

FACULTY OF EDUCATION

Himachal Pradesh University



Scheme of Studies and Syllabus for Two Years M.Ed. Programme

(Under Semester System)

(Choice-Based Credit System with effect from Academic Session

2022-24 onwards) (Subject to change from time to time)

NOTE: Himachal Pradesh University reserves the right to amend Regulations, Scheme of Examinations, Pass Criteria, Scheme of Studies and courses of study as and when it deems necessary. The institutions of Education are required to strictly follow the syllabi prescribed by the University. No deviation is permissible.

General objectives:

The curriculum is designed to achieve the following general objectives of M.Ed Programme.

1. To acquire the core competence and knowledge related to teacher education.
2. To have a coherent perspective i.e. Socio-historical, Political, Economical, Philosophical and Technological.
3. To develop skills related to independent study of literature, research, academic writing, professional communication and team work.
4. To develop a deep and critical awareness of professional ethics.
5. To deepen their knowledge and understanding of education, specialize in selected areas and develop research capacities.
6. To undertake research work in the area of Education independently.
7. To understand the central concepts, tools of inquiry and structures of the disciplines so as to create learning experiences that make the aspects of subject matter meaningful.
8. To generate awareness and understanding of some specialized areas of education and human development.
9. To develop critical thinking among students pertaining to issues related to education.
10. To develop national and international perspectives about educational theory and practice.
11. To enable the learners to visualize the inter-linkages and dependency among different educational systems.
12. To develop ability to understand human behavior, personality and capabilities to apply the knowledge and understanding to guide the learners to learn efficiently and effectively.
13. To understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.
14. To develop managerial and administrative capabilities and skills to manage educational institutions effectively.
15. To understand formal and informal assessment strategies to evaluate the performance of the students.
16. To impart a working knowledge of ICTs and their applications in formal and non-formal systems of education.
17. To impart knowledge and understanding of the process of educational research and skill in conducting research in specialized areas of education.

Duration:

The M.Ed. Programme shall be of duration of two years (spread over four semesters) including Internship and research dissertation. Candidates shall be permitted to complete the programme requirements of the two-year programme within a maximum period as per H.P. University norms.

There shall be at least hundred (100) working days per semester exclusive of the period of admission and inclusive of classroom transaction, practicum, co/extra co-curricular activities, field study and conduct of examination.

ELIGIBILITY CRITERIA FOR ADMISSION

The candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programme:

- i) B.Ed.
- ii) B.A., B.Ed., B.SC. B.Ed.
- iii) B.El.Ed. with a Bachelor's degree (with 50% marks in each)
- iv) D.El.Ed. with a Bachelor's degree (with 50% marks in each)

A. Reservation and relaxation for SC/ST/PWD and other applicable and other applicable categories shall be as per the rules of the central/state Government whichever is applicable.

***Note:** No relaxation, even 0.01 percent in the above prescribed percentage of marks shall be granted under any circumstances. (Para 3.2 of Appendix IV of NCTE Notification no. F-5 1 F1/2007-NCTE (N&S) dated 27-11-2007.

Admission Procedure:

Admission shall be made on merit basis of marks obtained in the entrance test or any other selection process as per the policy of the central government / state government / Himachal Pradesh University by applying 120 reservation point roster of H. P. University, Shimla.

Age limit:

There is no upper age limit for the candidates applying to the M.Ed. course of two years.

COURSES OF STUDY IN M.Ed.

A candidate is required to take following courses during four semesters of the M. Ed. Programme:

Courses of Study: There shall be following types of courses:

i) Core Courses: There shall be fourteen core courses across the four semesters. Each core course shall be compulsory in nature having 6 credits. The core courses will be coded as: MEDC101, MEDC102, MEDC103, MEDC104, MEDC105, MEDC106, MEDC107, MEDC108, MEDC109, MEDC110, MEDC111, MEDC112 and MEDR113.

ii.) Discipline Elective Courses: The Discipline elective courses shall be optional in nature. A student will have the choice to opt any one elective course from the given three elective courses in III and IV semesters. Each elective course shall also be of 6 credits and a student has to earn 12 credits from prescribed elective courses. These courses are MEDE201, MEDE202, MEDE203, MEDE204, MEDE205 and MEDE206.

iii) Generic Elective Courses: Generic Elective courses in II and IV semesters, having 12 credits i.e., 6 credits in each course. These courses will be offered to the other PG students of H.P. University. Further M.Ed. students will have the option of taking any one course out of the basket offered by H.P. University in II and IV semester. These courses are coded as: MEDGE301 and MEDGE302.

iv) Ability Enhancement Course: There will be one ability enhancement course in III semester which is compulsory in nature. A student has to earn 4 credits. The Ability Enhancement Course will be coded as MEDAE401.

v) Internship: Internship in IV semester is mandatory and will be an integral part of the course structure. The internship will be coded as MEDIN501.

(vi) Research Course (Dissertation Work): The research course shall comprise of a research dissertation carrying (6 credits) and compulsory in nature. The code for this course will be MEDR113. The dissertation will be submitted to the office, the department of education immediately at the end of fourth semester. This dissertation shall be evaluated by an external examiner out of the panel of examiners to be approved by the Vice- Chancellor of the University.

The credits / marks will be awarded on the basis of evaluation of dissertation including its structure, nature and quality. The dissertation will be evaluated out of a total of 6 credits/100 marks (70 dissertation and 30 viva-voce examination). The viva-voce examination will be conducted in due course of time. The total marks obtained by a student shall be converted into appropriate grade as per the procedure prescribed by the University.

Total Credits in M.Ed.

The distribution of credits for different categories of courses is given in the following table:

Year / Semester	Courses	Credits	Marks	
			CCA	ESE
First Year				
1 st Sem.	4 Core Courses of 6 Credits Each	4X 6 = 24	120(4x30)	280(4x70)
2 nd Sem.	4 Core Courses of 6 Credits Each	4x6=24	120(4x30)	280 (4x70)
	1 Generic Elective course of 6 Credits.	1x6=6	30	70
Second Year				
3 rd Sem.	3 Core Courses of 6 Credits Each	3X 6 = 18	90(3x30)	210(3x70)
	1 Discipline Elective Course of 6 Credits	1 X 6 = 6	30	70
	1 Ability Enhancement Course of 4 credits	1X4= 4	Non CGPA	
4 th Sem.	2 Core Courses of 6 Credits Each including Dissertation Work and Viva-Voce	2x6=12	60 (2x30)	140(2x70)
	1 Internship of 4 credits	1X4	30	70
	1 Generic Elective course of 6 credits.	1x6=6	30	70
	1 Discipline Elective Course of 6 Credits	1x6=6	30	70
Total		110	540	1260
Grand Total			1800	

Teacher's Course File

A course teacher will maintain a Course File in which all the details of the course he / she is teaching will be entered. To bring transparency in the whole system, a teacher will maintain a complete course file containing following documents:

- Course Time-Table
- Learning objectives of the course

- (c) Attendance record of students
- (d) Tutorial sheets/Assignment sheets
- (e) Previous Question papers of minor test/s
- (f) Question paper of previous end-semester examinations
- (g) Complete record of Comprehensive Continuous Assessment: Raw scores of CCA of students with authenticated copy are to be submitted to the CoE, H. P. University, Shimla. This file will be retained by the concerned teacher for at least 5 years.

Evaluation Plan: The performance of a student in each course will be evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation in each course shall be done through continuous comprehensive assessment (CCA) and end semester examination (ESE) which will be consolidated at the end of each semester. The evaluation system of the students shall have following components: -

Continuous Comprehensive Assessment (CCA) shall account for 30% of the final grade that a student will get in a particular course. The teacher can choose any three or more options as components for conducting internal assessment so as to achieve the course outcomes. The choice of components and weightage assigned to each component must be communicated to students at the beginning of the semester. The evaluation of students under CCA will be done on the basis of following parameters:

Sr. No.	Component
1	Written Assignments
2	Group Discussions
3	Minor Test
4	Student Seminar
5	Individual or group presentation
6	Quiz
7	Role Play
8	Report on Field Visit
9	Survey
10	Research Project (Group/ Individual)
11	Tool Construction

Sessional Work / Activity: It will carry 10 marks in each course. Marks will be awarded on the basis of one activity (sessional work / activities) given in each course to be performed by the students after attending the regular classes. The students will prepare a report on the activity performed in each course and submit the same to the concerned teachers.

The continuous comprehensive assessment (CCA) will have the following components:

Sr. No.	Component of CCA	Description	Marks
1	Minor Test	During the regular classes	10
2	Theory Assignments	Five theory assignments	10
3	Sessional Work / Activities	One activity in each course	10
Total Marks under CCA			30 Marks

Attendance in Class: A minimum of 80% attendance shall be compulsory and a pre-condition for being allowed to appear in the ESE,

End-Semester Examination:

End-Semester Examination (ESE) shall account for remaining 70% of the final grade. The end-semester examination (ESE) will be of three hours duration carrying 70 marks and cover the whole syllabus of the particular course. The ESE will be held in accordance with the examination schedule issued by the University from time to time.

Viva- Voce Examination: Comprehensive Viva- Voce conducted at the end of the 4th semester will be based on Dissertation/ Research work/Internship Reports submitted by the students.

Medium of Examination: The question papers in ESE will be set in both English and Hindi language consisting five sections A, B, C, D, and E. A candidate can opt for either language as medium of examination. The structure of question papers in ESE will be as follows:

Part - 1

This part shall be compulsory and will carry 14 marks. There shall be 6 objective type questions i.e. MCQ, True/False, Completion type etc. carrying one mark each. In addition, there shall be 4 short answer type questions (80 to 100 words each) of 2 marks each. These questions will cover the entire syllabus of the particular course.

Part - 2

The second part of the question paper will have four sections I, II, III and IV based on syllabi of respective four units of each course. There will be two questions in each section from the concerned unit. One question carrying 14 marks is to be answered by the student in at least 800 words. The questions may contain sub-parts of different marks. The marks for each part and the required word limit will be shown against it.

Setting of Question Papers for the ESE:

- (a) Questions in all parts will be set in a manner so as to cover the whole syllabus.
- (b) The question paper for the ESE will be got set by the office of the CoE, H. P. University, Shimla.
- (c) Candidates re-appearing in a subsequent examination shall be examined in accordance with the scheme and syllabus in force.

Grievances and Redressal Mechanism:

The students will have the right to make an appeal against any component of evaluation. Such appeal has to be made to the Chairman/Chairperson Department of Education on a prescribed format and should clearly state in writing the reason(s) for the complaint / appeal. The appeal will be placed before the Grievance Redressal Committee (GRC), chaired by the Chairperson, Department of Education comprising of the teachers of Education from Department of Education. The Committee may give a personal hearing to the appellant before deciding the case and the decision of the Committee shall be final in this regard.

Conferment of the Degree:

The result would be declared by the CoE of the University and the degree will be conferred. A candidate shall be eligible for the conferment of the degree only if he / she has earned the minimum required credits with passing grades for this programme as per H.P. University norms.

