

**DEPARTMENT OF EDUCATION
M.ED. SYLLABUS**

Semester	Paper Code	Paper Title	Credit	Marks
I	MED-C101	Educational Studies	4	100
	MED-C102	Learner and Learning	4	100
	MED-C103	Methodology of Educational Research	4	100
	MED-C104	Practicum	4	100
II	MED-C201	ICT and Teacher Education	4	100
	MED-O202	Measurement and Assessment in Education or	4	100
	MED-O203	Value Education and Moral Development or	4	100
	MED-O204	Educational Technology or	4	100
	MED-O205	Teacher Education or	4	100
	MED-O206	Education for Peace and Human Rights or	4	100
	MED-O207	Curriculum Studies or	4	100
	MED-O208	Early Childhood care and Education or	4	100
	MED-O209	Adolescence Education or	4	100
	MED-O210	Inclusive Education	4	100
	MED-C211	Practicum	4	100
	MED-C212	Dissertation	4	100

Semester I

MED-C101: Educational Studies

Unit I: Theoretical Perspectives of Education

Education as a discipline with interdisciplinary perspectives.

Relationship with disciplines as Philosophy, Psychology, Sociology, Management, Economics and Anthropology etc.

Aims of Indian Education in the context of a Democratic, Secular, Egalitarian and Humane society.

Equality in Education Opportunities: Critical Analysis of the ways in which schooling, teaching, learning and curriculum contribute to social inequality.

Unit II: Philosophical Perspectives of Education

Philosophical foundation of Education- Need and Relevance

Epistemological consideration- Knowledge, Method of acquiring valid knowledge with reference to Analytic Philosophy, Dialectical Approach and Scientific Inquiry, Axiology and Education

Philosophies of Ivan Illich and Paulo Freire and their Contribution to Education.

Contemporary Schools of Philosophy- Progressivism, Existentialism and Eclecticism.

Unit III: Socio-Cultural Perspectives of Education

Education as social system, as a socialization process and a process of social progress and change.

Social Organisations, Social Groups, Social Stratifications and factors influencing above. Culture and Education- Common cultural heritage of India, Role of Education in Cultural Change.

Education for Unity in Diversity, Richness and Continuity.

Unit IV: Education Policy Perspectives

Constitutional provisions, Rights to Education and Curricular policies

Governance and Management of Education

Analysis of National Curricular Framework- 2005 and National Curricular Framework for Teacher Education-2009.

Accountability in Education

Reading List:

Guttek, G.L. (2009). New Perspectives on Philosophy and Education. USA: Pearson

Education Inc. Brubacher, J.S.(2007). Modern Philosophies of Education (3rd

Ed.). Delhi: Surjeet Publications. MHRD (1992). Programme of Action. Govt. of India, New Delhi.

MHRD (2009). National Curriculum Framework for Teacher Education, New Delhi.

NCERT (2005). National Curriculum Framework, New Delhi.

Ozmon, Howard, A & Craver, Samuel, M. (2008). Philosophical Foundations of Education. USA: Pearson Education Inc.

Peters, R.S.(ed), (1975). The Philosophy of Education. London: Oxford University Press.

Saxena, Swaroop & Chaturvedi, Shikha (2002). Encyclopaedia of Philosophical and Sociological Foundation of Education. Vol I & Vol II. Meerut: R. Lall Book Depot.

Taneja, V.R.(1990). Educational thought and Practice. New Delhi: Sterling Publishers.

Winch, C. (1996). Key Concepts in Philosophy of Education (1st Ed.). Rutledge

MED-C102: Learner and Learning

Unit I: Understanding the Developmental Characteristics of the Learner

Holistic Approach in learners' Development in Socio-Cultural and Economic Context
Learners' Development: Influence of SES, Heredity, Child-rearing Practices and Peer Group.

Critical analysis of the views of Chomsky and Whorlf in language development of the learner.

Critical Appraisal of views of Piaget, Bruner and Vygotsky with reference to Cognitivist learning.

