



Master of Education (M.Ed.)

Two Year CBCS Programme

**Ordinance and Regulations for the Course of
Master of Education (M.Ed.)
Two Year CBCS Programme**

July-2025

**FACULTY OF EDUCATION
MAA PATESWARI UNIVERSITY
BALRAMPUR, UTTAR PRADESH-271201**

REGULATIONS AND SYLLABUS FOR TWO-YEAR M.Ed.

(UNDER CBCS SEMESTER PATTERN)

General Objectives of the Programme

The overall objective of the M.Ed. programme is to produce higher level of manpower such as teachers, teacher educators, principals, educational planners and administrators, educational policy analysts and other kind of experts in the field of education.

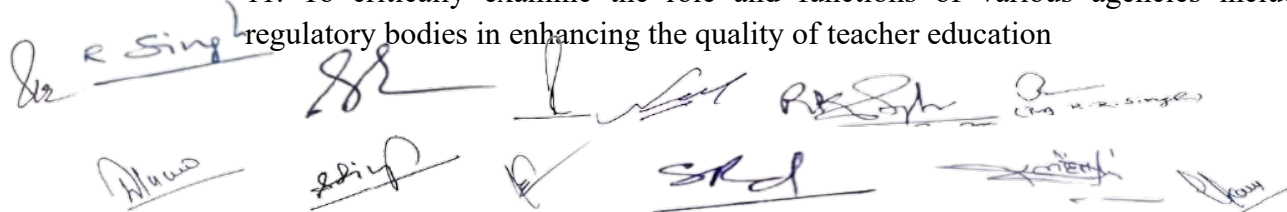
Programme Outcomes

After completion of this Programme, the Prospective teacher educators will be able to develop:

- PO1: analytical and reasoning skills
- PO2: team work and leadership quality
- PO3: critical thinking and Problem-solving ability
- PO4: scientific reasoning and research competencies
- PO5: digital literacy and communication skills
- PO6: self-directed and life-long learning.

Specific Objectives of the Programme

1. To produce qualified and competent teachers and teacher educators
2. To provide knowledge on historical, philosophical and sociological foundation of educational practices
3. To provide training to become educational psychologists and counselors
4. To provide opportunities to critically examine and reflect on the concept, content, organization and status of elementary and secondary teacher education curriculum, infrastructure, resources needed, and issues and problems related to teacher preparation
5. To give training to design and develop curriculum, syllabus, textbooks and preparation of other instructional materials
6. To provide input on various methods of research, select/develop research tools, apply appropriate statistical techniques to analyse the data and infer results
7. To motivate to learn and use sound principles and techniques in the learner-centered instructional process
8. To encourage actively participate in educational measurement and evaluation processes
9. To produce educational planners, administrators, managers, supervisors, researchers, and other educational experts
10. To develop skills to identify and solve the educational problems at national and international level
11. To critically examine the role and functions of various agencies including the regulatory bodies in enhancing the quality of teacher education

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- ## Eligibility for Admission

(b) Reservation and relaxation of marks for SC/ST/OBC/PWD and other applicable categories shall be as per the Central Government / State Government whichever is applicable.

(c) Admission shall be made on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the State Government / Central Government / University in force from time to time.

The Master's Degree in Education (M.Ed.) under Choice Based Credit System (CBCS) shall be of two academic years comprising four semesters with 80 credits. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The term 'complete the programme' means passing all the prescribed theory and practical examinations of the programme to become eligible for the degree. The number of working days for each semester shall be of 100 inclusive of classroom transaction, practicum, field study, and conduct of examination.

The institution shall charge only such fee as prescribed by the affiliating body/state government concerned in accordance with provisions of NCTE regulation 2002, as amended from time to time.

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SEMESTER-WISE COURSE STRUCTURE

FIRST SEMESTER

| Type of Course | Course Code | Name of the Course | Marks | | | Credit |
|-----------------------|-------------|---|-------|------|-------|--------|
| | | | Int. | Ext. | Total | |
| Core | E030701T | Philosophical Perspectives of Education | 25 | 75 | 100 | 4 |
| Core | E030702T | Psychological Perspectives of Education | 25 | 75 | 100 | 4 |
| Core | E030703T | Introduction to Educational Research | 25 | 75 | 100 | 4 |
| Elective (Any one) | E030704T | Curriculum Studies | 25 | 75 | 100 | 4 |
| | E030705T | Policy Perspectives and Issues in Indian Education | | | | |
| Practicum | E030706P | Reading and Review of Two Classic Books on Education | 25 | - | 25 | 1 |
| | | Field Immersion in the Co-operative Schools (10 Working Days) | 25 | - | 25 | 1 |
| | | Self-Development: Yoga | 50 | - | 50 | 2 |
| TOTAL | | | 200 | 300 | 500 | 20 |

Practicum:

(a) Reading and Review of Two Classic Books on Education: The prospective teacher educators shall be read of any two classic books on education and prepare a review report of it. The report of the same has to be submitted to the concerned College / Department.

(b) Field Immersion in the Co-operative Schools (10 Working Days): The prospective teacher educators shall be present in the co-operative schools concerned to the Teacher Education Institutions and prepare a reflective report upon the administration, curriculum transaction, mode of evaluation and student-teachers' curricular and co-curricular activities. The report of the same has to be submitted to the concerned College / Department.

(c) Self-Development Programme: Yoga: The prospective teacher educators shall demonstrate and conduct 10 sessions of Yoga to the students of the Co-operative schools. The procedures of these activities have to be recorded and submitted to the concerned College / Department.

The Principal / Head of the Department shall constitute a three-member Evaluation Committee consisting three senior teachers working in the institution at the M.Ed. level

to assess all the practicum related works/records and award the internal marks for the students.

SECOND SEMESTER

| Type of Course | Course Code | Name of the Course | Marks | | | Credit |
|-----------------------|-------------|---|-------|------|-------|--------|
| | | | Int. | Ext. | Total | |
| Core | E030801T | Sociological Perspectives of Education | 25 | 75 | 100 | 4 |
| Core | E030802T | Developmental Perspectives of Indian Education System | 25 | 75 | 100 | 4 |
| Core | E030803T | Data Analysis Techniques of Educational Research | 25 | 75 | 100 | 4 |
| Elective (Any one) | E030804T | Psychology of Learning and Cognition | 25 | 75 | 100 | 4 |
| | E030805T | Pedagogy and Assessment | | | | |
| Dissertation | E030806R | Writing and Presentation of Research Proposal | 25 | - | 25 | 1 |
| Practicum | E030807P | Field Visit to Teacher Education Institutions (10 Working Days) | 25 | - | 25 | 1 |
| | | Psychology Practical | 50 | - | 50 | 2 |
| TOTAL | | | 200 | 300 | 500 | 20 |

Dissertation:

In the second semester, the students have to identify one research problem, write research proposals for the same and submit them to the concerned College / Department. The Principal / Head of the Department shall constitute a three-member Research Advisory Committee working in the institution at the M.Ed. level to monitor the research activities of the College / Department. The Research Advisory Committee shall scrutinize and finalize the research proposals. The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation on his/her research proposal. The Research Advisory Committee shall evaluate the candidate's performance and award the internal marks to him/her.

Practicum:

(a) Field Visit to Teacher Education Institutions (10 Working Days): The prospective teacher educators shall visit and write reflective reports on any one of the Teacher Education Institutions that is engaged in developing innovative curriculum and pedagogic

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(b) Psychology Practical: Each prospective teacher educator is expected to conduct 5 practical (2 Experiments and 3 Paper-pencil Tests) during the second semester. The practical records should be submitted to the concerned College / Department. The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.

Each prospective teacher educator conducts 2 experiments and 3 paper-pencil tests from the list given below.

B) PAPER-PENCIL TESTS 1. Self-Concept 2. Intelligence 3. Personality 4. Mental Health 5. Adjustments

| Type of Course | Course Code | Name of the Course | Marks | | | Credit |
|-----------------------|-------------|--|------------|------------|------------|-----------|
| | | | Int. | Ext. | Total | |
| Core | E030901T | Educational Technology and ICT | 25 | 75 | 100 | 4 |
| Core | E030902T | Educational Administration and Management | 25 | 75 | 100 | 4 |
| Core | E030903T | Perspectives of Teacher Education | 25 | 75 | 100 | 4 |
| Elective (Any one) | E030904T | Gender Perspectives of Education | 25 | 75 | 100 | 4 |
| | E030905T | Educational Measurement and Evaluation | | | | |
| Dissertation | E030906R | Selection/Development of Research Instruments and Data Collection | 25 | - | 25 | 1 |
| Practicum | E030907P | Field Based Internship in Co-operative Schools (5 Working Days) | 25 | - | 25 | 1 |
| | | Field Based Internship in Teacher Education Institutes (10 Working Days) | 50 | - | 50 | 2 |
| TOTAL | | | 200 | 300 | 500 | 20 |

each student give a presentation on adoption/development of research tools/instruments

related his/her research. The Research Advisory Committee shall evaluate the process involved in the adoption/development of tools/instruments by the candidates and award the internal marks to him/her.

Practicum:

(a) Field based Internship in Co-operative Schools (5 Working Days): The prospective teacher educators shall observe the teaching and other co-curricular activities of students both at Level I & II in the Co-operative Schools and submit their reflective records to the concerned College / Department.

(b) Field Based Internship in the Teacher Education Institution (10 Working Days): Each prospective teacher educator shall be attached with their parent Teacher Education Institution or any one of the Teacher Education Institutions for field immersion for a period of 10 days continuously to undertake the activities specified below.

The prospective teacher educators shall be engaged handling 10 classes during the field immersion in their parent Teacher Education Institution or nearby Teacher Education Institution affiliated to MPU offering B.Ed Programme. Each prospective teacher educator shall submit their field based/attachment appraisal reports duly endorsed by the Mentor as well as by the Head of the Institution, where he/she is attached with and the same is to be submitted to the concerned College / Department. The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.

FOURTH SEMESTER

| Type of Course | Course Code | Name of the Course | Marks | | | Credit |
|--|--------------------|---|--------------|-------------|--------------|---------------|
| | | | Int. | Ext. | Total | |
| Core | E031001T | Inclusive Education | 25 | 75 | 100 | 4 |
| Core | E031002T | Contemporary Indian Education and Emerging Trends | 25 | 75 | 100 | 4 |
| Elective (Any one) | E031003T | Educational Planning and Financing of Education | 25 | 75 | 100 | 4 |
| | E031004T | Environmental Education | | | | |
| Dissertation | E031005R | Dissertation (50 Marks) and Viva-Voce (25+75 Marks) | 25 | 125 | 150 | 6 |
| Practicum | E031006P | Communication Skills: Academic Writing | 50 | - | 50 | 2 |
| TOTAL | | | 150 | 350 | 500 | 20 |
| GRAND TOTAL (THEORY 1500 MARKS & PRACTICAL 500 MARKS) | | | 750 | 1250 | 2000 | 80 |

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Dissertation: In the fourth semester, the prospective teacher educators have to complete the data analysis, interpretations and submit the dissertation before the commencement of the fourth semester theory examinations. The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation before submission of the dissertation to the University for external evaluation subject to the approval of the Research Advisory Committee.

Practicum:

Communication Skills: Academic Writing The prospective teacher educators are expected to present the academic writing in the form of a research article related to the dissertation topic in the research colloquium of the respective Teacher Education Institution and the same shall be submitted to the concerned College / Department. The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.

Medium of Instruction

The medium of the programme for both instruction and examination shall be of in Hindi or English in the Colleges of Education / University Departments.

Attendance

1. In each semester, a student shall earn a minimum of 80% attendance for theory courses and practicum, and 90% field attachment/internship/immersion. In special cases, the Vice-Chancellor may condone deficiency of attendance not exceeding 15% on the recommendation of the Principal / Head of the Department, based on medical grounds duly certified by a Government Medical Officer
2. The student who does not have adequate attendance shall not be considered for the award of any scholarship or any kind of financial aid by the University or any other Government or Quasi Government Agency.
3. Attendance shall be reckoned from the date of admission to the last instructional day of each semester.