CURRICULUM AND COURSES OF STUDY IN M.Ed. PROGRAMME

Semester-wise titles of different Core Courses, Discipline Elective Courses, Ability Enhancement Courses, Generic Elective Courses and, Skill Enhancement Course along with Research Course i.e., dissertation work of M.Ed. programme is as under:

Course Structure for M.Ed. programme 2022-23 onward								
Course Code	Course Type	Course Title	Credits			Total	Marks Scheme	
			L	P	T	Credits	Theory ESE	Internal Assessment CCA
Semester-I								
MEDC101	Core	Philosophical foundations of Education	5	0	1	6	70	30
MEDC102	Core	Psychology of Development and Learning	5	0	1	6	70	30
MEDC103	Core	Methodology of Educational Research	4	1	1	6	70	30
MEDC104	Core	Principles and Procedures of Guidance and counselling	5	0	1	6	70	30
	Total in Semester I		19	1	4	24	Total Marks=400	
Semester-II								
MEDC105	Core	Historical and Sociological Basis of Education	5	0	1	6	70	30
MEDC106	Core	Political and Economic Basis of Education	5	0	1	6	70	30
MEDC107	Core	Teacher Education– I (Institutions, System and Structure in Teacher Education)	5	0	1	6	70	30
MEDC108	Core	Measurement and Evaluation	4	1	1	6	70	30
MEDGE 301	Generic Elective	Contemporary Issues of Education	4	1	1	6	70	30
	Total in Semester II		23	2	5	30	Total Marks=500	
SEMESTER-III								
MEDC109	Core	Teacher Education – II (Curriculum, Policy, Practices and Continuing Professional Development)	5	0	1	6	70	30
MEDC110	Core	Inclusive Education	5	0	1	6	70	30
MEDC111	Core	Educational Technology	4	1	1	6	70	30

Discipline Elective: Students can opt any one of the following three elective courses								
MEDE201	Discipline Elective	Distance Education	5	0	1	6	70	30
MEDE202	Discipline Elective	Life Skills Education	5	0	1	6	70	30
MEDE203	Discipline Elective	Environmental Education	5	0	1	6	70	30
MEDAE 401	Ability Enhance-ment	Orientation to Research Writing and Professional Skills for Prospective Teacher Educators	1	2	1	4	Non-CGPA	
	Total in Semester III		20	03	5	28	Total Marks = 400	
Semester-IV								
MEDC112	Core	Research and Publication Ethics	4	1	1	6	70	30
MEDR113	Core (Research course)	Dissertation Work Report Writing and Viva-Voce(Compulsory)	-	FW/ S W* 12	-	6	70 (Dissert a- tion work)	30 (Viva- Voce)
MEDIN 501	*	Internship	0	4	0	4	70 (Report Writing)	30 (Viva-Voce)
MEDGE 302	Generic Elective	Assessment of Learning	4	1	1	6	70	30
Discipline Elective: Students can opt any one of the following three elective courses								
MEDE204	Discipline Elective	Statistics in Educational Research	4	1	1	6	70	30
MEDE205	Discipline Elective	Educational Administration, Management	4	1	1	6	70	30
MEDE206	Discipline Elective	Curriculum Designing and Development	4	1	1	6	70	30
	Total in Semester IV		12	7	3	28	Total Marks = 500	
Grand Total			L	P	T	Credits	Total Marks= 1800	
			74	13	17	110		

Note: *FW stands for field work and SW stands for self-work

**SEMESTER WISE VARIOUS COURSES FOR M.Ed. PROGRAMME
FIRST SEMESTER**

Paper I

Course Type/ Nature: Core

Course Title: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course code: MEDC101

Credits: 6 Marks=100 (70+30)

Course Objectives:

To enable the learners to:

- i) Critically analyze the relation between education and philosophy.
- ii) Gain an in-depth knowledge of different branches of philosophy.
- iii) Develop the attitude and capacity of raising fundamental questions, concerning theory and practice of education.
- iv) Analyze the discourse in education in order to discuss the assertions, assumptions and kinds of meaning they might contain.
- v) Get equipped with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to education and intelligent participation in it.
- vi) Get familiarize with some significant philosophical perspectives on education and their implications.
- vii) Acquaint with the philosophical thoughts of some prominent educational thinkers of the India and Western countries.
- viii) Appreciate the extent to which educational thought and practice are influenced by values cherished by the Nation.
- ix) Become conscious about the ramifications of the constitutional provisions and protective discrimination and importance of social justice and development of Indian Nation.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit – 1: Inter-relatedness of Education and Philosophy

Meaning and Aims of Education; Factors determining aims of Education, Objectives of Education for the Emerging Indian Democratic Society.

Role of various Agencies (Formal, Non- formal, Informal, Active, Passive, Commercial and Non-commercial) of Education in strengthening the present system of Education.

Education in the light of Four Pillars of Education; Learning to know, Learning to do, Learning to Live together and Learning to be.

Philosophy of Education and Educational Philosophy: Meaning, Nature, Need for Philosophy of Education and Developing a Philosophical Perspective about Education, Difference between Philosophy of Education and Educational Philosophy.

Philosophy and Education: Meanings of Philosophy and Education, Relationship of Philosophy and Education. Significance of Philosophy in understanding the Educational practices and problems.

Unit –2: Schools of Philosophy

Nature of Philosophy, Characteristics of Philosophy and Branches of Philosophy: Metaphysics, Epistemology, Axiology, Logic and Aesthetics – their meanings, sub- branches and relevance for education. Philosophical Models of Teaching.

Philosophical Schools of Thought: Idealism, Naturalism, Realism, Pragmatism; Existentialism- meanings, basic postulates/assumptions and educational implications for aims, curriculum, methods of teaching, concept of discipline, the role of teacher and institutional settings.

Modern Philosophies of Education: Behaviorism, Marxism, Logical Positivism/Empiricism, and Constructivism- their implications for aims, curriculum, methods of teaching, concept of discipline, the role of the teacher and institutional settings.

Unit: 3 Educational thinkers and Constitutional Provisions for Education

Western Educational Thinkers: Socrates, Plato, Aristotle, Dewey and Soren Kierkegaard and their contribution to develop Educational thought and practices.

Indian Educational Thinkers: Educational thoughts of Gandhi, Tagore, Sri Aurobindo, Vivekananda and J. Krishnamurthy for developing the present scenario of education by idealizing the Indian Society.

Constitution Values: National Values as enshrined in the Constitution of India, Constitutional Provisions on Education, Social equity and equality of Educational Opportunities.

Unit – 4: Contribution of Indian Thought to Educational Practices

General Features of Indian Philosophy, Difference between Western and Indian Philosophy, Critical appraisal of the contribution made by Buddhism, Jainism, Bhagavadgita and Islam to education in terms of value formulation.

Systems of Indian Philosophy (Shad Darshan): Sankhya Philosophy, Nyaya Philosophy, Vaisheshika Philosophy, Mimamsa Philosophy and Vedanta Philosophy – their chief features, Metaphysics, Epistemology, Axiology and Observation

Sessional Work / Activities

Marks: 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Prepare a chart of constitutional value enshrined in the constitution.
- ii.) Role play on different educationist and submit report to the concerned teacher.
- iii.) Write a report related to the thoughts of educational thinker and submit to the concerned teacher.

SUGGESTED READING

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- Pandey, Ramshakal, (2005): Teacher in Developing Indian Society, Agra: Vinod Pustak Mandir Dr. Rangeya Raghava Marg, Agra-2.

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Samual S. Ravi (2022). Philosophical and Sociological bases of Education (2nd Edition). PHI Learning Private Limited, Delhi.

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Sharma, Santosh, (2006): Constructivist Approaches to Teaching and Learning (Hand Book for Teachers of Secondary Stage), New Delhi: National Council of Educational Research and Training.

Sinha, J.N. (2002): Introduction to Philosophy, Calcutta: New Central Book Agency. Taneja, Vidya Ratna, (1998): Educational Thought and Practice, New Delhi: Sterling

Taneja,V.R. (1979): Socio-Philosophical Approach to Education, New Delhi: Atlantic Publishers and Distributors.

Wingo, Max G, (1974): Philosophies of Education: An Introduction, New Delhi: Sterling Publishers Pvt. Ltd.

Paper II

Course Type/ Nature: Core

Course Title: PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Course code: MEDC102

Credits: 6 Marks 100 (70+30)

Course Objectives:

To enable the learners to

- i.) Define educational psychology, describe its nature, scope and importance in teaching –learning situation.
- ii.) Distinguish among different methods of inquiry of educational psychology.
- iii.) Conceptualize the concept, stages, principles and factors influencing growth and development.
- iv.) Apply the knowledge of theories of development in practical situation.
- v.) Justify the behavior of learners on the basis of learning theories and concept of transfer of learning.
- vi.) Capable of recognizing and appreciating the role of memory, forgetting and motivation in teaching –learning process.
- vii.) Use the different strategies to motivate the students in the class.
- viii.) Differentiate and comprehend different types of intelligence based on knowledge gained through theories of intelligence and recognize the importance of intelligence in learning.
- ix.) Measure intelligence of individual as well as of group by using intelligence tests.
- x.) Analyze the factors, process and techniques for enhancing creativity among learners.
- xi.) Explain traits, types and methods of assessing personalities.
- xii.) Promote mental hygiene and mental health among students.
- xiii.) Recognize the type of defense mechanism used by learners in various situations.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit – 1: Psychological Bases of Education and Development

Educational Psychology: Meaning, Nature and Scope – Relevance of Educational Psychology in Teaching and Learning process.

Methods of Inquiry in Educational Psychology- Introspection, Observation, Case Study, Interview, and Experimental.

Development – Concept, Stages, Principles of Development, Factors Influencing Development – Genetic and Environmental.

Theories of Development and their Educational Implications

- Piaget's Cognitive Development
- Freud's Psycho-sexual Development
- Erikson's Psycho-social Development
- Kohlberg's Moral Development

Unit-2: Learning and Motivation

Concept, Nature and Theories of Learning (Pavlov's Classical Conditioning , Skinner's Operant Conditioning , Thorndike's Trial and Error , Tolman's Sign Learning, Donald Norman's Information Processing , Kurt Lewin's Field Theory)

Transfer of Learning: Concept, Theories and Implications

Memory and Forgetting: Concept, Nature, Process and Factors involved in forgetting.

Motivation: Concept, Nature and Relationship with Learning, Strategies of Motivation.

Unit – 3: Intelligence and Creativity

Concept and Types of Intelligence (Concrete, Abstract, Emotional and Spiritual) Theories of Intelligence and their Educational Implications

- Two Factor Theory Intelligence
- Guilford's Structure Intellect
- Gardener's Theory of Intelligence
- Sternberg's Theory of Intelligence
- Goleman's Theory of Emotional Intelligence

Measurement of Intelligence

- Verbal (Individual and Group) Tests
- Non-Verbal (Individual and Group) Tests
- Performance (Individual) Tests

Creativity: Concept, Factors and Process, Techniques for enhancing creativity among students.

Unit – 4: Personality and Mental Hygiene

Personality: Concept, Nature and Determinants of Personality

Theories of Personality and their Educational implications

- i.) Trait (Allport, Cattell)
- ii.) Type (Hans Eysenck)
- iii.) Humanistic (Carl Rogers, Maslow)

Assessment of Personality: Inventories, Rating Scales and Projective Techniques.

Mental Hygiene and Mental Health- Nature, Concept, Scope and Principles; Factors Affecting Mental Health. Measures used to Promote Mental Health (Preventive and Curative); Defence Mechanisms: Rationalization, Compensation, and Sublimation.

Sessional Work / Activities

Marks: 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks: Administer, interpret and prepare a report on any one of the following tests:

- i.) Individual test of intelligence
- ii.) Mental Health Inventory
- iii.) Personality inventory
- iv.) Any other activity / activities that the concerned course teacher may think appropriate

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- Dowling, M. (2014). Young Children's Personal, Social and Emotional Development. (4th ed.).London: SAGE Publications.
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- Hurlock E.B., (1999).Developmental Psychology, New Delhi: Tata McGraw Hill Publishing Company Ltd.
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- Skinner, C.E. (Ed) (1974). Educational Psychology. New Delhi: Prentice Hall of India Private Limited
- Synder, C.R. & Shane J. Lopez (2007). Positive Psychology. U.K: SAGE Publications.

Paper III

Course Type/ Nature: Core

Course Title: METHODOLOGY OF EDUCATIONAL RESEARCH

Course code: MEDC103

Credits: 6 (Marks 100 (70+30))

Course Objectives:

To enable the learners to:

- i) Explain the concept, scope, types and importance of educational research.
- ii) Advocate and use the important ethical principles in conducting research.
- iii) Describe the importance of review of related literature.
- iv) Gain an understanding of the meaning, criteria and sources for identifying the research problems.
- v) Formulate research objectives and hypothesis.
- vi) Prepare the research proposals and reports.
- vii) Apply the terms used in educational research process.
- viii) Define population, sample, and describe the different techniques of sampling.
- ix) Explain the types, tools and techniques of data collection.
- x) Use the various methods of research for dissertation.
- xi) Differentiate the different approaches to analyze the qualitative as well as quantitative data.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit -1: Basics of Educational Research

Concept, Scope, Types and Importance of educational research, Ethical Issues in Conducting Educational Research

Review of Related Literature: Purpose and Sources of Related Literature and Writing Review of related literature.

