

EDUCATION

M.Ed. Syllabus

Course Code	Title of the Course	Credit	Total Marks	Internal Marks	External Marks
Semester-I					
MED-PG-T101	Psychology of Learning and Development	4	100	30	70
MED-PG-T102	History and Political Economy of Education	4	100	30	70
MED-PG-T103	Educational Studies	4	100	30	70
MED-PG-T104	Introduction to Research	4	100	30	70
MED-PG-P105	Communication and Expository Writing ¹	1	25*	25*	--
MED-PG-P106	Self - Development ¹	1	25*	25*	--
		18	400	120	280
Semester-III					
MED-PG-T201	Philosophy of Education	4	100	30	70
MED-PG-T202	Sociology of Education	4	100	30	70
MED-PG-T203	Curriculum Studies	4	100	30	70
MED-PG-T204	Teacher Education-I	4	100	30	70
MED-PG-T205	Dissertation—Review of Researches, Styles, Strategies and Selection of the Problem ²				
MED-PG-P206	Internship in a TEI--1 st Phase ¹	4	100*	100*	--
		20	400	120	280
Semester-III					
<i>Select Any Two Specializations from course 301 to 304</i>					
MED-PG-T301	Higher Education	4	100	30	70
MED-PG-T302	Value Education	4	100	30	70
MED-PG-T303	Assessment in Education	4	100	30	70
MED-PG-T304	Adolescence Education	4	100	30	70
MED-PG-T305	Research Methods (Advanced)	4	100	30	70
MED-PG-T306	Teacher Education-II	4	100	30	70
MED-PG-T307	Dissertation—Preparation and Presentation of Proposal ²				
MED-PG-P308	Academic Writing ¹	2	50*	50*	--
		18	400	120	280
Semester-IV					
<i>Select Any Three Specializations from course 401 to 405</i>					
MED-PG-T401	Guidance and Counselling	4	100	30	70
MED-PG-T402	Peace Education	4	100	30	70
MED-PG-T403	Information & Communication Technology	4	100	30	70
MED-PG-T404	Educational Planning and Management	4	100	30	70
MED-PG-T405	Education for Gifted and Creative	4	100	30	70
MED-PG-T406	Dissertation—Field work and Submission ²	8	200	60	140
MED-PG-P407	Internship in a TEI—2 nd Phase ¹	4	100*	100*	--
		24	500	150	350
	TOTAL AGGREGATE	80	1700	510	1190

CT- Compulsory Theory, OT- Open Theory, P- Practicum

1 * - To be evaluated internally in grade.

2-The marks and credits of the Dissertation will split across Semester II to Semester IV. The Dissertation will start from second Semester and continuous evaluation will be carried from II Semester onwards to IV Semester out of 60 marks. At the end of IV Semester, Dissertation will be evaluated by external examiner for 140 marks out of which written presentation of thesis will be evaluated out of 100 marks by external examiner and viva-voce out of 40 marks by both internal and external examiners.

Examination and Evaluation

I. Paper Wise Evaluation Scheme

Semester / Paper		Sem. I			Sem. II			Sem. III			Sem. IV			Grand Total		
		EA	IA	Total	EA	IA	Total	EA	IA	Total	EA	IA	Total	EA	IA	Total
Theory & Dissertation	Compulsory	280	120	400	280	120	400	140	60	200	140	60	200	840	360	1200
	Optional	-	-	-	-	-	-	140	60	200	210	90	300	350	150	500
Practicum	Practicum Activities	-	50*	50*	-	100*	100*	-	50*	50*	-	100*	100*	-	300*	300*
Total		280	120	400	280	120	400	280	120	400	350	150	500	1190	510	1700

EA = External Assessment; IA = Internal Assessment

* = Result of Practicum (out of 300) shall be awarded in terms of Grades Separately.

II. Awarding Result for Practicum

Result of Practicum (out of 300) shall be awarded in terms of Grades Separately as follows:

Marks in %	Grade Point Scale	Grade	Grade Point
90 and above	9.0 and above	O	10
80 – 89.99	8.0 – 8.9	A+	9
70 – 79.99	7.0 - 7.9	A	8
60 - 69.99	6.0 – 6.9	A-	7
50 - 59.99	5.0 – 5.9	B +	6
40 - 49.00	4.0 – 4.9	B	5
30 – 39.99	3.0 – 3.9	B -	4
20 - 29.99	2.0 – 2.9	C +	3
10 - 19.99	1.0 – 1.9	C	2
0 - 9.99	0.0 – 0.9	C -	1

Grade Point can be obtained on dividing the percentage figure by 10 (ten) and the Grade Point can be converted into percentage on multiplying it by 10 (ten).

A candidate must get a minimum of 'B' Grade to clear Practicum separately so as to qualify for the M.Ed. degree

Note: The mark sheet issued to M.Ed. candidates shall show the result in Grade along with 'Grade Point' for Practicum separately.

M.Ed. –CT-101
Psychology of Learning and Development

Course objectives:

M.M. 70 marks

On completion of the course the students will be able to:

- Understand the developmental characteristics of the learners.
- Critically analyze the process of learning from the point of view of cognitive psychology and the implications of constructivist learning.
- Internalize various theories of learning and their educational implication.
- Conceptualize personality structure, mental health and various adjustment mechanisms.

Unit I: Understanding the Developmental Characteristics of the learner

- Growth and Development: Concept, Principles, Characteristics, Different phases, Social, Emotional and Intellectual
- Language Development in Learners: basic concepts and critical analysis of the views of Chomsky and Whorf on language development.
- Cognitive Development in Learners: Views of Piaget, Bruner and Vygotsky.

Unit II : Understanding the Process of Learning

- Basic conditions of learning: Learning as a process and as an outcome, Conditions of learning, Motivation in learning, Approaches to Motivation:- Humanistic Approach, Cognitive Approach and Social Learning Approach.
- Learning as Construction of Knowledge: Meta- Cognition, Socio-cultural Mediation and Experiential Learning
- Cognition in learning: Cognitive Processes, Development of concepts. Strategies for Teaching Concepts and Problem Solving.

Unit III: Learning Theories- Basic Concepts and Contribution to Education

- Pavlov and Skinner Theory of Conditioning
- Lewin's Field theory
- Bandura's Theory of Social Learning

Unit IV : Personality and Adjustment

- Concept and types of personality
- Psycho analytic theories of Personality: Freud, Adler, and Jung
- Adjustment: Process of Adjustment and Defense Mechanism, Adjustment and Mental Health

Assignment and Tests:

(30 marks)

1. Assignment on any two of the following topics (one each from every section) to be done:
(Section A)

- Critically analyze the views of Chomsky and Whorf and give your own suggestions regarding the effectiveness of their view.
- Chalk out a plan with style and strategies for language development in learners.
- Choose a concept on any topic and outline the framework for development of such concepts in learners.

(Section B)

- Study of mental health of children across different cultural perspective.
- Assessment of Personality of school children.
- Conduct a sociometric test on a classroom group and interpret the results.

Suggested Readings:

- Aggarwal, J.C. (2000). Essentials of Educational Psychology. New Delhi: Vikas Publishing House.
- Bruner, R.F. (1978). *Psychology Applied to Teaching*. Boston: Houghton Miffling
- Chadha, D.S. (2004). *Classroom Teaching and Learning*. New Delhi: Mittal Publications.
- Chauhan, S.S. (2000). Advanced Educational Psychology. New Delhi: Vikas Publishing House.
- Dash, M.(2002). A Text Book of Educational Psychology. Cuttack: Unique
- Dececco, J.P. (1977). *The Psychology of Learning and Instruction*. Delhi: Prentice Hall
- Fetsco, Thomas and Mclure, John (2005). Educational Psychology- An Integrated Approach to classroom decisions. Newyork: Pearson.
- Bower, G.H.(1966). Theories of Learning. USA: Englewood Cliffs: Prentice Hall.
- Hilgard, E.R. (2007). *Theories of learning*. Surjeet Publications.
- Hurlock, E.B.(1974). Developmental Psychology. New Delhi; Tata McGraw-Hill.
- Mangal, S.K.(2003). Advanced Educational Psychology. New Delhi: Prentice Hall of India.
- Piaget, J. (1999). *Judgment and Reasoning in the Child*. London Rutledge.
- Sahakia, W.S.(1969). Psychology of Learning. Chicago: Rand McNally.
- Vygotsky, L. (1986). *Thought and Language*. (A Kazulin, Trans), Cambridge. M.A.: MIT Press
- Walia, J.S.(2000). Foundations of Educational Psychology. Jalandhar: Paul Publishers.
- Woodworth, R. S. (1948). *Contemporary Schools of Psychology*. London.
- Woolfolk, Anita (2004). Educational Psychology. New Delhi: Pearson Education in South Asia.

M.Ed. –CT-102
History and Political Economy of Education

M.M.70

Course Objectives:

On completion of the course the students will be able to:

- provide an overview of evolution of education system in India in the pre and post independence period of India.
- analyze various policies adopted to universalize education in order to raise the literacy rates among all in general and children in particular.
- look into the implications on social and economic aspects of the stakeholders.
- access the contributions of education to the economic growth in pre and post globalization era.

Unit 1: History and Political Economy of Education in India

- Political economy as an approach; Classical, Neo-classical and Marxist schools of thought.
- Ancient and medieval education system in India, Education as a tool of dividing Social and Economic Structure.
- Indian education system during the British rule in India: Macaulay's Minute upon Indian Education (1835), Hunter Commission Report (1882), Vernacular vs. English Medium of Education, Political and Economic implications of English education on the Indian society during British rule.
- 1909, 1919, 1935 Acts and Education.

Unit II: Education in the Post-Independent India

- Post Independent India educational policies on primary, secondary and higher education, National Policy on Education (NPE) 1968, 1986, 1992, National Programme for Education of Girls at Elementary Level (NPEGEL), Saakshar Bharat (Saakshar Bharat)/Adult Education, Projectisation of Education.
- Post liberalization policies on Education- Primary, Secondary and Higher Education, Public and private participation.

