 (Rep. Springer, New York 2011).
- Thanga. Hman Lai Mizo Awm Dan. Lalsangpuii, Aizawl: 1992
- Thanu Padmanabhan, (ed.), Astronomy in India: A Historical Perspective, Indian National Science Academy, New Delhi & Springer (India), 2010
- Tribal Culture, Language & Literature. Mittal Publication, Nerw Delhi : 2013
- Tribal Research Institute. Mizo Lam |henkhat. Aizawl: 2010

- Tribal Research Institute. Mizote Khawsak Phung. Aizawl:1993.
- Zawla, K. Pi pute leh an thlahte chanchin. Aizawl : 1988
- Zawlbuk Titi. Mizoram Publication Board. Aizawl : 2000
- Videos available at https://www.youtube.com/watch?v=Qzam3vEnD-8&list=PLF72fmBZVDxlkv0Ih_aSHnax5S5-wug8v

M.Ed./3/SP/304D
EARLY CHILDHOOD CARE AND EDUCATION-I
Credits: 4
Total Marks: 100
(60 Marks for the End Semester Exam, 20 Marks for 2 Class Test & 20 Marks for Activities)

Scope

After completion of this course the teacher educators will be able to develop the vital importance of Early Childhood Care and Education (ECCE). The policy both at global and national level in the field will be discussed with special emphasis on the in pre-school education foundational principles, theories, curriculum, duration, resources, personnel and structure of ECCE program as envisaged in NEP-2020. Also, the learners will be given exposure to ECCE provisions, formats of some selected countries which are globally appreciated. The learners will be provided knowledge of recent researches happening in the field of ECCE.

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
- know about the contribution of famous educators in the field of early childhood education
- 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.
- acquainted with theoretical bases of learning meant for foundational stages
- understand different curriculum types for foundational stages
- understand the different pedagogical approaches, methods and strategies for foundational stages
- apply the appropriate approaches and methods at the foundational stages
- design appropriate teaching-learning material for foundational stages
- acquaint with assessment strategies at early childhood stage

Course Content

Unit-I: Introduction to Early Childhood Care and Education

- Concept, objectives and need for early childhood care and education
- History of early childhood care and education in India
- Contributions of educators to early childhood education: Frederich August Froebel, Maria Montessori, Gijubhai Bhadeka & Tarabai Modak
- Organisations in the field of early childhood education: ICCW, CSWB, NIPCCD & IAPE

Unit-II: Development During Early Childhood Period (3-6 years) and Appropriate Activities

- Physical and Motor Development
- Socio-emotional Development
- Language Development
- Cognitive Development

Unit-III: Planning of Early Childhood Education Centre and Programme

- Planning of Infrastructure/Physical Environment
- Planning of Teaching Staff, Admission Procedure and Records & Registers
- Planning of Programmes and Equipment & Materials
- Principles of Planning and Preparation of Yearly Plan,Weekly Schedule and Daily Routine

Unit-IV: Curriculum Transaction and Assessment in Early Childhood Education

- Methods of Transaction of Early Childhood Education Programmes: Play-way, Dramatization, Story Telling, Games and Play, Painting, Clay Modelling, Field Trip and Nature Study
- Use of developmentally and culturally appropriate teaching learning materials and equipment
- Assessment Tools and Strategies
- Assessment of Children's progress and Maintenance of Records and Reports

Suggested Activities:

- Construction of lesson plan for pre-primary classes based on Froebel/ Montessori method.
- Detailed listing and planning of activities for four different aspects of development.
- Administration and interpretation of standardized tool on cognitive/ language /socio-emotional development of children in early childhood stage.
- Writing of review of researches on ECCE/Preschool Education.
- Establishment of norms for physical growth and development for different age group of Children
- Critical examination of existing practice of ECCE in the light of developmental needs and characteristics.
- Develop a model curriculum for preparatory school practices.
- Study of present status of ECCE in one State//District
- 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
- Prepare E-content for ECCE pre service training.
- Assignment on selected themes from the course.
- Any other relevant activity identified 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:

- Aggarwal, J.C. (2009). *Early childhood care and education*. New Delhi: Neha Publishers & Distributors.
- Aggarwal J.C. (1990). *Methods and materials of nursery education*. Delhi: Doaba House.
- Day, Barbara (1983). *Childhood education: Organizing learning activities.* New York: Mac Millan.
- Grewal J.S. (1984*). Early childhood education*. Agra: National Psychological Corporation.
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- Mohanty, J., & Mohanty, B. (1994). *Early childhood care and education (ECCE).* New Delhi: Deep & Deep Publications.
- Muralidharan, R.,& Asthana, S. (1991). *Stimulation activities for young children.* New Delhi: NCERT.
- Muralidharan, R., & Banerji, U. (1969). *A guide for nursery school teachers.* Delhi: NCERT.
- Pankajam, G. (1994). *Pre-school education: Philosophy and practice.* Ambala Cantt: The Indian Publications
- Pankajam, G. (2005). *Pre–primary education: Philosophy and practice.* New Delhi: Concept Publishing Company
- Rao, V.K. (2004). *Early childhood care and education*. New Delhi: Common Wealth Publications.
- Shukla, R.P**.** (2008 reprint). *Early childhood care and education*. New Delhi: Sarup and Sons.
- Siddigi, N., Bhatia, S., & Biswas, S. (2005 reprint). *Early childhood care and education*. Delhi: Doaba House.
- Singh, B. (1997). *Pre-school education.* New Delhi: APH Publications.
- Swaminathan, M. (1991). *Play activities for young children.* New Delhi: UNICEF.

M.Ed./3/SP/304E
EDUCATIONAL POLICY, RESEARCH AND INNOVATION-I
Credits: 4
Total Marks: 100
(60 Marks for the End Semester Exam, 20 Marks for 2 Class Test & 20 Marks for Activities)

Scope

In this light, this course provides the knowledge about educational policy and policy research innovation, integrate, exchange and apply knowledge about educational policy, educational innovation. It deepens and expands understanding in the areas of fundamentals of educational policy, policy research, innovation, and culturally relevant policies. It examines educational policies, practices, movements, outcomes, dilemmas, and controversies-as well as the forces shaping them-with an emphasis on academic excellence, leadership development, and a commitment to social justice.

Course Objectives

On completion of the course, the prospective teacher-educator will be able to**:**

- explain the importance of developing a policy in education,
- relate the policy with the existing education scenario.
- appreciate the roles of various bodies in structuring educational policy.
- critically look into the educational policies in India.
- address positively to the policy challenges in education

Course Content

Unit-I: Educational Policies on Elementary Education

- Meaning and Scope of Elementary Education
- Constitutional Provisions to achieve UEE
- Government Policies and Steps for UEE since Independence
- Recommendations of Kothari Commission,
- NPE 1986, PoA 1992,
- National Education Policy (2020)

Unit-II: Educational Policies on Secondary Education

- Secondary and Higher Secondary Education during the British Period
- Commissions and Policies on Secondary and Higher Secondary Education:
- University Education Commission(1948-49)
- Secondary Education Commission (1952-53),
- Kothari Commission (1964-66),
- National Policy on Education (1968, 1986, Revised Programme of Action 1992)
- National Education Policy (2020)

Unit-III: Educational Policies on Higher Education

- National Policy of Education (1968),
- National Policy on Education (1986),
- National Policy for ICT (2012)
- National Education Policy (2020)

Unit-IV: Educational Policies on Teacher Education

- Curriculum Framework for Teacher Education (2009)
- Teacher Education Scheme (1987)
- National Commission on Teachers (1999),
- National Knowledge Commission (2009)
- National Education Policy 2020

Suggested Activities:

- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central & state Govt. for Elementary Education. Prepare a report of entire activity.
- Evaluation of management of Samagra Shiksha implementation in the state.
- Evaluation of management of RUSA implementation in the state.
- Analyse quality & quantity of Mid-day meal in any rural school.
- Review research on implementation of educational policies of Elementary, Secondary and Higher Education.

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:

- Report of the Education Commission1964-66. NCERT. Ministry of Education, Vol. 1.
- All India Survey on Higher Education. 2011. Pilot Report, MHRD, Department of Higher Education, Planning, Monitoring and Statistic Bureau
- Basu, Aparna. 1979. The growth of Education and Political Development in India: 1893-1920. Oxford University Press. Delhi
- Sharma, N. R. & Sharma, K. R. 2004. Problems of Education in India. Atlantic Publishers, New Delhi.
- Singh, L.C. 1990. Teacher Education in India: A Resource Book. NCERT. Delhi.