Research Problem: Selection, Formulation and Delimitations of the Research Problem and Characteristics of Good Research Problem

Objectives and Hypotheses: Formulation, Significance and Types. Preparation of Research proposal.

Unit -2: Sampling and Tools of Data Collection

Concept of Population and Sample along with its types, Sampling, Sampling Unit.

Sampling Frame, Sample Size, Techniques of Sampling, Characteristics of Good Sample, Sampling Errors and How to reduce them.

Meaning and Characteristics of Good Research Tools, standardization of research tools. Types and Uses of Research Tools (Questionnaire, Rating Scales, Attitude Scales, Observation Schedule and Interview Schedule), Administration of Tools.

Unit -3: Methods of Research

Historical Research: Meaning, nature, importance and steps involved, Primary and Secondary Sources of Data, External and Internal Criticism of the data sources.

Descriptive Research Method: Meaning, Importance, Steps and Types of Descriptive Research Studies (Survey Studies, Developmental Studies and Case Study).

Experimental Research Method: Meaning, Importance, Steps and Components of Experimental research, Methods of Controlling of Extraneous Variables, Experimental Designs: One group Pre-test, Post-test design; Factorial Design (2x2);

Quantitative Vs Qualitative Research, Ethnographical Research, Mixed Method Research, Interdisciplinary Approach to Educational Research.

Unit- 4: Data Analysis and Preparation of Research Report

Tabulating Data, Ways of Organizing & Presenting Data, Content Analysis including Logical & Inductive Analysis, Discourse Analysis.

Analysis of Observation Based and Interview based Data, Documentary Analysis. Steps in preparation of Research Report,

Writing Bibliography, APA Style of Referencing.

Sessional Work / Activities

Marks: 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Preparation of a research proposal on an identified research problem.
- ii.) Any other activity / activities that the concerned course teacher may think appropriate.

SUGGESTED READING

Aggarwal, L.P. (2007). Modern Educational Research. New Delhi: Dominant Publishers and distributors.

Best, J.W. & Kahan J.V. (2005). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd., 9th Edition.

Bhandarkar, P.L., Wilkinson, T.S. & Lal das, D.K. (2004). Methodology and Techniques of Social Research. Mumbai: Himalayan Publishing House.

Cohen, Louis, Mansion, Lawrence & Morrison, Keith (2011). Research Methods in Education, 7th Edition. India: Cambridge University Press, Private Limited.

Creswell, John W. (2014) Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition. Delhi: PHI Learning Private Limited.
Kerlinger, C.R. (1986). Foundations of Behavioural Research 3rd Edition, New York: Holt, Rinehart and Winston.

Keeves, John. P, (1998). Educational Research Methodology and Measurement. An International Hand Book, Oxford: Pergamon Press.

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

Koul, Lokesh, (2013) Methodology of Educational Research (4th Edition). New Delhi: Vikas Publishing House Pvt. Ltd

Radha Mohan (2006). Research Methods in Education. Hyderabad: Neelkamal Publications Pvt.Ltd.

Siddu, K.S. (2002). Methodology of Research in Education. New Delhi: Sterling Publication.

Singh, R, (2014) Research Methodology: A Step by Step Guide for Beginners, New Delhi: Sage Publication.

Tisdell, E. J., Merriam, S. B. (2016). Qualitative Research: A Guide to Design and Implementation. United Kingdom: wiley.

Paper IV

Course Type/ Nature: Core

Course Title: PRINCIPLES AND PROCEDURES OF GUIDANCE AND COUNSELLING

Course code: MEDC104

Credits: 6 Marks: 100(70+30)

Course Objectives:

To enable the learners to:

- (i.) Define guidance and counselling.
- (ii.) Explain concept, need, principles and significance of guidance and counselling.
- (iii.) Apply principles of guidance and counselling to make CWSN get adjusted in classroom.
- (iv.) Gain an understanding of process of counselling.
- (v.) Acquaint with the aim and principles of guidance programme.
- (vi.) Use the various procedures of organizing various guidance services in practical field.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATE

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit 1: Guidance

Concept, Needs, Assumptions, Scope and Significance of Guidance

Testing and Non-testing Techniques of Guidance Steps in Guidance

Issues and Problems in Guidance

Unit 2: Types of Guidance

Types of Guidance – Educational, Vocational and Personal.

Organization of Guidance Services at Elementary and Secondary School Level. Role of the Head and Teacher in Guidance Programme.

Unit 3: Guidance of Children with Special Needs (CWSN)

Problems and Needs of CWSN.

Guidance of the Gifted and Creative Students.

Guidance of Under-Achievers and First Generation Learners. Role of the Teachers in Helping Children with Special Needs.

Unit 4: Counseling Approaches

Concept, Characteristics and Principles of Counseling Counselling Approaches – Directive, Non-Directive and Eclectic Individual & Group Counseling and Ethical Issues in Counseling. Counseling Skills.

Sessional Work / Activities

Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Visit to a Guidance center and write a report.
- ii.) Organize any one of the activity: Career talk, Career Exhibition, Class talk and Write a report.
- iii.) Visit and prepare a report of the guidance services available in any one school.
- iv.) Any other activity / activities that the concerned course teacher may think appropriate, can be allotted.

Suggested Readings:

Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counseling. Delhi: Doaba House.

Arther J. J., (1971). Principles of Guidance Delhi: Tata Mc Graw Hill.

Bhatnagar, A., & Gupta N. (1999). Guidance & Counselling: Practical (Vol I & II) New Delhi: Vikas Publishing House.

Chauhan, V., & Jain. (2004). Nireshan Evam Prammarsh. Udaipur: Ankur Prakashan. - Gelso, C., & Fretz, B. (2001). Counselling Psychology. USA: Harcourt College.

Gupta, S.K. (1985). Guidance and Counselling. Delhi: Mittal.

Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling.

Norton, K and Mcgauley, G (1998). Counselling difficult clients. Sage Publications, New Delhi.

O'Leary, C.J (1999). Counselling Couples and Families. Sage Publications, New Delhi 8. Ponte Otto, D.B. Casas, J.M; Suzuki, L.A. And Alexander, C.M. (eds). (2001). Handbook of Multicultural Counselling. Sage Publications, New Delhi 9.

Rivers, P.C (1994) Alcoholic and Human Behaviour: Theory Research and Practice. New

Jersey: Prentice Hall.

Sen, A.K. (1982). Mental Retardation. , Bhelapur: Kripa Psychology Center.

Sherry, J. (2004). Counselling Children, Adolescents and Families. Sage Publications, New Delhi.

Velleman, R. (2001). Counselling for Alcoholic Problems. New Delhi: Sage Publications.

SECOND SEMESTER

Paper-V

Course Type/ Nature: Core

Course Title: HISTORICAL AND SOCIOLOGICAL BASIS OF EDUCATION

Course Code: MEDC105

Credits: 6 Marks: 100 (70+ 30)

Course Objectives:

To enable the learners to:

- (i.) Acquire knowledge of salient features of Indian Education with reference to Ancient, Medieval and Modern period.
- (ii.) Examine the recommendations of various committees and commissions on Education.
- (iii.) Describe the development of Indian Education after Independence.
- (iv.) Understand the sociological perspectives of Education.
- (v.) Discuss the concept and process of social change.
- (vi.) Elaborate the relationship between sociological processes of education.
- (vii.) Explain different social issues and challenges in national and international development of society.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit- 1: Education in Ages

Education in India with special reference to Ancient Period and Medieval Period

Development of Education in Pre- Independence Period: Macaulay Minutes (1835), Wood's Despatch (1854), Indian Education Commission, Hunter Commission (1882), Calcutta University Commission (1917), Wardha Scheme (1937).

Development of Education in Post- Independence Period: University Education Commission (1948-1949), Secondary Education Commission (1952- 1953), Indian Education Commission (1964-1966), National Policy on Education (1986).

Programme of Action (1992), NEP 2020.

Unit- 2: Current Issues in Education

Programmes of Universal Elementary Education (DPEP and SSA): objectives, norms and facilities provided under the schemes and implementation mechanism of the schemes.

Right To Education Act (2009): Norms and Standards.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Rashtriya Uchttar Shiksha Abhiyan (RUSA): objectives, norms, funding and functioning.

Non- Formal Education and Alternative Schooling/ Distance Education: definition, characteristics.

Unit-3: Education and Sociology

Meaning, nature, scope, importance and impact of sociology on education, Inter- relationship between Education and various social variables: Society, Family, School, Peer Group, Religion, Caste, Gender and Class.

Process of Socialization: Agents of Socialization, Factors hindering Socialization of a child, Role of teacher in the process of Socialization.

Education, Culture and cultural heritage: Meaning and nature of culture, characteristics of culture, and cultural heritage of India, cultural lag, Influence of Education on Culture and Vice -Versa.

Education and Social change: Concept of Social Change, Factors affecting Social Change, Role of Education in Social Change. Education and Social Mobility: Meaning, forms, dimensions and causes of Social Mobility.

Unit-4: Sociological Issues

Education and Modernization: meaning, criteria or measure of Modernization, causes of Modernization, impact of Modernization on society and problems of Modernization. Role of Education in Modernization

Peace Education

Liberalization and Education

Challenges of Education in 21st Century

Education for eradication of poverty

Sessional Work / Activities

Marks: 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- I.) Socio-Economic Survey of a nearby habitation (five families only).
- II.) Village visit by the students and will write the strength and weaknesses of that Village.
- III.) Analysis of the impact of modernization in the transformation of the local Community.
- IV.) Any other activity / activities that the concerned course teacher may think appropriate

SUGGESTED READINGS.

- Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education, New Delhi: Vikas Publishing House.
- Aggarwal, J.C. (1996). Theory and Principles of Education, New Delhi: Vikas Publishing House.
- Ajit Mondal, Jayanta Mete · (2016) Right to Education in India: Act, 2009, Gyan Publishing House
- Ancient and Medieval India ebook. (2017). (n.p.): McGraw-Hill Education
- Atlekar, A.S. (1957). Education in Ancient India, Varanasi: Nand Kishore Publication. Boston: Allyn and Bacon.
- Dewey John (1963). Democracy and Education, New York: MaMillion
- Brookover W.B; and Erickson, E.L(1973). A Sociology of Education, Illinois: The Dorsey Press.
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- Dayal, Bhagwan (1995). Development of Modern Indian education, Bombay: Orient Longman.
- Government of India (1986). National Policy on Education, (1986) Ministry of HRD, New Delhi.
- Govt. of India (1992). Ministry of Human Resource Development, New Delhi.
- Havighurst, R (1995). Society and Education, Boston: Allyn and Bacon
- MHRD Govt. of India: Rashtriya Madhyamik Shiksha Abhiyan (2009), New Delhi MHRD Govt. of India: Rashtriya Uchchatar Shiksha Abhiyan (2013), New Delhi MHRD Govt. of India: Sarva Shiksha Abhiyan. (2001)
- Mukherjee, S.N. (1968). Education in India, Today & Tomorrow, Baroda: Acharya Book Depot.
- Narula, S & Naik:- A History Of Education In India, New Delhi: Macmillan.
- Nurula, S. and Naik(1974) History of Education in India, New Delhi: Macmillan.
- Rai, B.C. (1997):- History of Indian Education and its Problem; Lucknow: Prakashan Kendra
- Report of the Secondary Education Commission (1952-1953), Ministry of Education. Government of India.
- Report of the Kothari Education Commission (1964-1966), Ministry of Education, Govt. of India
- Report of University Education Commission, (1948-1949), Ministry of Education, Govt. of India
- S.N. (1955). History of Education in India. Baroda: Acharya Book Depot. New Delhi: National Publishing House.
- Samual S. Ravi (2022). Philosophical and Sociological bases of Education (2nd Edition). PHI Learning Private Limited, Delhi.
- Scharfe, H. (2018). Education in Ancient India. Netherlands: Brill
- The Gazette of India (2009). Ministry of Law and Justice on Right to Education Act, 2009.