Examinations

a. Theory Course: The term-end external examination for all semesters shall be conducted by the University at the end of each semester. The theory examination for each course shall be conducted for 75 marks.

b. Internal Assessment for Theory Courses: The award of continuous evaluation (i.e. internal assessment) marks in each semester for theory courses shall be distributed as follows:

| S. No. | Components | Marks |
|--------------|--------------|-----------|
| 1 | Assignment-1 | 10 |
| 2 | Assignment-2 | 10 |
| 3 | Attendance | 5 |
| Total | | 25 |

** The marks for attendance shall be awarded as given below:

| S. No. | Students (In each theory course) | awarded |
|--------|----------------------------------|---------|
| 1 | 96-100 | 5 |
| 2 | 92-95 | 4 |
| 3 | 88-91 | 3 |
| 4 | 84-87 | 2 |
| 5 | 80-83 | 1 |
| 6 | Below 80 | 0 |

Board of Studies shall reconsider and communicate the format of assignments for theory papers in every academic session.

Guidelines for Dissertation Related Work

The M.Ed. students are expected to complete the dissertation work in three phases. In the second semester one topic of the dissertation should be submitted to the University. The dissertation shall be of an educational topic approved by the Research Advisory Committee of the College/Department. If a topic submitted by any student is not approved, he/she shall be permitted to resubmit another proposal for scrutiny and approval. Each student shall carry out the dissertation related work under the guidance of the approved faculty member and the Research Advisory Committee of the concerned College / Department. Each M.Ed. student has to give a colloquium related to his/her research proposal in the presence of his/her classmates and the teaching staff of the College / Department. The presentation shall be evaluated by the Research Advisory Committee and submit the details of evaluation of the concerned College / Department.

In the third semester, each prospective teacher educator has to select/develop the research tools/instruments and collect the data pertaining to his/her research problem. The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation on adoption/development of research tools/instruments related his/her research and to evaluate the process involved in the adoption/development of tools/instruments by the candidates and award the internal marks to him/her.

In the fourth semester, The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation before submission of the dissertation to the University for External Evaluation subject to the approval of the Research Advisory Committee.

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The candidate shall be required to secure at least 50% marks in the external evaluation of dissertation and viva-voce examination separately to pass the examination. While evaluating the dissertation, the examiner shall either

- The candidate, whose dissertation is returned for resubmission may revise the dissertation along with a Certificate of Correction issued by the guide and counter signed by the Principal / Head of the Department and re-submit it within a period of two months on the lines of remarks/observations made by the external examiner. Failure to submit the dissertation within the stipulated period shall result in declaration that the candidate has failed in the M.Ed. examination.

Declaration of Result

| | |
|----------------------|------------------------------|
| 75% and above | First Class with Distinction |
| 60 and less than 75% | First Class |
| 50 and less than 60% | Second Class |
| 40 and less than 50% | Pass |
| Below 40% | Fail |

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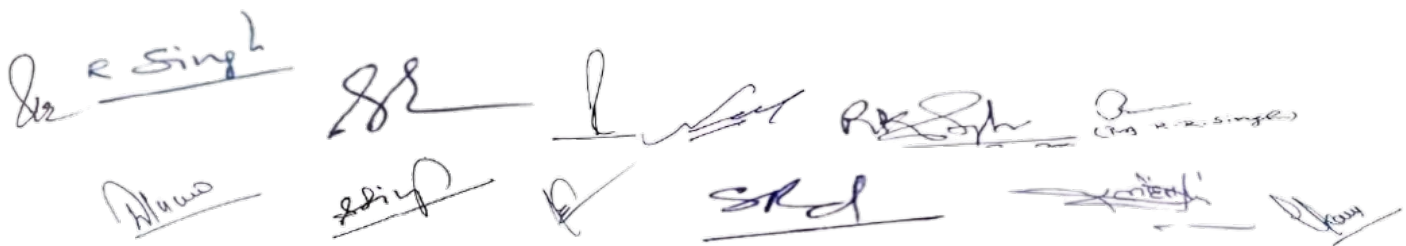
| Letter Grade | S | A | B | C | D | P | F |
|-----------------|-------------|-----------|-----------|-------|---------|-------|------|
| Description | Outstanding | Excellent | Very Good | Good | Average | Pass | Fail |
| Marks Range (%) | 90-100 | 80-89 | 70-79 | 60-69 | 50-59 | 40-49 | 0-39 |
| Grade Point | 10 | 9 | 8 | 7 | 6 | 5 | 0 |

Eligibility for the Award of Degree

A student shall be declared to be eligible for the award of Master Degree in Education (M.Ed.) provided that the student has successfully completed the course requirements and has passed all the prescribed examinations in all the four semesters within a maximum period of **Three Years** reckoned from the commencement of first semester to which the candidate was admitted.

Issues not covered above shall be governed by the existing university rules and regulations.

| | Semster- I | Semster- II | Semster- III | Semster- IV |
|--------------------|---|---|--|---|
| Core | Philosophical Perspectives of Education | Sociological Perspectives of Education | Educational Technology and ICT | Inclusive Education |
| Core | Psychological Perspectives of Education | Developmental Perspectives of Indian Education System | Educational Administration and Management | Contemporary Indian Education and Emerging Trends |
| Core | Introduction to Educational Research | Data Analysis Techniques of Educational Research | Perspectives of Teacher Education | |
| Elective (Any one) | Curriculum Studies | Psychology of Learning and Cognition | Gender Perspectives of Education | Educational Planning and Financing of Education |
| | Policy Perspectives and Issues in Indian Education | Pedagogy and Assessment | Educational Measurement and Evaluation | Environmental Education |
| Dissertation | | Writing and Presentation of Research Proposal | Selection/Development of Research Instruments and Data Collection | Dissertation (50 Marks) and Viva-Voce (25+75 Marks) |
| Practicum | Reading and Review of Two Classic Books on Education | Field Visit to Teacher Education Institutions (10 Working Days) | Field Based Internship in Co-operative Schools (5 Working Days) | Communication Skills: Academic Writing |
| | Field Immersion in the Co-operative Schools (10 Working Days) | Psychology Practical | Field Based Internship in Teacher Education Institutes (10 Working Days) | |
| | Self-Development: Yoga | | | |



COURSE STRUTURE

SEMESTER-I

SEMESTER I

(Core Papers)

PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Paper Code: E030701T

M. Marks: 100

Credits: 4

COURSE OBJECTIVES To enable the prospective teacher educators to:

- Understand the nature and functions of Philosophy of Education.
- Develop logical analysis, interpretation and synthesis of various concepts, philosophical assumptions and issues about educational phenomena.
- Know about various Western schools of philosophy and their educational implications.
- Develop critical appraisal of contributions made to education by prominent educational thinkers.

COURSE OUTCOMES (COs) The prospective teacher educator will be able to:

- develop critical thinking skills.
- recognize, express and analyze arguments in philosophical texts.
- understand the concept of western philosophy.
- write philosophical essays that have coherent theses and reasonable supporting arguments.

UNIT-I INTRODUCTION

- Philosophy and Education; Concept and meaning.
- Philosophy of Education: Its nature and relationship with Philosophy
- Functions: Speculative, Normative and Analytical

UNIT-II INDIAN SCHOOLS OF PHILOSOPHY AND EDUCATION

- Buddhism.
- Sankhya.
- Vedanta.
- Islamic Tradition.

UNIT-III MODERN INDIAN EDUCATORS

- Critical appraisal of the contribution towards education of
- Vivekanand,
 - Sri Aurobindo,
 - Rabindra Nath Tagore
 - Madan Mohan Malaviya
 - J Krishnamurthy

UNIT-IV WESTERN SCHOOLS OF PHILOSOPHY

- Idealism.
- Naturalism.
- Pragmatism and
- Realism with reference to metaphysical problem (Reality of nature, man and society), axiological propositions and education and epistemology and education.

UNIT-IV MODERN CONCEPTS OF PHILOSOPHY AND EDUCATORS

- Existentialism.
- Integral Humanism.
- Marxism
- Paulo Freire,
- Wollstonecraft,
- Nel Noddings

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PRACTICUM / INTERNAL WORK:

Assignment-1: 10 Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

Bayles, E.E. (1971): Pragmatism in Education, Philosophy of Education Series Harper Row New York.

Brubacher, J.S.: Modern Philosophies of Education. Butler, J. Donald (1971): Idealism in Education, Philosophy of Education Series Harper Row, New York.

Dinkar, Ramdhari Singh: Sanskrit Ke Char Adhyay, UdayachalPrakashan, Patana.

Dewey, John (1974): Democracy and Education, An Introduction.

Durrant, Will: The Story of Philosophy. Garulla, Vachaspati: BhartiyaDarshan.

Hirriyana, M.: The Essentials of Indian Philosophy.

Martin, Owlins, (1971): Realism in Education Philosophy, Education Series Harper Row, New York.

Max Wingo (1974): Philosophy of Education, an Introduction.

Morris, Van Cleve (1969): Modern Movements in Educational Philosophy.

Morris, Van Cleve (1971): Existentialism in Education, Philosophy of Education Series Harper Row.

Pandey, R.S. (1995): SHIKSHA DARSHAN, VinodPustakMandir, Agra.

RadhaKrishnan, S. (2000): Indian Philosophy, Vol.-i&ii, Oxford University Press, New Delhi

Tengri, Shreedattopant : DeenDayalUpadhyayaVicharDarshan Part-1. (Translated by MoreshwarTapaswi).

Tengri, Shreedattopant (1960): EKATM MANAVAD, BhartiyaPunuruthhanSamiti, Uttar Pradesh.

Tengri, Shreedattopant (1990): TATVA JIGYASHA, New Delhi; SuruchiPrakashan.

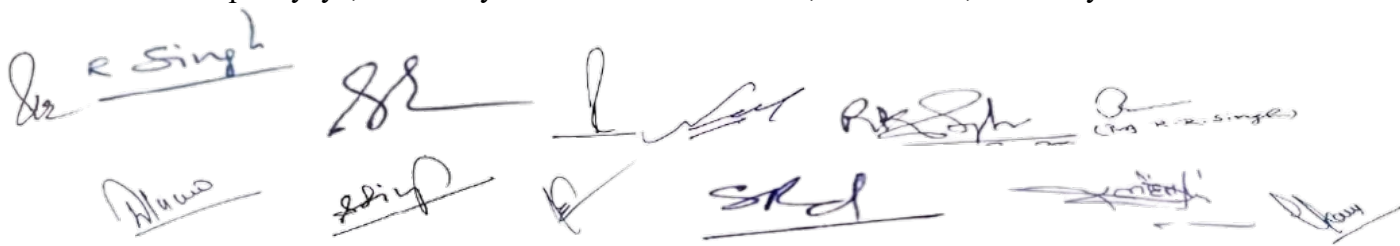
Tripathi, Lalji (2013): ARSHCHINTAN ME SHIKSHA KI PARAMPRA, New Delhi; Radha Publication

Tripathi, Lalji (2005): Being and Becoming, Gorakhpur; BasundharaPrakashan Das,

Gupta S.N.: Outlines of Indian Philosophy. Vol.6

Upadhyaya, Deen Dayal: EKATM MANAVAD, New Delhi; Central office of Jan Sangha.

Upadhyaya, Deen Dayal: EKATM DARSHAN, New Delhi; DeenDayalShodhsansthan



SEMESTER I

(Core Papers)

PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

Paper Code: E030702T

M. Marks: 100

Credits: 4

COURSE OBJECTIVES: To enable the prospective teacher educators to:

- Develop understanding of the psychological basis of Education.
- Understand the Cognitive, Affective and Psychomotor development of adolescents and youth.
- Develop the understanding of the theories of Personality and their use in the development of learner's Personality and its measurement.
- Understand the Changing Concept of Intelligence and its applications.
- Understand the theories of Learning and their Utility in the Teaching Learning Process.

COURSE OUTCOMES: The prospective teacher educator will be able to:

- describe fundamental principles of Psychology used in educational settings.
- distinguish the developmental phases in all domains of adolescent stage.
- analyze the personality of students and also perform various task to felicitate them accordingly.
- apprehend the development of theories of Intelligence and can perform test to measure it.
- apply the laws of learning for effective teaching-learning process in classrooms settings.