Unit III: Educational Financing, Policies and Practices

- Policies of educational finance, grant in aids, teacher appointments, training programmes, service benefits, salaries and pay commissions in Sikkim and Govt of India.
- The formulation of policies to promote improvements in access and quality of basic education at state and national level.
- Educational reforms: Curriculum restructuring and teacher training programmes. Administrative, technical, financial and human resources training, skill development programmes transformation from emphasis on traditional to modern education.

Unit IV: Education in the Era of Globalization

- Education as human capital, its contribution to GDP, migration, remittances, brain drain to brain gain, impact of educated skilled workforce.
- Minority institutions, reservations, constitutional provisions, economic and financial policies and government aid.
- Education as a tool to achieve social equity and equality.
- Technical education and skill development
- Globalization of education.

Assignment and Tests:

(30 marks)

Assignment on any two of the following topics (one each from every section) to be done:

(Section A)

- Compare financial resources and expenditure of public and private universities in Sikkim.
- Conduct a survey on the family income and educational qualification and nature of employment in Sikkim.
- Evaluate the educational policy of Sikkim with regard to employment opportunities, manpower training through skill development programmes in Sikkim.

(Section B)

- Conduct a survey in any one of the pharmaceutical company and submit a report on local employment, the position they occupy and their educational level.
- Write a report on the implementation of SSA in Sikkim.
- Conduct a survey on the teacher availability, their qualification and training facilities in Sikkim.

Suggested Readings:

- Daniele, C. (2008). *The Economics of Education - Human Capital, Family Background and Inequality*. New York: Cambridge University Press.
- Dubey, A. (2007). *Commercialisation of Education in India: Policy, Law and Justice*. New Delhi: APH Publishing Corporation.
- Frei, M.(2013).*How Important Are Education, Human Capital and Knowledge for Economic Growth and Development?* Grin Verlag.
- Geeta, G. K. & Mohd M. (2013). *The Political Economy of Education in India: Teacher Politics in Uttar Pradesh*. London: OUP Press.

- Ghosh, S. C. (2013). *The History of Education in Modern India: 1757-2012*. Orient Blackswan.
- Hasan, Z. (ed). (2012). *Equalizing Access: Affirmative Action in Higher Education in India, United States and South Africa*. New Delhi: Oxford University Press.
- Mahmood, S.(1895). *A History of English Education in India (1781 to 1893)*. Aligarh: Cambridge Scholars Publishing.
- Mooij, J&Majumdar, M.(2010). *Education and Inequality in India: A Classroom View (Routledge Contemporary South Asia Series)* Routledge: Chapman & Hall.
- Mukhopadhyay, B. &Barki, B. G. (1989). *Grassroots Education in India: A Challenge for Policy Makers (South Asian Publications Series)*. StosiusInc/Advent Books Division.
- Padmanabhan, C. B. (1998). *Educational Financing and Structural Adjustment Policies in India*. New Delhi: Neha Publishers & Distributors.
- Pinar. W. F.(ed). (2015), *Curriculum Studies in India: Intellectual Histories, Present Circumstances (International and Development Education)*.Palgrave Macmillan.
- Rao, D. P. (2010). *Economics of Education and Human Development in India*. New Delhi: Akansha Publishing House.
- Rashmi, S. &Vimala R. (2009). *The Elementary Education System in India: Exploring Institutional Structures, Processes and Dynamics*. New Delhi: Routledge.
- Sharma, R.C. (2004). *National Policy on Education and Programme of Implementation* Jaipur: Mangaldeep Publications.
- Angela, S. (2013). *Public Spending in Education and Human Capital Development*.Lambert Academic Publishing.
- Tandon, P. D. (2004). *The History and Problems of Universalization of Education in India*. Jaipur: A B D Publishers.
- Zajda, J. (2014)]. *Globalisation, Ideology and Education Policy*. United States: Springer-Verlag.

M.Ed. –CT-103
Educational Studies

M.M. - 70

Course Objectives:

On completion of the course the students will be able to:

- explain the nature of education as a discipline.
- describe the basic concepts/issues of education with reference to concerns raised in NCF-2005.
- examine critically the theories of education drawn from various disciplines arising from vision of school education and teacher education and also the vision of great educators.
- discuss the emerging dimensions of school and teacher education.

Unit –I: Theoretical Perspective of Education

- Education as a discipline with interdisciplinary perspectives.
- Relationship with disciplines as Philosophy, Psychology, Sociology, Economics and Anthropology.
- Aims of Indian Education in the context of Democratic, Secular, Egalitarian and Socialistic society.
- Equality in Educational Opportunities: Provisions and critical analysis of the ways for schooling, teaching, learning and preparing curriculum.

Unit –II: Socio-Cultural Perspective of Education

- School and Classroom as social system, Education for Socialization process and a process of social change and control.
- Social organizations, Social Groups, Social Stratifications and Social Mobility – Role of Education.
- Culture and Education- Common cultural heritage of India, Role of Education in Culture.
- Education for Unity in Diversity, Richness and Continuity

Unit –III: Education Policy Perspectives

- Constitutional provisions, Rights to Education (RTE) and Curricular policies
- Governance and Management of Education

- Analysis of National Curriculum Framework (NCF) 2005 and National Curricular Framework for Teacher Education (NCFTE) 2009.
- SSA, RMSA, RUSA.

Unit –IV: Institutions, Systems and Structure of Education

- Regulatory and advisory bodies in education: NCERT, NUEPA, UGC, NAAC, NCTE, ICSSR
- Three Language Formula
- Diversification of courses and its utilitarian values
- Institutions of higher education (universities, deemed universities and autonomous colleges).

Assignment and Tests:

(30 marks)

Assignment on any two of the following topics (one each from every section) to be done:

(Section A)

- Critically evaluate the measures undertaken in your state for bringing equality in educational opportunities.
- Prepare a report on implementation of RUSA/RMSA/SSA in your state.
- Prepare a profile of your institution as per the component of teaching process as required for NAAC accreditation and suggest some best practices to be adopted therein.

(Section B)

- Critically evaluate the present NCTE curriculum for teacher education at B.Ed./M.Ed. level.
- Investigate and prepare a report on ‘Right to Information on education’ sought by the public from the school authority.
- Collect data from schools regarding the steps taken by each of them to contribute to the process of socialization.

Suggested Readings:

- Gutek, G.L. (2009). *New Perspectives on Philosophy and Education*. USA: Pearson Education Inc.
- Brubacher, J.S. (2007). *Modern Philosophies of Education (3rd Edition)*. Delhi: Surjeet Publication.
- MHRD (1992). *Programme of Action. Govt. of India*. New Delhi.
- MHRD (2012). *RUSA*. New Delhi.
- Nayak, B.K. (2013). *Text Book on Foundation of Education*. Cuttack: KitabMahal.

- NCERT (2005). *National Curriculum Framework-2005*. New Delhi.
- NCTE (2009). *National Curriculum Framework for Teacher Education*. New Delhi.
- Ozmon, H. A. & Craver, S. M. (2008). *Philosophical Foundation of Education*. USA: Pearson Education Inc.
- Peters, R.S. (ed), (1975). *The Philosophy of Education*. London: Oxford University Press.
- Saxena, S. & Chaturvedi, S. (2002). *Encyclopedia of Philosophical and Sociological Foundation of Education, Vol. I, and 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.

M.Ed. –CT-104
Introduction to Research

M.M. 70

Course Objectives:

On completion of the course the students will be able to:

- explain and describe the meaning of Scientific Method and learn the basic concepts scope and limitations of educational research.
- acquire the modalities necessary for formulating research problem
- acquire basic information on sampling, hypothesis, tools and techniques for conducting research.
- prepare Research Proposal

Unit I: Introduction to Research

- Sources of Knowledge, Basic assumptions of Science, Scientific method
- Scientific theory: Meaning, components, Purpose and Characteristics of theory;
- Application of Scientific Method to Education.

Unit II: Research in Education: Conceptual Perspective

- Educational Research: Meaning, Purpose, Kinds, Areas and Limitations
- Classification of Research by purpose: Basic, Applied, Evaluation and Action
- Ethics of Educational Research: ethical practices throughout the research process

Unit III: Planning the Study

- Problem selection: Sources, Characteristics, Statement of the Problem
- Review of Literature: Purpose and Sources, Steps in conducting Literature review
- Hypothesis: Meaning, Characteristics and Types; testing of Hypotheses.

Unit IV: Development of Proposal and Data Collection

- Concept of Population and Sample: Meaning, Purpose, types (Probability and Non-Probability) and Characteristics of a good sample
- Tools of Research: Interviews, Observation, Focused Group Discussion, Questionnaire, Scales and Inventory
- Development of Proposal

Assignment and Tests:

(30 marks)

Assignment on any two of the following topics (one each from every section) to be done:
(Section A)

- Develop a research proposal on a research problem of your choice giving all the steps of a research proposal.
- Conduct a survey using focused group discussion.
- Detail out the organizational steps for conducting an action research in your institution.

(Section B)

- Collect 30 reviews on any problem pertaining to educational research and arranges them in an organized manner.
- Prepare a structured interview on any topic related to educational research.
- Illustrate with examples the characteristics of testable hypotheses.

Suggested Readings:

- Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
- Broota, K.D. (1989). Experimental Design in Behavioural Research. New Delhi: New Age International Publishers.
- Christensen, L. (2007). Experimental Methodology. Boston: Allyn& Bacon.
- Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
- Cohen, Lewis and Manion Lawrence (1994). Research Methods in Education. New York : Holt Rinchart and Winston Inc.
- Flick, Uwe (1996). An Introduction to Qualitative Research. London sage publication 19
- Fox, D.J. (1969). The Research Process in Education. New York: HeltRhineheart& Winston Inc.
- Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
- Garrett, 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.
- Good, Barr &Scates (1962). Methodology of Educational Research. New York: Appleton Crofts.
- Guilford, J.P. &Fruchter, B. (1974). Fundamental Statistics in Psychology & Education. New York: McGraw Hill.
- Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.