Paper- VI
Course Type/Nature: Core
Course Title: POLITICAL AND ECONOMIC BASIS OF EDUCATION
Course code: MEDC106
Credits: 6 Marks: 100 (70 + 30)

Course Objectives:

To enable the learners to:

- (i.) Discuss issues and concerns in education.
- (ii.) Explain social forces, political ideologies and education.
- (iii.) Understand globalization and its impact on education.
- (iv.) Discuss the basic concepts of economics of education.
- (v.) Describe the concept of education as a major determinant of economic development.
- (vi.) Elaborate the concepts, nature, principles and procedures of educational planning.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit- 1: Issues and Concerns in Education

Constitutional provisions for education in India; Education and Nationalism

Education for National Integration and International Understanding; Education as an Investment in Human-Resource Development; Educational Planning – Micro and Macro.

Unit- 2: Democracy and Globalization

Democracy: Meaning and Values, Main Features of Democratic Education, aims, curriculum Methods of Teaching and School Administration.

Secularism in India – Meaning, Need and role of Education in Multi-religious Society

Globalization: Concept and its impact on Knowledge, skills and attitude.

Unit-3: Human Resource Development

Education and Economic Development, Indicators and process

Human Resources Development, Process of Human Resource Development

Concept, Need and Goals of Educational Planning, Principles of Educational Planning, Approaches of Educational Planning

Educational Planning in India since Independence

Unit 4: Education manpower Planning and Unemployment

Forecasting Manpower needs and Manpower Planning Problems of Unemployment in India and Role of Education.

Brain Drain: Meaning, causes and measures to check Brain Drain in India

Reverse Brain Drain: Meaning and Measures.

Sessional Work / Activities

Marks: 10(under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- I.) Panel discussion on education for national and international integration and write report.
- II.) Debate on different issues of manpower planning and unemployment and write report for submission to concerned teacher.
- III.) Any other activity / activities that the concerned course teacher may think appropriate

SUGGESTED READINGS

Alex, V.Alexander (1982) Human Capital Approach to Economic Development, New Delhi: Metropolitan Book Co.

Bertrand, Oliver (1992) Planning Human Resources: Methods, Experiences and Practices, New Delhi: Sterling Publishers.

Blaug, M.: (1972) Economics of Education, the English Language Book Society and England: Penguin Books.

Brain Drain and Brain Gain: The Global Competition to Attract High-Skilled Migrants. (2012). United Kingdom: OUP Oxford.

H.N.: (1969) Measurement of Cost Productivity and Efficiency of Education, New Delhi: NCERT

Halleck, J.: (1969) The Analysis of Educational Costs & Expenditure, Paris: UNESCO.

Harrison, F and Myers, Charler: A (1970) Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing,

Kneller, G. F(1968) Education and Economics Thought, New York: John Wiley and Sons,

Nagpal, S.C. and Mital, A.C (1993) Economics of Education, New Delhi: Publication,

Pandit, Rao, V.K.R.V (1965) Education and Human Resource Development , New Delhi: Allied Publishers,

Raza, Moonis: (1986) Educational Planning: A long Term Perspective, New Delhi: Concept Publishing Company,

Singh, Baljit: (1986) Economics of Indian Education, New Delhi: Meenakshi Prakashan,

Sodhi, T.S. (1990) Economics of Education, New Delhi: Vikas Publishing House

Tilak, J.B.G. (1992) Educational Planning at Grass Roots, New Delhi: Ashish Publishing House.

Paper -VII
Course Type/Nature: Core
Course Title: TEACHER EDUCATION – I
(Institutions, System and Structure in Teacher Education)
Course code: MEDC107
Credits: 6 Marks: 100 (70 + 30)

Course Objectives:

To enable the learners to:

- (I.) Knowing teacher education and different agencies of Teacher Education
- (II.) Understand the concept and scope of teacher education in India with the historical perspectives.
- (III.) Discuss the aims and objectives of teacher education at elementary and secondary level.
- (IV.) Examine models of teacher education and instructional methods.
- (V.) Elaborate the recommendations of various commissions for teacher education and role of NCTE.
- (VI.) Describe the different teacher education programmes and their utility.
- (VII.) Explain the current scenario of teacher education in India.
- (VIII.) Evaluate teacher preparation programs.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly.

Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit -1: Teacher Education – Concept, Development, Agencies

Meaning, Nature, Aims, and Scope of Teacher Education; Objectives of Teacher Education at Elementary and Secondary.
Changing Context of Teacher Education in Indian as well as Global Scenario.

Historical development of Teacher Education in India during (Ancient, Medieval and British)

Agencies of Teacher Education: District Level- BRC, CRC and DIET"s, their Role and Functions.

State Level- SCERT and University Department of Education, their Role and Functions. National Level- UGC, NCTE, NCERT, their Role and Functions.

Unit-2: Teacher Education - System and Structure

Structure of Teacher Education at Various Levels as per NCTE Norms Elementary Level, Secondary Level

Salient features of Teacher Education – Relevance, Flexibility, Integration and Inter-Disciplinary.

Recommendations of various Commissions and Committees on Teacher Education in Post-Independence Era.

Critical Appraisal of the present system of Teacher Education in India.

Unit-3: Models of Teacher Education and Instructional Methods

Models of Teacher Education - Behaviouristic Teacher Education Model, Competency Based Model, Personalistic Model, Knowledge Building Community Model.

Large and Small Group Teaching Methods, Collaborative and Cooperative Teaching.

Unit-4: Preparation of Teachers

Pre- service Teacher Programme

UGC, NCTE, NCERT and University.

Preparing Teachers for Special Schools.

Preparing Teachers for Inclusive Classrooms.

Integrating ICT in Teachers Education.

Sessional Work / Activities Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Prepare a report on the role of NCTE in teacher education programme.
- ii.) Write a report on the role and functioning of SCERT to enhance the quality Teacher Education at secondary level in H.P.
- iii.) Any other activity / activities that the concerned course teacher may think appropriate.

SUGGESTED READINGS

Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist Approach. New York: State University of York.

Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). London and New York.: Routledge

Falmer. Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. London and New York. Routledge

Loughran, John (2006): Developing a Pedagogy of Teacher education: Understanding Teaching and Learning about Teaching. New York. Routledge. National Curriculum Framework on school Education 2005 for Teacher Education 2009 National Policy of Education 1986/1992.

NCTE (1998). Competency Based and Commitment Oriented Teacher Education for quality school education: Pre-Service Education.

Pathak R.P. (2021) Perspectives on Teacher Education Atlantic Publishers & Distributors Pvt Ltd

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

Report of the Delors Commission, UNESCO, 1996

Report of the Education Commission (1964-66).

Report of the National Commission on Teachers (1983-85).

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

Paper- VIII
Course Type/ Nature: Core
Course Title: MEASUREMENT AND EVALUATION
Course code: MEDC108
Credits: 6 Marks 100 (70+30)

Course Objectives:

To enable the learners to

- (i.) Examine the various quantitative and qualitative tools used in assessment.
- (ii.) Analyse the relationship between Measurement, Assessment and Evaluation.
- (iii.) Trace the different paradigms in assessment.
- (iv.) Identify the characteristics of a good tool.
- (v.) Explore the usage of online, on-demand, open book examination.
- (vi.) Construct an achievement test.
- (vii.) Construct a rubric on a selected performance.
- (viii.) Design a portfolio as a tool for performance assessment.
- (ix.) Measure non cognitive areas and reporting of results.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it.

Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

UNIT:1 Basics of Measurement and Evaluation

Educational measurement, assessment and evaluation: concept and nature; needs and uses of measurement, assessment and evaluation in behavioral sciences.

Norm-referenced and criterion-referenced measurement, formative and summative assessment; and their application

Scales of measurement: Nominal, Ordinal, Interval and Ratio scales

Taxonomy of instructional objectives: Cognitive, Affective and Psychomotor

UNIT:2 Essentials of Research Tools

Validity: concept and nature of validity, major considerations of validity- content, criterion and construct, factors influencing validity

Reliability: concept and nature of reliability, methods of estimating reliability- test- retest, equivalent forms, split-half, Kuder-Richardson and inter-rater method and factors influencing reliability measures

Objectivity, Usability and Norms.

UNIT: 3 Evaluation Tools

Tools of Evaluation – Validity, Reliability and Standardization of a Tool, Types of Tools; Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory, Techniques of Evaluation; Observation, Interview and Projective Techniques

Achievement tests: construction and standardization of achievement test, standardized vs. teacher made tests; concept and uses of diagnostic test

Question bank, and types of questions such as Objective, Short answer and Essay type

UNIT: 4 Trends in Evaluations

Classroom assessment techniques, CCE

Grading system: concept, relative and absolute, different scales in grading

Measurement of performance through alternative assessment tools and techniques such as Rubrics, Portfolios and Reflective Diaries

Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources

Systemic Reform in examination: online, on-demand, open book examination

Sessional Work / Activities Marks = 10 (under CCA Component)

- i.) Construct an achievement test of secondary level.
- ii.) Standardize any tool of your interest.
- iii.) Prepare a question bank of MEDC 108 (Measurement and Evaluation)

Suggested Readings

- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Carless, D., Bridges, S., Chan, C., & Glofcheski, R. (2017). *Scaling up Assessment for Learning in Higher Education*. Springer ISBN-13: 9789811030437
- Danielson, C. (2002). *enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for supervision and curriculum Development.
- Ebel, R. L. & Fresbee, D. A. (2009) *Essentials of Educational Management*, New Delhi: PHI Learning Pvt. Ltd.
- Gronlund, N.E. and Linn, R.L. (2003). *Measurement and assessment in Teaching*. Singapore: Pearson Education.
- Miller, M.D., Linn, R.L., and Gronlund, N. E. (2009). *Measurement and Assessment in Teaching, 10th ED*. Pearson Education, Inc., Upper Saddle River, NJ
- Natrajan, V. and Kulshrestha S.P. (1983). *Assessing no-Scholastic Aspects Aspects- Learners Behaviour*, New Delhi: Association of Indian Universities.
- NCERT (2015) CCE Package, New Delhi
- NCERT (2015) Learning Indicators, New Delhi
- Newman, F. M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, C, A.: Jossey-Bass.
- Norris, N. (1990). *Understanding Educational Evaluation*, Kogan Page Ltd.
- Osterlind, S. J. (2006). *Modern measurement: Theory, principles, and applications of mental appraisal*. New Jersey: Prentice Hall.
- Popham, W. J. (2000). *Modern educational measurement: Practical Guidelines for Educational leaders (3rd ed.)*. Needham, MA: Allyn & Bacon.
- Reynolds, C. R., Livingston, R. V., & Willson, V. (2006). *Measurement and assessment in education*. Boston, MA: Pearson Education, Inc.
- Salkind, N. J. (2006). *Tests & measurement for people who (think they) hate tests and measurement*. Thousand Oaks, CA: Sage Publications.
- Singh, H.S. (1974). *Modern Educational Testing*. New Delhi: Sterling Publication
- Stanley, J.C. and K.D. Hopkins (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.

Thorndike, R.M (2010) Measurement and Evaluation in Psychology and Education, New Delhi: PH

Suggested websites

www.adprima.com

www.tc.columbia.edu

Course Type/Nature: Generic Elective

Course Title: CONTEMPORARY ISSUES OF EDUCATION

Course code: MEDGE301

Credits: 6 (Marks 100 (70+30))

Course Objectives:

To enable the learners to:

- (i) Understand the concept of universalization of elementary and secondary education and higher education in India.
- (ii) Discuss different issues of universalization of elementary education.
- (iii) Explain programs for achieving the objectives of universalization of elementary education.
- (iv) Elaborate secondary education status, problems and aims of universalization of secondary education.
- (v) Trace different programs for achieving universalization of secondary education.
- (vi) Evaluate the status of primary, secondary and higher education in India.
- (vii) Discuss different Issues of access, equity and excellence in higher education.

- (viii) Describe the role and functions of different regulatory bodies in higher education.
- (ix) Explain National Education Policy, 2020.
- (x) Analyze the impact of liberalization, privatization and globalization (LPG) on education.
- (xi) Examine issues related to language, medium of instruction and policy of inclusion in primary, secondary and higher education.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it.

Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

UNIT: 1 Universalization of Elementary Education

Elementary Education: Its status and problems.