UNIT-I EDUCATIONAL PSYCHOLOGY:

- Concept and scope of educational Psychology: • Contribution of Psychology to Education. • Significance of knowledge of Educational Psychology for teachers

UNIT-II HUMAN GROWTH AND DEVELOPMENT:

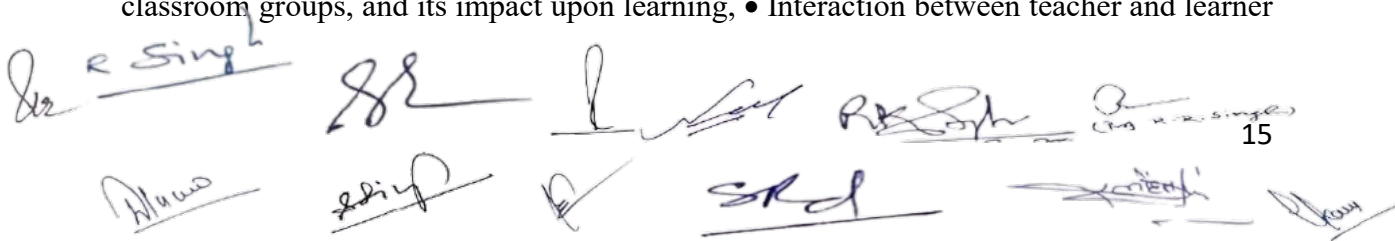
- Concept and process of human development • Social, Emotional and Intellectual Development. • Development of concept formation, • Logical reasoning, • Problem solving, • Language development

UNIT-III ADJUSTMENT

- Concept and process of adjustment. • Causes and indicators of maladjustment. • Adjustment Mechanism; Defence Mechanism- coping and life style. • Stress and Conflict management.

UNIT-IV GROUP DYNAMICS:

- Concept, Structure and Characteristics of Classroom as a Group, • Dynamics of classroom groups, and its impact upon learning, • Interaction between teacher and learner

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group, • Effective classroom groups, • Leadership dynamics, Teacher as leader of group and facilitator of learning • Group process, interpersonal relations, sociometric grouping.

UNIT-V PERSONALITY:

• Concept and development. • Theories of Personality: Allport, Sigmund Freud, Bandura and Maslow.

PRACTICUM / INTERNAL WORK:

Assignment-1: 10Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

Atkinson, R.L.: Introduction to Psychology (8th Ed.) HBT, New York, 1983.

De Cecco, J.P.: The Psychology of Learning of Instruction Prentice Hall of India, Pvt. Ltd. New Delhi.

Gage, N.L. & D.C. Berliner: Educational Psychology McNally College Publishing Co., Chicago.

Lovel, K: An Introduction to Human Development Scott, Foreman And Co. London.

Loran, J.W. & B.L. Walley: Introduction to Early Childhood Education D. Van Nor Stand Co. New York.

Skinner, C.E. (ed): Elementary Educational Psychology, Revised Ed., New York, Prentice Hall Inc. 1950.

Morse, W.C. & G.M. Wingo: Psychology & Teaching (3rd Ed.) P.B. Taraporewala Sons & Co. Pvt. Ltd. Bombay.

Oven, Steven et al: Educational Psychology: An Introduction Little, Brown & Co. Boston.

गुप्ता एस0 पी0: उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद

माथुर एस0 एस0: शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर आगरा

पाण्डेय एवं श्रीवास्तव: शिक्षा मनोविज्ञान, मिश्रा ट्रेडिंग कारपोरेशन, वाराणसी

पाठक, पी0डी0: शिक्षा मनोविज्ञान, विनोद पुस्तक मन्दिर, आगरा

भटनागर, सुरेश: शिक्षा मनोविज्ञान, आर 0 लाल बुक डिपो, मेरठ

सारस्वत, मालती: शिक्षा मनोविज्ञान की रूपरेखा, आलोक प्रकाशन इलाहाबाद-3

सिंह, ए0 के0: शिक्षा मनोविज्ञान, भारती भवन प्रकाशन, पटना

SEMESTER I

(Core Papers)

INTRODUCTION TO EDUCATIONAL RESEARCH

Paper Code: E030703T

M. Marks: 100

Credits: 4

Course Objectives (COB): By the end of the course, the learner will be able to:

1. Understand the meaning, scope, and significance of educational research.
2. Critically examine the philosophical, theoretical, and methodological bases of research paradigms.
3. Differentiate between quantitative, qualitative, and mixed methods approaches in educational research.
4. Select appropriate research designs and methods for varied educational contexts.
5. Develop the ability to frame research problems, objectives, and hypotheses in alignment with chosen paradigms.

Course Outcomes (CO): Upon successful completion, students will be able to:

1. Demonstrate deep understanding of research concepts and paradigms.
2. Apply suitable research approaches to address educational problems.
3. Prepare a research proposal integrating methodological rigor.
4. Critically review and evaluate published research based on paradigmatic orientation.
5. Exhibit ethical responsibility in educational research practice.

UNIT I FOUNDATIONS OF EDUCATIONAL RESEARCH

- Meaning, nature, and scope of educational research
- Historical and philosophical roots of educational research
- Types of educational research
- Ethical considerations in educational research

UNIT II RESEARCH PARADIGMS IN EDUCATION

- Ontological and epistemological assumptions; positivist, post-positivist, constructivist, critical, and pragmatic orientations
- Influence of paradigms on methodology
- Quantitative, qualitative, and mixed-method paradigms
- Relationship between paradigm, methodology, and methods

UNIT III QUANTITATIVE RESEARCH METHODS

- Characteristics and assumptions of quantitative research
- Experimental, quasi-experimental, correlational, and survey methods
- Sampling techniques, reliability, and validity in quantitative research
- Hypothesis formulation and testing

UNIT IV QUALITATIVE RESEARCH METHODS

- Characteristics and assumptions of qualitative research
- Ethnography, Naturalistic Inquiry, case study, grounded theory, phenomenology, narrative research

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- Data collection: interviews, focus groups, observation, document analysis
- Trustworthiness in qualitative research (credibility, transferability, dependability, confirmability)

UNIT V MIXED METHODS RESEARCH

- Nature and rationale for mixed methods research
- Convergent parallel, explanatory sequential, exploratory sequential designs
- Integration of quantitative and qualitative data
- Challenges and ethics in mixed methods research

PRACTICUM / INTERNAL WORK:

Assignment-1: 10 Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

Aldine Kathey Charmaz: Constructing Grounded Theory Sage Publication.

Barney G. Glaser & Anselm L. Strauss: The Discovery of Grounded Theory: Strategies for Qualitative Research

B.Gillham: Case Study Research Methods, Continuum, New York (2000)

C.Marshall & C.B. Rossman: Designing Qualitative Research (3rd Ed.) Thousand Oaks C.A. Sage,

Creswell, J.W (2002). Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research. New Jersey: Merrill Prentice Hall.

Denzin, N.K and Lincoln, Y.S (eds.) (1994). Handbook of Qualitative Research, Thousand Oaks, CA:Sage.

H.Mcmillan & Sally Schumacher: Research in Education: A Conceptual Introduction

Kerlinger, Fred N (1973). Foundation of Behavioural Research, New York: Rinehart Winston.

Kothari, C.R (1990). Research Methodology: Methods and Techniques (2nd ed.). New Delhi: VishwaPrakashan.

Mills, C.W (1959). The Sociological Imagination, New York: Oxford University Press.

R.K. Yin: Case Study Research: Design and Methods (2nd edn.) Thousand Oaks, CA. Sage.

Y.S. Lincoln & E.C. Guba: Naturalistic Inquiry, Beverly Hills C.A. Sage.

A collection of handwritten signatures in blue ink, arranged in two rows. The top row contains six signatures, and the bottom row contains six signatures. Some signatures are accompanied by names written in print, such as 'R Singh' and 'SRD'.

SEMESTER I
(Elective Papers)
CURRICULUM STUDIES

Paper Code: E030704T

M. Marks: 100

Credits: 4

COURSE OBJECTIVES: Following shall be the course objectives;

- **COB1:** To introduce the meaning, concept, and principles of curriculum development.
- **COB2:** To familiarize students with different types, foundations, and models of curriculum.
- **COB3:** To analyze the process of curriculum planning, implementation, and evaluation.
- **COB4:** To understand the role of various agencies and stakeholders in curriculum development.
- **COB5:** To develop reflective and critical thinking towards curriculum reforms and innovations.

COURSE OUTCOMES:

- **CO1:** Explain the basic concepts and components of curriculum.
- **CO2:** Compare various curriculum models and approaches.
- **CO3:** Evaluate curriculum implementation strategies and assessment techniques.
- **CO4:** Analyze the impact of socio-political and cultural factors on curriculum.
- **CO5:** Design context-specific curriculum plans with a critical and inclusive perspective.

UNIT-I

Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests), Bench marking and

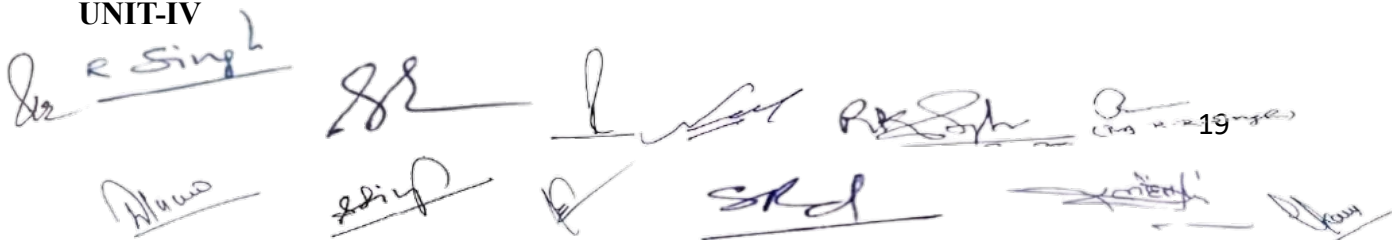
UNIT-II

Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, C I P P Model (Context, Input, Process, Product Model)

UNIT-III

Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction, Approaches to Evaluation of Curriculum : Approaches to Curriculum and Instruction (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model

UNIT-IV

A collection of handwritten signatures in blue ink, likely representing the faculty members who have approved the syllabus. The signatures are arranged in two rows. The top row includes a signature that appears to be 'R Singh' followed by several other illegible signatures. The bottom row includes a signature that appears to be 'Almas' followed by several other illegible signatures. A small number '19' is visible near the end of the top row of signatures.

Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement

UNIT-V

Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development, Scope of curriculum research and Types of Research in Curriculum

PRACTICUM / INTERNAL WORK:

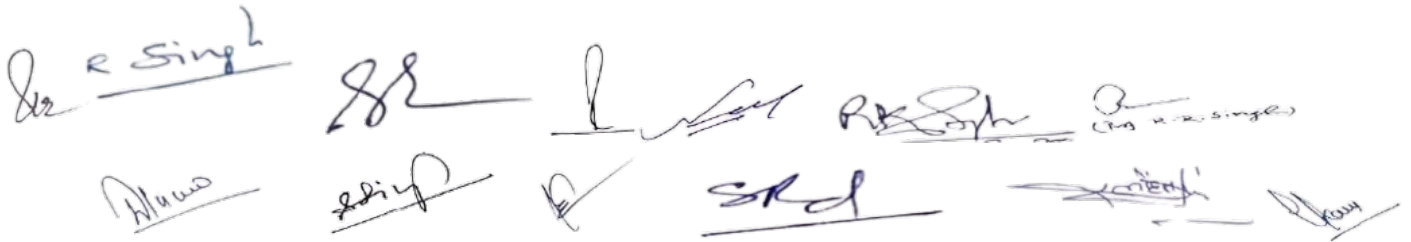
Assignment-1: 10 Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

- **Ornstein, A. C., & Hunkins, F. P. (2017).** *Curriculum: Foundations, Principles, and Issues* (7th ed.). Pearson Education.
- **Taba, Hilda (1962).** *Curriculum Development: Theory and Practice*. Harcourt Brace & World.
- **Tyler, Ralph W. (1949).** *Basic Principles of Curriculum and Instruction*. University of Chicago Press.
- **Print, Murray (1993).** *Curriculum Development and Design*. Allen & Unwin.
- **Kelly, A. V. (2009).** *The Curriculum: Theory and Practice* (6th ed.). Sage Publications.
- **NCERT (2005).** *National Curriculum Framework (NCF)*. New Delhi: National Council of Educational Research and Training.
- **Aggarwal, J. C. (2005).** *Curriculum Development and Planning*. Shipra Publications.
- **Yadav, M. S. & Read, M. (2004).** *Education and the Curriculum*. NCERT, New Delhi.