- Keeves, John. P (ed)(1990). Educational Research Methodology and Measurement: An International Handbook. New York :Pergamo Press.
- Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
- Kirkpatrick, D.L. (2005). Evaluating training Programmes: The four Levels. San Francisco: Brrett-Kochler.
- Koul, L. (1990). Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
- Pamela Maykut& Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
- Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
- Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research. Concise paperback edition. Thousand Oaks, CA: Sage.
- Sax, G (1968). Empirical Foundation of Educational Research. New Jersey: Englewood Cliffs.
- Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Rout ledge.
- Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merill, Prentice Hall.
- Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
- Siegel, Sidney and Jr., N. John Castellan (1988). Non-Parametric Statistics for the Behavioural Sciences. New York: McGraw Hill Book Company.
- Stake, Robert E. (1995). The Art of Case Study Research. Thousand Oaks: C.A: Sage.
- Travers, Robert M.W. (1978). An Introduction to Educational research (4th edition). London: MacMillan.

M.Ed. –P-105
Communication and Expository Writing

(25 marks)

- There will be workshop courses on communication skills and expository writing to enhance the ability of the students to listen, converse, speak, present, explain and exposit ideas in group and before an audience.
- Evaluation criteria:
 - Presentation/exposition of ideas: 10 marks
 - Language skill: 10 marks
 - Participation: 5 mark

M.Ed. –P-106
Self-Development

(25 marks)

- There will be workshops to make students reflect on the following themes:
 - Gender
 - Society and education
 - ‘Disability’
 - Psycho-social dimension of exclusion
 - Inclusive education
- Evaluation criteria:
 - Presentation: 10 marks

- Group discussion: 10 mark
- Participation: 5 marks

M.Ed. –CT-201
Philosophy of Education

M.M. 70

Course Objectives:

On completion of the course the students will be able to:

- develop a critical understanding of major modern educational philosophies and understand their educational implications.
- understand the basic Indian and Western concepts of education.
- learn the concept of values and develop the ability to extract common values from various religious philosophy to cater to the need of contemporary universalism.
- understand the contributions of philosophical thinkers to educational practice.

Unit I: Philosophy and Education

- Concept and nature of education and philosophy.
- Scope and need of philosophy of education in modern times.
- Relation between philosophy and education- philosophy influencing aims of education, curriculum, and method of teaching, discipline, textbook and role of teacher.

Unit II: Philosophical Approaches to Education

- Impact of some prominent Western and Indian schools of Philosophy on Education viz. -Humanism, Existentialism, Vedanta and Sankhya.
- Methods of acquiring Valid knowledge with reference to: -Dialectic approach, Scientific approach, Nyaya and Yoga.

Unit III: Knowledge and Values

- Epistemology and Education: Knowledge; Methods of acquiring valid knowledge with specific reference to Analytic philosophy, Dialectical Approach, Scientific Inquiry, Nyaya and Yoga.
- Axiology and Education: Critical appreciation of the contribution made by Buddhism, Jainism, Bhagavadgita and Islam to education in terms of value formulation.

Unit IV: Philosophical Thoughts of Philosophers to Educational Practices

- C.D. Hardie, John Dewey, Jiddu Krishnamurthy, Paulo Freire

Assignment and Tests:

(30 marks)

1. Assignment on any TWO of the following topics (one each from every section) to be done:

(Section A)

- Review educational centers/system run in accordance with the educational Philosophy characterized by Indian thinkers/philosophers.
- Critically evaluate and study relevance of philosophy of any major Indian or Western thinkers of 21st century to education.
- Detail the Knowledge, skills, values and attitude to be taught to the students in peace education.

(Section B)

- Visit a school and analyze the philosophy reflected in the curricular and co curricular transactions of that school.
- Prepare a presentation for B.Ed students on the relevance of the philosophy of any one philosopher you have studied.
- Justify the need for teaching common values from different religious scriptures of the world to meet the need of prevailing universalism in the contemporary world.

Suggested Readings:

- Aggrawal, S. (2007). *Philosophical Foundations of Education*. Delhi: Authors Press.
- Banks, J. (2004). *Multicultural education: Characteristics and goals*. In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives*. San Francisco, CA: Jossey-Bass.
- Brambeck, C. S. (1966) *Social Foundation of Education- A Cross Cultural Approach*. New York : John Willey.
- Bramel, D. (1971); *Patterns of Educational Policy*, New York: Hold Rinehart & Winston
- Brown, L.M. (1970); *Aims of Education*, New York: Teachers College Press.
- Brubacher, J. S. (1962). *Modern Philosophies of Education*. New York: McGraw-Hill Book Company Inc.
- Butler, J.D. (1968) *Four Philosophies and their practice in Education and Religion, (Third Edition)*. New York: Harper and Row Co.
- Connor, J. (1995); *An Introduction to the Philosophy of Education*, Agra: Vinod PustakMandir *Foundation of Education*. Vol I and Vol II. Meerut: R. Lall Book Depot.
- Harris, I. M. and Morrison, M. L. (2003). *Peace education*. New York: McFarland.
- Hunt, M.P. (1973). *Foundation of Education- Social and Cultural Perspectives*. New York: Halt, Rinehart and Winston.
- Lawton, D. (1975); *Class, Culture and Curriculum*, London: Routledge & Regan
- Moon Bob (Ed) (2000); *International Companion to Education* : London, Routledge.
- Moris, V. (1966); *Existentialism in Education*, New York: Harper & Row.
- Mukherjee, R.K. (1974); *Ancient Indian Education*, New Delhi: Motilal Banarasidas
- Rusk, R.R. (1928) *The Philosophical Bases of Education*. London: University of London Press Ltd.

- Saxena, S. &Chaturvedi, S.(2002). *Encyclopedia of Philosophical and Sociological*
- Singh, M.S.(2007). *Value Education*. Delhi: Adhyayan, Publication.
- Winch, C.(1996). *Key Concepts in Philosophy of Education (1st Edition)*. London: Rutledge.

M.Ed. –CT-202
Sociology of Education

M.M. – 70

Course Objectives:

On completion of the course the students will be able to:

- explain the basic concepts of Sociology of Education.
- realize the rich cultural heritage of India.
- understand the relationship between education and society.
- describe the functions of education of modern India.

Unit – I: Basic Concepts.

- Meaning &Definitions of Sociology of Education.
- Relationship between Sociology and Education.
- Sociology of Education and Educational Sociology
- Development of Sociology of Education in India after Independence.

Unit-II: Sociological Bases of Education.

- The Socio-Cultural tradition of India (Purusharthas , AshramaVyavastha and Varna Vyavastha)
- Cast-System in ancient India & Recent Changes.
- Social stratification in India.
- Education and cultural change.

Unit-III: Education and Society.

- Social groups – Primary & Secondary: its characteristics & functions.
- Process of socialization, school as an agent of socialization of child.
- Modernization , Westernization&Sanskritization in Indian Society
- Education and Social Change in India with special reference to North East India.

Unit- IV: Education in new social order

- Functions of education in modern India.
- Education for Unity in Diversity and National Integration.
- Education for democracy and good citizenship.
- Education for Sustainable Development.

Assignment and Tests:**(30 marks)**

1. Assignment on any two of the following topics (one each from every section) to be done:
(Section A)

- Study the impact of education on the social structure of a local community.
- Visit a nearby area to study the function of a particular caste/tribe.
- Study the impact of education on the life style of people living in your locality.

(Section B)

- Enlist the different types of functions, festivals, fairs, and customs across a cross-cultural perspective.
- Study the attitude of locality towards education of girl child and woman empowerment.
- Evaluate the textbooks of Sikkim under the elementary school board in the context of gender biasness.

Suggested Readings:

- Adishesiah, W.T.V. & Pavansam, R. (1974); *Sociology in Theory and Practice*, New Delhi: Santhi Publishers.
- Aikara, J. (2004). *Education-Sociological Perspective*, New Delhi: Rawat Publications.
- Barry, H. & Johnson, L.V. (1964); *Classroom Group Behaviour: Group Dynamics in Education*, New York: John Wiley.
- Bhushan, V. & Sachdeva, D.R. (2008). *An Introduction to Sociology*, New Delhi: Kitab Mahal.
- Blackledge, D & Hunt, B. (1985); *Sociological Interpretations of Education*, London: Groom Helm.
- Chanda, S.S. & Sharma, R.K (2002); *Sociology of Education*, New Delhi: Atalantic Publishers.
- Cook, L.A. & Cook, E. (1970); *Sociological Approach to Education*, New York: Mc.Graw Hill.
- Durkheim, E (1966); *Education & Sociology*, New York: Free Press.
- Joyee, L.E. & Sanders, M.G. (2002); *School, Family & Community Partnership*, Guwahati : Nibedita Book Distributors.
- Mohanty, J. (1982); *Indian Education in Emergency Society*, New Delhi: Sterling Publishers.
- Naidu, A.K.M., (1989). *Indian Society*, Cuttack: Kitab Mahal.
- Prasad, J., (2004). *Education and Society*, New Delhi: Kanishka Publishers and Distributors.
- Shah, B.V. & Shah, K.B. (1998). *Sociology of Education*, Jaipur: Rawat Publications.
- Shukla, S & K. Kumar (1985); *Sociological Perspective in Education*, New Delhi: Chanayak Publications.
- UNESCO (1982); *Inequalities and Educational Development*, Paris: ANHEP Seminar.

M.Ed. –CT-203
Curriculum Studies

M. M. 70

Course Objectives:

On completion of the course the students will be able to:

- realize essential components of Curriculum.
- identify different components of Curriculum Planning.
- specify the principles for development of Curriculum.
- explain different stages of Curriculum Evaluation.

Unit 1: Concept of Curriculum

- Understanding the meaning and nature of curriculum: Need for curriculum in schools, differentiating curriculum framework, curriculum and syllabus; their significance in school education, Facets of Curriculum: Core curriculum-significance in Indian context
- Essential components of Curriculum- educational purpose, learning experiences, content, organization of the content, criteria of selecting, sequence
- Curriculum Development: System Approach

Unit 2: Curriculum Planning

- Meaning, scope, issues in Curriculum Planning
- Approaches to Curriculum Planning
- Models of Curriculum Planning: Technical Models and Non-technical Models

Unit 3: Principles of Curriculum Development

- Principles, Objectives and Steps
- Mechanics, autonomy for course specification, reading and reference material, Institutionalization of the Curriculum
- Models of Teaching: Input-Process-Output interaction

Unit 4: Curriculum Evaluation

- Functions of Evaluation and Criteria for a Programme of Evaluation: Concept and Need
- Source, aspects: Norm Reference and Criterion References
- Methods of Curriculum Evaluation, Interpretation of Evaluation Data

Assignment and Tests:**(30 marks)**

1. Assignment on any two of the following topics (one each from every section) to be done:
(Section A)

- Interview teachers, students, educational administrators and parents of students and find out from them what they mean by the word “curriculum”.
- Collect several examples of judgments about schools from local or national media. Analyze and discuss the examples, considering such concerns as data used to form the judgment, accuracy of opinions, opposing or conflicting data, and relevance of nationally based judgments to local schools.
- Identify what you consider to be changes in the kinds of human needs student demonstrate in school today from those recalled from your own experience as a student. In what ways do you see the present day needs as similar or different from those of your own youth? In what ways do you see there is need for schools to change or expand their roles in helping students to meet their present day needs?