Unit II: Understanding the process of Learning

Learning as a process and as an Outcome

Cognition in Learning- Cognitive processes: Development of Concepts, Strategies for teaching Concepts and Problem Solving Learning as Construction of Knowledge- Meta-cognition, Socio-cultural mediation, and Experiential learning. Basic Conditions of Learning- Maturation, Readiness to learn, Attention, Fatigue, Motivation in learning(Intrinsic and Extrinsic Motivation), Approaches to Motivation- Humanistic Approach, Cognitive Approach, and Social Learning Approach.

Unit III: Management of Learning

Principles and Techniques of Classroom Management

Classroom Climate- Learning Situation, Space and Time, Motivation and Discipline Management of Learning Situations: Management of Group and Individual Learning. Diversity in Classroom Dynamics and dealing with troublesome behaviour in the classroom.

Unit IV: Psychology of Personality and Mental Health

Theories of Personality (Allport, Freud, Adler & Jung)

Measurement of Personality (Projective and Non-projective Techniques- Rorschach's Inkblot Test, Thematic Apperception Test, Sentence Completion Test and Personality Questionnaire.

Mental Health- Conflict and Frustration, Complexes, and Defence Mechanism, Role Stress and Stress Management.

Reading List:

- Allen, B.P.(2000). Personality Theories. New York: Pearson Education Company. Bruner, R.F.(1978). Psychology Applied To Teaching. Boston: Houghton Miffling. Chadha, D.S.(2004). Classroom Teaching and Learning. New Delhi: Mittal Publications. Dececco, J.P.(1977). The Psychology of Learning and Instruction. New Delhi: Prentice Hall. Hurlock, E.B.(1974). Developmental Psychology. New Delhi: TMH. Piaget, J. (1999). Judgement and Reasoning in the child. London Routledge. Vygotsky, L. (1986). Thought and Language. (A Kazulin, Trans). Cambridge. M.A: MIT Press. Woodworth, R.S. (1948). Contemporary Schools of Psychology. London.

MED-C103: Methodology of Educational Research

Unit I: Research in Education: Conceptual Issues

The Research Process- Nature and Characteristics of Scientific Process, Goals of Science, Theory- Meaning, Components, Purpose and Characteristics.
Source of Knowledge, The Scientific Approach to the Knowledge Generation- Basic assumptions of Sciences, The Scientific Method
Meaning, Purpose, Kinds, Area and Limitations of Educational Research
Quantitative and Qualitative Research and their characteristics.

Unit II: Method of Research

Historical Research-Concept, Steps and Types
Descriptive Research- Concept, Steps and Types(Survey, Correlational, prediction and Causal Comparative)
Experimental Research- Concept, Steps and Types of experimental designs(simple random and factorial designs)
Qualitative Research Methods- Ethnography, Biographical Method and Case Study.

Unit III: Planning the Study

Problem Selection- Sources, Characteristics, Delineating a problem and Review of related Literature
Sampling- Population and Sample, Sampling(meaning, purpose, types and characteristics of a good sample)
Hypothesis- Meaning, Characteristics, Types (Directional & Non-directional), Testing of hypothesis, various levels of significance and degrees of freedom.
Collection of Data- Types of data, Tools and Techniques of Data Collection(Tests, Scales, Questionnaires and Interviews)

Unit IV: Analysis of Educational Data

Descriptive and Inferential Statistics- Uses and application of NPC, Tests of Significance, Types of Errors, One-tailed and Two-tailed Tests(F Tests, ANOVA, Uni-variate and Bi- variate)
Correlation (Partial and Multiple Correlations) and Regression.
Non-Parametric Statistics- Test of Goodness of Fit: Chi Square (Test of Equality, Normality and Independence).
Development of Research Proposal with Writing and Evaluating of Research Report.

Reading List:

Best, J.W. (1977). Research in Education. New Delhi: Prentice Hall of India.
Flick, U. (2007). Introduction to Qualitative Psychology. London: Sage Publications.
Garett, H.E.(1973). Statistics In Psychology and Education. Bombay: Vakils, Feiffer & Simon.
Gay, L.R.(1976). Educational Research: Competencies for Analysis and Application. Merrill: Macmillan Publishing Company.
Kerlinger, F.N. (1995). Foundations of Behavioural Research. Bangalore: Harcourt Brace College Publishers. Koul, L.(1990). Methodology Of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
Sidhu, K.S. (1987). Methodology of Research in Education. New Delhi: Sterling Publishers Pvt. Limited. Siegel, Sidney (1956). Non Parametric Statistics. New York: McGraw Hill Company.
Travers, Robert M.W. (1978). An Introduction to Educational Research.