- Singh, V.N. 2005. Education in India: From Earlier Times to Today. Vista International Publishing House. New Delhi.
- Yechuri, Sitaram. 1986. Educational Development in India. Social Scientist. No. 153-154, Vol.14, No.2 & 3.

M.Ed./3/CC/305
INTERNSHIP IN TEACHER EDUCATION INSTITUTIONS-II
Credits-2
Marks-50
(50 Marks for Internal Assessment)

Scope

This core practically oriented paper intends to prepare the prospective teacher educators to deliver teaching the core and pedagogical content most effectively to the teacher trainees in the selected TTIs. The course will thus enable them to gain practical exposure to the science of teaching.

Activities to be Taken up during Internship Programme-II

Sl. No.	Activities/Project	Marks
1.	Four (4) Lessons on Core/Pedagogy papers to be delivered with B.Ed. students at elementary and secondary level	5 x 4=20
2.	Institutional/School Based Experiences: Observation of Teacher Education Institutions/ Higher Secondary School Activities and writing a report based on the observation	10
3.	Observation of 5 lessons of Pupil-Teachers B.Ed. at Elementary and Secondary level	2 x5=10
4.	Institutional Study Project- 1. Library management 2. Science/Social Science Club management 3. Office record and maintenance of attendance register, time-table and lesson planning 4. Maintenance of ICT department 5. Maintenance of any kind of laboratory	10
	Total	**50**

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. 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.

M.Ed./3/CC/306
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)

Scope

This component of syllabi intends to train learners in application of appropriate ways of data handling & analysis and compile the collected data of their research and writing dissertation.

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 Content

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.

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	Organizational 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	Establishmentoflinkagesbetweenthefindingsofstudiesreviewedandhypothesesof 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 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.

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. Rout ledge. 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:TheMacMillanCompany

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

Course Code	Course Name	Total		Distribution of Credits			Internal	External
		Marks	Credits	L	T	P		
M.Ed./4/CC/401	Educational Planning and Management	100	4	3		1	40	60
M.Ed./4/CC/402	Educational Technology and ICT in Education	100	4	3		1	40	60
M.Ed./4/SP/403	Theory and Practice of Teaching in 403A: Mathematics Education-II 403 B: Science Education-II 403 C: Language Education-II 403D: Social Science Education-II	100	4	3		1	40	60
M.Ed./4/SP/404	404A: Educational Leadership-II 404B: Measurement and Evaluation II 404C: Indian Knowledge, Values and Tradition-II 404D: Early Childhood Care and Education-II 404E: Educational Policy, Research and Innovation-II	100	4	3		1	40	60
M.Ed./4/CC/405	Dissertation Part-III	100	4			4	75	25 **Viva Voce**
Total		**500**	**20**	**12**		**8**	**235**	**265**

M.Ed.-Semester-IV
(Marks 500 and 20 Credits)
Details of Internal and External Assessment Marks

Course Code	Course Name	Internal Assessment			End Semester Exam
		Class Test-1	Class Test-2	Practicum /Activity	
M.Ed./4/CC/401	Educational Planning and Management	10	10	20	60
M.Ed./4/CC/402	Educational Technology and ICT in Education	10	10	20	60
M.Ed./4/SP/403	Theory and Practice of Teaching in 403A: Mathematics Education-II 403B: Science Education-II 403C: Language Education-II 403D: Social Science Education-II	10	10	20	60
M.Ed./4/SP/404	404A: Educational Leadership-II 404B: Measurement and Evaluation II 404C: Indian Knowledge, Values and Tradition-II 404D: Early Childhood Care and Education-II 404E: Educational Policy, Research and Innovation-II	10	10	20	60
M.Ed./4/CC/405	Dissertation Part-III	-	-	75	25 **Viva-voce**
Total		40	40	155	265
		80		155	265
		235			**265**
*First Test will be in the in the mid of second month of the semester. **Second Test will be in the end of the third month of the semester.					

M.Ed./4/CC/401
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)

Scope

After successful completion of the course the teacher educators will able to: gain the knowledge and skills necessary to support comprehend theoretical and practical aspects of educational management and administration. Understand the roles and functions of educational managers. Develop an insight about the characteristics of quality institutions, and

apply various principles and steps of institutional planning in future for quality management in education.

Course Objectives

On completion of this course, the Prospective Teacher Educator 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 individual performance as educational managers and leaders.
- develop skills in planning by mastering the approaches of educational managers and leaders.
- explain the role and contribution of different agencies/contribution in educational planning.
- analyse the issues and challenges in the planning and management of education in India.
- apply the concept of human resource management in future situations.
- analyse the need and relevance of emerging trends in education management in changing social contexts.
- manage institutions effectively using different management processes.
- develop competencies in leading institutions in different competencies.

Course Content

Unit-I: Educational Management

- Meaning, Concept and Need of Management at Educational Organisation
- Difference between Education Management and administration
- Process of Educational Management: Planning, Organising, Coordinating, Directing, implementing, Supervising and Evaluation.
- Decentralised Planning and Management: Concept, Process and Implementation in India with Respect to Education
- Institutional Planning: Concept, Scope and Significance

Unit-II: Human Resource and Finance Management

- Meaning Nature and scope of Human Resource Management in Educational Organisations
- Performance Appraisal Management: Concept, Process and Techniques
- Professional Growth: Concept, Strategies and NEP 2020 Recommendations
- Decision-Making Process, Team Building
- Financial Management in Educational Organisation

Unit-III: Leadership and Change Management

- Leadership: Concept, Style for Managing Educational Organisation
- Theories of Leadership in Educational Organisation
- Group Dynamics: Concept, Stage and Types

- Conflict: Concept, Nature and Strategies for resolving conflict in Organisation
- Change Management: Concept, Nature and Process in Educational Organisation

Unit-IV: Emerging Trends in the Management of Education

- Integrated learning Solutions; Augmented Reality and Personalised Learning (MOOCs): Use and Management
- Management Information System (MIS) in Educational Organisation
- Benchmarking Technique for Quality Management and Total Quality Management (TQM)
- Management of Vocational Education with the lens of National Policy on Skill Development and Entrepreneurship, 2015 and NEP 2020
- Management of Higher Education and Teacher Education with reference to NEP 2020: Recommendation and Critical Reflection

Suggested Activities

Note: Only one activity will be selected/assigned, which should be presented as a seminar paper.

- Preparation of a plan for instructional and institutional management in a secondary school.
- Visit a Higher Education/ Teacher Education Institution, and observe and analyse the organisational structure, climate, leadership style, and behaviour.
- Prepare a plan to mobilise different types of resources from the community in an educational organisation.
- A comparative study on the organisational climate in government vs private schools and rural vs urban schools.
- Write a report on the universalisation of vocational education.
- Study the Leadership role of school Headmasters/Principals.
- Rules and regulations governing unaided private high schools in Mizoram.
- Critical reflection on National Education Policy, 2020 or National Policy on Skill Development and Entrepreneurship, 2015
- Any other activity identified by the course in charge.

Mode of Transaction

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

Assessment Rubrics

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

Suggested Readings

- Aggarwal, V. & Bhatnagar, R. P. (1997). Supervision, Planning and Financing. 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.
- Greene, J. F. (1975). School Personnel Administration, Pennsylvania: Chilton Book Company.
- 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.
- 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.
- National Education Policy. (2020). Ministry of Human Resource Development Government of India.
- National Policy on Skill Development and Entrepreneurship. (2015). Ministry of Skill Development and Entrepreneurship.
- Owen, R.G. (1970). Organisational Behaviour in Schools, Prentice Hall Inc., Englewood Cliffs, N.J.
- Robbin, S., Judge, T., and Vohra, N. (2012). Organisational Behaviour. New Delhi. Pearson.
- Safaya, R. N. and Shaida, B. D. (2015). School Administration and Organization

M.Ed./4/CC/402
EDUCATIONAL TECHNOLOGY AND ICT IN EDUCATION
Credits: 4
Total Marks: 100
(60 Marks for End Semester Exam, 20 Marks for Class Tests & 20 Marks for Activities)

Scope

This course intends to enable the prospective teacher educator to have knowledge on useful blending of ICT tools for constructing effective educational experiences. Also, the course will help the learners to be acquainted with history of educational technology and landmark developments. The various policy and plans in the direction of promoting ICT with special

emphasis on recent boom in the field of computer sciences like in the field of coding, AI will also be discussed with special reference to NEP-2020.