(Section B)

- Select a subject from the secondary school curriculum. Identify objectives, select contents, and suggest possible instructional activities and evaluation mechanism.
- Describe the use of different approaches to curriculum development.
- Identify some programme, course of study or unit commonly used in schools. After stating examples of the kinds of objectives that might be used in the programme ask the group to define as many variables as possible that might be considered in an evaluation. For each variable, describe type of data to be collected and discuss how it could be acquired.

Suggested Readings:

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competancy Based Laboratory Approach. Cummings Publishing Co.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.

- Doll Ronald C. (1986) Curriculum Improvement: Decision Making Process, London, Allyon and Bacon Inc.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- Reddy, B. (2007): Principles of curriculum planning and development.
- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
- UNESCO (1981) Curriculum and Life Long Education, UNESCO, Paris.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
- Verduin J.R. (1967) Cooperative Curriculum Improvement, Prentice Hall.
- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

M.Ed. –CT-204
Teacher Education-I

M.M. 70

Course Objectives:

On completion of the course the students will be able to:

- understand the concept, aims and scope of teacher education in India in the context of current changes in the society.
- understand the organization of different components of pre and in-service training of teachers.
- develop the essential competencies required in a teacher for effective transaction of the teaching – learning process and develop professional ethics and traits.
- understand the importance of teaching as a profession.

Unit I: Concept of Teacher Education

- Meaning, scope, need and significance of teacher education.
- Objectives of teacher education at different levels.
- The context of teacher education - The dynamics of social, psychological, political and economic changes in society.
- Quality Assurance and Quality Control in teacher education: concept of Total Quality Management (TQM).

Unit II: Teaching as a Profession

- Characteristics of a profession; Teaching as a profession.
- Professional ethics and code of conduct for teachers and teacher educators.
- Qualities of a professional teacher.
- Roles, Responsibilities and Accountability of teachers.

Unit III: Pre-service Teacher Education

- Concept, nature, objectives and scope of pre-service teacher education.
- Components of pre-service teacher education- foundation courses, subject specialization, pedagogy and internship.
- Modes of pre-service teacher education-face to face, and distance: relative merits and limitations.
- Role and functions of agencies of teacher education –NCERT, SCERT and NCTE.

Unit IV: In-service Teacher Education

- Meaning, objectives and significance of in-service teacher education- Need for continuing professional development of a teacher.
- Purpose of in-service teacher education program- Orientation, refresher, workshop, seminar and conference.
- Qualities and characteristics of an effective in-service teacher educator.

Assignment and Tests:

(30 marks)

1. Assignment on any two of the following topics (one each from every section) to be done:
(Section A)

- Discuss the structure, agencies and methods of in-service teacher training programme of the state.
- Enlist the strategies for Total Quality Management (TQM) that could be adopted by the teacher education institutions for bringing in qualitative improvement.
- Conduct a study on the effectiveness of refresher programs and workshop in enhancing the capacity of in-service teachers and prepare a report.

(Section B)

- Evaluate the programmes of faculty improvement, performance undertaken by the SCERT in Sikkim.
- Make a review of researches in any one area of teacher education and write the policy implications.
- Discuss the essential competencies required in a teacher for effective transaction of the teaching – learning process.

Suggested Readings:

- Anand , C.L. (1988). Aspects of Teacher Education . Delhi: S. Chand and Co.
- Mukerjee, S.N. (1988). Education of the Teacher in India, Vol. I & Vol. II, Delhi: S. Chand and Co.
- NCTE (1978). Teacher Education Curriculum-A Framework, New Delhi: NCERT.
- Panda, B.N &Tewari, A.D (1997). Teacher Education, New Delhi: A.P.H. Publishing Corporation.
- Pareek, R. (1996). Role of Teaching Profession, Guwahati: Eastern Book House.
- Passi, B. K. (1976). Becoming a Better Teacher, microteaching Approach, Amedabad: SahityaMudranalaya
- Raina, V.T. (1998). Teacher Education: A Perspective, Guwahati: Eastern Book House.
- Singh, L.C. (ed) (1990). Teacher Education In India- A Resource Book, New Delhi: NCERT.
- Tibble, J.W. (ed) (1995). The future of Teacher Education, London: Routledge and Kegan Paul.

- Caggart, G.L. (2005). Promoting Reflective Thinking in Teachers. Crowin Press.
- Joyce, B., and Weal, M. (2003). Models of Teaching (7th Ed.). Boston: Allyn& Bacon.
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005). Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006). Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- Martin, R.J. (1994). Multicultural Social reconstructionist education: Design for diversity in teacher education. Teacher Education Quarterlyly 21(3)77-89, EJ 492(4).
- Mohanty, J. (2003). Teacher Education. Deep and Deep, New Delhi Publications Pvt. Ltd.
- NCERT (2005). National Curriculum Framework. New Delhi.
- NCERT (2006). Teacher Education for Curriculum renewal. New Delhi.
- NCTE (1998). Perspectives in Teacher Education. New Delhi.
- NCTE (2014). NCTE New Norms and Regulation, 2014. New Delhi.
- Ram, S. (1999). Current Issues in Teacher Education. New Delhi: Sarup& Sons Publications,
- Sharma, S. P. (2004). Teacher Education in India. New Delhi: Vikas Publications.
- Singh, L.C. (1990). Teacher Education in India: A Resource Book, Delhi, NCERT.
- Govt. of India (1966). Reports of the education Commission, 1963-1966, New Delhi: Ministry of Education, Govt. of India.

M.Ed. –P-205

Dissertation-- Review of Researches, Styles, Strategies and Selection of the Problem

(50 marks)

- The process of dissertation should begin in the Semester II onwards and is to be submitted at the end of semester IV of the programme.
- Weightage given to different Stages in the development of the dissertation:
--Reviews of researches and selection of problem.

Evaluation Scheme: Evaluation is to be done internally by the department/college and the internal assessment marks awarded would be carried over to final semester under dissertation and will be accounted there.

M.Ed. –P-206

Internship in a TEI-1st phase

(M.M. 100)

- There will be two parts of internship for 4 credits each.
 - *1st phase of Internship will be conducted in a Teacher Education Institution during Inter-semester break II.*

Observation of 5 classes of Teachers teaching at Teacher Education Institution and preparation of a report. (50 marks)

- Teaching in B.A.(Pass course), B.A.(Hons.) and B.Ed. classes
- Preparation of Lesson Plan: (25 marks)
- Teaching: (25 marks)
- (Every student will have to teach at least 5 classes and the average would be taken as the Grade marks)

**M.Ed. –OT-301
Higher Education**

M.M. 70

Course Objectives:

On completion of the course the students will be able to:

- ❖ Know the structure of higher education in India, its meaning and goals, policy perspectives.
- ❖ Highlight higher education and socio-economic development attempted through NPE1986)
- ❖ Have a basic idea of community colleges and private institutions along with their roles to promote higher education
- ❖ Assess the management and relevance of different higher education organizations for quality and quantity in higher education.

Unit- I. Introduction to Higher Education

- The Idea and Structure of Higher Education in India
- Meaning and Goals of Higher Education
- Policy Perspectives and Emerging Trends in Higher Education
- Constitutional provisions in Higher Education

Unit -II. Higher Education in Historical Perspective

- Development of Higher Education in Free India- various Commission Reports
- National Policy on Education (Higher Education)- 1986, 1992(Revised)
- Higher Education and socio- Economic Development: Privatization, Liberalization and Globalization
- Community colleges and their significance.

Unit -III. Management of Higher Education

- Ministry of Human Resources Development
- University Grants Commission
- Association of Indian Universities
- IGNOU and its role in Open education

Unit- IV. Contemporary issues and problems of Higher Education

- Autonomy, Accountability
- Political interference, Discipline
- Employability, Placement
- Research outcome.

Assignment

(30 marks)

1. Assignment on any two of the following topics (one each from every section) to be done:
(Section A)

- Conduct a case study on a local university and write a report on the academic freedom of the faculty members.
- Make a visit to a local college. Find out from the Principal, Teachers and administrative staff on how human resources and financial resources are managed. Prepare a report on your findings.
- Visit a neighboring college/university and write a report on the implementation of UGC norms.

(Section B)

- Prepare a checklist of criteria for quality assurance of higher education institutions. Visit any one higher education institution and write a report on the same.
- Choose any private higher education institution from your locality and study its style and functioning . Write a report on the findings.
- Interview a few faculty members of a higher education institution and write a report on their view regarding Academic Staff Colleges.

Suggested Readings:

- Agarwal, P. (2012). A Half Century of Indian Higher Education; Essays by Phillip G. Altbach. India: Sage Publications.
- Agarwal, P. (2009). Indian Higher Education: Envisioning the Future. India: Sage Publication
- Akther, N. (2000); Higher Education for the Future, Jaipur: Rawat Publications.
- Amrit Lal Vohra & Sharma S.R.(1990); Management of Higher Education in India, New Delhi: Anmol Publications.
- Amrit Singh & Philip G.A. (1974); The Higher Learning in India, Delhi: Vikash Publishing House.
- Arya, P.P. (2006). Higher Education and Global Challenges Systems and Opportunities. New Delhi: Deep & Deep Publication Pvts. Ltd.
- Chalam, K.S. (2005); Challenges of Higher Education, New Delhi: Anmol Publication.
- 5. Moonis Raza (ed) (1991); Higher Education in India, Retrospect and Reforms, New Delhi: Association of Indian Universities.
- Dhir, R.N. (2002). Higher Education in the New Millennium.Chandigarh: Abhishek Publication.