MED-C104: Practicum

Unit I: Review of M.Ed. Thesis on the basis of the following Criteria determining the adequacy of the study:

Problem, Review of related Literature, Hypotheses, Method (Participants, Instruments, Design) and Procedure, Results and Discussion.

Unit II: Book Review (Book on Education) using the following standard procedure- Essential Information of the Book, Author's Purpose, Theme and Thesis, Method of Development, Evaluation (for Interest, Accuracy, Objectivity, Usefulness), Information about the Author, Book Format, Index, End notes, Bibliography, Comment on the Content.

Unit III & IV: Field Survey (Survey related to ANY ONE of the following:)

- Functions of Rehabilitations Centres
- Socio-Economic Survey of a nearby Habitation
- Status of Vocational Education in the State
- Environmental Protection
- School Profile
- Survey of Educational Status of Families in a Cross-Cultural Perspective
- Understanding Monastic Education
- Case Study of Problem Child/ Slow Learner/ Disadvantaged Child

Semester II

MED-C201: ICT and Teacher Education

Unit I: Information and Communication Technology

Meaning and Concept of ICT, Difference between ICT and ET

The Information Processing Cycle: Modes and Barriers

Effective Classroom Communication

Application of ICT in Classroom Instruction

Unit II: ICT in Learning Process

Rationale and Framework of ICT in Teacher Education: ICT Competencies in Teachers

Instructional Design: Concept, Components and Steps

Systems Approach to Instruction

Use of ICT in School Management.

Unit III: Teaching Technology

Concepts of Pedagogy and Andragogy

Principles and Techniques of Andragogy

Simulated Teaching

Microteaching

Unit IV: Theories and Models of Teaching

Levels of Teaching: Memory, Understanding and Reflective Levels of Teaching

Models of Teaching: Advance Organiser and Jurisprudential Model

Teacher Effectiveness; Presage, Process and Product. Professional Ethics of Teachers.

Reading List:

- Kumar, N. & Chandiram, J.(1967). Educational Television in India. New Delhi: Arya Book Depot.
- Ray, P.K.S (2006). Technology of Instructional Design, Part I. Delhi: Dominant Publishers and Distributers.
- Ray, P.K.S (2012). Technology of Instructional Design, Part II. Delhi: Dominant Publishers and Distributers.
- Rosenberg, M.J. (2001). E-learning. New York: McGraw Hill.
- Sharma, B.M. & Sharma, D.V.(1993). Open Learning System in India. New Delhi: Allied Publishers Ltd.
- Sharma, R.A.(1994). Programmed Instructions: An Instructional Technology. Meerut: Loyal Book Depot.
- Joyce, B & Weil, Marsha (2003). Models of Teaching (7th Edition). Boston: Allyn & Bacon
- Linda, D.H. & John, Brunsford (2005). Preparing Teachers for the Changing World. San Francisco: Jossey- Bass.
- Martin, D.J. & Kimberly, S.L.(2006) Building Teachers; A Constructivist Approach to Introducing Education. USA: Wadsworth Publications
- Ram, S.(1999). Current Issues in Teacher Education. New Delhi: Sarup and Sons Publications.

MED-O202: Measurement and Assessment in Education

Unit I: Introduction to Educational Assessment

Role of Mathematics in Assessment, Scales of Measurement
The language of Assessment: Test, Measurement and Assessment: General principles of Assessment, Types of test: Maximum Performance, Typical Performance, Mastery test.
Assumptions and Common application of Educational Assessment
Educational assessment in the 21st century: Concept of Continuous Comprehensive Evaluation: Purpose, Procedures and Techniques

Unit II: Instructional goals and objectives: foundation for assessment

Components of instructional objectives: Criteria of selecting appropriate objectives, Methods of stating instructional objectives, stating the specific learning outcomes.
Assessment of the Instructional Objectives as learning outcomes
Planning classroom test and assessment: Measuring complex achievement. The interpretative exercises: nature, form and uses, advantages and limitations, suggestions for construction
Performance based assessment: types, advantages and limitations, suggestions for construction, performance criteria, scoring: Rubrics, Rating Scale, Checklist