Related issues of universalization of elementary education: provision, enrolment and ~~att~~/completion rates in elementary education.

Programs for achieving the objectives of universalization of elementary education:

National program of nutritional support to primary education (NPNSPE) or Mid-day Meals

National program of education of girls at elementary Level (NPEGEL)

Right to Education Act, 2009

Right to Persons with Disabilities Act, 2016

UNIT: 2 Universalization and Secondary Education

Secondary education: its status, problems and aims of universalization of secondary education with special reference to Himachal Pradesh.

Programs for achieving universalization of secondary education: Policies and Status.

UNIT: 3 Issues in Higher Education

Higher education: its status and problems with special reference to Himachal Pradesh.

Issues of access, equity and excellence in higher education

Efforts for upgrading the quality of Higher Education through RUSA

Role and functions of different regulatory bodies in higher education: UGC, NCTE, RCI, NIEPA, ICSSR and AICTE.

NEP-2020.

UNIT: 4 Trends in Education

Liberalization, Privatization and Globalization in education

Language and medium of instructions: multi-lingualism and multi-culturalism

Policy of inclusion -women, minorities, differently abled, SCs and STs

PMMNMTT: Scheme and implementation

MOOCs and SWAYAM

Sessional Work/ Activities

Marks: 10 (under CCA Component)

Write a report on issues related to vocationalization of secondary education.

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning and Cooperative learning.

Suggested Readings

- Delors, Jacques, et al; (1996). *Learning: The Treasure within* report of the international commission on education for 21st century, UNESCO. education, Allied Publications, Bombay.
- Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.
- Kumar, R. (2012). *Education, peace and development*. New Delhi: Kalpaz Publications.
- Kumar, R. (2014). *Elementary education in India*. New Delhi: Atlantic Publishers and Distributors (P) LTD.
- MHRD, Govt. of India. (2012). *Vision of Teacher Education in India: Quality and Regulatory Perspective*. Volume 1 & 3. New Delhi.
- Nayak, A.K. & Rao, V. K. (2010). *Secondary education*. New Delhi: A.P.H. Publishing Corporation.
- NCERT (2005). *National curriculum framework*, New Delhi.
- Nehru, R.S.S. & Rao, N. V. (2014). *Elementary education*. New Delhi: A.P.H. Publishing Corporation.
- Rao, Digumarti Bhaskara. (2015). *Teacher Education in India*. New Delhi. Discovery Publishing House.
- Sikka, P. & et.al. (2012). *Education for all: human and resource development in India, national policy and planning for the education sector*. New Delhi: Uppal Publishing House.
- Singh, S.P. & et.al. (2013). *Peace and human rights education*. New Delhi: A.P.H. Publishing Corporation.
- Srivastava, D.S. & Tomar, Monica. (2011). *Elementary education*. New Delhi: Isha Books.
- Tyagi, K. (2013). *Elementary education*. New Delhi: A.P.H. Publishing Corporation.

Suggested Websites

- www.developmenteeducationreview.com
- <http://vikaspedia.in/education/policies-and-schemes/right-to-education/right-to-education-act>
- <http://aises.nic.in/documents/pdf/reports>
- http://mhrd.gov.in/sites/upload_files/mhrd/files/RUSAGuidelines022014.pdf
- http://mhrd.gov.in/sites/upload_files/mhrd/files/RUSA_final090913.pdf
- www.rehabcouncil.nic.in.

THIRD SEMESTER
Paper -IX
Course Type/ Nature: Core
Course Title: TEACHER EDUCATION-II
(Curriculum, Policy, Practices and Continuing Professional Development)
Course code: MEDC109
Credits: 6 Marks: 100 (70 + 30)

Course objectives:

To enable the learners to –

- (i.) Understand the Concept, Development and Agencies of Teacher Education.
- (ii.) Explain the Teacher Education Programmes at Different Levels- Their Objectives, Structure, Curriculum, role and Competency of The Teachers.
- (iii.) Describe the need for teacher education at tertiary Level.
- (iv.) Critically examine the Issues and Problems in teacher education.
- (v.) Apply Innovative Practices in Teacher Education.
- (vi.) Design research proposal and write report.
- (vii.) Develop professional ethics.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub- parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit-1: Teacher Education Curriculum

National Curriculum Framework for Teacher Education Programme at various levels as recommended by NCFTE, 2009.

Elementary Level

Secondary Level

Teaching and Training Techniques – Nature, Assumptions, relevance to objectives of the Teacher Training.

Various techniques of Teacher Training– Seminars, Workshops, Brain- Storming, ICT, Micro Teaching, Simulation and Role Playing and System Approach.

Privatization of Teacher Training: Need and Quality Concerns.

Unit- 2: Teacher Thought Process

Concept of Teaching and Learning.

Duties of Teachers other than Teaching and their impact on quality of School Education.

3 P's in Teaching- Perception, Planning and Performance. Teacher Thought Process and Decision Making.

Unit-3: Continuing Professional Development

Concept and Importance, Modes of INSET (In-Service Education and Training): Face to Face, Distance Mode, Eclectic Mode.

Meaning, Characteristics and Concept of Profession and Professionalism in Education.

Professional Ethics for Teachers.

Strategies of In-Service Professional Development – Workshop, Seminars, Orientation Programmes, Refresher Courses, Conferences and Extension Lectures. Teacher Professionalism –Roles, Attitudes, and Values.

Unit-4: Research and Innovations in Teacher Education

Problems of Teacher Education in India. Innovations in Teacher Education. Priorities of Research in Teacher Education.

Sessional Work / Activities

Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10marks:

- I.) Visit to any school and collect information from the teachers regarding use of new innovation in teaching learning process.
- II.) Visit to any school and write a report on the attitude of in service teachers towards B.Ed. teacher training internship programme.
- III.) Any other activity / activities that the concerned course teacher may think appropriate.

Suggested Readings:

Antonio L. Ellis · Nicholas D. Hartlep · Gloria Ladson-Billings · David O. Stovall (2021).Teacher Educators as Critical Storytellers: Effective Teachers as Windows and Mirrors. Tantor Media Inc.

Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead: Brinks Open University Press. Lampert, M. (2001). Teaching Problems and the Problems of Teaching. New Haven: Yale University Press.

Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A Constructivist Approach to Introducing Education. USA. Wadsworth Publishing.

Mohammad Miyan (2004).Professionalization of Teacher Education. New Delhi: Mittal Publications.

NCERT (2006): Teacher Education for Curriculum Renewal.

NCTE (1998): Perspectives inNCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.

NCERT (2005): National Curriculum Framework.

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

Radha Mohan (2019). Teacher Education. PHI Learning Private Limited, Delhi.

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

Schon, D. (1987): Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions. New York: Basic Books.

Sambit K.Padhi and Anjali Kumari (2019). Teacher Education in India: Modes and Researches. Pacific Books International.
Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.

Paper- X
Course Type/ Nature: Core
Course Title: INCLUSIVE EDUCATION
Course code: MEDC110
Credits: 6 Marks: 100 (70 + 30)

To enable the Learners to:

- i.) Understand the concept and importance of Inclusiveness in Education.
- ii.) Describe the global and national commitments towards the education of children with diverse needs.
- iii.) Develop understanding of the recommendations of various commissions and committees towards teacher preparation for Inclusive Education.
- iv.) Comprehend the nature of difficulties encountered by children and prepare conducive teaching learning environment in Inclusive Schools.
- v.) Analyze special education, integrated education, mainstream and inclusive education practices.
- vi.) Identify and utilize existing resources for promoting inclusive practice

Unit-1: Introduction to Inclusive Education

Concept, scope and importance of Inclusive Education, Historical perspectives on education of children with diverse needs.

Difference between Special Education, Integrated Education and Inclusive Education. Need for Inclusive Education and barriers in the Implementation of the scheme. Adaptations in Instructional Objectives, curriculum and co-curricular activities for meeting diverse needs of children: intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.

Unit -2: International and National Initiatives for the Education of Children with Special Needs

The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).

The World Declaration on Education for all and its Framework for Action to meet basic learning needs, 1990 (Article 3 Clause 5). The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).

The Agenda for Action for the Asian and Pacific Decade of Disabled Persons (1993-2002). The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education. International Year of the disabled persons (IYDP, 1981)

National Initiatives for children with special needs: Integrated Education for Disabled Children (IEDC, 1974).

Project Integrated Education for disabled children (PIED, 1987). Sarva Shiksha Abhiyan and RTE 2009

Unit- 3: Current Laws and Policy Perspectives for Inclusive Education and Role of the Teacher

Mental Health Act 1987, Rehabilitation Council of India (RCI) Act, 1992. Role of RCI in the education of children with special needs.

Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995

The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning, role of technology for meeting diverse needs of learners.

Unit – 4: Teacher preparation for Inclusive Education

Skills and Competencies of teachers and teacher educators for Elementary and Secondary Education in Inclusive Settings, Teaching Strategies for Inclusive Education, creating conducive environment in Inclusion Schools, reviewing existing Educational Programmes offered in secondary school (general, special education).

Evaluation and Follow up Programmes for Improvisation of Teacher Preparation Programmes in Inclusive Education Programmes.

Roles, Responsibilities and Professional Ethics of an Inclusive Education Teacher and Teacher Educators.

Role of NGO's in Inclusive Education - A Critical Appraisal.

Sessional Work / Activities

Marks = 10(under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Preparation of one teaching aid (model) to teach children with special need.
- ii.) Visit any Special School and write report about the functioning of the school.
- iii.) Any other activity/ activities that the concerned course teacher may think appropriate.

Suggested Readings

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

Creating an Inclusive School. (2019). (n.p.): PHI Learning Pvt. Ltd.

Disability Inclusion and Inclusive Education. (2020). Germany: Springer Nature Singapore.

Government of India (1986). National Policy on Education.

Government of India (1992). Programme of Action.

Inclusive Education for the 21st Century: Theory, Policy and Practice. (2020). United Kingdom: Taylor & Francis.

Inclusive Education: Creating an Inclusive School. (n.d.). (n.p.): JEC Publication.

Inclusive Education: Perspectives on Pedagogy, Policy and Practice. (2016). United Kingdom: Taylor & Francis.

Inclusive Education: Practices and Challenges. (2021). (n.p.): K.K. Publications.

Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Haryana: Academic Press.

Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Chennai: Heinemann Educational publishers, Multivista Global Ltd,

Kagan, T.S. (2000): Worldwide Diversity and Human Rights. New Delhi: Orient Longman Pvt.Ltd.

NCERT (2005). National Curriculum Framework,

NCERT (2006). National Focus Group Report on Education of SC and ST, New Delhi. PWD Act 1995,98,2000

Rehabilitation Council of India, (1992)

Sharma P.L (2003) Planning Inclusive Education in Small Schools, Mysore: R .I E. Sharma, P.L. (1990) Teachers Handbook on IED-Helping Children with Special Needs New Delhi: N. C. E.R.T. Publication.

Paper- XI

Course Type/ Nature: Core

Course Title: EDUCATIONAL TECHNOLOGY

Course code: MEDC111

Credits: 6 Marks: 100 (70 + 30)

Course objectives:

To enable the learners to:

- i.) Comprehend the concept, meaning, nature, scope and importance of educational technology and its important components in term of hardware and software.
- ii.) Acquaint with levels, strategies, models of teaching and recent trends in educational technology for future improvement.
- iii.) Distinguish between communication and instruction so that they can develop and design sound instructional system.
- iv.) Apply the teaching behaviour modification techniques and different classroom instructional technologies for betterment of teaching -learning process.

Unit -1: Educational Technology and Communication

Concept, Scope and Importance of Educational Technology

Role of Technology in Various Educational Practices

Concept, Process and Components of Communication, Barriers to Effective Classroom

Communication, Role of Multimedia Approaches in Educational Communication

Modern Trends in Educational Communication such as e-mail, teleconferencing and Interactive Video Conferencing, Wiki, Blogging and Social Networking

Unit -2: Levels, Stages and Models of Teaching

Memory, Understanding and Reflective levels of Teaching and Learning and their Implications.

Stages of Teaching along with Operations involved in them.