- Naik, J.P. (1965); Education Planning in India, Bombay: Allied Publishers.
- Narullah Syeed & Naik, J.P. (1972); A Student History of Education in India, Bombay: MacMillan.
- Panikkar, K.N. & Nair, M. B. (2012). Globalization and Higher Education in India. Pearson Education
- Powar, K.B. (2002). Indian Higher Education. New Delhi: Concept Publishing Company.
- Ram, A (1990); Higher Education in India, Issues & Perspectives, New Delhi: Mittal Publications.
- Ram, M. (2004). Universalization of Higher Education - Some Policy Implication. New Delhi: Sarup & Sons.
- Rao, P.H.S. & Palsane, M.N. (1994). Training for Higher Education. New Delhi: Nice Printing Press.

**M.Ed. –OT-302
Value Education**

M.M. 70

Course Objectives:

On completion of the course the students will be able to:

- know the need and importance of value education.
- understand the process of moral development viz-a viz. their cognitive and social development.
- know the various interaction strategies for moral development.

Unit I: Concept of Values

- Education and values- need and importance of values in education.
- Valuation of culture
- Recommendations in NPE-1986 regarding inculcation of values at school level.
- Stages of moral judgment- Factors affecting moral judgment

Unit II: Socio-Moral and Cultural Context of Values

- Nature and sources of values (Biological, Social, Psychological and Ecological)
- Difference between values, religious education and moral judgment
- 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 development approach of Piaget and Kohlberg

Unit IV: Instructional Strategies for Moral Development

- Models of moral development
 - Rationale building model
 - Value classification model
 - Social action model
 - Just community intervention model
- Assessment of moral maturity via moral dilemma resolutions.

Assignment

Assignment on any two of the following topics (One each from every section) to be done:
(Section A)

- Discuss the recommendations for value education as prescribed in the document NCF-2005.
- Detail the theory of moral judgment by Lawrence Kohlberg and prepare a presentation on it.
- Enlist the characteristics of a culture of peace.

(Section B)

- Describe some in-school strategies that you will use to impart value-education to the students.
- Administer a Moral Judgment Test on students and analyze the results.
- Interview teachers of value education and collect their feedback on improving the transactional procedure for effectively teaching values to the students in schools.

Suggested Readings:

- Bagchi, J.P. & Teckchadani, Vinod (2005); *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II.* Jaipur: University Book House.
- Bhatt, S.R. (1986). Knowledge, *Value and Education: An axiomatic analysis.* Delhi: Gian Publications.
- Biehler, R. & Snowman, J. (2003); *Psychology Applied to Teaching.* USA: Houghton Mifflin Company.
- Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives.* New Delhi: Kanishka Publishers.
- Dagar, B. S. (1992). *Shiksha Tata ManavMulya (Hindi).* Chandigarh: Haryana Sahitya Academy.
- Dagar, B. S. and Dhull Indira (1994). *Perspective in Moral Education,* New Delhi: Uppal Publishing House.
- Dash, M. & Dash, N. (2003); *Fundamentals of Educational Psychology.* Delhi: Atlantic Publishers and Distributors.
- Josta, Hari Ram (1991). *Spiritual Values and Education.* Ambala: Associated Press.

- Kar, N.N. (1996). *Value Education: A Philosophical Study*. Ambala Cantt: Associated
- 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.
- Pandey, V.C(2005). *Value Education and Education for Human Rights*. Delhi: Isha Books.
Publications.
- Sharma, S.R.(1999) *Teaching of Moral Education*, New Delhi: Cosmo Publications.
- Shivapuri, Vijai (2011). *Value Education* Varanasi: Manish Prakashan.
- Singh, Samporan (1979). *Human Values*. Jodhpur: Faith 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 Distributers.
- Verma, Yoginder (2007); *Education in Human Values for Human Excellence*. New Delhi: Kanishka Publishers and Distributers.

M.Ed. –OT-303
Assessment in Education

M.M. 70

Course Objectives:

On completion of the course the students will be able to:

- acquainted with the basic concepts and practices adopted in educational assessment.
- explain the criteria and methods of selecting instructional objectives as foundations for assessment.
- describe the major characteristics of the test.
- know the process of assessment of various abilities or traits of the learners.

Unit I: Introduction to Educational Assessment

- Role of mathematics in Assessment.
- 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:** Standardized 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 and Percentile, Cautions for interpreting test scores.

Assignment and Tests:

(30 marks)

1. Assignment on any two of the following topics (one each from every section) to be done:
(Section A)

- Make a visit to a neighbouring school and write a report on the implementation of Continuous and Comprehensive Evaluation.
- Construct an interpretative exercise to measure complex performance achievement of undergraduate students.
- Study the tests scores of B.Ed students on every subject/paper, find the perspective norms and give your interpretation on the same.

(Section B)

- Construct an achievement test for secondary school students and determine the reliability and validity of the test.
- Construct a Criterion Referenced Mastery Test on any content of your choice, administer and interpret the results.
- Administer a Differential aptitude Test over a sample of 50 students and categorize the students under different types of aptitudes.

Suggested Readings:

- Anastasi A. (1976). Psychological Testing (4th edition). New York: McMillan Pub Co.
- Ansatasi, A. and Urbina, S. (2005). Psychological testing. Singapore: Pearson Education.
- Atkin, L.R. (2000). Psychological Testing and Measurement. London: Allyn and Bacon.
- Bloom B.S & Other (1976). Handbook of Formative and Summative Evaluation of Student Learning. New York: McGrew Hill Book Co.

- Cronbach L.J. (1970). Essentials of Psychological Testing. New York: Harper and RowPublisher.
- Ebel, R. L. and Frisbee (1979). Educational Achievement. Singapore: Pearson Education.
- Edwards, A.L. (1975). Techniques of Attitude Scale Construction. Bombay: Ferfter&SemensPvt Ltd.
- Fetsco, T and McClure, J (2005). Educational Psychology: An Integrated Approach to Classroom Decisions. U.S.A.: Pearson Education.
- Gronlund, N.E. and Linn, R.L. (2003). Measurement and Assessment in Teaching. Singapore: Pearson Education.
- Harper (Jr.), A.F & Harper, E.S (1990). Preparing Objective Examination: A Handbook for Teachers, Students and Examiners. New Delhi: Prentice Hall.
- Linn, R.L. and Miller, M.D. (2005). Measurement and Assessment in Teaching. U.S.: Pearson Education.
- Reynolds, C.R., Livingstone, R.B. and Wilson, V. (2005). Measurement and Assessment in Education. New York: Pearson.
- Singh (1990). Criterion Referenced Measurement (Selected Readings). New Delhi: NCERT.
- Stanley, J.C. and Hopkins, K.D. (1978). Educational and Psychological Measurement and Evaluation. New Delhi: Prentice Hall of India.
- Tenbrink, T.D. (1974). Evaluation: A Practical Guide for Teachers; New York: Mc.Graw Hill.
- Thorndike, R. M. and Christ, T. T. (2010). Measurement and Evaluation in Psychology and Education. New Delhi: PHI Learning PVT Limited.
- Worthen, B.R. and Sanders, James, R. (1973). Educational Evaluation: Theory and Practice. McMillan Publishing co.

M.Ed. –OT-304
Adolescence Education

M.M. 70

Course Objectives:

On completion of the course the students will be able to:

- undertake a systematic study of the adolescents
- explain the role of the family and the school in the adolescence period
- describe the needs and difficulties of adolescence age.

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
- Psycho-physiological problems Depression, Anxiety, Suicide
- 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

Assignment:

(30 marks)

1. Assignment on any two of the following topics (one each from every section) to be done:
(Section A)

- Case Study on HIV Patient / Drug Addicts / Adolescence delinquency.
- Field survey to assess different psycho physiological problems among adolescents (Suicide, Depression, Anxiety)
- Collect data from the adolescence life in Sikkim in relation to modernization and suggest appropriate remedial measures.

(Section B)

- Prepare a profile of aged person in Sikkim (age wise & sex wise) and report their life style.
- Conduct a psychological test to study the mental health of adolescence.
- Prepare a detailed and factual report on crime against adolescents in India.

Suggested Readings:

- 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.
- Conger, J.J. & Petersen, A.C. (1984). *Adolescents and Youth: Psychological Development in a Changing world*. New York: Harper & Row. Publishers,
- 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
- 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. (2004). *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.

M.Ed. –CT-305
Research Methods (Advanced)

M.M. 70

Course Objectives:

On completion of the course the students will be able to:

- learn about the methodology of Educational Research.
- gain knowledge of research designs and approaches.
- apply statistics in qualitative and quantitative research.
- write a research report.

Unit I: Qualitative and Quantitative Research

- Concept and Methods of Qualitative Research with their designs: Historical, Phenomenology, Ethnography, Grounded theory, Case study;
- Concept and Methods of Quantitative Research: Descriptive: purpose process and types (Survey, Correlational, Prediction and Causal Comparative)
- Experimental Research: concept, steps and variables in experimental research, validity of experimental research; Experimental designs

Unit II: Mixed Method Research

- Concept of Mixed Method Research;
- Characteristics of Mixed Method Designs; Steps in a Mixed Method study
- Types of Mixed Method Designs: Convergent Parallel, Explanatory Sequential Design, Embedded Design, Multi-phase Design;

Unit III: Analysis of Parametric Data

- Concept of Statistics: Descriptive and Inferential, Uses and application of NPC, tests of Significance,
- Types of errors, One Tailed and Two tailed tests (ANOVA-one way);
- Correlation: Biserial, Tetrachoric, Partial and Multiple Correlation, and Simple Regression analysis.