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 and differentiate various approaches to educational technology
- critically evaluate ICT related policies and plans
- appreciate the emergence and evolution of modern trends in educational technology
- describe the concept, nature, and components of ICT-based learning
- understand and use the open educational resources
- familiarize with the Open online Courses
- apply the knowledge of ICT tools in their professional life

Course Content

Unit-I: Historical and Conceptual Bases of ET & ICT

- Concept, Meaning and Nature of Educational Technology, Instructional Technology, Information & Communication Technology
- Trends in Educational Technology: A historical review
- Technology and Pedagogy Dynamics
- Governments Plans & Policies for ICT in Education

Unit-II: Approaches to Educational Technology and Instructional Design

- Hardware Approach & Software Approach: Basis, Principles and Characteristics
- Role of hardware and software technologies in modern educational practices
- System approach: Concept, Meaning, Characteristics, Steps of a system approach
- Instructional Design: Principles of instructional design and salient features of different instructional design models.

Unit-III: Modern Trends in Educational Technology

- Programmed Instruction, Computer Assisted Instruction (CAI), Interaction Analysis.
- ICT-based Learning: E-Learning, M-Learning, Blended Learning, Hybrid Learning, Adaptive Learning, Gamified Learning
- Artificial Intelligence (AI) in Education
- Immersive Technology in Education: Augmented Reality (AR), Virtual Reality (VR) and Simulations

Unit-IV: Open Access Resources and Online/Offline Tools for ICT

- Open Educational Resources (OER): meaning, need and importance, sources, adoption, adaption –openness, relevance, and accessibility.
- Open Courseware (OCW), Massive Open Online Courses (MOOCs)
- Intellectual Property Rights and Creative Common License.
- Educational software & their application- MS Office, Google tools, Virtual Classroom tools, Learning Management System.

Suggested Activities:

- Seminar/Power point presentation.
- Using Google tools (Google Classroom, Microsoft Team, etc.) for educational purposes.
- Listing and evaluating various chatbots in an educational context.
- Listing and evaluating various web-portals for research in education.
- Downloading, installing and using free and open-source educational software.
- Critical evaluation of ICT integration efforts in the country.
- Analysis and evaluation of ICT policy of the Government.
- Listing and evaluating OCW and OER websites available for various levels of Education.
- Any other activity that is relevant to the subject.

Modes of Transaction

Lecture, Lecture cum discussion, project work, demonstration of A.V. aids, action research, project, assignment, student-seminar etc.

Assessment Rubrics

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

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.
- Cheng, I., Safont, L.V. & Basu, A. (2009). *Multimedia in Education: Adaptive Learning and Testing.* New Jersey: World Scientific Pub Co Inc.
- Collins, J., Hammond, M. & Wellington, J.J. (1997). *Teaching and Learning with Multimedia. London*: Routledge.
- Dale, E. (1969). *Audiovisual Methods in Teaching*, (Edition 3). New York: Dryden Press.

- 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). *ShaikshikTaknikiEvamKakshaKakshPrabandh*. Delhi: Swati Publication.
- Jonassen, D.H. (ed) (2003). *Learning to Solve Problems with Technology: A Constructivist Perspective*, (Edition 2). California: Merrill.
- Jonassen, D.H., Peck, K.L. & Wilson, B.G. (1999). *Learning with Technology: A Constructivist Perspective.* California: Merrill.
- Joyce, B.R., Weil, M. & Calhoun, E. (2009). *Models of Teaching, Alternative eText Formats Series*, (Edition 8). Boston: Pearson/Allyn and Bacon Publishers.
- 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).
- OET (2000). *E-learning: Putting a World-class Education at the Fingertips of all Children: The National Educational Technology Plan.* Office of Educational Technology, US Department of Education. New York: DIANE Publishing.

M.Ed./4/SP/403A

THEORY AND PRACTICE OF TEACHING IN MATHEMATICS EDUCATION-II

Credit: 4

Total Marks: 100

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

Scope

This specialization course has been designed for prospective mathematics teacher educators to enable them understand the nature of mathematics, development of mathematics as a discipline, conceptualizing the processes of promoting learning mathematics from disciplinary perspectives, emerging interdisciplinary branches of mathematics. Further contemporary researches in field of mathematics teaching-learning process and issues of nature of language and its effect in delivering the mathematical content will be dealt to strengthen the process of teaching mathematics at school level. An emphasis on preservation

and promotional of Indian traditional knowledge system in the field of mathematics will also be emphasized in the course.

Course Objectives

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

- understand learners and plane the different classroom strategies accordingly
- develop a critical understanding of the ICT and its different aspect in mathematics education
- developing skills and knowledge required to make appropriate use of technology, learner teachers will be required to make pedagogical choices critically about when and where technology should be used
- develop an in-depth understanding of the research in mathematics education
- understand the different types of new trends in the mathematics education
- understand the key characteristics of broad research frameworks used in math education research
- develop a comprehensive understanding of the professional development of mathematics teachers
- understand the innovations in pre service mathematics teacher education: recent trends and challenges

Course Content

Unit-I: Understanding Learners and Planning Classroom Strategies

- Exploring learners: Cognitive, affective and psychomotor abilities
- Understanding learner's sensitivity: listening, mathematical anxiety, phobia, understanding
- Supporting learners: Promoting self-learning, self-study, raising queries, thinking independently and promoting mathematical ideas.
- Learners and cognition: solving puzzles, riddles, using conjecture and algebraic reasoning
- Analysis of textual and supplementary print materials connecting lab/field experience and suitable planning for classroom interaction.
- Innovative strategies of mathematics teaching: Personalized Learning, Project-Based Learning, Asking Open-Ended Questions, Flipping the Classroom and Inquiry-Based Learning

Unit-II: ICT and Mathematics Education

- ICT and Activities Mathematics learning activities
- Designing the interactive digital lessons and its execution via Interactive Whiteboards/Projectors/Laptops/iOS & Android Devices
- Digital Resources for Mathematics Teachers: development and uses
- Geogbra: Its functions and uses in mathematics teaching
- Maintaining digital portfolio in Mathematics assessing progress and performances of learners.
- TPACK in Mathematics teaching: Use and importance

- Integrating learning experiences and instruction: using day to day life elements of mathematics and using it with in the classroom teaching

Unit-III: Research in Mathematics Education

- Mathematics education in India – An overview and Challenges of research in Mathematics Education
- Research problems in the field of Mathematics Education: Review, Identification & extension
- Indigenous traditions and the colonial encounter: A historical perspective on mathematics education in India
- Researches on classroom transitional process in mathematics
- Current Trends in Mathematics Education: ICT in mathematics education, transitional phase studies, Policy and Equity, Pedagogies, Curriculum and Assessment, ethno-mathematics.

Unit-IV: Professional Development of Mathematics Teachers

- Innovations in pre service Mathematics teacher education: Recent trends and challenges
- Content knowledge in mathematics education: Enhancement and Updation
- In service professional development of mathematics teachers
- Teachers' training: Identifying need, strength and weaknesses
- Teacher training through online mode: NISHTHA and DIKSHA
- Activities enriching mathematics learning assisting learning, supplementary text material, summer programmes, correspondence course. Mathematics club, contests and fairs, designing mathematics laboratory and its effective use, recreational activities games, puzzles and riddles in mathematics,
- Role of mathematics teachers' association, and mathematics club
- Journal and other resource material in mathematics education;
- Professional growth by participation in conferences/seminars/workshops

Suggested Activities for Field Engagements/Practicums (20 Marks)

Note: At least one activity has to be selected or assigned from the following:

- Identify the Slow Learners, Low Achievers and High Achievers in Mathematics from The Classroom During Practice Teaching. (Case Study)
- Conducting of Action Research for Selected Problems.
- Development and Try-Out of Teaching-Learning Strategy for Teaching of Particular Mathematical Concepts.
- Use of Computer in Teaching of Mathematics.
- Use of Mathematics Activities for Recreation.
- Development and Use of Mathematics Laboratory.
- Prepare Mathematical Activities in The Context of Socio-Cultural Aspects
- Any other activity approved by the course instructor

Modes of Transaction

Lecture, Lecture cum discussion, project work, demonstration of A.V. aids, action research, project, assignment, student-seminar etc.