Unit III: Characteristics of Test

Reliability: sources of measurement error, methods of establishing reliability(test retest, alternative forms, internal consistency, inter rater reliability), factors influencing Reliability, Reliability Coefficient, Standard Error of Measurement
Validity: concept, nature and types, factors influencing Validity, threats to Validity, evidences to Validity

Reliability and Validity: Comparison
Objectivity and Usability of a test

Unit IV: Standardized Measures in Education

Achievement test: standardised and informal test: Standardized Achievement Test
Batteries

Aptitude test: Differential Aptitude Testing (DAT), Culture fair testing, Individual and group test of learning abilities

Creativity test: Torrance test of divergent thinking and ARP test of divergent thinking

Interpreting test scores and norms: Grade, Stanine, Percentile: Cautions for interpreting test scores

Reading list

- Atkin, L.R.(2000) Psychological Testing and Measurement. London: Allyn and Bacon.
Ansatasi, A and Urbina, S (2005) Psychological testing. Singapore: Pearson Education.
Ebel, R. L. and Frisbee (1979) Educational Achievement. Singapore: Pearson Education.
Fetsco, T and McClure, J(2005) Educational Psychology: An Integrated Approach to Classroom Decisions. USA: Pearson Education
Gronlund, N.E. and Linn, R. L. (2003) Measurement and Assessment in Teaching. Singapore: Pearson Education.
Reynolds, C. R. Livingston, R. B. and V, Wilson (2005) Measurement and Assessment in Education. New York: Pearson.
Stanley, J. C. and Hopkins, K.D (1978) Educational and Psychological Measurement and Evaluation. New Delhi: Prentice Hall of India.
Worthen, B. R. And Sanders, James, R. (1973) Educational Evaluation: Theory and Practice. McMillan Publishing.

MED-O203: Value Education and Moral Development

Unit I: Concept of Values in the Socio-Cultural Context

Education and Values: Need and Importance of Values in Education

Valuation of Culture- Indian Culture and Human Values

Recommendations in NPE-1986 for inculcation of values at school level.

Stages of Moral Judgement- Factors affecting Moral Judgement

Unit II: The Socio-Moral and Cultural Context of Values

Nature and Sources of Values(Biological, Psychological, Social and Ecological)

Difference between Values, Religious Education and Moral Judgement

Indian Culture and Human Values

Classification of Values- Material, Social, Moral and Spiritual

Unit III: Moral Development of the Child

Concept of Moral Development, Moral Judgment and Moral Action

Justice and Care- The two Perspectives of Morality

Dichotomy between Reason and Passion

Approaches to Moral Development

Psycho-analytic approach

Social Learning Theory Approach

Cognitive Developmental approach of Piaget and Kohlberg

Unit IV: Instructional Strategies for Moral Education

Models of Moral Education

Rationale Building Model
Value Classification Model
Social Action Model
Just Community Intervention Model
Assessment of Moral Maturity via Moral Dilemma Resolutions

Reading List:

- Bagchi, J.P. & Teckchadani, Vinod (2005). Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II. Jaipur: University Book House.
- Biehler, R. & Snowman, J.(2003). Psychology Applied to Teaching. USA: Houghton Mifflin Company.
- Chakrabarti, Mohit(2003). Value Education: Changing Perspectives. New Delhi: Kanishka Publishers
- Dash, M. & Dash, N.(2003). Fundamentals of Educational Psychology. Delhi: Atlantic Publishers and Distributors.
- Mangal, S.K.(2011). Advanced Educational Psychology (2nd Ed.) New Delhi: PHI Learning Private Limited.
- McCown, R., Driscoll, M., & Roop, P.G.(2003). Educational Psychology: A Learning-centred Approach to Classroom Practice. USA: Allyn and Bacon Company.
- Nanda, R.T.(1997). Contemporary Approaches to value Education in India. New Delhi: Regency Publications.
- Thomas, B.(2004). Moral and Value Education. Jaipur: Avishkar Publishers
- Verma, Yoginder (2007). Education in Human Values for Human Excellence. New Delhi: Kanishka Publishers and Distributors.