SEMESTER I

(Elective Papers)

POLICY PERSPECTIVES AND ISSUES IN INDIAN EDUCATION

Paper Code: E030705T

M. Marks: 100

Credits: 4

COURSE OBJECTIVES: Students will be able;

- To analyze the strategies used for realization of UEE.
- To realize the need and importance of the constitutional provisions for education in India.
- To understand the importance of Right to Education and the provisions made for realizing it.
- To understand the emerging issues in Teacher education.
- To understand the policy perspectives of education and their implications

COURSE OUTCOMES: Students will be able;

- **CO1:** Understand the evolution of education policies in India.
- **CO2:** Analyze key issues and challenges in Indian education.
- **CO3:** Examine the impact of major education commissions and reforms.
- **CO4:** Evaluate current education policies like NEP 2020.
- **CO5:** Develop informed views on policy implementation and improvement.

UNIT-I ISSUES IN EDUCATION

• Universalization of Elementary Education, • Gender, • Language, • Human Rights, • Child Rights, • Reservation Policy

UNIT-II PROGRAMMES AND POLICIES

• Sarva Siksha Abhiyan • Rashtriya Madhyamic Shiksha Abhiyan • Continuous and Comprehensive Evaluation • Right of Children for Free and Compulsory Education Act 2009, • Minimum Levels of Learning (MLL), • Millennium Development Goals (MDGs).

UNIT-III CONTEMPORARY INDIAN HIGHER EDUCATION

• Meaning, Aims and Functions of Higher Education, • University Grants Commission, • Association of Indian Universities, • National Council for Teacher Education • National Institute of Educational Planning and Administration. • Autonomy in Higher Education, • Major Problems in University Education

UNIT-IV EMERGING ISSUES IN INDIAN EDUCATION

• Vocationalization and Diversification of Education, • Environmental Education, • Peace Education, • Human Rights Education • Inclusive Education.

UNIT-V THEORETICAL ASPECTS OF POLICY

• Parameters of policy determination. • Relationship between research and policy, policy and planning and their implementation. • Framework for Policy Making in Education in India; Issues related to societal contexts, democracy, development, Centre-state relations and their impact on education policy formulation. • Role of bureaucracy, Constitution and judicial interventions on education policy formulation shaping the policy guidelines in

education. • Policy reforms through Commissions and Committees. • The role of the National Development Council and Central Advisory Board of Education (CABE) in policy formulation.

PRACTICUM / INTERNAL WORK:

Assignment-1: 10Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

Mohanty, J. (1987): Education in India. New Delhi: Deep & Deep Publications.

Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.

Dash, M. (2004). Education in India: Problems and Perspectives. New Delhi: Atlantic Publishers Nanda,

S.K. (2000). Indian Education and its Problems Today. New Delhi: Kalyani Publishers.

Agarwal (1983). Implementation of Human Rights Covenants with Special Reference to India. Allahabad: Kitab Mahal.

Ghosh, D.K. (1983): University System in India. Jabalpur: Rahul Publications.

Ghosh, Suresh Chandra (2009). The history of education in modern India 1757-2007. New Delhi: Blackswan Publication Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.

Graves, N. (1990). Teaching for International Understanding, Peace and Human Rights. Paris: UNESCO.

Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay: Popular Prakashan.

Kumar, K (2005). Political Agenda of Education: A Study of Colonialist and National Ideas. New Delhi: Sage Publications.

Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.

Ministry of Education (1978): Report of the Education Commission 1964-66. New Delhi: Govt. of India.

Mukerji, S.N. (1965): Education - in India – Today and Tomorrow. Baroda: Acharya Book Depot

Pathania, A (2009). Primary education in India: Programmes and schemes. Shimla: J.M.D. Publications.

A collection of handwritten signatures in blue ink. The signatures are arranged in two rows. The top row includes a signature that appears to be 'R Singh' with a long underline, followed by several other stylized signatures. The bottom row includes more signatures, some with underlines, and a small checkmark. The handwriting is cursive and varies in style.

COURSE STRUTURE

SEMESTER-II

SEMESTER II

(Core Papers)

SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Paper Code: E030801T

M. Marks: 100

Credits: 4

COURSE OBJECTIVES:

CO1: Enable the students to understand the basic concepts of sociology of education

CO2: Motivate the students to explore the relationship between social system and education

CO3: Make the students to analyze the role of education in cultural change

CO4: Enable the students to identify various agencies of education

CO5: Make the students to examine the role of education in promoting national integration and international understanding

COURSE OUTCOMES:

CO1: Understand key sociological concepts and their application to education.

CO2: Analyze the relationship between education and social institutions like family, religion, and economy.

CO3: Examine the role of education in promoting social change, equity, and inclusion.

CO4: Critically assess issues of social stratification, caste, class, and gender in the context of education.

CO5: Develop a reflective perspective on the role of teachers in addressing social diversity and justice through education.

UNIT-I: SOCIOLOGY AND EDUCATION Sociology of Education: Meaning, concept and importance –Sociology and Education -Basic concepts of sociology and education. - Difference between sociology of education and Educational Sociology– Scope and functions of educational Sociology.

UNIT-II: SOCIAL SYSTEM AND EDUCATION Social System: Meaning, Concept and Characteristics, Education as a Subsystem – Education and Social change; Social mobility, Social stratification, Social deviants; Constraints on social change in India (Caste, ethnicity, class, language, religion, regionalism).

UNIT-III: PROCESS OF SOCIALISATION Agencies of socialization - Family, School, Religion, Community - Education as a social system, social process and social progress; Technological change – Industrialization, Modernization and Urbanization.

UNIT-IV: EDUCATION AND DEMOCRACY Democracy: Meaning and concept- Education and Democracy - Education for national integration and International understanding - Constitutional Ideals of education– Social equity and equality of educational opportunities – Education for socially and economically disadvantaged section of the society: SC/ST/OBC/Women/Disabled and rural population.

UNIT V: EDUCATION IN CULTURAL CONTEXT Culture: Meaning, concept and characteristics - Education and cultural change -Cultural lag – Meaning, concept, major

causes and its effect on education –Education for multi-lingual and multi- cultural Indian society.

PRACTICUM / INTERNAL WORK:

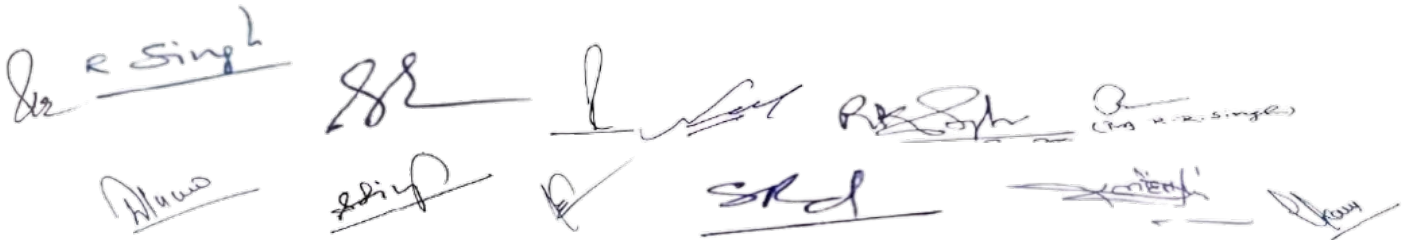
Assignment-1: 10 Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

1. Agarwal, J.C. (2002). Philosophical and sociological perspectives on education. Shipra.
2. Jayapalan, N. (2001). Sociological theories. Atlantic Publishers.
3. MujibulHasan Siddiqui (2009). Philosophical and sociological perspectives in Education. Neeraj.
4. Ruhela, S.P. (1970). Sociological foundation of education in contemporary India, Dhanpat Rai.
5. Shukla Suresh chandra. (1985). Sociological perspectives in education. Chanakya.
6. Agarwal, J.C. (2002). Theory and principles of education. Vikas.
7. Gore, M.S. (1967). Papers in the sociology: Education in India. NCERT.
8. Mathur, S.S. (2001). A Sociological approach to Indian education. Vinod Pustak Mandir.

A collection of handwritten signatures in blue ink. The signatures are arranged in two rows. The top row includes a signature that appears to be 'R Singh', followed by several other stylized signatures. The bottom row includes a signature that appears to be 'Alwas', followed by more stylized signatures. Some signatures are underlined.

SEMESTER II

(Core Papers)

DEVELOPMENTAL PERSPECTIVES OF INDIAN EDUCATION SYSTEM

Paper Code: E030802T

M. Marks: 100

Credits: 4

COURSE OBJECTIVES: To enable student teacher to;

- Appreciate the development of India education in Ancient and medieval India.
- Understand the role of missionaries in development of education in India.
- Understand that development of education is influenced by socio-political forces of the time.
- Understand the contribution of various committees and commissions on educational set up.
- Appreciate the development of India education in the post-independence era.

COURSE OUTCOMES:

- Understand the development of education through various historical periods.
- Analyze the impact of ancient, medieval, and modern education systems in India.
- Examine contributions of key thinkers and reformers to education.
- Explore the influence of colonial rule on Indian education.
- Evaluate the relevance of historical developments to current educational practices.

UNIT-I TRADITION OF EDUCATION IN INDIA

- Vedic • Buddhist and • Medieval periods

UNIT-II EDUCATION UNDER COMPANY RULE

- Charter Act 1813 • Macaulay's Minutes and Bentinck's Resolution of 1835, • Adam's Report and its recommendation (1835, 1838). • Wood's Dispatch – 1854.

UNIT-III EDUCATION IN BRITISH ERA

- Recommendations of Indian Education Commission (1882-83) • Lord Curzon's Educational policy, • Essential features of Sadler Commission Report-1917

UNIT-IV INDIANIZATION OF EDUCATION

- Growth of National Consciousness. • National Education Movement • Gokhale's Bill, • Wardha Scheme of Education-1937

UNIT-V EDUCATION IN INDEPENDENT INDIA

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- University Education Commission (Radhakrishnan) • Secondary Education Commission (Mudaliar) • Education Commission (Kothari) • NPE-1986 and POA-1992.

PRACTICUM / INTERNAL WORK:

Assignment-1: 10 Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED

Altekar, A.S. (1934): Education in Ancient India, Varanasi; The Indian Book Shop.

Ghosh, S.C. (1989): Educational Policy in India Since Warren Hastings, Calcutta: NayaPrakashan

Jaffar, S.M. (1936): Education in Muslim India, Lahore. Kumar, Krishna (1991): The Political Agenda of Education, Delhi: Sage.

Law, N.N. (1916): Promotion of Learning in India, London

Mukherjee, R.K. (1960): Ancient Indian Education, Delhi: MotilalBanarasi Das.

Nurrullah, S. and J.P. Naik (1974): A Students History of Education in India, Bombay: Macmillan

A collection of handwritten signatures in blue ink, arranged in two rows. The top row contains six signatures, and the bottom row contains six signatures. Some signatures are accompanied by names written in Hindi or English, such as 'R Singh' and 'Alau'.

SEMESTER II

(Core Papers)

DATA ANALYSIS TECHNIQUES OF EDUCATIONAL RESEARCH

Paper Code: E030803T

M. Marks: 100

Credits: 4

Course Objectives (COB): By the end of the course, the learner will be able to:

1. Understand the principles and applications of data analysis in educational research.
2. Apply descriptive and inferential statistical techniques for quantitative data.
3. Use qualitative data analysis techniques to interpret non-numeric data.
4. Develop competency in using statistical software for educational data analysis.
5. Interpret results accurately and present findings effectively.

Course Outcomes (CO): Upon successful completion, students will be able to:

1. Organize, code, and prepare research data for analysis.
2. Apply appropriate quantitative data analysis techniques for given research problems.
3. Conduct qualitative data analysis through coding, categorizing, and theme building.
4. Use tools such as SPSS, R, or NVivo for data analysis.
5. Write coherent research reports with valid interpretations.