Assessment Rubrics

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

Suggested Readings:

- Aggarwal, J. C. (2008). Teaching of Mathematics. UP: Vikas Publishing House Pvt Ltd.
- Johnston-wilder. S, et al. (2014). Learning to Teach Mathematics in the Secondary School (3rd Ed). Routledge, New York.
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- NCERT (2012). Pedagogy of Mathematics. New Delhi Sharan, R., & Sharma, M. (2006). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
- Siddiqui, M. H. (2005). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
- Sidhu, K. S. (2006). The Teaching of Mathematics. New Delhi: Sterling Publishers Private Ltd.
- Singh, M. (2006). Modern Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd
- James, A. Methods of teaching mathematics. Neelkamal publications pvt. Ltd.
- Edigar, M., & Rao, D.B. Teaching Mathematics Succesfully. Delhi publishing house.
- Raju, B & Babu, M.R. Pedagogy of mathematics. Neelkamal publications pvt. Ltd.
- Rao, D.J.M. Rare, Simple and Recreational Mathematical Formula. Neelkamal publications pvt.ltd
- Goyal, S. Teaching of mathematics. Rajat publications. New delhi
- Malhotra, V. Methods of Teaching Mathematics. Cresent Publishing corporation.
- Totakura, S.R. Maths for everyday life. Neelkamal publications pvt.ltd
- Fatima, R. Teaching aids in mathematics. Kanishka Publishers, Distributors.
- Paswan, NK. Modern Methods of Teaching Mathematics. Cyber Tech publications.
- James, A. &Alwan, J. Skills & strategies of teaching mathematics. Neelkamal publications pvt.ltd.
- Beckmann C. E., Thompson D R and Rubenstein R N (2010). Teaching and learning high school mathematics. New Jersey. John Wiley and Sons Inc.

- Chambers P. (2010). Teaching mathematics: Developing as a reflective secondary teacher. New Delhi. SAGE.
- Cowan, Pamela (2006). Teaching mathematics: A handbook for primary and secondary school teacher. London: Routledge.
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- James, Anice (2005). Teaching of mathematics. Hyderabad: Neel Kamal Publications.
- Kilpatrick J. Hoyles C and Skovsmose O. (Eds.) (2005). Meaning in mathematics education. New York: Springer.
- Lgewiez, Boris and Stoyle, Judith (1973). An introduction to mathematics reasoning. New Delhi.
- NCERT (2005). National curriculum framework, 2005. New Delhi.
- NCERT (2006). Position paper: National Focus Group on Teaching of Mathematics. New Delhi.
- NCERT (2012). Pedagogy of mathematics: Textbook for two year B. Ed. Course. New Delhi.
- Servais, W. and Varga,T. (1971). Teaching school mathematics: A UNCESCO source book. Paris: UNESCO.
- Somashekar, T. V., Viswanathappa,G. and James, Anice (2014). Methods of teaching mathematics. Hyderabad: Neelkamal Publications.

M.Ed./4/CC/403B
THEORY AND PRACTICE OF TEACHING IN SCIENCE EDUCATION-II
Total Marks: 100

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

Scope

Science Education as a specialization intent to strengthen the understanding of prospective science educators by bringing the nature of science in forefronts and helping them train the prospective teachers in identifying societal scientific practices, hands on activity in doing science and understanding the fine dynamics of subject with cognitive, environmental, social and individual aspects of learning. The context of science education is expanding beyond the classroom and this specialization will provide that scope of understanding the dynamics of classroom science practices and its expansion beyond the classroom. An emphasis on preservation and promotional of Indian traditional knowledge system in the field of sciences will also be emphasized in the course.

Course Objectives

After undergoing this course student-teachers will be able to

- acquaint with various resources of ICT available for science education
- know about virtual laboratory and its significance
- acquaint with various modalities of distance science learning
- understand the research methodology of science
- understand the importance of indigenous science and sustainable goal practices

- acquaint with basic philosophy of STEM education
- understand the importance of STEM education and its linkage with international benchmarking systems
- acquaint with various prospects of applied and vocational sciences
- appreciate the fine relation of science with arts, music and sports

Course Content

Unit-I: ICT in Science Education
- Online Resources for Science Education
- Virtual Laboratory and its significance in Modern Science Education
- Distance/Online Learning in Science: Role of Multimedia
- Advancement of Technologies in Science Education
- Connected Learning Initiative (CLIx)

Unit-II: Research Trends in Science Education
- Research Methodology in Science Education
- Recent Research, Innovations and Technology Integrated Scientific Research
- Organizations and Funding Agencies for Science Research and Innovation
- Revival of Indigenous Sciences in Contemporary Researches
- Science Research for Sustainable Development Goals (SDGs)

Unit-III: Science, Technology Engineering, and Mathematics (STEM) Education
- Introduction about STEM: Meaning & Purpose
- Components of STEM Education
- Importance of STEM Education in Enhancing Student's Success
- STEM Education for the Future Readiness
- Significance of STEM Education in International Assessments: TIMSS, PISA

Unit-IV: Applied Science Education
- Environmental and Health Education: Significance in our daily life
- Sustainable Development through Scientific Literacy
- Medicinal, Agriculture and Allied Industry
- Vocational Science Education
- Science integrated with Arts, Sports and Music

Suggested Activities

Note: At least one activity has to be selected or assigned from the following:
- Identify the Learners with Low and High Achievement in science and diagnose their problems and skills respectively.
- Study the phenomenon of science anxiety and phobia among the learners
- Conducting of Action Research for Selected Problems.
- Development and Try-Out of Teaching-Learning Strategy for Teaching of particular science Concepts.
- Use of Computer in Teaching of science

- Use of science Activities for Recreation.
- Development and Use of science Laboratory.

Modes of Transaction

Lecture, Lecture cum discussion, project work, demonstration of A.V. aids, action research, project, assignment, student-seminar etc.

Assessment Rubrics

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

Suggested Readings

- Best J.W. (1999*). Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Connected Learning @ Scale: Positions, Practices, Policy and Partnerships- 2019 https://clix.tiss.edu/research/publications/
- David Moursund (2005). *Introduction to Information and Communication Technology in Education. (Ebook)*. Teacher Education, University of Oregon.
- Jimoyiannis, Athanassios (2012). *Research on e-Learning and ICT in Education.*
- Making Edtech Work for Secondary School Students and their Teachers: Research Findings from Connected Learning Initiative, Phase I (2015-2020) https://clix.tiss.edu/research/publications/
- Richard M. Felder (2016). *Teaching and Learning STEM*: A Practical guide. Jossey-Bass
- S.C. Santra (2012). *Environmental Science*. New Central Book Agency Pvt. Ltd.
- S.K. Mangal&Uma Mangal (2013). *Essentials of Educational Technology*. PHI Learning Private Limited.
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- Vaidya N.: Science teaching for the 21stcentury, New Delhi: Deep and Deep Publications.
- Vaidya, N.: The Impact Science Teaching, New Delhi: Oxford & IBH Publishing. Washton: Teaching Science Creativity
- UNESCO: *Modern Trends in Teaching Biological Sciences* Vols III.
- Washton, N.S. (1967): *Teaching science creatively in the secondary schools*, W. B. Saunders Co.

M.Ed./4/SP/403C

THEORY AND PRACTICE OF TEACHING IN LANGUAGE EDUCATION-II

Credits: 4

Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Scope

Language Education is fundamental to understand the various interacting variables in language teaching and learning processes such as learner diversity and characteristics, teacher's characteristic, classroom setting, assessment strategies. The present specialization course intents to make prospective language teacher educators competent in addressing language issues observed in monolingual to multilingual classrooms. An emphasis on preservation of Indian indigenous languages to promote traditional knowledge system will also be emphasized in the course.

Course Objectives

After undergoing this course, the prospective teacher educators will be able to:

- understand the concept of language learning and acquisition
- differentiate the different context of L1, L2 & L3 learning
- critically appreciate the popular trends and pedagogy of language teaching and learning
- conduct and support the research in language education.

Course Content

Unit-I: Language Acquisition, Learning and Institutions

- Concept of language acquisition and Concept of learning
- First language acquisition: concept and teaching strategies
- Second language acquisition: concept and teaching strategies
- Third language acquisition: concept and teaching strategies
- Institutional Set-up for language Education India and their roles: CIIL Mysore, EFLU Hyderabad, CIH, Agra, CSU New Delhi, MANUU Hyderabad, MGAHV Wardha.