MED-O204: Educational Technology

Unit I: Nature and Scope

Educational Technology- Concept and Forms
Approaches of Educational Technology- Hardware and Software Approach
Transactional Usage of Educational Technology- Integrated, Complementary, Supplementary and Stand-alone (Independent)
Historical Development- Programmed Learning Stage, Media Application Stage and Computer Application Stage

Unit II: Systems Approach to Education and Communication

System Approach: Meaning and its Components- Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies
Instructional Design and Instructional strategies
Effectiveness of Communication in Instructional System- Communication: Modes, Barriers and process of Communication.
Interpersonal Communication Skills: Face-to-Face, Distance and other Alternative Modes

Unit III: Resources in Educational Technology

Audio/Radio Broadcast and Audio Recording- strength and Limitations
Video/Educational Television: Strength and Limitations, use of CCTV in Instruction and Training.
Teleconferencing, Video Conferencing, SITE Experiments, Countrywide Classroom Project and Satellite based Instruction, Gyandarshan and SIET Programmes.

Use of Animation Films for the Development of Children's Imagination.

Unit IV: Information and Communication Technologies- An Introduction

ICT in Education- Importance, Advantages and Limitations

Information and Communication Technologies in Teaching- Learning: Teaching Learning Contexts and the Need for ICT Devices and their Applications.

Use of Internet and WWW in Teaching and Learning

Application of Information and Communication Technologies in Classroom, School Management and for Professional Development of Teachers.

Reading List:

Adam, D.M.(1985). Computers and Teacher Training; A Practical Guide. New York: The Haworth Press Inc.

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

Das, R.C.(1993)Educational Technology; A basic Text. New Delhi: Sterling Publishers Private Limited.

Kumar, N. & Chandiram, J.(1967). Educational Television in India. New Delhi: Arya Book Depot Patel, I.J. et al. Handbook of Programmed Learning, CASE Baroda.

Ray, P.K.S (2006). Technology of Instructional Design, Part I. Delhi: Dominant Publishers and Distributers.

Ray, P.K.S (2012). Technology of Instructional Design, Part II. Delhi: Dominant Publishers and Distributers.

Rosenberg, M.J. (2001). E-learning. New York: McGraw Hill.

Sharma, B.M. & Sharma, D.V.(1993). Open Learning System in India. New Delhi: Allied Publishers Ltd.

Sharma, R.A.(1994). Programmed Instructions: An Instructional Technology. Meerut: Loyal Book Depot.

MED-O205: Teacher Education

Unit I: Teacher and Teaching Profession

Teacher in India- The Changing profile, Changing Role and responsibilities of Teachers

Concept of Profession- Teaching as a Profession

Professional Ethics for Teachers

Teacher Effectiveness- presage, process and product Criteria

Unit II: Teaching

Concept and Principles of Teaching

Reflective Teaching- Concept and Strategies for making Teaching Reflective Practitioners.

Models of Teaching- Concept Attainment model, Inquiry Training Model, Advance Organiser Model, Inductive Thinking Model and Group Investigation model.

Approaches to Teaching and Learning- Behaviouristic Approach, Cognitive Approach and Constructivist Approach and Systems Approach.

Unit III: Teacher Education System in India

Levels of Teacher Preparation- ECE, Elementary and Secondary

Roles, Functions and Networking of Various Institutions like UGC, NCERT, NCTE, NAAC, NUEPA, and SCERTs etc.

Components of Pre-service Teacher Education- Theory, Internship, Practical

Activities, Organisation of Practice Teaching, and Supervision of Practice Lessons:
Observation and Assessment.
TQM in Teacher Education- Concept and Application

Unit IV: Student Teaching Programme

Pattern of Student Teaching (Internship, Block Teaching, Teaching Practice)
Techniques of teacher training: Core, Micro, & Simulated Interaction Analysis
Evaluation of Student Teaching
Approaches to Teacher Education- Consecutive and Integrate

Reading List:

Caggart, G.L.(2005). Promoting Reflective Teaching. Crown Press
Irvine, J.J.(2003). Educating Teacher for Diversity: Seeing with a Cultural Eye. New York: Teachers' College Press.
Joyce, B & Weil, Marsha (2003). Models of Teaching (7th Edition). Boston: Allyn & Bacon
Linda, D.H. & John, Brunsford (2005). Preparing Teachers for the Changing World. San Francisco: Jossey-Bass.
Martin, D.J. & Kimberly, S.L.(2006) Building Teachers; A Constructivist Approach to Introducing Education. USA: Wadsworth Publications
Ram, S. (1999). Current Issues in Teacher Education. New Delhi: Sarup and Sons Publications.
Schon, D.(1987). Educating the Reflective Practitioners towards a New Design for Teaching and learning in the Professions. New York: Basic Books.