Unit IV: Analysis of Non- Parametric Data and Qualitative Researches

- Chi Square (Test of Equality, Normality, Independence). Sign Test, Wilcoxon Test, Mann Whitney U Test, Median Test.
- Qualitative Data Analysis: Content Analysis, Inductive Analysis, Deductive Analysis
- Writing of Research Report

Assignment

(30 marks)

1. Assignment on any two of the following topics (one each from every section) to be done: (Section A)
 - Devise an instructional problem and draw a diagrammatic sketch of the same to be taught through the experimental design.
 - Prepare a step-wise research proposal with necessary details for conducting a study on history of education.
 - Collect data on any topic related to educational research and analyze it using descriptive and inferential statistics.
 (Section B)
 - Calculate ANOVA considering the scores of class X students in Science in reference to gender, type and locale of school.
 - Make one interaction analysis on the above.
 - Conduct an ethnographic study in educational research

Suggested Readings:

- Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
- Broota, K.D. (1989). Experimental Design in Behavioural Research. New Delhi: New Age International Publishers.
- Christensen, L. (2007). Experimental Methodology. Boston: Allyn& Bacon.

- Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Cohen, Lewis and Manion Lawrence (1994). *Research Methods in Education*. New York : Holt Rinchart and Winston Inc.
- Flick, Uwe (1996). *An Introduction to Qualitative Research*. London sage publication 19
- Fox, D.J. (1969). *The Research Process in Education*. New York: HeltRhineheart& Winston Inc.
- Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
- Garrett, 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.
- Good, Barr &Scates (1962). *Methodology of Educational Research*. New York: Appleton Crofts.
- Guilford, J.P. &Fruchter, B. (1974). *Fundamental Statistics in Psychology & Education*. New York: McGraw Hill.
- Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
- Keeves, John. P (ed)(1990). *Educational Research Methodology and Measurement: An International Handbook*. New York :Pergamo Press.
- Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
- Koul, L. (1990). *Methodology of Educational Research*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Pamela Maykut& Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
- Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
- Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research*. Concise paperback edition. Thousand Oaks, CA: Sage.
- Sax, G (1968). *Empirical Foundation of Educational Research*. New Jersey: Englewood Cliffs.
- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge.
- Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merill, Prentice Hall.
- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
- Siegel, Sidney and Jr., N. John Castellan (1988). *Non-Parametric Statistics for the Behavioural Sciences*. New York: McGraw Hill Book Company.
- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.

- Travers, Robert M.W. (1978). An Introduction to Educational research (4th edition). London: MacMillan.

**M.Ed. –CT-306
Teacher Education-II**

M.M. 70

Course Objectives:

On completion of the course the students will be able to:

- understand the knowledge base of teacher education and learn to make use of it in teaching-learning process.
- identify the trends and problems of researches in the area of teacher education and take inspiration to undertake researches in this area.
- understand several issues and concerns in teacher education related to improving competence of teachers and quality of teacher education.
- analyze the trends and innovations in teacher education.

Unit I: Knowledge Base of Teacher Education

- Reflective Teaching–Meaning, concept and strategies for promoting reflection.
- Models of teaching: Inquiry Training Model, Jurisprudential Model, Advance Organizer Model
- Approaches to teaching and learning- Behaviorist, Cognitivist and Constructivist approach.
- Teacher effectiveness: pre-sage, process and product criteria.

Unit II: Research in Teacher Education

- Trends in research in teacher education
- Implications of research in teacher education
- Research on effectiveness of teacher education programs- characteristics of an effective teacher education program.
- Innovations in teacher education: interaction analysis of teaching (verbal and non-verbal).

Unit III: Perspectives and Policy on Teacher Education

- Agencies and Schemes of teacher Education: their roles and scope-
 - At International level – UNESCO, UNFPA, UNDP
 - At National level- UGC, NCERT.
 - At State level - SCERT & Centrally Sponsored Schemes.
- Preparing Teacher Educators: NCFTE (2009).
- In-service teacher education under RMSA.

Unit IV: Issues and Problems

- Application of ICT in Teacher Education
- Quality Assurance and Accreditation in Teacher Education Institutions- Role of NAAC, the Process and Methodology of Assessment.
- Strategies for enhancing teacher competence and commitment.
- Challenges in professional development of teacher-educators.

Assignment:

(30 marks)

Assignment on any two of the following topics (one each from every section) to be done:
(Section A)

- Interview 10 teachers and find their views on ‘Professional ethics help in building accountability.’
- Select one contemporary issue that presently the society is facing. Discuss the issue, using ‘Jurisprudential Model’ and thereafter collect students’ feedback about their experiences.
- Prepare Handouts for the workshop to appraise the teachers on ‘Reflective Teaching: Strategies to make Reflective Practitioners.’

(Section B)

- Make a visit to SCERT in your state. Enlist the kind of professional activities being undertaken to improve the quality of school education.
- Conduct a study on B.Ed students after the practice teaching to find the effectiveness of the Internship program.
- Develop a micro-lesson plan on any topic of the subject of your choice with a purpose to develop the skill of ‘probing question.’

Suggested Readings:

- Anand , C.L. (1988). Aspects of Teacher Education . Delhi: S. Chand and Co.
- Mukerjee, S.N. (1988). Education of the Teacher in India, Vol. I & Vol. II, Delhi: S. Chand and Co.
- NCTE (1978). Teacher Education Curriculum-A Framework, New Delhi: NCERT.
- Panda, B.N &Tewari, A.D (1997). Teacher Education, New Delhi: A.P.H. Publishing Corporation.
- Pareek, R. (1996). Role of Teaching Profession, Guwahati: Eastern Book House.

- Passi, B. K. (1976). *Becoming a Better Teacher, microteaching Approach*, Amedabad: SahityaMudranalaya
- Raina, V.T. (1998). *Teacher Education: A Perspective*, Guwahati: Eastern Book House.
- Singh, L.C. (ed) (1990). *Teacher Education In India- A Resource Book*, New Delhi: NCERT.
- Tibble, J.W. (ed) (1995). *The future of Teacher Education*, London: Routledge and Kegan Paul.
- Caggart, G.L. (2005). *Promoting Reflective Thinking in Teachers*. Crowin Press.
- Joyce, B., and Weal, M. (2003). *Models of Teaching (7th Ed.)*. Boston: Allyn& Bacon.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005). *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006). *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- Martin, R.J. (1994). Multicultural Social reconstructionist education: Design for diversity in teacher education. *Teacher Education Quarterly* 21(3)77-89, EJ 492(4).
- Mohanty, J. (2003). *Teacher Education*. Deep and Deep, New Delhi Publications Pvt. Ltd.
- NCERT (2005). *National Curriculum Framework*. New Delhi.
- NCERT (2006). *Teacher Education for Curriculum renewal*. New Delhi.
- NCTE (1998). *Perspectives in Teacher Education*. New Delhi.
- NCTE (2014). *NCTE New Norms and Regulation, 2014*. New Delhi.
- Ram, S. (1999). *Current Issues in Teacher Education*. New Delhi: Sarup& Sons Publications,
- Sharma, S. P. (2004). *Teacher Education in India*. New Delhi: Vikas Publications.
- Singh, L.C. (1990). *Teacher Education in India: A Resource Book*, Delhi, NCERT.
- Govt. of India (1966). *Reports of the education Commission, 1963-1966*, New Delhi: Ministry of Education, Govt. of India.

M.Ed. –P-307
Dissertation-- Preparation and Presentation of proposal

- Development and Presentation of research proposal (50 marks)

Evaluation Scheme: Evaluation is to be done internally by the department/college and the internal assessment marks awarded would be carried over to final semester under dissertation and will be accounted there.

M.Ed. –P-308
Academic Writing

(50 marks)

- Academic writing on any TWO topics from the following will have to be done:
 - Newspaper article
 - Journal article
 - Article for educational magazine
 - Review of thesis/book.
- Evaluation criteria:

- Presentation of ideas
- Language skill

**M.Ed. –OT-401
Guidance and Counseling**

M.M.70

Course Objectives:

After completion of the course, the students will be able to:

- grasp the concept, need, scope and necessity of guidance.
- understand principles and problems of different types of guidance.
- acquainted with concept and needs of guidance for the children with special needs.
- acquaint with the concept and process of counseling.

Unit – I. Concept of Guidance

- Concept, need, scope, assumptions, issues and problems of guidance. Difference between Guidance and Counseling.
- Bases of Guidance - Philosophical, Psychological and Sociological.
- Types of Guidance - Educational, Vocational, Recreational, Civic, Social and Moral Personal, Leadership and Health. Group and Individual guidance.
- Aims and Objectives of Guidance - as per the recommendations of Kothari Commission.

Unit –II. The Guidance Service

- Organizing Guidance service in School: Principles and Importance.
- Organizing Guidance service in School: Role of Headmaster, Teachers, Parents and Counselors' in organizing guidance services in School.
- Pupil Personnel Work: Its nature, scope and relation to vocational guidance.

- The Student Information Services, the Counseling Services, Placement Service, Occupation Information Service, Individual Inventory Service.

Unit – III. Techniques and Theories of Guidance

- Techniques: Testing and Non Testing
- Essentials in launching Guidance programme: Science of information needed; use of interview and questionnaire in collecting information.
- Appraisal of personal quality and interest; Inventory, Rating Scales; Anecdotal Record, Socio-metric methods, Cumulative Record Cards.
- Theories of Vocational Guidance –Ginsberg’s theory and Super’s Vocational Choice Theory.

Unit – IV. Counseling

- Counseling: concept, steps, Individual and Group
- Counseling as a learning function; Approaches of Counseling- Directive Counseling, Non Directive Counseling, Eclectic Counseling and their utility, Role of the Career Master,
- Vocational Counseling Service: Nature, Qualification of the vocational counselor.
- Place of counseling in a vocational guidance programme, counseling for all, setting, preparing and conducting the interview, Teacher Counselor, vocational counselor: characteristics of a coordinator

Assignment and Tests:

(30 marks)

Assignment on any two of the following topics (one each from every section) to be done:
(Section A)

Conduct a case study on any related topic.

- Conduct an interview of B.Ed. students of any college, to find out the burden/psychological effects of practical/other programme. Mention how counsel/guide them and write a report.
- Study the problems and barriers faced by the schools in providing guidance services in schools and write a report.

(Section B)

- Prepare a Rating scale to study. Student’s opinion on career opportunities. Visit a local school and write a report.

- Conduct a survey on a few out-of-schools boys/girls belonging to SC and ST. Find out the reasons for their non-attendance in schools. Try to analyze the reasons and find out the root causes, prepare a report.
- Examine any one of the school text books in your teaching subjects and mark the portions which have gender biases. Prepare a report.