Unit-II: Approaches in Language Teaching

- The Concept and types of approaches to language teaching
- Situational Language Teaching (SLT)
    - Oral language teaching
    - Structurally approach
    - Lexical approach
    - Text based Instruction
- Communicative Language Teaching (CLT)
    - Notional and Functional Approach
    - Content and language Integrated learning (CLIL) and Modern Languages Across the Curriculum
    - Cooperative language learning

- Whole Language

Unit-III: Methods in Language Teaching

- The Method: Concept and types
- Post method era and ideology in language teaching
- Selected methods:
  - Audio Lingual Method
  - Total Physical Response
  - Task based language Teaching
  - The silent way
  - Suggestopedia

Unit-IV: Research in Language Education and Assessment

- Foundation of Research in language education: Socio-Psycho-linguistics Bases
- Major trends in Language Education Methodology
  - Content analysis,
  - Contrastive analysis,
  - Error Analysis,
  - Action research
  - Classroom research and interactional analysis
- Concept of validity, reliability and trustworthiness of research in language education
- Assessment in/of/for language learning: concept and strategies

Suggested activities for field engagements/practicums (20 marks)

Note: At least one activity has to be selected or assigned from the following:

- Find out the language teaching pedagogy used by the teachers in the schools of your district/state
- Identify the suitable methods used for the first language teaching
- Critically appreciate a method of second language teaching
- Critically appreciate an approach to language teaching
- Analyse the research trend in first language education
- Analyse the research trend in second language education
- Analyse the research trend in third language education
- Error analysis of students' language Skills
- Assessment of language competencies of students in first language
- Assessment of language competencies of students in second/third language
- Institutional profile of institute for language education
- Contrastive analysis of any two languages
- Any other relevant activity considered appropriate by the teacher.

Modes of Transaction

Lecture, Lecture cum discussion, project work, demonstration of A.V. aids, action research, project, assignment, student-seminar etc.

Assessment Rubrics

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

Suggested Readings

- Akmajian, A. et al. (2010). Linguistics: Introduction to Language and Communication. (6thed.). Cambridge: MIT Press.
- Arora, N. (2012). English language teaching: approaches and methodology. New Delhi: Tata McGraw Hill Education Private Ltd.
- Billows, F. L. (1961). The Techniques of Language Teaching. London: Longmans.
- Burne, D. (1987). Techniques in Classroom Interaction. London: Longman.
- Christopherson, P. (1972). Second Language Learning. London: Penguin.
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- Freeman, D. L. (2000). Techniques and principles in language teaching. Delhi: Oxford University Press.
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- Leena, S. (2007). Communication skills. New Delhi: Prentice-Hall of India.
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- Richards, J. C. & Rodgers, T. S. (2001). Approaches and methods in language teaching. New Delhi: Cambridge University Press.
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- Turton, N. D. (1996). ABC of common grammatical errors for learners and teachers of English. New Delhi: Macmillan India.
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M.Ed./4/SP/403D

THEORY AND PRACTICE OF TEACHING IN SOCIAL SCIENCE EDUCATION-II

Credits: 4

Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Scope

Social Science is synthesis of many subjects. Majority of the teachers of social science do not have background of all subjects included in social science. The scope of social science is as vast and wide as world is and sometimes beyond the observable world. At B.Ed. level students come with one or none of the specialization in subjects of social science but deal the complete paper at upper primary and secondary level. Hence, this paper will train the teacher educators in such a way that they can incorporate the pedagogical practices with prospective teachers. Also, the paper will help the learners to gain the knowledge and skills on basics of Social Sciences.

Course Objectives

After undergoing this course, the prospective teacher educators will be able to

- understand and employ the national integration and international understanding in their classrooms and their own life.
- critically analyse the role of teachers in developing various values such as democratic values, secular values, patriotic values, social values etc.
- understand and employ co-curricular activities in the teaching-learning process.
- construct appropriate assessment tools for teaching-learning of social sciences and commence evaluation.
- understand and practice recent trends of assessment in teaching-learning process of social science.

Course Content

Unit-I: National Integration and Social Science

- National Integration: Concept, need and importance
- Barriers in National Integration
- Role of Social Science in promoting National Integration and development other values which endorse National Integration
- Position of Teacher in developing national integration

Unit-II: International Understanding and Social Science

- International Understanding: Meaning, Need and Importance
- Principles of developing international understanding
- Function of teachers in promoting international understanding

- Development of various values related to International Understanding School Students through Social Science

Unit-III: Co-curricular Activities in Social Sciences

- Organization of
  - Educational Visits/fieldtrip
  - Social Survey
  - Quiz
  - Drama
  - Exhibition
  - Street Shows Arranging Lectures in the Community

Unit-IV: Tools and Techniques of Evaluation in Social Sciences

- Continuous and Comprehensive Evaluation (CCE): Concept, Functions, Advantages and Disadvantages
- Formative Evaluation: Essential features of Formative Evaluation and its Merits
- Summative Evaluation: Characteristics, and uses of Summative Evaluation
- Tools of Evaluation in Social Sciences:
  - Rating Scales
  - Anecdotal Records
  - Portfolios
  - Cumulative Records
  - Essay Type Tests
  - Objective Type Tests
  - Case Study

Suggested Activities

- Preparation, administration and interpretation of a test to conduct a continuous evaluation in scholastic and non-scholastic areas
- Construction, administration and interpretation of an achievement test of any topic of social science of any standard of school.
- Organizing goal-oriented activities like field trips, social surveys, quiz, drama, exhibitions, street shows and any other co-curricular activities in schools
- Organizing a case study
- Action research on any problem related to social science at school/college/university level.
- Visiting social-science laboratory
- Any other assignment/ project given by the teacher.

Transaction Mode

Lecture Method, Discussion Method, Seminars, Symposium, Group Discussion, Panel Discussion, Debates, Problem-Solving, Demonstration, and Brain-storming.

Assessment Rubrics

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

Suggested Readings

- Alan J.S. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates. New Jersey: Mahwah.
- Arora, GL. (1988), Curriculum and Quality in Education. New Delhi: NCERT.
- Ashley Kent, (2001) Reflective Practice in Geography Teaching, Paul Chapman Educational Publishing Ltd.
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- Batra, P. (ed) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi: Sage Publications.
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- David Lambert and David Balderstone (2000). Learning to Teach Geography in Secondary School: A Companion to School Experience. London: Routledge Falme.
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- Digumarti B. Rao and Ranga Rao (2007), Techniques of Teaching Economics. New Delhi. Sonali Publications.
- Ferris, J.P. (2003), Elementary and Middle School Social Studies: An Interdisciplinary instructional approach. New York: McGraw Hills.
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- Halsall, J.P. & Snowden, M. (2018). The Pedagogy of the Social Sciences Curriculum. Springer International Publishing AG
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- Khan, S. U. (1998). History Teaching-Problems: Prospective and Prospect. New Delhi: Heera Publications.
- Kochhar, S.K. (1998).Teaching of Social Studies. New Delhi: Sterling Publishers Pvt. Ltd.
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- NCERT (2005a). National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science. New Delhi: National Council of Educational Research and Training.
- NCERT (2005b), *National Curriculum Framework 2005*, National Council of Educational Research and Training, New Delhi.
- NCERT (2005b), National Curriculum Framework 2005. New Delhi: National Council of Educational Research and Training.
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- NCERT (2006b). Syllabus for Classes at the Elementary Level. New Delhi: National Council of Educational Research and Training.
- Wagner, P. (1999). The Twentieth Century –the Century of the Social Sciences?
- Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.
- Williams E. B., Michael W. and Suzanne R. B. (2006) Teaching Economics: More alternatives to chalk and Talk. USA: Edward Elgar Publishing, Northampton.

M.Ed./4/SP/404A
EDUCATIONAL LEADERSHIP-II
Credits: 4
Marks: 100
(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Scope

After completion of the course the teacher educators will able to: understand the emerging issues and problems of educational leadership in India at school education, higher education, and teacher education level. They will understand the emerging issues and problems of educational leadership in India at school education, higher education, and teacher education level. Major issues and problems in educational leadership according to various levels at which education is imparted in India like: Administrative problems of primary education, secondary education, higher education, and teacher education.

Course Objectives

After undergoing this course, the prospective teacher educators will be able to:

- develop an understanding of the concept and principles of educational leadership
- develop capacities for being efficient and effective educational leaders.
- understand types of conflict and its management system in the educational organization.
- understand the contemporary issues and challenges of educational leaders.