MED-O206: Education for Peace and Human Rights

Unit I: Human Rights and Education

Human Rights and its Importance
Human Rights and Education
Human Rights Environment in Education
Human Rights and Curriculum

Unit II: Role of Education in Human and Civic Responsibility

Peace Education: Concept, Methods, Core Values and Teaching Skills
Factors responsible for disturbing Peace: Psychological, Socio-religious, Political and Cultural.
Empowerment for Peace and Sustainable Peace Development
Rights (Child Rights, Right to Information Act) and Duties and Role of Teacher Educator

Unit III: Philosophies on Peace and Peace Education

Gautama Buddha, M.K.Gandhi, Rabindranath Tagore, Dalai Lama, Nelson Mandela and Martin Luther King

Unit IV: Role of Organisations in Peace Keeping Process

Cost of War, Human Need and Social Justice
Security vs Development (with reference to literature on peace)
World a Community: Local level Society, Group and Community, Multilingualism
Role of UNO, UNESCO, Human Rights Commissions and Red Cross Society in Peace Keeping Process

Reading List:

- Alexander, R. (1992). Policy and Primary Education. London: Rutledge
- Hogg, M.A. & Cooper, C. (2006). Handbook of Social Psychology: Group Process. United Kingdom: Blackwell Publishing Company.
- Education Objectives: The Classification of Educational Goals, New Englewood Cliff
- Krathwoll, D.R, Bloom, B.S. & Maria, B.B. (1968). Taxonomy of Educational Objectives. London: The Flamer Press.
- MHRD (1973). Learning without Burden: Report of National Advisory Committee
- Singh, Dolly (1995). Child Development: Issues and Insights. New Delhi: Prentice Hall of India.

MED-O207: Curriculum Studies**Unit I: Nature of Curriculum**

Meaning and Concept of Curriculum

Curriculum as a body of Socially Organised Knowledge: Inert and Live Curriculum'

Components of Curriculum: Objectives, Content, Learning Experiences and Evaluation System

Foundations of Curriculum: Philosophical (Epistemic Activism), Social and Psychological

Unit II: Principle of Curriculum Construction

Students Centred Curriculum, Activity-centred Curriculum, Community Centred

Curriculum and Forward Looking Curriculum. Principle of Integration

Theories of Curriculum Development

Conservation and Preservation of Culture etc.

Relevance, Flexibility, Quality, Contextuality and Plurality of Curriculum

Unit III: Determinants of Curriculum

Objectives; Values enshrined in the Constitution such as Social Justice, Equality and Secularism

Core Elements as reflected in the NPE-1986 and POA-1992. Curriculum

Concerns as reflected in the NCFSE-2000 and NCF-2005.

Explosion of Knowledge, Information vs. Knowledge, Nurturing Creativity in all the areas of Knowledge and its construction by Children

Society, Social Forces, Revolutionary Changes in the Society; ICT, Change in Value

System, Localization, Privatization and Globalization. Learners' Growth and

Development

Unit IV: Approaches to Curriculum

Subject centred, Learner centred and Community centred Approach

Curriculum Framework

Tylers-1949 Model and Hilda Taba- 1962 Model

Nicholas and Nicholas - 1972 Need and Assessment Model

Reading List:

Aggarwal, D. (2007). Curriculum Development: Concepts, Methods and Techniques. Delhi: Book Enclave

Aggarwal, J.C.(1990). Curriculum Reforms in India-World Overviews. Delhi: Doaba House

Arora, G.L. (2006). Reflections on Curriculum. NCERT.

Dewey, J. (1996). The Child and the Curriculum. The University of Chicago Press

Krug, E.(1950). Curriculum Planning. New York: Harper and Row.