UNIT 1 – INTRODUCTION TO DATA ANALYSIS

- Nature and types of data: quantitative vs qualitative
- Preparing data for analysis
- Ethical issues in data handling and analysis

UNIT 2 – QUANTITATIVE DATA ANALYSIS: DESCRIPTIVE STATISTICS

- Measures of central tendency: mean, median, mode
- Measures of variability: range, variance, standard deviation
- Graphical representation: histograms, bar graphs, pie charts
- Normal distribution and its characteristics

UNIT 3 – QUANTITATIVE DATA ANALYSIS: INFERENTIAL STATISTICS

- Parametric tests: Level of Significance, Degree of Freedom, One tailed and Two tailed tests, Type-I and Type-II Error in Decision Making, t-test, ANOVA, correlation, regression analysis
- Non-parametric tests: Chi-square test, Mann–Whitney U test, Kruskal–Wallis test
- Assumptions, applications, and interpretation of results
- Effect size and statistical power

UNIT 4 – QUALITATIVE DATA ANALYSIS TECHNIQUES

- Coding: open, axial, and selective coding
- Thematic analysis and content analysis
- Narrative analysis, discourse analysis
- Triangulation and ensuring trustworthiness

UNIT 5 – USE OF TECHNOLOGY IN DATA ANALYSIS

- Introduction to SPSS, R, and Excel for quantitative analysis

- Introduction to NVivo, Atlas.ti for qualitative analysis
- Data visualization tools and dashboards
- Reporting and interpreting results for publication

PRACTICUM / INTERNAL WORK:

Assignment-1: 10 Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

Garrett, H.E (1981). Statistic in Psychology and Education, Bombay Vakils Feffer and Simons.

Allen, R.G.D (1949). Statistics for Economists, London: Hutchinson University Library.

Elhance, D.N (1975). Practical Problems in Statistics. Allahabad: KitabMahal.

Healey, J.F. (2002). Statistics: Tool for Social Research, (6th ed.), Australia: Wadsworth.

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

Kendall, G.M (1982). Dictionary of Statistical Terms, London: Longman,

Kish, L (1967). Survey Sampling, New York: John Wiley.

Korin, B.P (1977). Introduction to Statistical Methods, Cambridge: Intrhrop Pub.

Levin, R.I (1978). Statistics for Management, New Jersey: Prentice Hall.

B.Gillham: Case Study Research Methods, Continuum, New York (2000)

C.Marshall & C.B. Rossman: Designing Qualitative Research (3rd Ed.) Thousand Oaks C.A. Sage,

R.K. Yin: Case Study Research: Design and Methods (2nd ed.) Thousand Oaks CA. Sage.

James H.Mcmillan & Sally Schumacher: Research in Education a Conceptual Introduction Kate L. TURABIAN: A Manual for Writers of Dissertations.

Barney G. Flaser & Anselm L. Strass: The Discovery of Grounded Theory: Strategies for Qualitative Research.

Creswell, J. W., & Plano Clark, V. L. (2018). Designing and Conducting Mixed Methods Research (3rd ed.). Sage Publications.

Field, A. (2018). Discovering Statistics Using IBM SPSS Statistics (5th ed.). Sage Publications.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). Qualitative Data Analysis: A Methods Sourcebook (4th ed.). Sage Publications.

Kumar, R. (2019). Research Methodology: A Step-by-Step Guide for Beginners (5th ed.). Sage Publications.

A collection of handwritten signatures in blue ink, arranged in two rows. The top row contains six signatures, and the bottom row contains six signatures. Some signatures are accompanied by names written in Hindi or English, such as 'R Singh' and 'Anand'.

SEMESTER II

(Elective Papers)

PSYCHOLOGY OF LEARNING AND COGNITION

Paper Code: E030804T

M. Marks: 100

Credits: 4

COURSE OBJECTIVES: To enable the prospective teacher educators:

- To develop understanding about theories of learning and its educational implications.
- To develop understanding about concepts of motivation and transfer of learning.
- To understand significance of intelligence in learning.
- To understand individual difference and pupils' readiness towards learning.

COURSE OUTCOMES:

- Understand the basic concepts and processes of cognition.
- Analyze how perception, attention, and memory influence learning.
- Explore theories of thinking, problem-solving, and decision-making.
- Examine the role of language and intelligence in cognitive development.
- Apply cognitive principles to improve teaching and learning strategies.

UNIT-I COGNITIVE DEVELOPMENT

- Concepts and development of thinking and Problem Solving, • Piaget and Vygotsky's theories of Cognitive Development • Significance and Implications

UNIT-II LEARNING

- Concept, Kinds, levels of learning: • Various theories of learning; Classical and Operant Conditioning Hull's Reinforcement Theory, Tolman's Theory and Lewin's field theory. • Factors influencing learning. • Educational implications of the theories of learning.

UNIT-III MOTIVATION AND TRANSFER OF LEARNING

- Concept and components of Motivation • Types of Motivation • Role of Motivation in learning • Concept, theories and importance of transfer of training.

UNIT-IV INDIVIDUAL DIFFERENCES

- Concept and determinants of individual differences • Learning styles • Factors influencing Individual Differences • Educational implications of individual differences

UNIT-V INTELLIGENCE:

Meaning and concepts. • Guilford's theory of intelligence and Gardner's concept of intelligence: main features and educational implications, • Emotional Intelligence: meaning, main features and educational implications.

PRACTICUM / INTERNAL WORK:

Assignment-1: 10Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

Berk L. E. (2010): Child Development, Eighth Edition, PHI Learning Private Limited, New Delhi.

Ormrod, J.E. (2012). Essentials of educational psychology: big ideas to guide effective teaching. Boston, MA: Pearson Education Inc.

Parmeshwaran, E.G and Beena, C (2002) An introduction to psychology, Hyderabad, India, Neel Kamal Publications Private Limited.

Pina, Tarricone (2011). The taxonomy of meta cognition. Britain, Psychology Press.

Robert J. Sternberg (2001): Perspectives on thinking, learning, and cognitive styles. The educational psychology series Routledge publication.

Schmeck Ronald. R (1988): Learning strategies and learning styles (perspectives on individual differences), Springer Publication.

Schunk, D. H. (2007). Learning theories: an educational perspective (5th Edition). New York: P. Hall.

Skinner C. E, (2003): Educational psychology, Fourth Edition, P. Hall of India Pvt Ltd, New Delhi.

Woolfolk, A (2009) Educational psychology, 12th Edition Singapore, Pearson Education Inc.

SEMESTER II

(Elective Papers)

PEDAGOGY AND ASSESSMENT

Paper Code: E030805T

M. Marks: 100

Credits: 4

Course Objectives (COs):

- To understand the fundamental concepts of pedagogy and its application in teaching-learning processes.
- To explore various teaching strategies suited to different learning styles and contexts.
- To examine the principles and practices of effective classroom assessment.
- To develop skills in designing formative and summative assessment tools
- To promote reflective teaching through feedback and assessment data interpretation.

Course Outcomes (COs):

- Demonstrate understanding of key pedagogical theories and approaches.
- Apply appropriate teaching methods to meet diverse learners' needs.
- Design and use effective assessment tools for learning evaluation.
- Analyze assessment data to improve teaching-learning outcomes.
- Reflect on pedagogical practices for continuous professional development.

Unit I - Meaning & Concept of Pedagogy:

- Concept of Pedagogy
- Difference between Pedagogy and Andragogy
- Understanding Child Centered Pedagogy.

UNIT II- Selected Pedagogies:

- Process of knowledge construction for development of concepts, understanding, logical, reasoning, critical thinking and problem solving.
- Forms of learner's engagement
- Pedagogical Analysis of the subject content
- Critical Pedagogy- Meaning, Need and its implications in Teacher Education, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model)

UNIT III Assessment:

- Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning)
- Types of Assessment (Placement, formative, diagnostic, summative)
- Relations between objectives and outcomes

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R. Singh

- Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

UNIT IV Assessment in Pedagogy of Education:

- 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
- Flanders Interaction Analysis Category System

UNIT V Trends in Assessment and Evaluation

- Choice-based credit system, marking vs grading systems, internal vs external assessment, Online vs offline assessment
- Alternative assessment- Rubrics and portfolio, Performance-based assessment, authentic assessment and self-assessment
- Question bank, use of computers in assessment,
- National and International Assessment Survey- NAS, SAS and PISA
- Assessment and examination reforms with reference to NEP 2020

PRACTICUM / INTERNAL WORK:

Assignment-1: 10 Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

- Aggarwal, J. C. (2009). *Essentials of educational psychology*. New Delhi: Vikas Publishing House.
- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.
- Brookhart, S. M. (2010). *How to assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.
- Mukhopadhyay, M. (2005). *Assessment for learning*. New Delhi: Shipra Publications.
- Nayak, A. K., & Rao, V. K. (2004). *Classroom teaching methods and practices*. New Delhi: APH Publishing Corporation.
- NCERT. (2005). *National curriculum framework 2005*. New Delhi: National Council of Educational Research and Training.
- NCERT. (2006). *Position paper: National focus group on examination reforms*. New Delhi: National Council of Educational Research and Training.
- Popham, W. J. (2017). *Classroom assessment: What teachers need to know* (8th ed.). Boston, MA: Pearson.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–22.

COURSE STRUTURE

SEMESTER-III

SEMESTER III

(Core Papers)

EDUCATIONAL TECHNOLOGY AND ICT

Paper Code: E030901T

M. Marks: 100

Credits: 4

COURSE OBJECTIVES: To enable the teacher educators;

- Enable the students to understand significance of E.T. and its important components approaches.
- Enable the students to understand communication and to design instructional system.
- Acquaint students with levels, strategies and models of teaching for future improvement.
- Enable the students to understand the importance of programmed instructions and researches in E.T.
- Acquaint the students with emerging trends in Educational Technology.

COURSE OUTCOMES:

- **CO1:** Understand the concepts and scope of educational technology.
- **CO2:** Use various ICT tools to enhance teaching and learning.
- **CO3:** Design and develop digital instructional materials.
- **CO4:** Evaluate the effectiveness of technology-integrated teaching.
- **CO5:** Apply emerging technologies in education (e.g., AI, AR/VR).

UNIT-I CONCEPT OF EDUCATIONAL TECHNOLOGY

- Meaning, Scope and Significance • Components of ET: Software, Hardware and Systems approach. • Educational Technology and instructional technology - bases: Science of learning, five learning types (Gagne) and conditions of learning.

UNIT-II DESIGNING INSTRUCTIONAL TECHNOLOGY

- Communication and Teaching, Teaching and Instruction, Teaching and Training, • Conditioning & Training. • Components of communication, Classroom communication and Mass media approach in Educational Technology. • Designing Instructional Technology: • Stages of Instructional system design (Briggs and Wager).

UNIT-III MODELS OF TEACHING

- Stages of teaching – Pre-active, Interactive & Post-active, Levels of teaching • Models of Teaching: Concept, need and families • Psychological model of teaching; Glaser's BTM, Bruner's - CAM, Ausubel's - AOM, Flanders-Social Interaction Model

UNIT-IV PROGRAMMED INSTRUCTION

- Origin and types - linear, branching and Mathetic. Development of the programmed instructional material. • Computer Assisted Instruction (CAI) • Researches in Educational Technology.

UNIT-V ICT IN EDUCATION

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- Blended learning, Mobile learning, Flipped Learning • Concept of Open Educational Resources (OER) & various usage, Massive Open Online Course(MOOC) • Digital learning objects • Online learning course development models • Management and implementation of e-learning • E-content designing

PRACTICUM / INTERNAL WORK:

Assignment-1: 10 Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

Anudon, E.J. & Elizabeth (1967): Improving, Teaching the Analysis of Classroom Verbal Interaction, Holt Rinehart and Winston, Inc. New York.

Benard, H.W. (1965): Psychology of Learning and Teaching, McGraw Hill, Book Com. New York, London.

Bigge, Morris L. & Maurice P. Hunt: Psychological Foundation of Education. An Introduction to (1962) Human Development and Learning-Harper and Row New York.

Bloom, B.S. (1956): Taxonomy of Educational Objectives: Cognitive Domain, Book-I McGraw, New York.