Course Content

Unit-I: Leadership in Education

- Need and Importance of Educational Leadership.
- Qualities and Principles of Educational leader
- Role and responsibilities of educational leaders at school level.
- Managerial skills for educational leaders.

Unit-II: Models of Educational Leadership

- Fiedler's Contingency Model
- Blake and Mouton's Managerial Grid
- Tri-dimensional Model
- Hersey and Blanchard's Model

Unit-III: Conflicts in Educational Organizations

- Concept, Sources and dynamics of conflicts,
- Types of conflicts, interpersonal, intrapersonal conflicts
- Levels and models of conflicts
- Conflict management in school.

Unit-IV: Contemporary Issues in Educational Leadership

- Emotional Intelligence and Educational Leadership
- Leadership for Managing Diversity & Inclusion in Education.
- Decision making and Communication of Educational Leaders.
- Challenges of Educational Leadership in the 21st Century.

Suggested Activities:

- Visit a school / College and Study the Leadership behavior of a School Headmaster / Principal
- Conduct a survey to understand that gender difference in leadership
- Conduct a study to understand how power is used for sexual harassment in work place.
- Visit different schools and by interacting with principals and supervisors find out the various conflict faced by them in institution and the ways they resolve them.
- Visit the educational institutions to understand the motivation strategies used by leaders to motivate their employees.
- Interact with women educational administrators and find out the barriers faced by them to reach leadership position and strategies adopted by them to sustain the leadership position.

Modes of Transaction

Lecture, Lecture cum discussion, project work, demonstration of A.V. aids, action research, project, assignment, student-seminar etc.

Assessment Rubrics

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

Suggested Readings:

- Ediger, M. and Digumarti, B.R. (2006). School Organisation, Discovery Publishing House: New Delhi.
- Sindhu, I.S.(2008). Educational Administration and management. International Publishing House: Meerut.
- Mishra, R.C. (2010). Class room management. APH Publishing Corporation: New Delhi.
- Feldman Daniel and Arnold Hugh (1984). Managing Individual and Group Behaviour in Organisations. New Delhi: Mc Graw Hill Publishers.
- Gangadhar Rao, V.S.P and Narayana, P.S (1987). Organsiational Behaviour: Test and Cases. New Delhi: Konark Publishers.
- Msila V. (2012). Conflict Management and School Leadership. J Communication. 3(1).25-34
- Pandya, S.R (2002). Administration and Management of Education. Mumbai: Himalaya Publishing House.
- Stogdil, R.M (1974). Handbook of Leadership. New York: Free Press.
- Wiles John and Bandhi Joseph. (2001). Curriculum development, Columbus: Charles EMerrill Publishing Company.

M.ED./4/SP/404B
MEASUREMENT AND EVALUATION-II
Credits: 4
Marks: 100
(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Scope

The major goals of this course are: to understand the purposes of measurement and evaluation. Describe the historical development of testing and evaluation. Enumerate the importance and functions of test in education. List the types of test used in the classroom, advantages and disadvantages of subjective and objective testing. Test administration and scoring, estimate and interpret the reliability and validity of a test as an instrument. Describe the problems of grading, quality control in grading system. Develop a variety of item including multiple-choice and constructed response items. Develop answer keys and scoring rubrics for different item formats.

Course Objectives

After undergoing this course, the prospective teacher educators will be able to

- understand measurement and different types of evaluation
- comprehend the norms and features of a measuring instrument
- grasp and apply new developments in test construction and evaluation
- identify and interpret different psychological tests
- aware of the trend and issues of measurement and evaluation

Course Content

Unit-I: Approaches to Assessment and Evaluation in Education

- Behaviourist Approach to assessment and evaluation
  - Purpose, Characteristics of Assessments and Evaluation in behaviourism
- Cognitivist Approach to assessment and evaluation
  - Purpose, Characteristics of Assessments and Evaluation in cognitivism
- Constructivist Approach to assessment and evaluation
  - Purpose, Characteristics of Assessments and Evaluation in Constructivism

Unit-II: Test Construction, Standardization and Norms

- Concept of Teacher made and Standardized Tests
- Difference between Teacher made test and standardized tests
- Steps involved in the standardization of an achievement test
- Meaning and significance of Norms
- Method of establishing norm: Standard Score, Z-Score, Stanine.

Unit-III: Psychological Tests

- Concept of Psychological Test and Interpretation of Test Scores
- Concept, Types and Uses of Aptitude Tests
- Concept, Types and Uses of Intelligence Tests
- Concept, Types and Uses of Personality Tests
- Concept, Types and Uses of Interest Inventories

Unit-IV: Recent Trends in Assessment and Evaluation

- Assessment and Evaluation as reflected in NEP 2020
- Assessment of Higher Order Thinking Skills (HOTS)
- Assessment 'of Learning', 'as learning' and 'for learning'
- Self Assessment and Peer Assessment
- National Testing Agency: Roles and Functions

Modes of Transaction

Lecture, Lecture cum discussion, project work, demonstration of A.V. aids, action research, project, assignment, student-seminar etc.

Assessment Rubrics

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

Suggested Readings:

- Anastasi, A. (1976). Psychological Testing. (4thed.). New York: McMillan Pub.Co., Inc.
- Anastasi, A., & Urbina, S. (1997). Psychological Testing. (7thed.). New Delhi: PHI Learning Pvt. Ltd.

- Bloom, B.S., & Others (1971). Handbook of Formative and Summative Evaluation of Student. New York: McGrow Hill, Book Co.
- Cronbach, L.J. (1970). Essentials of Psychological Testing. (3rded.).New York: Harper & Row Publishers.
- Ebel, R.L., &Frisbei, D.A. (1986). Essentials of Educational Measurement. Prentice Hall.
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- Gronlund, N. E. (1981). Measurement and Evaluation in Teaching. (4thed.). New York: Macmillan Publishing Co., Inc.
- Harper (Jr), A.E. & Harper, E.S. (1990). Preparing Objective Examination – A Handbook for Teachers, Students and Examiners. New Delhi: Prentice Hall of India, Pvt.Ltd.
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- Tenbrink, T.D. (1974). Evaluation – A Practical Guide for Teachers. New York : McGraw Hill, Book Company.
- Thorndike, R.L. & Hagen, E.P. (1977). Measurement and Evaluation in Psychology and Education, (4^{th} Ed). New York : John Wiley and Sons.
- Tuckman, B.W. (1975). Measuring Educational Outcome : Fundamentals of Testing. New York : Harcourt Brace, Jovanovich.

M.Ed./4/SP/404C

INDIAN KNOWLEDGE, VALUES AND TRADITIONS -II

Credits: 4

Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Scope

After completion of the course the teacher educators will be able to develop understanding of Indian knowledge traditions from ancient period to modern times and its contribution to Indian value system. India being a diverse nation is a reservoir of huge knowledge traditions which needs to be revived in contemporary times of value crises. The course intents to equip the learners with awareness and positive attitude formation towards Indian knowledge system, so that they are able to apply this knowledge and value in modern times.

Course Objectives

After undergoing this course, the prospective teacher educators will be able to:

- understand the place of different languages, social science and science subjects in Indian Knowledge Tradition.
- evaluate the place and contribution of India in Education.
- discuss the education system in Mizoram in various periods.
- develop an understanding of the structure and functioning of Mizo traditional institutions.
- understand and internalize different values rampant in Mizo society.

Course Content

Unit-I: Different Languages and Social Science Subjects in Indian Knowledge Tradition

- Classical Indian languages (nature and origin) – Sanskrit, Tamil, Kannada, Telegu, Malayalam and Odiya.
- Geography in Indian Knowledge Traditional
- Economics in Indian Knowledge Traditional
- Political Science in Indian Knowledge Traditional

Unit-II: Different Science Subjects in Indian Knowledge Tradition

- Mathematics in Indian Knowledge Traditional
- Physics in Indian Knowledge Traditional
- Chemistry in Indian Knowledge Traditional
- Astronomy, Medicine and Technology in Indian Knowledge Traditional

Unit-III: Centres of Education in Ancient India

- Gurukul Pranali in India
- Buddhist Educational centres in Ancient India.
- Higher Education in Ancient India
- India's Contribution to World: Pre-primary to Higher Education

Unit-IV: Regional Values and Tradition

- Educational system in Mizoram - pre and post-colonial era.
- Mizo traditional institution- structure and function.
- Intangible knowledge of the mizo -Oral traditions and expressions, Social values (tlawngaihna, rinawmna, aia upa zah, etc), norms (gender roles, influence of patriarchy) and rituals (religious beliefs and rites); and Tangible knowledge of the Mizo - alphabets, arts and crafts.
- Mizo Customary Law.
- Impact of Christianity in the traditional knowledge and customs of the Mizo.