Models of teaching: Meaning, Function and Types (Glaser's Basic Model, Information Processing Model, Social Interaction Model)

Teaching Behaviour Modification Techniques: Flander's Interactional Analysis, Reciprocal Category System and Equivalent Talk Category System

Unit - 3: Technology for Classroom Instruction

Components, Working and Uses of Over Head Projector (OHP), Movie Projector, Liquid Crystal Display (LCD) Projector, Components, Working and Uses of Computer, Audio-Video Recording Instruments, Closed Circuit Television (CCTV) and Smart Board/Electronic Board. Programmed Learning (Linear and Branching), Personalizes System of Instruction, Computer Assisted Instruction (CAI) and Web Based Learning

Challenges in Integration of Technology for Classroom Instruction

Unit-4 Technology Enhanced Students-Centered Learning Process

Concept and Importance of E-Learning, M-Learning, Collaborative Learning, Blended Learning.

Technology Aided Learning and Virtual Classroom for generating Student-Centered Learning Environment.

Role of Central Institute of Educational Technology(CIET) to Promote Utilization of Educational Technologies.

Recent Trends of Research in Educational Technology

Sessional Work / Activities

Marks: 10(under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Each student shall develop self-instruction / Program instruction / computer assisted instruction material for any unit of any school subject of his choice.
- ii.) Write a report on classroom transaction by the Flander's interaction technique.
- iii.) Any other activity/activities that the concerned course teacher may think appropriate.

SUGGESTED READINGS

Agarwal, J.C. (1995) Essential of Educational Technology: Teaching Learning Innovations in Education. Delhi: Vikas Publishing House (P) Ltd.

Behera, S.C. (1991): Educational Television Programmes, New Delhi: Deep and Deep Publications

Chauhan, S.S. :(1978) A Text -Book of Programmed Instruction, New Delhi: Sterling Publ. Co. Collis.

Denis, Kim, Sen and Morin (2000), "Information Technology - The Breaking Wave", New Delhi: Tata McGraw-Hill Publishing Company Limited.

Dobson, Theresa M. (2005.)Technologies of Text: Reflections on Teaching, Learning, and Writing within Digital Environments." Journal of the Canadian Association of Curriculum Studies, v.3 no.1.

Educational Technology to Improve Quality and Access on a Global Scale: Papers from the Educational Technology World Conference (ETWC 2016). (2018). (n.p.): Springer International Publishing.

Ezumah, B. A. (2020). Critical Perspectives of Educational Technology in Africa: Design, Implementation, and Evaluation. Germany: Springer International Publishing.

Handbook of Research on Modern Educational Technologies, Applications, and Management. (2020). United States: IGI Global.

ICT in Education in Global Context: Comparative Reports of Innovations in K-12 Education. (2015). Germany: Springer Berlin Heidelberg.

Kulkarni, S.S. (1986) Introduction to Educational Technology, New Delhi: Oxford & IBH.

Kumar, K.L. (2008): Educational Technology, New Delhi: New Age International Pvt. Ltd.

Kumar, N. and Chandiram, J. (1967): Educational Television in India, New Delhi: Arya Book Depot.

Mehra, V. (2010): A Text Book of Educational Technology, New Delhi: Sanjay Prakashan.

Mukhopadhyay, M. (1990): Educational Technology – Challenging Issues, New Delhi: Sterling Publishers Pvt. Ltd.

Pandey, K.P.(1980) A First Course in Instructional Technology, Ghaziabad: Amitash Prakashan,

Parmaji, S. (1994): Distance Education, New Delhi: Sterling Publishers.

Rana, S. (1994): Open Learning in India, New Delhi: Commonwealth Publishers.

Sampath et. al. (1981): Introduction to Educational Technology, New Delhi: Sterling Publishers Pvt. Sharma, B.M. (1994): Media and Education, New Delhi: Commonwealth Publishers.

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

Venkataiah, N. (1996): Educational Technology, New Delhi: APH Publishing Corporation.

Paper- XII

Course Type/Nature: Discipline Elective

Course Title: DISTANCE EDUCATION

Course code: MEDE201

Credits: 6 Marks: 100(70+30)

Course Objectives:

To enable the learners to;

- (i.) Comprehend the Concept, Features, Objectives and Scope of Distance Education.
- (ii.) Acquaint with issues related to Planning, Management, Promotion and Coordination of Distance Education.
- (iii.) Apply the implications of Theories of Learning and Communication for Course designing to Distance Learners.

- (iv.) Design and Develop Self-Learning Print Material.
- (v.) Apply new technologies in the Preparation of Print Material for Distance Learners.
- (vi.) Use the mechanism for Learner Support Services in Distance Education.
- (vii.) Describe the Role of different forms of Communication Media in Distance Education.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

UNIT 1: Growth & Development of Distance Education

Distance Education: Concept, Features, Objectives and Scope.

Issues in Planning and Management of Distance Education Institutions.

Promotion and Coordination of Distance Education at National and International Level

UNIT 2: Designing and Development of Self-Learning Print Materials

Factors affecting Design of Print Materials, Implications of Theories of Learning and Communication for Course Designing in Distance Education.

The Process of Designing and Development of Self-Learning Print Material. Applications of New Technologies in the Preparation of Print Material.

UNIT 3: Mechanism for Learner Support Services

Learner Support Services: What, Why and How?

Institutional Arrangements for Learner Support: Counseling and Tutoring Services, Practice and Media of Counseling, Face-to-Face Sessions, Interaction through Assignments, Tutoring through Correspondence.

UNIT 4: Communication Media for Distance Education

Issues in Communication in Distance Education, Applications of Communication Technology in Distance Education.

Media in Distance Education: Radio, Television and Computer as an Educational Media. Uses of Satellite Technology and Internet for Distance Education.

Sessional Work / Activities**Marks: 10(under CCA Component)**

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Prepare a report on at least 10 learners attending PCP regarding the learner support services provided by ICDEOL during PCP.
- ii.) Analysis of self-learning print materials of any course prepared by IGNOU/ICDEOL.
- iii.) Any other activity / activities that the concerned course teacher may think appropriate.

Suggested Readings:

Chib, S.S. (1986): Distance Education. Chandigarh: Chadha Publication.

Criscito Pat; (2004): Barron's Guide to Distance Learning. Barron's E Publisher. Daniel, J. S. et

al; (1982): Learning at a Distance: A world Perspective. Athabasca University, Edmonton.

Dillon, S.S. & Kaur, R. (2018) Information Technology Communication and Distance, Gyan Gupta Publication.

Garrison, D. R. (1989): Understanding Distance Education Framework for future. Routledge, Chapman and Hall, London.

Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.). Lector Publishing.

Holmberg, B. (1986): Growth and Structure of Distance Education. London: Croom Helm.

Holmberg, B. (1989): Theory and Practice of Distance Education. Routledge, Chapman & Hall, London.

IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 & 3). IGNOU, New Delhi.

Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.

Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.

Keegan, D. (1989): Foundations of Distance Education, London: Routledge.

Race, Phil (1944): The Open Learning Handbook, Second Edition, London: Kogan Page.

Satyanarayana, C. Seshratnam (2018) : Open Distance Education in India: Shipra Publications

Rathore, H. C. S. (1993): Management of Distance Education in India. New Delhi: Ashish Publishing House.

Paper XIII
Course Type/Nature: Discipline Elective
Course Title: LIFE SKILLS EDUCATION
Course code: MEDE 202
Credits: 6 Marks: 100 (70 + 30)

Course objectives:

To enable the Learners to:

- (i.) Gain in-depth knowledge of Concept, Process and Practice of Core life Skills
- (ii.) Identify role of Life Skills for Positive Change and well-being.
- (iii.) Comprehend social skills, thinking skills and emotional skills.
- (iv.) Communicate effectively, and Cope with Stress and Emotions.
- (v.) Develop ability of Problem Solving and Decision Making.
- (vi.) Emphasize the importance of Effective Communication as a Life Skill.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit-1: Peace values for Personality Formation

Life Skills: Concept, Importance of Various key Life Skills- Emotional Skills, Social Skills, Thinking Skills. Importance of Life Skills for Growing minds. Need for Life Skill Education.

Unit-2: Life skill and Wellbeing

Life Skills in Social Context vis-à-vis media influence, Social Harmony and National Integration.

Life Skills to deal with Peer Pressure, Suicide Prevention and Substance Abuse. Factors affecting Wellbeing of an Individual.

Role of Life skills for ensuring Wellbeing.

Unit-3: Communication Skill

Functions of Communication.

Essentials of Effective Communication.

Types of Communication-Downward or Upward, Lateral or Horizontal.

Barriers to Communication.

Unit-4: Method for Life skill Enhancement

Methods to Enhance Life Skills -Class Discussion, Brain Storming, Demonstration, Role Play, Case Studies.

Audio-Visual activities e.g. Arts, Music, Theatre, Dance for life skills enhancement

Decision Mapping or Problem Trees, Storytelling, Debates, Educational Games and Simulation, Small Groups. Matrix of Life skills in a class room.

Sessional Work / Activities Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Write a report on steps for the improvement of communication skills among students.
- ii.) Any other activity / activities that the concerned course teacher may think appropriate

SUGGESTED READINGS

Baumgardner, R. Steve., Crothers. K. Marie. (2009). Positive Psychology. New Delhi: Darling Kindersley India Pvt. Ltd.

Carr Alan, (2004). Positive Psychology. New York: Routledge.

Life Skills Approach to Teaching- Teacher Education
(WWW.TEINDIA.NIC.IN/FILES/TEACHERTRG-MODULE/13_LIFE_SKILLS_MODULE.PDF.)

Life Skills Education and CCE, CBSE. (WWW.CBSE.NIC.IN/CCE/LIFE_SKILLS_CCE.PDF.) Life Skill Education (WWW.LIFESKILLS.ED.COM.)

Sharma, Lalita K. (2022) Life Skills Education in India: Nitya publications

Mahajan Gourav (2022) Life Skill Education 1st edition Shipra Publications ISBN: 9789388691833

Nair, A. Radhakrishnan (2010). Life Skills Training for Positive Behaviour Sriperumbudur: Rajiv Gandhi National Institute of Youth development.

UNESCO (2005). Quality Education and Life Skills: Unesco: Dakar Goals. Paris: WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Geneva: Inter-Agency Meeting. WHO.

Paper XIV
Course Type/ Nature: Discipline Elective
Course Title: ENVIRONMENTAL EDUCATION
Course code: MEDE 203
Credits: 6 Marks: 100 (70 + 30)

Course Objectives

To enable the learners to;

- (i.) Comprehend the concept, characteristics and components of environmental education.
- (ii.) Explain the importance and scope of environmental education.
- (iii.) Acquaint with possible environmental hazard enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
- (iv.) Orient with components of environments for preparing a curriculum for environmental education.
- (v.) Develop various methods and strategies for realizing the objective of environmental education.
- (vi.) Critically evaluate different projects in the area of environmental studies in different countries.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit 1: Environment and Environmental Education

Concept, Characteristics and Components of Environment

Historical Background of Environmental Education

Concept, Characteristics, Components and Scope of Environmental Education, Objectives and Guiding Principles of Environmental Education

Unit 2: Environmental Conservation and Sustainable Development

Concept, Characteristics, Objectives and Need of Environmental Conservation Concept, Characteristics, Objectives and Need of Sustainable Development

Concept and Ways of Disaster Management.

Role of Education in Environmental Conservation and Sustainable Development

Unit 3: Environmental Pollution

Concept and Types of Environmental Pollution

Air Pollution: Causes, Sources, Effects and Preventive

Measures. Water Pollution: Causes, Sources, Effects and Preventive Measures.

Soil Pollution: Causes, Sources, Effects and Preventive Measures. Noise Pollution: Causes, Sources, Effects and Preventive Measures.

Laws of Conservation and Protection: Environment Protection Act, Wild life Protection Act and Noise Pollution Act.

Unit 4: Environmental Hazards

Concept of Environmental Hazards

Environmental Hazards: Causes, Sources, Effects and Measures (Global Warming, Acid Rain, Polar Melting, Raising of Sea Level and Ozone Layer Depletion).

Movements and Projects for Environmental Protection / Conservation: Chipko, Tiger Project and Ganga Action Plan.