Bruner J.S. (1966): Towards a theory of Instruction, Massachusetts Harvard University Press.

Buch, M.B. & Santhanam, M.R.(1970): Communication in Class Room, CASE, MS University, Baroda -2

Coleman, James C. (1971): Psychology and Effective Behaviour D.B. Tareporevate and Com. Pvt. Ltd. Bombay.

Flanders, N.A. (1970): Analyzing Teaching Behaviour, Addison Wesley Publishing Co. California.

Gagne, Robert M. (1982) The Condition of Learning, Holt, Rinehart and Winston Inc. New York.

Galloway, Charles (1976): Psychology for Learning Teaching.

Mager, R.F. (1972): Preparing Objectives for Programmed Instruction.

Markle, Susan (1964): Good Frames and Bad - A Grammar of Programme Writing.

Pipe, Peter (1966): Practical Programming.

Sharma, R.A. (1977): Technology of Teaching, Modern Pub. Meerut.

Sharma, R.A. (1981): Programmed Instruction, An Instructional Technology, International Pub.House, Meerut.

Skinner, B.F. (1968): Technology of Teaching, Maredeth Co-operative, New York.

Mangal, SK: Educational Technology.

Dr. R. Singh
 [Signatures]

(Core Papers)

Paper Code: E030902T

Credits: 4

- To understand concept and practices of educational administration and management.
- To give an overview of the historical development of educational administration and management.
- To explore the policies in terms of their impact on public administration and management.
- To understand contemporary issues in educational management.

- CO1: Understand the principles and functions of educational administration.
- CO2: Differentiate between administration, management, and leadership in education.
- CO3: Analyze various models and styles of educational management.
- CO4: Apply planning, organizing, and decision-making skills in educational settings.
- CO5: Evaluate the role of leadership and supervision in improving school effectiveness.

- Evolving theory and concepts in Educational Administration and Management.
- Evolution of concept of educational administration from colonial system to present times in India.
- Post-1986 policy developments, decentralization, and centrally sponsored schemes.
- Scope and characteristics of Organization
- Types of Educational Administration- Totalitarian, Democratic
- Principles of Educational Administration

- Regulatory, supervising and academic resource support arrangements such as state departments, inspection and supervision arrangements,
- Institutional linkages and networking.
- Role and Functions of Government, Local Bodies, Private Institutions and NGOs at national, state and sub-state levels;
- UGC • NCTE • NCERT • SCERT • SIEMAT • RCI • State Boards of Education

• Purposing • Planning • Organization • Cooperation • Inspection and Supervision • Staff Selection • Budgeting

Dr. R Singh SR I SR Singh SR Singh 37

SR Singh SR SR SR SR SR

- Leadership and Decision Making; Concept, types, role and theories.
- Institutional conflicts; types, causes and management.
- Organizational behaviour
- Organizational Climate.

UNIT-V CONTEMPORARY ISSUES IN EDUCATIONAL MANAGEMENT

- Centralization and Decentralization
- Intra- and inter-sector coordination.
- Voucher system and formula funding.
- Autonomy and accountability.
- E- Governance.
- Education monitoring systems.
- Qualities of Educational Administration
- Management of SSA – National Mission and State implementation partners

PRACTICUM / INTERNAL WORK:

Assignment-1: 10 Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

Hoffman, Allan M. and Summers Randal W (eds.) (2000). Managing Colleges and Universities: Issues for Leadership. Westport, Bergin, and Avery.

Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V (2001). Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India. New, Delhi, The European Commission.

Kowalski, Theodore. J (2001). Case Studies on Educational Administration (3 rd ed.) New York, Longman.

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

Mathur, S.P (2001). Financial Management in Indian Universities: Recent Trends. Varanasi: Ganga, Kaveri.

Mathur S.S (1990). Educational Administration and Management, The Indian Publications, India.

Ramchandran Padma and R. Vasantha (2005). Education in India, New Delhi, National Book Trust.

Tilak, J.B.G (1993). External and Internal Resource Mobilization for Education for All; Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.

Ayyar, R.V. Vaidyanatha (1993). 'Educational Planning and Administration in India: Retrospect and Prospect'. Journal of Educational Planning and Administration, VII (2), April, pp. 197-214.

Bray, Mark, (2000). Double Shift Schooling: Design and Operation for Cost-effectiveness (2nded), Paris: UNESCO, IIEP.

Fullan, Michael (2005). Fundamental Change: International Handbook of Educational Change, Springer, The Netherlands.

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- R Singh
- SR
- L
- R Singh
- O
- (R & R Singh)
- Aruno
- Singh
- P
- SKD
- Kishor
- Vijay

SEMESTER III

(Core Papers)

PERSPECTIVES OF TEACHER EDUCATION

Paper Code: E030903T

M. Marks: 100

Credits: 4

COURSE OBJECTIVE: To enable the students to understand about the:

- Concept aims and scope of teacher education in India with its historical perspectives.
- Development of teacher education curriculum in India.
- Different competencies essential for a teacher for effective transaction.
- Various aspects of supervision and feedback.
- Trends and areas of research in teacher education.

COURSE OUTCOMES:

- CO1: Understand the historical and philosophical foundations of teacher education.
- CO2: Analyze the roles and competencies of teachers in changing educational contexts.
- CO3: Examine policies and reforms in teacher education in India and globally.
- CO4: Evaluate models, structures, and curriculum of teacher education programs.
- CO5: Reflect on professional development and lifelong learning for teachers.

UNIT-I TEACHER EDUCATION AS PROFESSIONAL EDUCATION

• Concept, factors influencing teacher development. • Teacher education in India: historical perspective. • Approaches to teacher development-Traditional, Academic, Personalistic, Competency, Social Reconstructionist • Teacher Training vs. Teacher Education

UNIT-II IN-SERVICE TEACHER EDUCATION IN INDIA

• Concept, need, areas and purpose of in-service teacher education. • Orientation, refresher, workshop, seminar and Conference- their meaning and objectives. • Organization and Evaluation of In-Service Teacher Education Program • Planning in-service teacher education programme- context, purpose, duration and budget • Designing, Assessment, Curriculum and Preparation of course materials

UNIT-III PRE-SERVICE TEACHER EDUCATION IN INDIA

• Needs, objectives and scope. • Curriculum of Teacher Education in NCERT and NCTE documents. • Organization and Evaluation of Pre-service Teacher Education • Modes of pre-service TE: Face-to-Face and Open Distance Mode • Special Teacher Education programs. • Individualized, Group Based, Teacher Centered and Blended Approach • Simulated Teaching • Models of Teaching, Peer presentation and Tutor observation. • Internship and post internship

UNIT-IV RESEARCH AND DEVELOPMENT IN TEACHER EDUCATION:

- Education of Teacher Educators: Preparatory Programme and Professional development of Teacher Educators at different stages
- NCTE: Structure and Functions.
- NCTE criteria for assessment of Teacher Education Institutions
- Methodological issues of research in teacher education; Need and Areas Theoretical research versus applied research Participatory action research

UNIT-V ISSUES AND TRENDS IN TEACHER EDUCATION

- Inadequate planning,
- Privatization.
- Commercialization
- Challenges in professional development of teacher
- Improperly qualified teacher educators
- Assurance of quality of teacher education programs
- Commitment and teacher performance
- Leadership competencies in planning,
- Implementation and evaluation of teacher education programs

PRACTICUM / INTERNAL WORK:

Assignment-1: 10 Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

Allen. D. & Ryan, K. (1969), Microteaching reading Mass: Addison-wesley.

Furlong John (2013), Education an Anatomy of the Discipline, Routledge London.

Flanders, N.A.(1970) Analyzing Teaching Behaviour, reading, Addison-Wesley, mass.

Gardener,H (1983), Frame of Mind; the theory of multiple intelligences, Basic Books New York

NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.

NCTE (2014) Norms and Guidelines of Teacher Education Programmes.

Singh L.C.(Ed.1990), teacher education in India, New Delhi NCERT

NCERT, New Delhi, (2006) 6th survey of Research in Education.

Passi B.K. (eds) (1976), Becoming better teacher, Ahmedabad, Sahitya mudranalaya.

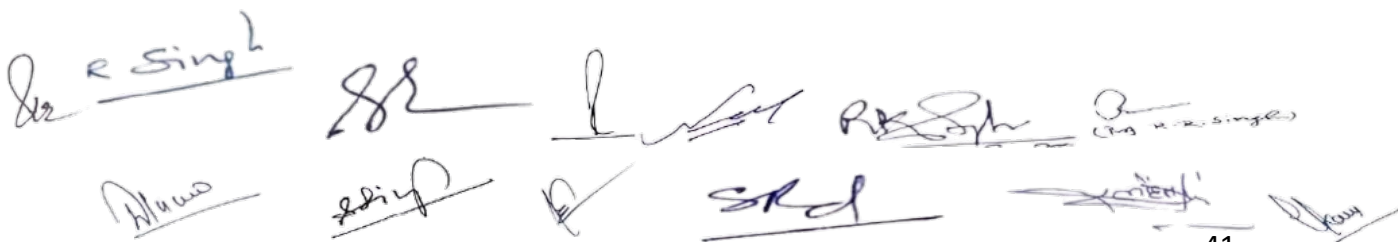
Sharma, RA,(1992): Teacher education in India, Anmol Publication

Smith, B.D (1980) A Design for a school of Pedagogy, U S Govt. Washington, D.C.

Sahoo P.K. et al (eds) (2010), Professionalism in Teacher Education, New Delhi Concept.

Sahoo P.K. et al (eds) (2014), Quality Education in India Vol I &Vol II New Delhi Concept.

NCTE (1979) Organisation of Core Teaching Programme Package, NCERT, New Delhi.



SEMESTER III

(Elective Papers)

GENDER PERSPECTIVES OF EDUCATION

Paper Code: E030904T

M. Marks: 100

Credits: 4

COURSE OBJECTIVES: Following shall be the course objects;

- To sensitize students about the gender issues in general and education in particular.
- To provide a critical perspective on the gendered structure of society.
- To understand the policy perspectives, schemes and program for female education in India.
- To understand the concept and importance of gender justice and equality.
- To understand the strengths and weaknesses of various positions, methods, and beliefs.

COURSE OUTCOMES

- Understand basic concepts of gender, sex, and patriarchy.
- Analyze gender inequality in education and society.
- Develop gender-sensitive attitudes and behaviors.
- Evaluate policies and programs for women's empowerment.
- Advocate for gender equity and social change.

UNIT-I GENDER SENSITIZATION

- Concept, Need, Scope • Gender studies as an academic discipline • Gender, Economy and Work Participation • Gender, globalization and education

UNIT-II ISSUES OF INDIAN WOMEN

- Family, Caste, Class, Culture religion related issues • Women's education- gender bias in enrolment and Curriculum content • Co-education-its educational implications • Literacy and Non-formal education for women's development • Education of Girl child in India: present status and challenges ahead

UNIT-III WOMEN'S MOVEMENTS IN INDIA

- Pre-independent, Post Independent and Current women movements • National committees and Commissions for Women • Governmental and Non-Governmental Organizations for women and Child Development, Community participation for education of the girl child. • Constitutional Provisions, Policies, Programmes for Women

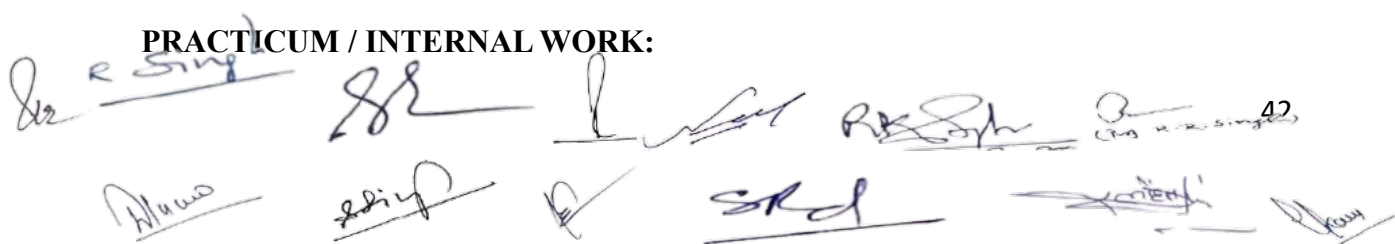
UNIT-IV PROGRAMMES AND STRATEGIES FOR PROMOTING GIRLS'/WOMEN EDUCATION IN INDIA

- Access, enrolment, retention of girls' at school stages • Kasturba Gandhi Balika Vidyalaya. • Girl's education in SSA, RMSA

UNIT-V DEMOGRAPHIC PROFILE OF WOMEN AND HUMAN DEVELOPMENT INDICATORS

- Constitutional provisions, policies, programmes for women • International policies and women's movements • Health and nutrition • Participation in decision making through decentralization • Methodologies for research on women • Gender and disability

PRACTICUM / INTERNAL WORK:

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Assignment-1: 10 Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

Letherby, G. (2003) Feminist Theory in Research and Practice. Buckingham: Open University Press.