Suggested Activities:

- Discuss the knowledge as it has been mentioned in Indian ethos and literature.

- Identify the indigenous knowledge associated with a society/clan/tribe and discuss how it can be implemented in the classroom.
- Analyse any chapter/book /philosophy of Indian literature/scripture.
- Analyse the relevance of methods of building and testing the hypothesis of Nyaya philosophy in the present day.
- Content analysis of folklores/folktales and folksongs.
- Analyse Mizo traditional dances/folk dances and their relevance in intellectual, physical, social, and emotional development.
- Any other relevant activity assigned by the course-in-charge.

Transaction Mode
Lecture Method, Discussion Method, Seminars, Symposium, Group Discussion, Panel Discussion, Debates, Case-study, Problem-Solving, Demonstration, and Brain-storming.

Assessment Rubrics

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

Suggested Reading:

- '*Indian Contribution to science'*, compiled by Vijnana Bharati.
- '*Knowledge traditions and practices of India'*, Kapil Kapoor, Michel Danino, CBSE, India.
- AcharyaPrafulla Chandra Ray, *A History of Hindu Chemistry*, 1902, republ., Shaibya Prakashan Bibhag, centenary edition, Kolkata, 2002
- Alok Kumar, *Sciences of the Ancient Hindus: Unlocking Nature in the Pursuit of Salvation*, CreateSpace Independent Publishing, 2014
- Anil Agarwal & Sunita Narain, (eds), *Dying Wisdom: Rise, Fall and Potential of India's Traditional Water-Harvesting Systems,* Centre for Science and Environment, New Delhi, 1997
- AnishaShekharMukherji, Jantar Mantar: *Maharaja Sawai Jai Singh's Observatory in Delhi*, AMBI Knowledge Resources, New Delhi, 2010
- *Arsi Chanchin* (Mizote hriat dan). Aizawl : 1975 & 2002
- *Āryabhaṭīya of Āryabhaṭa*, Edited with translation and notes, K. S. Shukla and K. V. Sarma, Indian National Science Academy, New Delhi, New Delhi, 1976.
- Awia, M.C. Mizo Hnam Dan - Customary Law (As amended in 1960). 1996.
- B.V. Subbarayappa and K.V. Sarma, *Indian Astronomy: A Source Book*, Nehru Centre, Bombay, 1985.
- B.V. Subbarayappa, *Science in India: A Historical Perspective*, Rupa, New Delhi, 2013
- Bibhuti bhushan Datta & Avadhesh Narayan Singh, *History of Hindu Mathematics,* 1935, repr. Bharatiya Kala Prakashan, Delhi, 2004
- Bibhuti bhushan Datta, *Ancient Hindu Geometry: The Science of the Śulba*, 1932, repr. Cosmo Publications, New Delhi, 1993
- Captain. O. A. Chambers: *Hand book of the Lushai Country*, 2005, Firma KLM Pvt Ltd, Kolkatta

- Chitta Ranjan Nag: *The Mizo Society In Transition,* 1993, Vikas Publishing House, Pvt. Ltd., New Delhi.
- Clemency Montelle, *Chasing Shadows: Mathematics, Astronomy and the Early History of Eclipse Reckoning*, Johns Hopkins University Press, 2011
- Dahrawka, P.S. Mizo Thawnthu. Aizawl : 1964
- Dharampal, *Indian Science and Technology in the Eighteenth Century*, Academy of Gandhian Studies, Hyderabad, 1971, republic. Other India Bookstore, Goa, 2000
- Dokhuma, James. *Hmanlai Mizo Kalphung leh Hmasang Mizo Awm Dan*.
- Dr. Subhash Kak , *Computation in Ancient India*,Mount, Meru Publishing (2016)
- Folktales of Mizoram (Revised & Enlarged). Aizawl : 2014
- Fredrick W. Bunce: *The Iconography of Water: Well and Tank Forms of the Indian Subcontinent*, DK Printworld, New Delhi, 2013
- George Gheverghese Joseph, *The Crest of the Peacock,* Penguin Books, London & New Delhi, 2000
- *History and Culture of Mizo*. Gilzom Offset Press, Aizawl : 2014
- J. McKim Malville &Lalit M. Gujral, *Ancient Cities, Sacred Skies: Cosmic Geometries and City Planning in Ancient India*, IGNCA & Aryan Books International, New Delhi, 2000).
- K. Ramasubramanian, A. Sule and M. Vahia, Eds. *History of Astronomy: A Handbook*, SandHI, I.I.T Bombay and T.I.F.R., Mumbai, 2016.
- *Karaṇapaddhati of Putumana Somayājī*, Translation and Notes, R. Venkateswara Pai, K. Ramasubramanian, M.S. Sriram and M. D. Srinivas, Hindustan Book Agency, New Delhi, 2018 (Rep. Springer, New York 2018).
- Khiangte, Laltluangliana. Mizos of North East India. 2008
- Lalbiaknema,C. Kan Chenna Mizoram. SL & PB,Aizawl:1995.
- Lalthangliana, *B. Mizo Chanchin*. Aizawl: 2009.
- Liangkhaia. *Mizo Chanchin*. LTL Pubilications, Aizawl: 2010 (Reprinted).
- Lianthanga, C. Hmanlai Mizo Nun. Mizoram Publication Board, Aizawl : 1999
- M. S. Sriram, *Elements of Indian astronomy- 5 Lectures*, Instructional Course on Indian Sciences, Prof. K.V. Sarma Research Foundation, 2019.
- M. S. Sriram, *Man and the Universe- An elementary account of Indian Astronomy*, (Unpublished 1993).
- *Mizo Awmdan Hlui & Mizo mi leh thil hmingthangte & Mizo Sakhua*: 2008.
- Mizo Thurochun leh Thawnthu Za. Aizawl : 2018
- R. Balasubramaniam, *Delhi Iron Pillar: New Insights*, Indian Institute of Advance Study, Shimla & Aryan Books International, New Delhi, 2002
- R. Balasubramaniam, *Marvels of Indian Iron through the Ages,* Rupa & Infinity Foundation, New Delhi, 2008
- R.M. Pujari, Pradeep Kolhe, N. R. Kumar, *'Pride of India: A Glimpse into India's Scientific Heritage',* Samskrita Bharati Publication. Guidelines for Training/ Orientation of Faculty on IKS 11
- Robert Kanigel, *The Man Who Knew Infinity: A Life of the Genius Ramanujan*, Abacus, London, 1999
- S. Balachandra Rao, *Indian Astronomy-Concepts and Procedures,* M.P. Birla Institute of Management, Bengaluru, 2014.

- S. Balachandra Rao, *Indian Mathematics and Astronomy: Some Landmarks*, Jnana Deep Publications, Bangalore, 3rdedn, 2004
- S. Balachandra Rao, *Vedic Mathematics and Science in Vedas*,Navakarnataka Publications, Bengaluru, 2019
- S. N. Sen and K. S. Shukla, Eds., *History of Astronomy in India*, 2nd Ed., INSA, New Delhi, 2001.
- *Tantrasaṅgraha of Nīlakaṇṭha Somayājī*, Translation and Notes, K. Ramasubramanian and M.S. Sriram, Hindustan Book Agency, New Delhi 2011 (Rep. Springer, New York 2011).
- Thanga. *Hman Lai Mizo Awm Dan.* Lalsangpuii, Aizawl: 1992
- Thanu Padmanabhan, (ed.), *Astronomy in India: A Historical Perspective*, Indian National Science Academy, New Delhi & Springer (India), 2010
- Tribal Culture, Language & Literature. Mittal Publication, Nerw Delhi : 2013
- Tribal Research Institute. Mizo Lam |henkhat. Aizawl: 2010
- Tribal Research Institute. *Mizote Khawsak Phung*. Aizawl:1993.
- Zawla, K. Pi pute leh an thlahte chanchin. Aizawl : 1988
- Zawlbuk Titi. Mizoram Publication Board. Aizawl : 2000
- Videos available at https://www.youtube.com/watch?v=Qzam3vEnD-8&list=PLF72fmBZVDxlkv0Ih_aSHnax5S5-wug8v

M.Ed./4/SP/404D
EARLY CHILDHOOD CARE AND EDUCATION-II
Credits: 4
Marks: 100
(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Scope

After completion of this course the teacher educators will be able to develop the vital importance of Early Childhood Care and Education (ECCE). The policy both at global and national level in the field will be discussed with special emphasis on the in-pre-school education foundational principles, theories, curriculum, duration, resources, personnel and structure of ECCE program as envisaged in NEP-2020. Also, the learners will be given exposure to ECCE provisions, formats of some selected countries which are globally appreciated. The learners will be provided knowledge of recent researches happening in the field of ECCE.