Suggested Readings:

- Agarwal, J.C. (2004). *Educational, Vocational Guidance and Counseling*. New Delhi: Doaba House.
- Bhatia, K.K. (1993). *Educational and Vocational and Guidance*. Ludhiana: Vinod Publications.
- Crow & Crow. (1962). *An Introduction to Guidance*. New Delhi: S. Chand and Company.
- Dev, I. (1962). *The Basic Essentials of Counselling*. New Delhi: Sterling Publishers.
- Fuster, J.M. (1964). *Psychological Counselling in India*. Calcutta: McMillan& Company.
- Gupta, M. (2003). *Effective Guidance and Counselling –Modern Methods and Techniques*. Jaipur: Mangal Deep Publishers
- Kochhar, S.K (1993) *Educational and vocational Guidance in secondary schools*. New Delhi: Sterling Publishers.
- Myers, George, E.(1941). *Principles and Techniques of Vocational Guidance*. Newyork: McGraw-Hill Book Company
- Naik, D. (2004). *Fundamentals of Guidance and Counseling*. Delhi: Adhyayan Publishers & Distributors.
- Sharma, R.A (2007). *Fundamentals of Guidance and Counselling*. Meerut: R. Lall Book Depot.
- Traxler, A, E.andNorth,R.D.(1996).*Techniques of Guidance*. New York: Harper and Row Publishers.

**M.Ed. –OT-402
Peace Education**

M.M.:70

Course Objectives:

After completion of the course, the students will be able to:

- know about peace and peace education, their relevance and connection in inner harmony as well as harmony in social relationships across individuals and groups, based on constitutional values.
- understand the Critical pedagogy of peace education
- strengthening self by continual reflection leading to reduction in stereotypes and transcending barrier of identity and socialization.
- Understand the importance of skills and strategies of assessment of the peace-building processes.

Unit 1: Understanding Peace -Introduction on Peace

- Concept nature and scope, Awareness of relevance of peace, Peace as a dynamic reality.
- Challenges to peace: by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life. Awareness of choices in response to crises in personal, social and professional life
- Peace values vis-à-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz., compassion, cooperation, love, etc., that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences to ensure peace in society
- Highlights of various philosophies of peace, Gandhi, The Dalai Lama.

Unit 2: Critical Understanding of Peace

- Aspects of Peace Education through issues of morality, social harmony, gender representation
- Integration of folk materials, oral literature, songs of the respective communities of the regions
- Issues of Peace in Sikkim: Conflicts over Dams and Hydel projects of Sikkim, school dropouts, labour issues in Pharmacy companies, drug abuse and alcohol consumption.
- Increasing awareness of role of self in
 - i. Discipline, self management.
 - ii. Reducing prejudices, biases and stereotypes.
 - iii. Nurturing ethical behaviour, positivity, non-violence, love and caring, compassion.

Unit 3: Peace Building Process and Education

- Critical pedagogy of peace education
 - i. Understanding social justice in local context- its implications for beliefs.
 - ii. attitudes, and valued and school/social practices and conflict resolution at school levels
- Humanistic approach to Peace evaluation
 - i. Belief in worth of all pupils irrespective of academic talents
 - ii. Adopt broad-based assessment taking in multiple talents, emphasize success rather than failure, enable every pupil to experience success in some area
- Becoming agency for peace in the school organization and surrounding local community
 - i. Awareness of cultural characteristics of the local community around school, disciplinary practices, domestic violence and attitudes towards education.
 - ii. Inspiring movements for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school, role of mass media in Peace Education.

Unit 4: Evaluation of the Peace-Building Processes

- Understanding importance of skills and strategies of assessment of the peace-building process in terms of attitudes, values, skills and strategies at school level-motivation and sustenance of efforts, sharing experiences towards peace building, reviewing strategies.
- Identification of visible indicators inherent in the cultural ethos of the organisation on the basis of opinions, caste, gender, education, socio-economic-cultural background, conflicts reconciled, divergent groups.

Practical Activities: (Any TWO- one from each section) (30 marks)

(Section- A)

- Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences.
- Conflicts experiences at home/ in family/ in society/ in school, etc

- Exploring possible strategies of resolving commonly-experiences conflicts

(Section B)

- Study the Films clips displaying concerns of peace, good intercultural relationships, and environmental presentation and discuss the key ideas presented.
- Develop an action plan for peace in school and local community.
- Visit websites on peace education to become familiar with National and International initiatives, approaches and strategies used for bringing peace.

Suggested Readings:

- Bajaj, M. (Ed.) (2008). *Encyclopedia of Peace Education*. Charlotte, North Carolina: Information Age Publishing, Inc. ISBN: 978-1-59311-898-3
- Fernadiz, Fransisco and Robben, Antinous C. G. M., (Ed.) (2007). *Multidisciplinary Perspective on Peace and Conflict Research: A View from Europe*. University of Deusto, Bilbao. I.S.B.N.: 978-84-9830-068-0. Printed in Spain/ImpresoenEspaña
- Hicks, D. (1985). *Education for peace: Issues, Dilemmas and Alternatives*. Lancaster: St. Martin's College.
- Ian, Harris. (Ed.) (2013). *Peace Education from the Grassroots*, University of Wisconsin, Milwaukee
- Kaur, B.(2006). *Peace Education: New Trends and Innovations*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- Malan, Jamie (2000). *Making Peace Education Appealing to the Adversarial Minded*. African Centre for the Constructive Resolution of Disputes (ACCORD). Paper presented at the 18th General Conference of IPRA, Tampere, Finland, 5-9 August 2000.
- Mishra, Loknath. (2009). *Peace Education Framework for Teachers* . New Delhi: A.P.H Publishing Corporation.
- Page, James. (2008). *Peace education: Exploring Ethical and Philosophical Foundations*, Charlotte, NC: Information Age Publishing, INC 231 pp, ISBN 978-1-59311-889-1
- Salomon, G. and Nevo, B. (Ed.) (2012). *Peace Education: the Concept, Principles and practices around the World*. University of Haifa .Mahwah, NJ. LEA (pp. 3-15) .ISBN-13: 978-0415650762

M.Ed. –OT-403
Information and Communication Technology

M.M: 70

Course Objectives:

On completion of the course the student will be able to:

- define the concept of ICT and ET.
- develop the ability to use ICT for effective classroom instruction.
- realize the rationale of ICT in teacher education programme.
- acquire the basic skills of Teaching.
- understand the importance of different resources of educational technology in education.

Unit- I. Fundamental concepts of ET and ICT

- Concept and importance of E.T & ICT, Difference between E.T & ICT.
- The information processing cycle- mode & berries.
- Effective classroom communication.
- Approaches of ET: Hardware, Software and System approach.

Unit- II. ICT in Teacher Education

- Rationale & Framework of ICT in teacher education.
- Instructional Design, concept, components & steps.
- System approach to instruction.
- Quality education through ICT and its limitations.

Unit- III. Teaching Technology

- Teaching: meaning, nature & scope, computer based and internet based teaching.
- Simulated Teaching- concepts, steps merits & demerits.
- Micro Teaching- concept, steps, cycle, merits & demerits.
- Acquisition of Teaching Skills – Set Induction, Probing Questioning, Stimulus Variation.

Unit- IV. Resources in Information and Communication Technology

- Audio/Radio Broadcast – concepts, uses and limitations.
- Video/Educational Television and CCTV – concepts, uses and limitations.
- Teleconferencing, Video conferencing, Internet and WWW – concepts, uses and limitations.
- EDUSAT and Animation Films – its uses for the development of children imagination

Assignment and Tests:

(30 marks)

1. Assignment on any two of the following topics (one each from every section) to be done:
(Section A)

- Develop an instructional design on any topic of your choice and illustrate with diagram in details its concept, components and steps.
- Make a Power Point Presentation (PPT) on the way one of the following components of classroom transaction process teaching points of a particular topic on any subject/content.
- Collect data from different schools students/teachers/faculties about the availability of different educational technology equipments and how they are use these for academic and non-academic purposes. Prepare a report mentioning the findings of your data.

(Section B)

- Visit the schools and enumerate a number of Broadcast /Telecast programme and EDUSAT organizing in the school a make a list of it along with participation and reaction of students.
- Develop a script for video conferencing and Teleconferencing on any topic of your interest and practice it.
- Develop a micro-lesson plan on any topic of the subject of your choice aiming to develop the skill of Set-Induction/Probing Questioning/Illustration with examples/Stimulus variation.

Suggested Readings:

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

- Bhatia, K.K. (2001). *Foundation of teaching learning process*. Ludhiana: Tandon Publishers.
- Bhatt, B. D. & Sharma, S. R. (1992). *Educational technology: concept and technique*. New Delhi: Kanishka Publications.
- Dahiya, S.S. (2008). *Educational technology: towards better teaches preference*. Delhi: Shipra Publication.
- Das, R.C. (1992). *Educational technology: A basic text*. New Delhi: Sterling Publishing House.
- Dececco, J.P. (1964). *Educational technology*. New York: HRW.
- Graeme, K. (1969). *Blackboard to computers: A guide to educational aids*, London: Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990). *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.
- Jain, Purabi. (2004). *Educational technology*. New Delhi: Dominant.
- Joyce, Bruce (2009). *Models of teaching*. New Delhi: Phi Learning.
- Kumar, K.L. (2008). *Educational Technology (2nd ed.)*. New Delhi: New Age International Pvt. Ltd. Publishers.
- Kumar, N. and Chandiram, J. (1967). *Educational television in India*, New Delhi: Arya Book Depot.
- Mangal, S.K. (2002). *Essentials of teaching learning and information technology*. Ludhiana: Tandon Publications.
- Mukhopadhyay, M. (1990). *Educational technology – Challenging Issues*. New Delhi: Sterling Publishers Pvt. Ltd.
- Pachauri, Suresh Chandra (2011). *Educational technology*. New Delhi: APH Publishing House.
- Parmaji, S. (1994). *Distance Education*, New Delhi: Sterling Publishers.
- Rana, S. (1994). *Open Learning in India*. New Delhi: Commonwealth Publishers.
- Rao, V. (1991). *Educational Technology*. Delhi: Himalayan Publishing House.
- Sampathet. al. (1981). *Introduction to Educational Technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Semenov, Alexey (2005). *Information and communication technologies in schools: A handbook for teachers*. UNESCO:Division of Higher Education.
- Sethi, Deepa (2010). *Essentials of educational technology and management*. New Delhi: Jagdamba Publishing Company.
- Sharma, B.M. (1994). *Distance Education*. New Delhi: Commonwealth Publishers.
- Sharma, B.M. (1994). *Media and Education*. New Delhi: Commonwealth Publishers.
- Sharma, K.D. & Sharma, D.V. (1993). *Open Learning System in India*. New Delhi: Allied Publishers Ltd.
- Singh, C.P. (2011). *Advanced educational technology*. New Delhi: Lotus Press.
- Venkataiah, N. (1996): *Educational technology*. New Delhi: APH Publishing Corporation.