Maynard, M. and Purvis, J. (eds) (1994) Researching Women's Lives from a Feminist Perspective, London: Taylor and Francis.

Narasaiah. M.L. (2010). Women, Children and Poverty. New Delhi: Discover Publishing House

Olesen, V. (2000) Feminisms at and Into the Millennium. In N. Denzin, and Lincoln, Y. (eds.) Handbook of Qualitative Research, (2nd Edition) London: Sage.

Parvin, M.R. (2001). Empowerment of Women: Strategies and Systems for Gender Justice. ND; DP Rao. D.B. (2011). Education for Women. New Delhi: Discover Publishing House

Rao. D.B. (2011). International Encyclopedia of Women. New Delhi: Discover Publishing House

Ribbens, J. and Edwards, R. (eds) (1998) Feminist Dilemmas in Qualitative Research, London: Sage.

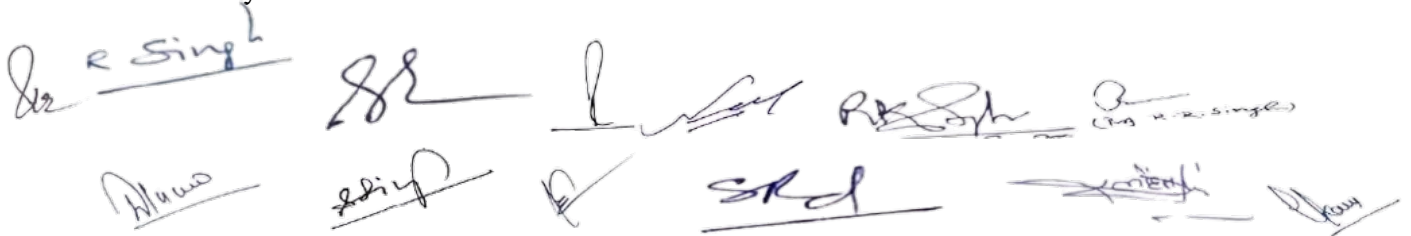
Sindhuja, P. (2011) Economic Empowerment of Women through Self-Help Groups.

ND; DPH Skelton, C. (2009) The SAGE Handbook of Gender and Education. New Delhi: Sage

Stanley, L. (ed) Research, Theory and Epistemology in Feminist Sociology, London: Routledge.

Weedon, C. (1996) Feminist Practice and Post structuralist Theory (2nd ed.) Oxford: Basil Blackwell.

Weiner, G. (1994) Feminisms in Education: an Introduction. Buckingham: Open University Press



SEMESTER III

(Elective Papers)

EDUCATIONAL MEASUREMENT AND EVALUATION

Paper Code: E030905T

M. Marks: 100

Credits: 4

COURSE OBJECTIVES: To enable the students to;

- Understand basic concepts and practices adopted in Educational Measurement,
- Understand relationship between measurement, evaluation and statistic in education.
- Orient the student with tools and techniques of measurement, evaluation and statistics.
- Develop skills competencies in construction and standardizing a test.

COURSE OUTCOMES:

- CO1: Understand the basic concepts of measurement and evaluation in education.
- CO2: Differentiate between assessment, measurement, evaluation, and testing.
- CO3: Apply tools and techniques for assessing student learning.
- CO4: Analyze the qualities of a good test—validity, reliability, and objectivity.
- CO5: Use evaluation data to improve teaching and learning processes.

UNIT-I MEASUREMENT AND EVALUATION

- Concept, nature, needs and scope, • Differentiating Testing, Assessment, Measurement and Evaluation • Models of evaluation, • Scales of Measurement.

UNIT-II TOOLS TECHNIQUES AND STANDARDIZATION

- Tools of Measurement: Function, types, characteristics • Techniques of Measurement and Evaluation: Questionnaire, Rating Scale, Sociometry, Standardization of Achievement test

UNIT-III RELIABILITY OF TEST

- Meaning, need and Methods of Reliability; Test-Retest Reliability Equaling-Form Reliability Split-half Reliability Rational Equivalence Reliability.

UNIT-IV VALIDITY OF TEST

- Meaning and type and need of Validity; Content, Construct Empirical, Concurrent and Predictive Validity.

UNIT-V NORMS OF THE TEST

- Concept, type, functions and need of; Age Norm, Grade Norm, Percentile and Standard Score Z-Scores, T-Scores, C- Scores, Stanine Scores

PRACTICUM / INTERNAL WORK:

Assignment-1: 10 Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

Ebel, R.L.: Essential of Educational Measurement, (Third Will Prentice Hall Inc. New Jersey. 1970)

Ferguson, G.A.: Statistical Analysis in Psychology & Education, McGraw Hill Intc Book Co. (1981).

Garrett, H.E.: Statistics in Psychology and Education: Vikas Peffer & Smara Co., Ins, New York.

Granbach, L.J.: Essential of Psychology Trends Harper Row, New York.

Guilford, J.P.: Fundamental Statistics in Psychology and Education, McGraw Hill (1965).

कपिल, एच.के.: सांख्यिकी के मूल तत्व, भार्गव पुस्तक प्रकाशन, 4/230, कचहरी घाट, आगरा-4

गुप्ता, एस.सी.: मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद।

गुप्ता, एस.सी.: सांख्यिकी विधिया एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद।

भार्गव, महेश: आधुनिक मनोवैज्ञानिक परीक्षण, हरप्रसाद भार्गव, पुस्तक प्रकाशन 4/230, आगरा-4

श्रीवास्तव डी.एन.: सांख्यिकी एवं मापन विनोद पुस्तक मन्दिर, आगरा-2

पाण्डेय, बी० बी० एवं आर० के० सिंह, : मापन मूल्यांकन एवं प्रारम्भिक सांख्यिकी वसुन्धरा प्रकाशन, गोरखपुर।

COURSE STRUTURE

SEMESTER-IV

SEMESTER IV

(Core Papers)

INCLUSIVE EDUCATION

Paper Code: E031001T

M. Marks: 100

Credits: 4

COURSE OBJECTIVE: To make the students to:

- Understand the Concept, Meaning and Scope of Inclusive and Special Education.
- Understand the recommendations of commissions on education of children with special needs.
- Understand the meaning, specific characteristics and modalities of identification of various types of (students who are different then majority of are) exceptional learners.
- Understand various educational interventions for meeting the needs of exceptional learners.

COURSE OUTCOMES:

- Understand the concept and importance of inclusive education.
- Identify barriers to inclusion and suggest solutions.
- Apply inclusive teaching methods in diverse classrooms.
- Collaborate with stakeholders to support inclusive practices.
- Analyze policies and laws related to inclusive education.

UNIT-I INTRODUCTION TO INCLUSION

• Definition, Scope, Importance and Aims of Inclusive Education. • Concept of Handicap, Impaired and Disability. • Growth and Development of Special Education in India & Abroad. • Concept and Significance of Early Identification • Concept and Significance of Least Restrictive Environment. • Concept, Significance and Educational Intervention. • Concept, Significance and techniques of Mainstreaming. • Concept, Significance and techniques of Remedial Teaching. • Concept and Significance Universalization of Education and Special Education. • Concept, uses and organization of Resource Room. • Concept and Role of Resource and Itinerant Teacher. • Good Counselor. • Role of Peer Group, Family and Community in education of Special need Children.

UNIT-II LEGISLATIVE BACKGROUND

• NPE-1986 & POA-1992. PWD Act-1995 (People with Disability Act) • Constitutional Provisions for special need learners. • Rehabilitation Council of India and its Role. • Right to Education Act-2009

UNIT- III MENTALLY RETARDED CHILDREN

• Concept, Definition and Types. • Etiology of Mental Retardation. • Characteristics of Educable and Trainable Mentally Retarded Children. • Programme of Education of Educable Mentally Retarded Children. • Programme of Education for Trainable Mentally Retarded Children.

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UNIT-IV VISUALLY IMPAIRED CHILDREN

- Concept and Classification.
- Etiology and General Characteristics.
- Educational Programme

UNIT- V VARIOUS TYPES OF SPECIAL LEARNERS

- Concept, Etiology, Characteristics and brief Outlines of Education;
- Juvenile Delinquent Children.
- Emotionally Disturbed Children.
- Gifted Children
- Slow Learners

PRACTICUM / INTERNAL WORK:

Assignment-1: 10 Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

Blair, A (2003). Special Educational Needs and Disability Discrimination: New Departures in Education Law in England and Wales: Rights of Children with Disabilities in UK. In Groof, J.D. and Lauwers, G (Eds.). Special Education: Yearbook of the European Association for Education Law and Policy. Vol. V. Kluwer Academic Publishers: The Netherlands.

Boehner, J (2004). Strengthening and Renewing Special Education, Bill Summary: The Individuals with Disabilities Education Improvement Act. Available on: <http://edworkforce.house.gov/issues/108th/education/idea/1350confsummary.htm>, accessed on 23 November, 2004.

Booth, T., and Mel Ainscow (eds.) (1998). From Them to Us: An International Study of Inclusion in Education, Routledge, London.

CABE (1944). Post-war Educational Development in India. New Delhi: Ministry of Education.

Education Commission, (1966). Education and National Development. New Delhi: Ministry of Education.

Lee W.O (2004). Equity and Access to Education: Themes, Tensions and Policies, ADB, Manila.

Lipsky, P. K. and Gartner, A (1996). Equity Requires Inclusion: The Future for All Scholars with Disabilities. In C. Christensen & F. Rizvi (Eds.) Disability and the Dilemmas of Education and Justice (pp. 145-155). Buckingham: Open University Press.

Mangal, S K: Educating Exceptional Children: An Introduction to Special Education, ND; PHI Pvt. Ltd.

Mittler, P (2000). Working Towards Inclusive Education - Social Contexts, London: David Fulton Publishers.

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SEMESTER IV

(Core Papers)

CONTEMPORARY INDIAN EDUCATION AND EMERGING TRENDS

Paper Code: E031002T

M. Marks: 100

Credits: 4

COURSE OBJECTIVES: Students shall be able to enable to;

- Understand the concepts of Rights, Duties and Directive Principles of the Constitution of India.
- Know and understand the concept, constraints and probable solution of UEE
- Analyse constraints and probable solution of implementing USE 4. Identify different goals and objectives of RMSA
- Develop understanding about the social realities of Indian society and its impact on education.

COURSE OUTCOMES:

- Understand the historical and philosophical foundations of Indian education.
- Analyze current challenges and reforms in the Indian education system.
- Explore the impact of globalization and technology on education.
- Examine policies and programs shaping contemporary education.
- Evaluate emerging trends like NEP 2020, digital learning, and skill-based education.

UNIT-I UNIVERSALIZATION OF ELEMENTARY EDUCATION (UEE)

- Concept and programmes of : EFA
- Managing SSA: Mission and State Implementation Partners
- Constraints to achieve UEE: Views of Kothari Commission
- National Policy on Education -1968, 1986, 1992,
- Programmes in the 12th Five Year Plan
- Neighborhood School

UNIT-II UNIVERSALIZATION OF SECONDARY EDUCATION (USE)

- Concept and objectives
- Constraints to achieve USE: Mudaliar and Kothari Commission
- Strategies and Initiatives to achieve USE in the 12th Five Year Plan
- Rastriya Madhyamik Shikshya Abhiyan: its goals and objectives

UNIT-III RASHTRIYA UCCHATAR SHIKSHA ABHIYAAN

- Concept, Aims, functions and programs of RUSA
- Education in different Five Year Plans.
- Initiatives of UGC.