Sessional Work / Activities

Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Preparation of Slogans, Charts/Pie-charts, Plantation Activities on environmental awareness campaign.
- ii.) Eco-friendly activities (Direct experiences) or Preparation of Scrap Book on any six major environmental issue. (Under village extension programme.)
- iii.) Any other activity / activities that the concerned course teacher may think appropriate can be allotted.

Suggested Readings:

Arjun Dev (Ed.) (2003), A Handbook of Human Rights, Creative Learning Series, NBI, New Delhi.

Environmental Education. (2019). (n.p.): Studera Press.

Katoch S.K. (2013) Manveeya Mulya, Paryavarn Aur Manavadhikar Shiksha , published by Mohindra Capital Publishers (P) Ltd., Chandigarh.

NCERT (1980), Environmental Studies: Teachers Guide, New Delhi.

NCERT (1981). Environmental Education at the School Level, NCERT, New Delhi.

NCERT (1988), National Curriculum for Elementary and Secondary Education: A Framework (Revised Version), NCERT, New Delhi.

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

NCERT (2001), Guidelines and Syllabi for Primary Stage Upper Primary Stage, Secondary Stage and Higher Secondary Stage, NCERT, New Delhi.

Reddy, G. L. (2015). Text book on Environmental Education. India: discovery publishing house pvt Limited.

Saxena, A.B. (1996), Education for the Environmental Concerns, Radha Publications, New Delhi, PP. 112.

Sharma Y.K. and Katoch K.S. Education for Values, Environment and Human Rights, Deep and Deep Publication, New Delhi.

Sharma, B.R. (1997), Environmental and Pollution Awareness, Sathya Prakashan.

Shimray, C. (2016). Teaching Environmental Education: Trends and Practices in India. India: SAGE Publications.

Course Type/ Nature: Ability Enhancement

Course Title: Orientation to Research Writing and Professional Skills for Prospective Teacher Educators

Course code: MEDAE401

Credit- 4

Course Objective

- (i.) To give insight of the research methods in education.
- (ii.) To provide knowledge of the educational research. To prepare research proposal.
- (iii.) To acquaint the students with different psychological tools and tests.
- (iv.) To draw inferences from the psychological experiments.
- (v.) To help the students to reflect their potential and weakness.
- (vi.) To empower the professionalism required to be a teacher

Course Content

Writing a Research Proposal:

Exploring the areas of research ; Identification of a researchable problem ; Reviewing the related literature; Significance and rationale of the problem ; Selection of appropriate research design and approaches ; Formulation of sound and achievable objectives; Formulation of hypothesis and research questions; Understanding and selecting an appropriate methodology ; Selecting appropriate tools for research; Selecting appropriate statistical procedure and strategies; Procedure of data collection, sampling frames, size of sample, techniques for selection of sample; Preparing chapter scheme and consolidating references.

Administration and Interpretation of the following Experiments/ Tests:

Verbal, Non-Verbal and Performance test of Intelligence; Personality Inventory; Transfer of Training; Test of Creativity; Self-Concept Scale and Adjustment Inventory

Professional Communication Skills for Prospective Teacher Educators:

Writing a CV; Essentials components; Interview Types of Interview Preparation, body language, communication skills, dealing with anxiety, assertiveness

Recommended Books

Best, J.W. & Kahn J.V. 1999 Research in Education Prentice Hall of India Pvt. Ltd., New Delhi
Kaul, Lokesh 1984 Methodology of Educational Research Vikas Publications, New Delhi
Chandra, S.S., & Sharma, R.K. 2010 Research in education Atlantic Publications, New Delhi
Mangal S.K. 2002 Advanced Educational Psychology New Delhi: Prentice Hall of India.
Chauhan, S.S. 2002 Advanced Educational Psychology New Delhi: Vikas Publishing House.
Bandura, A. 1977 Social learning theory Cliff. N.J: Prentice Hall.

Dandapani, S. 2001 Advanced educational psychology (2nd edition) New Delhi: Anmol publications Pvt. Ltd.

Woolfolk, A. 2011 Educational Psychology (9th edition) Pearson Publications Inc. and Dorling Kindersley Publishing Inc.

FOURTH SEMESTER

Paper XV

Course Type/ Nature: Core

Course title: RESEARCH AND PUBLICATION ETHICS

Course code: MEDC112

Credits: 6 Marks 100 (70+30)

Course Objectives:

To enable the learners to;

- i.) Understand nature and scope of moral philosophy.
- ii.) Demonstrate Intellectual honesty and research integrity.
- iii.) Judge publication ethics, authorship and contributor ship.
- iv.) Identify thrust areas of global research and Open access publications and initiatives.
- v.) Analyse Research Metrics

Unit I Philosophy and Ethics

Introduction to Philosophy: definition, nature and scope, content, branches

Ethics: definition, moral philosophy, nature of moral judgements and reactions

Unit II Scientific Conduct

Ethics with respect to science and research

Intellectual honesty and research integrity

Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)

Redundant publications: duplicate and overlapping publications

Selective reporting and misrepresentation of data

Unit III: Publication ethics

Publication ethics: definition, introduction and importance

Best practices/ standards setting initiatives and guidelines: Committee on publication Ethics (COPE). Salami Slicing

Conflicts of interest

Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types

Violation of publication ethics, authorship and contributor ship

Identification of publication misconduct, complaints and appeals

Predatory publishers and journals

Unit IV Publication Misconduct

Group Discussions: Subject specific ethical issues, FFP, authorship; conflicts of interest; complaints and appeals: examples and fraud from India and abroad

Software tools: Use of plagiarism software like Turnitin, Urkund and other open source software tools

Sessional Work / Activities

Marks = 10 (under CCA Component)

- i.) Write a research paper by keeping in mind the terms Plagiarism and Falsification.
- ii.) Submit the research paper checked by any Plagiarism Checking Software.

Suggested Readings

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

Bogdon, R., & Biklen, S. K. (2008). *Qualitative Research for Education: An Introduction to Theories and Practice*. New Delhi: PHI learning

Borg, W.R., & Gall, M.D. (1983). *Educational Research – An Introduction*. New York: Longman, Inc.

Chandra, S. S., & Sharma, R.K. (2010). *Research in education*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.

Creswell, J. W. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and qualitative Research*. Boston: Pearson Publications.

Curtis, W., Murphy, M., & Shields, S. (2013). *Research and Education*. New York & London: Routledge

Gordon, P. (1996). *A Guide to Educational Research*. New York: Routledge

Kaul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.

Kilpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brett-Kochler.

Kress, T. (2013). *Using Critical Research for Educational and Social Change*. New York & London: Routledge.

Lauren, B., Little, T. D., & Card, N. A. (2012). *Developmental Research Methods*. New York: The Guilford Press.

Martella, R. C., Nelson, J. R., Morgan, R. L., & Martella, N. E. (2013). *Understanding*

Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. C.A: Sage Publications.

Tolmie, A., McAteer, E., & Muijs, D. (2012). *Quantitative Methods in Educational and Social Research Using SPSS*. Maidenhead: Open University Press

Wellington, J. (2015). *Educational Research*. New Delhi: Bloomsbury Academic.

Weir, W., & Stephen G. (2009). *Research methods in Education*. New York: Pearson Education.

Course Type/ Nature: Core
Course title: RESEARCH DISSERTATION WORK
Course code: MEDR113
Credits: 6 Marks=100 (70+30)

The dissertation work in M.Ed Programme shall be compulsory and carry 100 marks (8 credits). This shall be a special course involving application of knowledge in solving, analyzing, and / or exploring real-life situations. Each student is required to undertake this dissertation work under the guidance of a teacher from the Department of Education approved by Vice-Chancellor of H. P. University). The dissertation will be submitted in the Department of Education. The dissertation shall be evaluated by an external examiner (out of the panel of examiners to be approved by the Vice- Chancellor of the University). The dissertation will carry a total of 100 marks. The marks will be awarded on the basis of viva-voce examination (30marks) and evaluation of dissertation including its structure, nature and quality (70 marks).

Course Code: MEDIN501
Course title: Internship
Credits: 4 Marks: 100 (70 + 30)

Course Objectives:

To enable the students to

- (i.) Critically analyse the administrative activities of teacher education institutions.
- (ii.) Discuss the process of research tool designing and development.
- (iii.) Assess the outcomes of training programs
- (iv.) Formulate action research proposal
- (v.) Practice innovative teaching techniques and evaluation in teacher education institutions

Internship Guidelines

The internship shall be conducted at the beginning of semester-III and will continue for at 6 weeks or least 42 working days. The fundamental purpose of this internship programme is to develop the Fundamental skills of the interns with regard to research. It will be carried out under the supervision of the internship coordinator keeping in mind the following aspects;

1. The interns will be given comprehensive orientation about the detailed modalities of the internship by the internship coordinator and other faculty members.
2. The interns will be trained on different aspects of research such as preparation of synopsis, development of research tools, scoring and interpretation of psychological tests and observation lessons. After the simulated practice on Fundamental skills the interns will go to the field i.e. any secondary school.
3. The interns will observe 20 lessons and will carry out other activities as will be decided by the department from time to time. The interns will carry out these activities under the supervision of their mentors as will be decided by the internship coordinator with the approval of the departmental Council.

4. The last four days will be devoted towards presentation of the internship reports followed by viva-voce.

Mode of Evaluation

1. The evaluation will be conducted out of 100 marks
2. The distribution of marks are as follows;
 - a. Reports=30 marks
 - b. Preparation of synopsis=20 marks
 - c. Observation lessons=10
 - d. Power point Presentation of the internship report= 10 marks
 - e. Final viva-voce= 30 marks
3. A three members examiner panel will be prepared by the HoD including the internship coordinator for the conduct of the presentation of the internship report and final viva- voce.

Course Type/Nature: Generic Elective
Course Title: Assessment of Learning
Course code: MEDGE 302
Credits: 6 Marks: 100 (70 + 30)

Course Objective:

To enable the learners to:

- i.) Understand concept of measurement, assessment and evaluation.
- ii.) List out the various quantitative and qualitative tools used in assessment
- iii.) Define technical terms related to Measurement, Assessment and Evaluation.
- iv.) Identify various cognitive, affective and psychomotor learning outcomes.
- v.) Explore the scope of ICT in teaching and assessment.
- vi.) Apply knowledge of ICT in actual class room situation.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

UNIT: 1 Concept of Evaluation

Concept of measurement, assessment and evaluation

Assessment of cognitive, affective and psychomotor learning

UNIT: 2 Types of Evaluation

Qualitative and quantitative methods of classroom evaluation

Formative and summative evaluation

Self-assessment and peer assessment

Continuous and Comprehensive Evaluation

UNIT: 3 Test items and Reporting

Purpose of reporting

Test items types: essay, short answer and objective

Diagnostic test- its uses

UNIT: 4 Tools and Techniques

Use of test, check list, interview schedule, rating scale

Use of Rubrics, Portfolios and reflective diaries

Use of computers in Evaluation

Web Resources for Effective evaluation of Teaching & Learning Processes,

Online Test, E- Assessment, Open book examination.

Sessional Work / Activities

Marks: 10 (under CCA Component)

- i.) Prepare a model paper on MEDGE (302).
- ii.) Visit an elementary school and prepare a report on the Assessment and Evaluation Practices adopted by the school teachers.
- iii.) Prepare a portfolio of any learner of visited elementary school.