Course Objectives

After undergoing this course, the prospective teacher educators will be able to

- understand the meaning and need of health, nutrition and care in relation to early childhood stages
- know about child care services and their types
- understand the need of education of children with special needs at early childhood stage

- understand the policies and programmes of ECCE in national and global perspectives.
- understand the organising a child care centre
- understand the organising a child care centre
- understand the management of budget, resources and staff at an ECCE centre

Course Content

Unit-I: Health, Nutrition and Care during Early Childhood (Birth - 3 Years)

- Meaning of health, nutrition and care in early years; dimensions of health: health-sickness spectrum, nutritional issue, mental health and physical well-being of the child.
- Need and importance of stimulation programmes for infants and toddlers (Birth-three years),
- Types of care settings: familial and non-familial, care-givers (parents and teachers) and children
- Child Care Services in India

Unit-II: Education of Children with Special Needs during Early Childhood Period

- Defining children with special needs and their categorization
- Polices and Acts for Children with Special Needs in India
- Importance of early detection and intervention of children with special needs
- Sensitizing teachers about CWSN and their support role in classroom settings

Unit-III: Policies and Documents on Early Childhood Care and Education in India

- NPE 1986 and Yashpal Committee 1992-93
- National Early Childhood Care and Education Policy 2013
- Quality Standards for Early Childhood Care and Education
- National Education Policy 2020

Unit-IV: Organization and Management of an Early Childhood Education Centre

- Organising a Child Care Centre: Basic Requirements
- Budgeting for a Child Care Centre
- Management of Resources
- Management of Staff

Suggested Activities:

- Case study of a child in early childhood stage.
- Preparing a list of educational movies on children, downloading of some relevant clips and showing in class.
- Development of training module for special need children for the development of social reaction such as greeting, offering, cooperating, accepting, thinking.
- Selection of content related to language, mathematics, art and craft for children with special needs.

- Collection of information on infrastructure of ECCE centers and comparison with NCERT minimum specifications (1996).
- Writing of journal articles on different issues on ECCE.
- 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)
- 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.
- Assignment on selected themes from the course.
- Any other relevant activity identified 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:

- Day, Barbara (1983). *Childhood education: Organizing learning activities.* New York: Mac Millan.
- Grewal J.S. (1984*). Early childhood education*. Agra: National Psychological Corporation.
- Gupta, M.S. (2013). *Early childhood care and education.* Delhi:PHI Learning.
- Kaul, V. (1991). *Early childhood education*. New Delhi: NCERT.
- Kaul, V., & Bhatnagar, R. (1992). *Early childhood education - A trainer`s handbook*. New Delhi: NCERT.
- Ministry of Women and Child Development. (2013). National Early Childhood Care and Education Policy, 2013. Retrieved from https:// wcd.nic.in/ sites/default/files/National%20Early%20 Childhood%20Care%20 and%20Education-Resolution.pdf
- Ministry of Women and Child Development, MHRD, GOI. (2014). *National early childhood care and education (ecce) curriculum framework.* New Delhi. Author.
- Ministry of Women and Child Development, MHRD, GOI. (2014). *Qualiy standards for early childhood care and education (ECCE).* New Delhi. Author.
- Mohanty, J., & Mohanty, B. (1994). *Early childhood care and education (ECCE).* New Delhi: Deep & Deep Publications.
- Pankajam, G. (1994). *Pre-school education: Philosophy and practice.* Ambala Cantt: The Indian Publications
- Pankajam, G. (2005). *Pre–primary education: Philosophy and practice.* New Delhi: Concept Publishing Company
- Siddigi, N., Bhatia, S., & Biswas, S. (2005). *Early childhood care and education (ECCE)-Book 1 (Reprint).* Delhi: Doaba House.

M.ED./4/SP/404E
EDUCATIONAL POLICY, RESEARCH AND INNOVATION-II
Credits: 4
Marks: 100
(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Scope

In this light, this course provides the knowledge about educational policy and policy research innovation, integrate, exchange and apply knowledge about educational policy, educational innovation. It deepens and expands understanding in the areas of fundamentals of educational policy, policy research, innovation, and culturally relevant policies. It examines educational policies, practices, movements, outcomes, dilemmas, and controversies-as well as the forces shaping them-with an emphasis on academic excellence, leadership development, and a commitment to social justice.

Course Objectives

After undergoing this course, the prospective teacher educators will be able to:

- appreciate the need and relevance of policy formulation and analysis
- develop critical understanding of the educational initiatives and programmes launched.
- trace the progression of education in India with reference to the policies, research and innovations introduced
- understand the new trends and innovation in the present Indian educational scenario
- familiarise with the different educational policies prevailing within the system

Course Content

Unit-I: Commissions and Committees on Elementary Education

- Relevance of MDGs (Millennium Development Goals) with respect to UEE in India
- District Primary Education Programme (1994)
- National Curricular Frame Work (2005)
- Operation Black board (1995-96)
- Mid-Day Meal Scheme (1995)
- Sarva Shiksha Abhiyan (SSA) (2001)
- RTE (2009 and 2012)

Unit-II: Commission and Committees on Secondary Education

- Secondary Education Commission (1952-53),
- Education Commission (1964-66),
- RMSA(Rashtriya Madhymik Shiksha Abhiyan) (2009)
- NCF-2005.
- Samagra Shiksha (2018)
- NCFSE 2023

Unit-III: Commission and Committees on Higher Education

- University Education Commission (1948-49),
- National Curriculum Framework (2005),
- National Knowledge Commission (2007),
- Yashpal Committee Report (2009),
- National Justice Verma Committee Report (2012).
- Rashtriya Ucchatar Shiksha Abhiyan (2013) Programme objectives, Strategies and Present Status with respect to Implementation of Programmes.

Unit-IV: Research in Educational Policy

- Role of policy makers in promotion of research and innovation in teacher education,
- Role of UGC, NCTE, MHRD, NCERT and SCERT
- Challenges to innovation in Teacher Education

Suggested Activities:

- Monitoring of the schemes taken by the government for the implementation of Samagra Shiksha in Mizoram.
- Monitoring of the schemes taken by the government for the implementation of RUSA in Mizoram.
- Analyse quality & quantity of Mid-day meal in any rural school.
- Review research on implementation of educational policies of Elementary, Secondary and Higher Education.

Modes of Transaction

Lecture, Lecture cum discussion, project work, demonstration of A.V. aids, action research, project, assignment, student-seminar etc.

Assessment Rubrics

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

Suggested Readings:

- Aggarwal, J.C. 1993. Landmarks in the History of Modern Indian Education. Vikas Publishing House Pvt. Ltd. New Delhi Ministry of education (1966).
- Report of the Education Commission1964-66. NCERT. Ministry of Education, Vol. 1.
- All India Survey on Higher Education. 2011. Pilot Report, MHRD, Department of Higher Education, Planning, Monitoring and Statistic Bureau
- Basu, Aparna. 1979. The growth of Education and Political Development in India: 1893-1920. Oxford University Press. Delhi

- Sharma, N. R. & Sharma, K. R. 2004. Problems of Education in India. Atlantic Publishers, New Delhi.
- Singh, L.C. 1990. Teacher Education in India: A Resource Book. NCERT. Delhi.
- Singh, V.N. 2005. Education in India: From Earlier Times to Today. Vista International Publishing House. New Delhi.

M.Ed./4/CC/405
DISSERTATION PART-III
DATA ANALYSIS AND FINDINGS
Credits: 4
Total Marks: 100
(75 Marks for Internal Assessment and 25 Marks External Assessment)

Scope

This component of syllabi intends to train learners in application of appropriate ways of data handling & analysis and compile the collected data of their research and writing dissertation.

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 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 internal examiner as well as external 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 Internal 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 Internal 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 organization of review chapter.	10
6	Appropriateness of Methodology (S a m p l i n g , 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.*