UNIT-IV ISSUES RELATED TO CONTEMPORARY INDIAN EDUCATION

- Concept and need of; - Quality, Equity, Equality, Accessibility and Affirmative Action
- Liberalisation, Privatisation and Globalisation of Education - Internationalisation of Education: Emerging partnership between institutions and modes of delivery of education services. -FDI in education in India
- Emerging international institutions: GATS, TRIPS and WIPO
- Regional Networks

UNIT-V EMERGING TRENDS

- Main recommendations and their implications
 - Acharya Rammurthy Committee- 1990
 - Yashpal Committee-1992
 - Yashpal Committee-2009

PRACTICUM / INTERNAL WORK:

Assignment-1: 10Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

Kumar, Krishna (1991): The Political Agenda of Education, Delhi : Sage.

Law, N.N. (1916): Promotion of Learning in India, London

Mukherjee, R.K. (1960): Ancient Indian Education, Delhi; Motilal Banarasi Das.

Nurrullah, S. and J.P. Naik (1974) : A Students History of Education in India, Bombay: Macmillan

Passi B.K. (eds) (1976), Becoming better teacher, Ahmedabad, Sahitya mudranalaya.

Tilak , J. B. G. (1987): The Economics of Inequality in Education. New Delhi: Sage Publications.

Tilak. J.E.G (1989): Economics of Inequality in Education, Sage, New Delhi.

Weiner, G. (1994) Feminisms in Education: an Introduction. Buckingham: Open University Press

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SEMESTER IV
(Elective Paper)
EDUCATIONAL PLANNING AND FINANCING OF EDUCATION

Paper Code: E031003T

M. Marks: 100

Credits: 4

COURSE OBJECTIVES: To enable the students to;

- Understand basic concepts of educational planning and financing.
- Acquire knowledge of the principles and procedures of educational planning and financing.
- Understand contemporary developments in educational planning and financing.
- Understanding the problems and issues related to educational planning and financing.

COURSE OUTCOMES:

- CO1: Understand the concepts and types of educational planning.
- CO2: Analyze the need and importance of planning in education systems.
- CO3: Examine various sources and methods of financing education.
- CO4: Evaluate the role of budgeting and resource allocation in education.
- CO5: Assess the impact of economic policies on educational development.

UNIT-I EDUCATIONAL PLANNING

- Concept and characteristics of Educational Planning, • Types– Micro & Macro, Management Planning, Grass-root planning, Area Planning, Institutional Planning • Need & Objectives for Educational Planning • Historical background of Education Planning in India

UNIT-II APPROACHES TO EDUCATIONAL PLANNING

- Manpower Requirement Approach; • Social Justice Approach; • Rate of Return Approach • Intra educational Extrapolation Model

UNIT-III CONSTRAINTS/TRENDS IN EDUCATIONAL PLANNING

- Economic & Cultural Constraints; • Social and Administrative Constraints • Modern trends in Educational Planning with reference to Five Year Plans. • District Planning in Education; Appraisal of Educational Plans and Projects, School Mapping, Micro Planning, School Improvement Planning, Manpower Planning, Use of Microsoft Project in Planning and Monitoring of Education Development

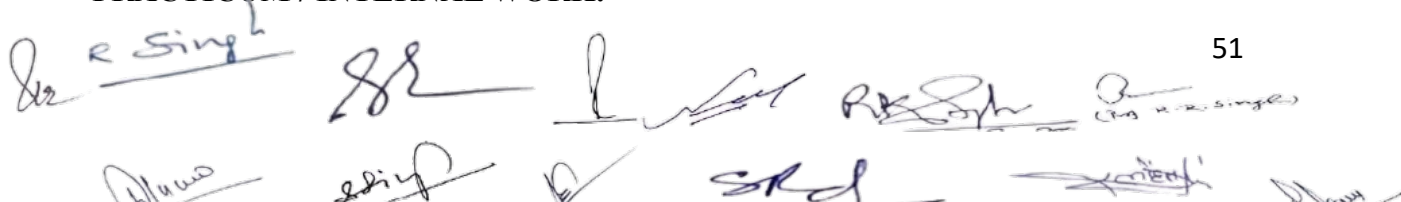
UNIT-IV EDUCATIONAL FINANCING

- Educational Expenditure • Budgeting; Preparation and Control • Principles of Educational Financing.

UNIT-V CONSTRAINTS AND TRENDS IN EDUCATIONAL FINANCING

- Problems of Educational Financing: Internal & External; • Education as Investment and Consumption • GATS & Education • Grant in Aids System in India • Population and Enrolment Projections

PRACTICUM / INTERNAL WORK:

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Assignment-2: 10 Marks

Attendance: 05 Marks

BOOKS RECOMMENDED:

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

Natarajan, S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. N. Delhi, 1990.

Naik, J.P., Education Planning in India. Naik, J. P. & Syed Nurullah, Education in India during British Period, Bombay, Macmillan, 1949.

Aggarwal Y.P. & Thakur, R.S. 2003, Concepts and Terms in Educational Planning: A Guidebook; NUEPA

Patteti, A.P and Thamarasseri, I. (Eds) (2014) Economics of Education, APH Publishing Corp., New Delhi

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SEMESTER IV
(Elective Paper)
ENVIRONMENTAL EDUCATION

Paper Code: E031004T

M. Marks: 100

Credits: 4

COURSE OBJECTIVES To enable the prospective teacher educators to:

- understand and know the concept, importance scope and aims of environmental education.
- know about the various methods strategies and techniques of teaching environmental education.
- know about the types of pollution and their causes.
- sensitize towards various environmental hazards and enable them to combat, cope and eradicate their possible negative effects.

COURSE OUTCOMES The Prospective teacher educator will be able to:

- get knowledge about the aim, concept, scope and importance of environmental education.
- recognize and expertise in various skills, methods and techniques of teaching environmental education.
- recognize various types of pollutions and will develop skills to minimize them.
- get sensitized towards environmental issues and develop a feeling of responsibility to combat and eradicate them.

UNIT-I

- Environment: Concept, types, components and socio-cultural determinants.
- Human Ecology: Concept, environment and adaptation.
- Impact of human activities on environment.
- Sustainable development: meaning, need and implications

UNIT-II

- Environmental Education: Concept, importance, scope, aims & objectives, guiding principles and foundations.
- Relationship between environment and education – ecological and psychological perspective.
- Content, objectives, methods and approaches (as a separate subject: as topical unit, as integrated and as interdisciplinary subject) and strategies of environmental education at different educational levels.

UNIT-III

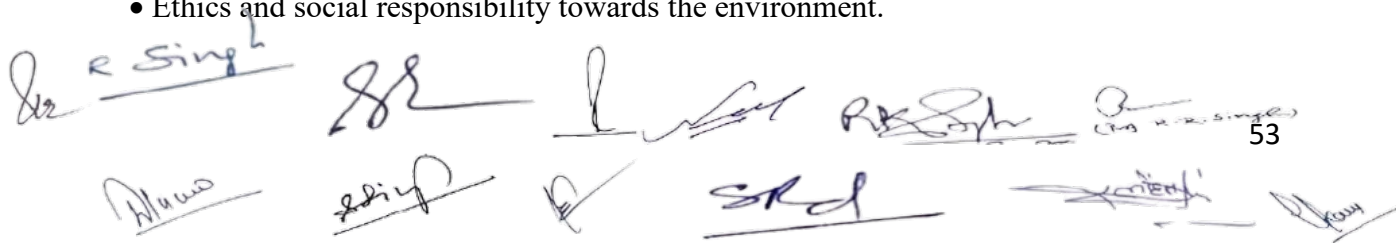
- Environmental pollution: Types, (air, water, soil and noise pollution)
- Causes, effects and controls; Climate change, global warming, pillar melting, ozone layer depletion, acid rain and impacts on human communities and agriculture.
- Human population growth: Impacts on environment, human health and welfare

UNIT-IV

- Eco-environmental concerns in India: Present scenario and future needs.
- Environmental management: concept, planning, organization and agencies.

UNIT-V

- Environmental movements: Chipko, Silent valley, Narmada Bachao.
- Ethics and social responsibility towards the environment.

A collection of handwritten signatures in blue ink, likely representing the faculty members who have reviewed or approved the document. The signatures are arranged in two rows. The top row includes a signature that appears to be 'R Singh' and several others. The bottom row includes a signature that appears to be 'Almas' and several others. The page number '53' is visible in the bottom right corner.

PRACTICUM / INTERNAL WORK:

Assignment-1: 10 Marks

Assignment-2: 10 Marks

Attendance: 05 Marks

BOOK RECOMMENDED:

Bodzin, A., Klein, B. & Weaver, S. (2010). The inclusion of Environmental Education in Science Teacher Education. Springer, London.

Bonnet, M. (2002a). Education for Sustainability as a Frame of Mind. Environmental Education Research, 8(1), pp.9-20.

Taylor & Francis Ltd. Fien, J. (2000). Education for the Environment: a critique—an analysis, Environmental Education Research, 6(2), pp.179-192.

Taylor & Francis Ltd. Gough, S. & Reid, A. (2000). Environmental Education Research as Profession, as Science, as Art and as Craft: implications for guidelines in qualitative research. Environmental Education Research, Vol. 6, No. 1,

Taylor & Francis Ltd. SAUVEË, L. (1999) Environmental education-between modernity and post modernity searching for an integrating education framework, Canadian Journal of Environmental Education, 4, pp. 9-35


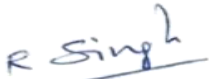




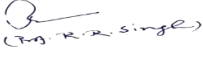



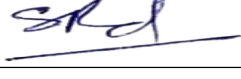
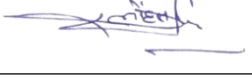

Grace M. & Sharp, J. (2000) Exploring the Actual and Potential Rhetoricreality Gaps in Environmental Education and their Implications for Pre- service Teacher Training. Environmental Education Research. Vol. 6(4) pp.331-45.

Routledge Kaushik, A. and Kaushik, C.P. (2004). Perspectives in Environmental studies, New Age International (P) Ltd. Publishers, New Delhi

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MAA PATESWARI UNIVERSITY
BALRAMPUR, UTTAR PRADESH

Structure of Syllabus for the Programme M.Ed. (Two Year)

| Structure of Syllabus developed/proposed by | | | |
|--|--|---|---|
| Name of Dean/Convener/Member | Designation | Institute | Signature |
| Prof. Sandip Kumar Srivastava | Dean/Convener BoS & Curriculum Committee | Shri Lal Bahadur Shastri Degree College, Gonda |  |
| Prof. Raghvendra Singh | Member BoS & Sub-Curriculum Committee | M.L.K. P.G. College, Balrampur |  |
| Prof. Shri Prakash Mishra | Member BoS & Sub-Curriculum Committee | M.L.K. P.G. College, Balrampur |  |
| Dr. Ram Raheesh | Member BoS & Curriculum Committee | M.L.K. P.G. College, Balrampur |  |
| Dr. Neeraj Yadav | Member BoS & Curriculum Committee | Shri Lal Bahadur Shastri Degree College, Gonda |  |
| Divisional Education Deputy Director, Balrampur | Ex-officio Member BoS | Divisional Education Deputy Director, Balrampur | |
| Prof. Rajesh Kumar Singh | Subject Expert (BoS) | DDU Gorakhpur University, Gorakhpur |  28-06-2025 |
| Prof. Rajani Ranjan Singh | Subject Expert (BoS) | University of Delhi |  (Rajani Singh) |
| Prof. Dinesh Kumar | Subject Expert (BoS) | University of Lucknow |  |
| Prof. Sangeeta Singh | Member Curriculum Committee | Bareilly College, Bareilly |  |
| Prof. Krishna Kumar Singh | Member Curriculum Committee | Ramnagar P.G. College, Barabanki |  |
| Prof. Sarita Pandey | Member Curriculum Committee | DDU Gorakhpur University, Gorakhpur |  |
| Dr. Lohans Kumar Kalyani | Member Curriculum Sub-Committee | Shri Lal Bahadur Shastri Degree College, Gonda |  |
| Dr. Chaman Kaur | Member Curriculum Sub-Committee | Shri Lal Bahadur Shastri Degree College, Gonda |  |