- Verma, M. (2006). *Online Teaching-Tools and Methods*. New Delhi: Murari Lal & Sons.

M.Ed. –OT-404
Educational Planning and Management

M.M. 70

Course Objectives

On completion of the course the students will be able to:

- conceptualize the terms administration, supervision, inspection and management.
- explain the different aspects of administration and management in schools and colleges.
- interpret the principles of effective management and leadership in institutions.
- acquire knowledge of institutional management and comprehend the different 5-year planning of India along with budgeting.

Unit – I: Educational Planning

- What is educational planning, meaning, nature, importance, approaches, types, goals, qualitative, quantitative, social and economic.
- Five Year Plans and Education, Literacy Rate, Enrolment and Vocationalisation of Education in India in school and Higher Education levels, Educational Planning for language, mobility, national integration, role of NUEPA.

- Educational Financing- Importance, forces demand for education, educational expenditure and national economy, budgeting.

Unit – II: Educational Administration and Management

- Administration – meaning, scope, type, purpose, functions, basic principles, principles of democratic and autocratic administration.
- Management-concept and principles
- Equality of educational opportunities
 - Administration vs Management
 - Administration vs Supervision
 - Inspection vs Supervision

Unit – III: Institutional Planning

- Objective, characteristics, need, evaluation of institutional planning.
- Role of Headmaster, School Community Relations, Mid Day Meal
- School Mapping, School Clusters-Characteristics, Complexes

Unit – IV: Leadership

- Meaning, Functions, Characteristics, Theories, Trait, Style, Situational, Contingency.
- School Ethos, Teachers Morale.
- Systems Approach-Social System Theory, Socio-Technical Systems Theory, Technology based management

Assignment and Tests:

(30 marks)

1. Assignment on any two of the following topics (one each from every section) to be done:
 - (Section A)
 - Study the administrative behavior of heads of senior school and prepare a report.
 - Make an assessment of climate of schools in terms of teacher-pupil relationship and submit report along with suggestions for qualitative improvement.
 - Development of a questionnaire for effective monitoring and supervision of secondary schools.

(Section B)

- Make a comparative study of effect of five year plans on level of literacy along with expectations on education. Prepare a report on it.
- Record the reaction of students, teachers and parents towards mid-day meal programmes.
- Develop an instructional design on a topic of any subject.

Suggested Readings:

- Aggarwal, J.C. (2002) Principles, Methods and Techniques of Teaching, Vikas Publishing House, New Delhi Allan, Dwight and Kevin.
- Ananda W.P. Gurung (1984); General Principles of Management for Educational Planner and Administrators ; Paris: UNESCO.
- Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi
- Bush, Tony & Les, Bell (2002): The principles & Practice of educational management. London: Paul Chapman Publishing.
- Bush, Tony (1986): Theories of educational management. London: Harper & Row Publishers.
- Goel, S.D.(1987); Modern Management for Results, New Delhi: Deep.
- Luthens, Fred. (1981), Organizational Behavior, Mcgraw Hill, Tokyo.
- Mahajan, Baldev and Khullar, K.K. (2002): Educational administration in Central government: structures, processes, and future prospects. Vikas Publication house Pvt. Ltd. New Delhi.
- Mathur. S.S. (1990) Educational Administration and Management, Ambala: Indian publication
- Milton, Charles R. (1989). Human Behavior in Organizations, Prentice Hall, Inc, USA.
- Mukhopadhyay, M. (2005): Total quality management in education. New Delhi: Sage Publications.
- Musaazi, J.C.S. (1982): The Theory & Practice of educational administration. London: The Macmillan Press.
- Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied.
- Naik, J.P. (1982): The Educational Commission & After. New Delhi: Allied.
- NUEPA (1971) ; Modern Management Techniques in Educational Administration, New Delhi: Asian Inst. Of Educational Planning and Administration.
- NUEPA (1986); Educational Management in India , New Delhi: NUEPA.
- Roger, Smith (1995): Successful School Management. Mcgraw Hill, Tokyo
- Ronald, Cambell F., et al; (1987): A History of thought and Practice in educational administration. New York: Teachers College Press.
- Tanner ,D. &Lawrel,T.(1987); Supervision in Education Problems and Practices; New York: Mc.Millan.
- Thomas,J.Sergiovann, et.al (1987); Educational Governance and Administration; New Delhi: Prentice Hall.

M.Ed. –OT-405
Education for Gifted and Creative

M.M. 70

Course Objectives:

On completion of the course the students will be able to:

- understand the concept of giftedness.
- acquaint the educational strategies for the gifted.
- conversant with instruction materials for promoting creativity.
- illustrate and explain different models of creativity and suggest strategies for creative teaching.

Unit – I: Concept of Giftedness

- Concept of giftedness by Renzulli and Feldhusen. Five factors leading to the fulfillment of giftedness.
- Sternberg's Tri-archic Theory of giftedness, giftedness and achievement.
- Salient features of the theories of giftedness: Basic Intellectual Factors, Cognitive functioning and strategies and non-intellective factors.

Unit – II: Education of the Gifted

- Homogeneous Grouping, Special Schools for the Gifted.
- Encouraging Giftedness (Acceleration, Enrichment of Curriculum and Scholarship Schemes)
- Views of Education Commission(1964-66), Triad Model of Enrichment

Unit – III: Nature and Theories of Creativity

- Concept, types and levels, Stages of Creativity.
- Theories of Creativity: Psychoanalytic Theory and Humanistic Theory.
- Measurement of Creativity, Brain Storming and Synectics, Instructional material for promoting Creativity

Unit – IV: Creative Teaching: objectives, Models and Strategies

- Objectives of Creative Teaching, Torrance’s Instructional Model.
- Objective based strategies for promoting Creativity, Strategies for Realizing Cognitive Dimensions.
- Problem solving, CPS Model of Osborn and Parnes.

Assignment and Tests:

(30 marks)

1. Assignment on any two of the following topics (one each from every section) to be done:
(Section A)
 - Conduct a Creativity Test to identify creative and non creative students of any class of any school and submit a report on it.
 - Administering a Test on Creativity calculate the significant difference in the creativity components of boys and girls of a specific class.
 - Explain the differences in interests and experiences of high and low creativity scores of a particular class.
(Section B)
 - Investigate the academic subjects liked by students with their level of creative thinking.
 - Make a detailed survey on exhibiting art related activities organized and need to be organized in schools for promotion of creativity.

- Interview at least 10 teachers to give suggestions for the development of creative thinking among the students and interpret the result by preparing a report

Suggested Readings:

- Bruer, A.M & Shea, M.(1989); Teaching Exceptional Student in your Classroom, London: Allyn & Bacon .
- Chauhan, S.S (1987); Education of Exceptional Children, New Delhi: Indus Publishing Company.
- Cruick Shank M.M & Johnson (eds) (1975); Educational of Exceptional Children and Youth, London: McGraw Hill.
- Desmukh. (1984); Creativity in Classroom, New Delhi: S. Chand and Co .
- Gallagher J.J (1975); Teaching the Gifted Child (2nd edition) Boston : Allyn and Bacon . 6.
- Heck,A.O (1953); The Education of the Exceptional Children New York: McGraw Hill.
- Hewett , F.M., (1977); Education of exceptional Learners , London: Allyn and Bacon Inc.
- Kirik, S.&Gallagher (1979); Education of the Exceptional Children, New Delhi: Oxford IBH.
- Laycock, S.R. (1957); Gifted Children, Toronto: Copp Clark Publishers.
- Lindsay M. (1980); Training Teachers of the Gifted And Talented, New York : Teachers College Press.
- Maitra, K (1996); Giftedness In Action : Theory and Practice, New Delhi: Kanishka Publishers.
- Perter,L. (2002); Education Young Children with Special Needs, New Delhi: Sage Publication
- Sumpton& Lucking, (1960); Education of the Gifted, New York: Ronald Press.
- Torrance & Myers 1970); Creative Learning and Teaching , New York: Dodd Mead Publication .
- Torrance,E.P.(1970); Guiding Creative Talent ,New Delhi: Prentice Hall.
- Wards ,V.S.(1961); Educating The Gifted , Ohio: Merrill Book Company.
- Whitmore, J.R. Giftedness ,(1980); Conflict and Underachievement ,Boston :Allyn & Bacon

M.Ed. –CT-406
Dissertation-- Field work and Submission

M.M. 100

The Dissertation shall be a compulsory paper for all the M.Ed. students and each student is required to select one problem for this from the area of specialization under the guidance of a faculty member. Dissertation will be evaluated by both internal and external examiners and shall be based on the following principles.

- The dissertation shall either be a record of Original work or an ordered and critical exposition of existing data base with regard to educational problem.
- The topic of the dissertation shall be approved by the Departmental Committee where the student has to present the Synopsis describing Problem of the study, Review of Literatures, Methodology to be Adopted including Hypothesis (if any) , Significance of the Study and Probable outcome of the study.
- 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 and duly certified by the supervisor/ guide shall be submitted one month before commencement of the examination.

- 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.
- The dissertation shall be examined by external examiner and also receive a copy of the dissertation. He will evaluate the Dissertation and conduct the Viva-Voce.

M.Ed. –P-407
Internship in a TEI-2nd phase

- *The 2nd phase of internship will take place during semester IV. (100 marks)*

Observation of 10 classes of B.Ed. trainees in schools and preparation of a reflective report.