Suggested Readings

- Aiken, L.R. (1985). *Psychological testing and assessment*. Boston: Allyn and Bacon.
- Anastasi, A. (1988). *Psychological testing*. New York: The McMillan Company.
- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Carless, D., Bridges, S., Chan, C., & Glofcheski, R. (2017). *Scaling up Assessment for Learning in Higher Education*. Springer ISBN-13: 9789811030437
- Danielson, C. (2002). *enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for supervision and curriculum Development.
- Ebel, R.L., & Frisbel, D.A. (1986). *Essentials of educational measurement*. New Delhi: Prentice Hall.
- Ebel, R. L. & Fresbee, D. A. (2009) *Essentials of Educational Management*, New Delhi: PHI Learning Pvt. Ltd.
- Edwards, A. L. (1957). *Techniques of attitudes scale construction*. New York
- Freeman, F. S. (1965). *Theory and practice of psychological testing*. New York: Rinehart and Winston,
- Gronlund, N.E. and Linn, R.L. (2003). *Measurement and assessment in Teaching*. Singapore: Pearson Education.
- Miller, M.D., Linn, R.L., and Gronlund, N. E. (2009). *Measurement and Assessment in Teaching, 10th ED*. Pearson Education, Inc., Upper Saddle River, NJ
- Natrajan, V. and Kulshrestha S.P. (1983). *Assessing no-Scholastic Aspects Aspects-Learners Behaviour*, New Delhi: Association of Indian Universities.
- NCERT (2015) CCE Package, New Delhi
- NCERT (2015) Learning Indicators, New Delhi
- Newman, F. M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, C,A,: Jossey-Bass.
- Norris, N. (1990). *Understanding Educational Evaluation*, Kogan Page Ltd.
- Osterlind, S. J. (2006). *Modern measurement: Theory, principles, and applications of mental appraisal*. New Jersey: Prentice Hall.
- Popham, W. J. (2000). *Modern educational measurement: Practical Guidelines for Educational leaders (3rd ed.)*. Needham, MA: Allyn & Bacon.
- Pophan, W. J. (1988). *Educational evaluation*. New Delhi: Prentice Hall.
- Reynolds, C. R., Livingston, R. V., & Willson, V. (2006). *Measurement and assessment in education*. Boston, MA: Pearson Education, Inc.
- Salkind, N. J. (2006). *Tests & measurement for people who (think they) hate tests and measurement*. Thousand Oaks, CA: Sage Publications.
- Sharma, R. A. (2007). *Essentials of measurement in education and psychology*. Meerut: Surya Publications
- Singh, H.S. (1974). *Modern Educational Testing*. New Delhi: Sterling Publication
- Stanley, J.C. and K.D. Hopkins (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
- Thorndike, R.M (2010) *Measurement and Evaluation in Psychology and Education*, New Delhi: PHI

Paper XVI
Course Type/Nature: Discipline Elective
STATISTICS IN EDUCATIONAL RESEARCH
Course code: MEDE 204
Credits: 6 Marks: 100(70+30)

Course Objectives:

To enable the learners to:

- i.) Understand the concept and nature of educational data.
- ii.) Apply various statistical techniques to field-based educational data.
- iii.) Appreciate the role of statistical tools / techniques in analysis of data for educational research.
- iv.) Employ computer software for analyzing educational data.
- v.) Make interpretations of findings revealed through statistical data analysis.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit – 1: Basics of Descriptive Statistics

Types of data (Continuous and Discrete Data), Frequency Distribution and its Graphic Representation (Histogram, Frequency Polygon, Line Graph, Ogive, Pie Chart). Measures of Central Tendencies and Variability (Range, Quartile Deviation, SD, Variance), Percentile and Percentile Ranks.

Meaning and Importance of Normal Distribution Curve (NPC), Properties of NPC, Applications of NPC.

Measuring Divergence of Field-based Data from Normality (Skewness and Kurtosis).

Unit – 2: Descriptive Statistics: Correlation and standard score

Concept of Correlation, Product Moment, Partial and multiple correlation Uses and Significance of Correlation Coefficient.

Standardized Scores (z-Scores and T-Scores) and their calculations.

Unit – 3: Basics of Inferential Statistics and Computer Data Analysis

Scales of Measurement, Variables and its Types (Independent, Dependent and Intervening).

Difference between Parametric and Non Parametric Statistics and rationale for using them in the analysis of data, Type-I and Type-II Errors.

Concept of Degrees of Freedom, Levels of Significance and their Use in Interpretation of Results.

Uses of Computers in Data Analysis, Data Analysis Software (MS-Excel, SPSS) and their Use in Analysis of Data, Selection of an Appropriate Statistical Test.

Unit – 4: Inferential Statistics: Parametric and Non-Parametric Tests

Parametric Tests: Assumptions of t-test and Analysis of Variance (ANOVA), One-tailed and Two- tailed Tests of Significance, t-test and Significance of Difference between Means (for small and large samples, correlated and uncorrelated groups).

ANOVA for equal and unequal groups (upto two Way Factorial Design).

Non-Parametric Tests: Chi-Square Test (Assumptions and Uses), Spearman Rank Difference Correlation Method, and Contingency Coefficient (C).

Significance of Difference between Percentage and Percentage Change, Margin of Errors in Percentage Analysis.

Sessional Work / Activities

Marks: 10 (under CCA Component)

- i.) Visit a middle / high school and collect achievement-based data of students of any class from the school records. Compute the values of mean and standard deviation (SD) for the data and draw a histogram.
- ii.) Visit a school and collect achievement-based data for any three classes (in all subjects). Feed this data in a computer in MS-Excel software and draw bar diagram and a line graph based on this data.
- iii.) Visit a college and collect achievement-based data from girls and boys of final year students in any one stream (commerce / arts / science / BCA / BBA etc.). On the basis of this data, test whether there exists a significant difference in achievement of boys and girls.

SUGGESTED READINGS:

Best, John W. (1995) Research in Education. New Delhi: Prentice Hall.

Cohen, Louis; Manion, Lawrence and Morrison, Keith. Research Methods in Education (7th Ed.). London: Routledge.

Cornell. The Essentials of Educational Statistics.

Garrette, Henry E., (1966) Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.

Gaciu, N. (2020). Understanding Quantitative Data in Educational Research. United Kingdom: SAGE Publications.

George, Darren and Mallery, Paul, SPSS for Windows: Step by Step. New Delhi: Pearson.

Guilford, J P (1965). Fundamental Statistics in Psychology and Education, New York: McGrawHill Book Co. Gupta, S. P. Statistical Methods. New Delhi: Sultan Chand and Sons.

Koul, Lokesh, Methodology of Educational Research (4th Edition, 2013). New Delhi: Vikas Publishing House Pvt. Ltd.

Siegel, Sidney. (1956). Non-Parametric Statistics for the Behavioural Sciences, New York: McGraw Hill

Paper XVII

Course Type/ Nature: Discipline Elective

Course title: EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP

Course code: MEDE205

Credits: 6 Marks: 100 (70 + 30)

Course Objectives:

To enable the learners to:

- i.) Develop an understanding of the concepts, techniques and practice of educational administration and management.
- ii.) Recognize the importance of management of resources and effective use of ICT in the context of educational management
- iii.) Critically examine the core and contemporary management and leadership theories relevant to educational practice and settings.
- iv.) Sensitize the students about new changes and challenges in administration and leadership of institutions.
- v.) Develop capacities for being effective educational administrators and leaders.
- vi.) Sensitize the students with respect to emerging trends in educational administration, management and leadership.
- vii.) Acquaint the students with the dynamics of total quality management in Education.

Unit - 1: Educational Administration

Meaning, Nature and Scope of Educational Administration, Basic Principles of Educational Administration, Administrative Structure at Various Levels of Education.

Role of Different Agencies / Regulatory Bodies (NUEPA, NCERT, State Directorates of Education) in Educational Administration.

Recent Trends in Educational Administration: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy, Community Participation and Role of Local Bodies in Educational Administration.

Meaning and Concept of Educational Supervision, Means of Ensuring Accountability in Educational Processes.

Qualities of an Effective Educational Administrator.

Unit - 2: Educational Management

Educational management in India: A Historical Perspective.

Purpose, Processes, Principles and Stages of Educational Management.

Relationship between Educational Management and Administration, Managerial Functions of Educational Administrator (Planning, Organizing, Staffing, Controlling and Directing)

Role of Teachers in Educational Management.

Unit – 3: Management of Resources in Education

Management of Physical Resources (School Plant, School Building, Furniture, Equipment's, Playground, Laboratory and Library).

Management of Human Resources (Functions of School Head and School Teachers and Staff. Management of Financial Resources (Identifying Sources of Income and Preparing School Development Plan).

Office Management in Education (Office Functions, Purpose and Types of School Records), Meaning and Importance of Management Information System in Education. Concept and Techniques of Classroom Management, Total Quality Management (TQM) in Education: Concept and Principles, Application of ICT and Barriers in its Use in Educational Management.

Unit–4: Leadership in Education

Concept and Functions of Leadership, Types of Leadership (Academic, administrative, Community and Student-Centred Leadership), Importance of Group and Team Work, Leadership Skills.

Leaders as Team Manager and Motivator, Developing Leadership and Management Skills.

Current Trends in Educational Leadership in the context of Privatization, Public-Private Partnership in Education, Globalization and their Impact on Education.

Sessional Work / Activities**Marks: 10 (under CCA Component)**

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Visit a primary school and study how admission and attendance records of students are maintained by the school authorities. Prepare a detailed report on it.
- ii.) Visit a private educational institution at higher level and study its organizational and management structure. Prepare a detailed report on it.
- iv.) Interact with the community members in your neighborhood whose children are studying in government schools. On the basis of this interaction, prepare a detailed report on how community participation can be ensured and enhanced in educational affairs.
- v.) Any other activity/ activities that the concerned course teacher may think appropriate.

Sessional Work / Activities**Marks: 10 (under CCA Component)**

- i.) Prepare a report on comparative analysis of any two models of Curriculum Development
- ii.) Prepare a Curriculum of any subject at elementary level by using Tyler's Model.

SUGGESTED READINGS:

Bush, Tony. (2010) Theories of Educational Leadership and Management, 4th ed., New Delhi: Sage Publications,

Davies, Brent and Burnham, J. W. (2003) Handbook of Educational Leadership and Management, New Delhi: Pearson Education.

Dhillon, S. S. (2019). Educational Administration: Management and Leadership. India: GS Publisher Distributors.

Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications. (2017). United States: IGI Global.

Gupta .S and Aggarwal. J.C (2013) School Management, New Delhi: Shipra Publication, Management, New Delhi: Pearson Education

Mohanty, J. (2007) Educational Administration, Supervision and School Management, New Principles of Educational Leadership & Management. (2019). United Kingdom: SAGE Publications.

Sharma, S. L. (2009) Educational Management: A Unified Approach of Education, New Delhi: Global India Publications Pvt. Ltd.

Paper- XVIII
Course Type/ Nature: Discipline Elective
Course title: CURRICULUM, DESIGN AND DEVELOPMENT
Course Code: MEDE206
Credits: 6 Marks: 100 (70 + 30)

Course objectives:

To enable the learners to:

- i.) Explain the concept and bases of curriculum development.
- ii.) Analyze the principles and different models of curriculum development
- iii.) Examine the processes involved in the curriculum development process
- iv.) Differentiate different types of curriculum designing and its application
- v.) Develop skills to evaluate different types of curriculum

UNIT 1 Curriculum and Designing

Curriculum: Concept and Principles of curriculum development.

Foundations of Curriculum Planning: Philosophical Bases, Sociological basis and Psychological Bases

Types of Curriculum Designs- Subject centered, learner centered, experience centered, problem centered and core curriculum. Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation

UNIT 2 Development and Designing

Process of Curriculum development: Formulation of graduate attributes, course outcomes, content selection, organization of content and learning experiences, transaction process, evaluation and follow-up

Designing Curriculum: Selection and Organization of learning experiences; Components of Design, Sources of Design; Conceptual framework: Horizontal and vertical relationship; dimensions of curriculum design: Scope, Sequence, Continuity, Integration, Articulation and Balance, Comparison among Interdisciplinary, multi and transdisciplinary approaches to curriculum.

UNIT 3 Models of Curriculum Designing

Models of Curriculum Development: Scientific Technical Models: Administrative Model (Deductive Model), Hilda Taba Model (Inductive Model/ Grassroots Model), The Taylor Model, Non- Scientific/Non-Technical/Humanistic Models: The Glathorn's Naturalistic Model, Weinstein and Fantini Model

Curriculum Change: Meaning, types and factors, Role of stakeholders in curriculum Change

UNIT IV Models of Curriculum Evaluation and Role of National Agencies

Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model,

Kirkpatrick's Model Tools and Techniques of Curriculum evaluation: Observation, Oral, Interview, Opinionnaire and Focus group discussion, rating scale etc. Research trends in curriculum development

Role of National Level Statutory Bodies - UGC, NCTE, RCI and University in Curriculum Development

Suggested Readings

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