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

NCERT.

NCERT (2005). National Curriculum Framework. New Delhi: NCERT

Reddy, B.(2007). Principle of Curriculum Planning and Development

Taba, Hilda (1962). Curriculum Development: Theory and Practice. Jacovich : Harcourt
Brace Inc.

MED-O208: Early Childhood Care and Education

Unit I: ECCE: Policy and Perspectives

Concept, Significance and Objectives of ECCE

ECCE in India: policies and Programmes in National Policy on Education-
NPE,1986 & POA,1992 , National Plan of Action for Children, 1992 and 2005; National
Curriculum Framework-2005

ECCE in Global Perspectives; United National Conventions on Rights of the
Child, UNESCO-2007: Concerns and Issues.

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

Development Characteristics and Norms- Physical, Cognitive, Language ,Social-
emotional during Preliminary Stage.

Transition from Home to School-Issues and Concerns

Socio-cultural Context in Schools and Home and Child Rearing Practices at Home
in Construction of knowledge.

Unit III: Curriculum for Pre-School Education

Curriculum for Readiness: Physical, Cognitive, Socio-emotional Dimensions,
Characteristics of Learning Experiences and Approaches

Anganwadi Centre, Different types of Pre-school Curriculum like Montessori,
Kindergarten and Balwadi

Support of Workforce; teacher's Helpers, Parents and Community support in
functioning of ECCE centres

Unit IV: Strategies/Approaches and Resources

Characteristics for Programmes for different settings- pre Primary Schoolers and
Early Primary Grades Children: Needed Emphasis and Rationale

General Principles to Curricular Approaches: Activity Based, Play Way Method,
Child Centred, Theme based , holistic, Joyful, Inclusive- their Meaning, rationale
and Practical Implications. Specific Contexts: Story Telling, puppetry, musical and
Rhythmic exercises, Dramatization, Role play, Art Activities. Indoor Play, Field
Trips- their Selection Criteria, Method and Transaction.

Local Specific Community Resources: Human and Material and their Integration
in Curricular Activities, Preparation and Use of Learning and Play Material-
Principles and Characteristics, Community Involvement in Effective Implementation of
ECCE programmes

Informal Evaluation through Observation and Remediation Training of ECCE workers

Reading List:

Govt. of India (2005). National Plan of Action for Children. New Delhi: Department
of Women and Child Development

NCERT (2005). Position Paper of the National Focus Group on Early Childhood
Education. New Delhi: NCERT

UNESCO (2007). Strong Foundations. Paris; ¹/₂ Early Childhood Care and Education.

- Aggarwal, J.C. & Gupta, S. (2007). Early Childhood Care and Education (1st Edition). New Delhi: Shipra Publications
- NCERT (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline. New Delhi: NCERT.
- World Bank (2004). Reaching Out to the Child: An Integrated Approach to Child Development. New Delhi: Oxford University Press.

MED-O209: Adolescence Education

Unit I: Adolescence and its Significance

Meaning, Relevance and Modern Views of Adolescence, Science of Adolescence Development, Biological and Cognitive Development
 Concerns of Contemporary Adolescents in Western Societies and India. Authority vs. Adolescents, Teacher vs. Adolescents
 Theories of Adolescence: Erick Erikson, Jean Piaget and Lev Vygotsky

Unit II: Adolescence Development and Social Processes

Role of Family, Peer Group, School and Culture
 Environmental/ Ecological Theories, Models of Interaction
 Acculturation, Enculturation, Socialization, Bornferburner Ecological System Theory, Berry's Enculturation Model

Unit III: Globalization, Social Change and Future of Adolescence

Modernization and Adolescence Life
 Macro-Structural Trend and Adolescence
 Aging and Adolescence

Unit IV: Adolescence Delinquency Behaviour and Health

Substance Use and Crime against Adolescents
 Sexuality and Reproductive Health and Nutritional Status of Adolescents
 HIV/AIDS. Physical and mental Health of Adolescents

Reading List:

- Borman, K. (1998). The Adolescent Years: Social Influences and Educational Challenges. Chicago: University of Chicago Press.
- Cobb, N.J. (2004). Adolescent: Continuity, Change and Diversity (5th Edition). New York: McGraw Hill.
- Lightfoot, C. (1997). The Culture of Adolescents Risk Raking. New York: Guilford Press.
- Mortimer, J.T. (1996). Adolescents, Work and Family; an Intergenerational Development Analysis. New York: Sage Publications
- Murray, R.T. (2001). Recent Theories of Human Development. New York; Sage Publications
- Santrock, J.W. (2003). Adolescence. 9th Edition. Boston: McGraw Hill.
- Steinberg, L.D.(1994). Crossing Paths: How Your Child's Adolescence Triggers Your Own Crisis. New York: Simon & Schuster.
- Zanden, J.W.V., Crandel, T.L.N. & Crandell, C.H.(2007). Theories of Development of Human Development. Delhi: McGraw Hill.

MED-O210: Inclusive Education

Unit I: Introduction to Inclusive Education

Concept and Importance of Inclusive Education.

Historical Perspectives on Education of children with Diverse Needs.

Difference between Special Education, Integrated Education and Inclusive Education.

Advantages of Inclusive Education for Education for all Children.

Unit II: Preparation for Inclusive Education

Brief Account of existing Special, Integrated and Inclusive Education Services in India

Building Inclusive Learning-friendly classroom, Overcoming Barriers for Inclusion.

Creating and Sustaining Inclusive Practices.

Role of Teachers, Parents and other Community Members for Supporting Inclusion of Children with Diverse Needs.

Unit III: Children with Diverse Needs

Definition and Characteristics of children with Sensory, Hearing, Visual, Mental and Physical Impairment, Children gifted with high intellect & talents, and with Social and Emotional Problems.

Importance of Early Detection, Functional Assessment for Development of Compensatory Skills.

Role of Teachers Working in Inclusive Setting and Resource Teacher in Developing and Enriching academic skills for higher learning.

Role of Technology for Meeting Diverse Needs of Learners.

Unit IV: Utilization for Resources

Concept and Importance of Human and Material Resources.

Creating Conducive Environment in Inclusive Schools, Material Resources and Human Resources, Changing the Attitude of the Significant People, Exploring and Utilizing the Services and Resources available in the Community.

Managerial Skills for Mobilizing appropriate Resources.

Identifying the required Resources for Children with Various Special Needs.

Reading List

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

Ainscow, M. & Booth, T.(2003). The Index of Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.

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MED-C211: Practicum (Internal)

Unit I: Reflective Report: Preparation of a Reflective Report based on classroom observation of B.Ed. Internship teaching. They are required to supervise 5 lessons on different days of different internees and submit the Reflective Report specifying their observation on the classroom transaction process based on the following criteria:

Lesson Plan: Learning Objectives, Content, Learning Activities and Evaluation

Teaching Learning Situation: Lesson Introduction, Development of the Lesson, Explaining, Questioning, Use of Teaching Aids, Pupils' Participation, Closure of the Lesson, Classroom Management.

Evaluation: Ascertain the realization of learning objectives, Identifies Learning Difficulties, Giving Assignment

Teacher: Manners, Enthusiasm and Confidence.

Unit II: Teaching: Teaching in B.A.(Pass), B.A.(Hons.) and B.Ed. Classes

- Preparation of Lesson Plan 10 marks
- Teaching 30 marks

(Every students has to teach at least 5 classes and the average would be taken as the Grade marks)

Unit III & IV: Development of the Research Proposal

All students are required to prepare and submit their Research Proposal as per the guidelines in research methodology. The Research Proposal would be on the title selected for dissertation.

MED-O212: Practicum

Dissertation

The dissertation shall be a Core paper for all the students carrying 100 marks and each student is required to select one problem for dissertation from the area of specialization under the guidance of a faculty member. Dissertation will be evaluated by both internal and external examiners.

- Each candidate shall submit a dissertation on an educational problem under the guidance and supervision of member of faculty of education department of the University/Institute/ College. Three copies of the dissertation typed on one side only and duly certified by the supervisor/ guide shall be submitted one month before commencement of the examination.
- The dissertation shall either be a record of original work or a critical exposition of existing database with regard to an educational problem.
- Candidate shall not be permitted to submit a dissertation on which a degree/ diploma/certificate has already been conferred on him/her or anyone else by the university or any other university/institution.