Syllabus
Of
2-Years Master of Education (M.Ed.) Programme

(As per Regulation of 2-Years M.Ed. Course approved by the Governor's Secretariat, Bihar in pursuance of the guidelines of NCTE - 2014)

(With effect from Session 2015-16)

2015

Faculty of Education
Patna University, Patna

Objectives of the M.Ed. Programme

Through the M.Ed. Programme the students will be helped to:

- Understand the nature of education as discipline/area of study.
- To encourage understanding of the basic concepts/issues of education especially with reference to the kind of concerns that NCF, 2005 has raised in the context of understanding-oriented teaching.
- Understand how concepts theories/issues drawn from disciplines cognate to education, i.e. Psychology, Sociology, Philosophy, Economics and Management etc; could be used/practiced suitably in the perspectives of teaching-learning in schools.
- Appreciate the challenge of theorizing education and identify relationship between theory and practices;
- Understand the need of teacher education in the context of changing needs of school education.
- Learn the skills required for playing a leadership role in different areas of school education;
- Understand the linkage between education and national development;
- Gain an understanding on cognitive Psychology and the process of learning;
- Develop a rational conceptualization of educational research;
- To reflect on the multiple contexts in which the schools and teacher education institutions are working.
- Integrate information and communication technology to teaching-learning and training transaction;
- Develop skills among students to manage internship, practicals and in-service training programmes;
- Develop competency in students in development of curriculum, syllabus, textbooks, and instructional materials, evaluation and assessment.
- Develop ability to analyze and reflect upon his professional experience.
- Equip the students with different innovative modes of training transaction.
- To understand the process of school education and teacher education and the various factors enriching the processes.
- To understand the emerging vision of school education.
- To sharpen epistemological, axiological and ontological perspectives of school education and teacher education for enhancing conceptual understanding of education.

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Scheme of Study for 2-Years M.Ed. Programme

(Semester-wise Distribution of the Courses)

M.Ed. – Semester-I (July to December)

Course No.	Course Name	Credit	Theory	Practicum	Full Marks
C.C.1	Psychology Of Learning & Development	4	80 marks	20 marks	100 marks
C.C.2	Historical/ Political & Economic Perspectives Of Education	4	80 marks	20 marks	100 marks
C.C.3	Relevance Of Teachers Education in Changing Times	4	80 marks	20 marks	100 marks
C.C.4	Fundamentals of Educational Research	4	80 marks	20 marks	100 marks
*EPC 1	A. Communication and Expository Writing	1		50 marks	50 marks
	B. Personality Development	1			
Total		18			450 marks

*EPC will be done during inter semester break.

M.Ed. – Semester-II (January to June)

Course No.	Course Name	Credit	Theory	Practicum	Full Marks
C.C.5	Sociological & Philosophical Perspectives Of Education	4	80 marks	20 marks	100 marks
C.C.6	Teachers Education-Issues and Challenges	4	80 marks	20 marks	100 marks
C.C.7	Curriculum Studies	4	80 marks	20 marks	100 marks
C.C.8	Innovative Teaching -Learning	4	80 marks	20 marks	100 marks
*C.C.9	Dissertation (1/2)	2	40 marks	10 marks	50 marks
EPC 2	Internship in a Teacher Education Institution	4	32 hrs.	50 marks	50 marks
Total		22			500 marks

*Dissertation will be done during inter semester break.

M.Ed. – Semester-III (July to December)

Course No.	Course Name	Credit	Theory	Practicum	Full Marks
S.C.1	Elementary (VIII)/ Secondary (IX-XII) Education for Differently-Abled	4	80 marks	20 marks	100 marks
S.C.2	Curriculum, Pedagogy & Assessment (Elementary/Secondary)	4	80 marks	20 marks	100 marks
C.C.10	Advance Research Methodology	4	80 marks	20 marks	100 marks
C.C.11	Creativity & Value Education	4	80 marks	20 marks	100 marks
EPC 3	Internship	4		50 marks	50 marks
C.C.12	A. Dissertation (1/2) B. Environment & Education	2 2	80 marks	20 marks	100 marks
	Total	24			550 marks

*Dissertation will be done during inter semester break.

M.Ed. – Semester-IV (January to June)

Course No.	Course Name	Credit	Theory	Practicum	Full Marks
S.C.3	Policy, Economics & Planning (Elementary/Secondary)	4	80 marks	20 marks	100 marks
S.C.4	Educational Management & Administration (Elementary/Secondary)	4	80 marks	20 marks	100 marks
S.C.5	Educational Technology & ICT	4	80 marks	20 marks	100 marks
C.C.13	Dissertation	4	32 hrs.	100 marks	100 marks
EPC 4	Seminar/Group Activities, Laboratory Work, Field Work/Workshops (16 weeks)	4		100 marks	100 marks
	Total	20			500 marks
Grand Total					**2000 marks**

C.C. = Core Courses

S.C. = Special Course

EPC = Enhancing Professional Capacity

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Scheme for Paper Setting in M.Ed. End-Semester Examination

1. Syllabus for each 4 credit Theory Paper shall be divided into 5 units. Based on this, the question paper pattern in the End-Semester Examination shall be as follows:

   Time: 3 Hours
   Total Marks: 80
   Pass Marks: 36

   Ten Long Answer Questions having equal weightage (two questions from each unit) shall be set. The candidates shall be asked to answer one question from each Unit.

   (5 x 16 = 80 marks)

2. Syllabus for each 2 credit Theory Paper shall be divided into 3 units. Based on this, the question paper pattern in the End-Semester Examination shall be as follows:

   Time: 3 Hours
   Total Marks: 40
   Pass Marks: 18

   Six Long Answer Questions (two questions from each unit) shall be set. The questions from **Ist** Unit shall carry **14** marks each and questions from **IInd** & **IIIrd** Units shall carry **13** marks each. The candidates shall be asked to answer one question from each Unit.

   (1 x 14 + 2 x 13 = 40 marks)

3. Questions should be set in English & Hindi both, if applicable.

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M.Ed.
SEMESTER-I

DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - I

PSYCHOLOGY OF LEARNING & DEVELOPMENT

Course No.: C.C. 1   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks
COURSES OBJECTIVES

- To enable the students to understand concepts and principles of Educational Psychology as an Applied Science.
- To enable them to understand the process of Human Development, related psychological theories and their Implications for education.
- To acquaint them with the concept and Process of Learning, related theories and their Educational Implications.
- To enable them to understand the concepts and Theories of Personality and Its assessment Techniques.
- To orient them with the Nature and Concepts of Individual Differences Intelligence, Creativity etc. and their Implications for education.

COURSE CONTENTS

UNIT-I Psychology of Human Development
- Concept, Concerns and Scope of Educational Psychology; Contribution of Psychology to Education.
- Scientific methods of studying human behavior
- Role of schools in modifying the behavior of students
- Concept and Principles of Development
- Process of Growth & Development: General Characteristics of Social, Emotional, Intellectual & Language Development at various stages and their related problems.
- Major concepts and stages of the theories of Piaget, Bruner and Vygotsky and their implications for education.

UNIT-II Psychology of Learning- I
- Concept, kinds and levels of Learning- Gagne's hierarchy.
- Gagne's Theory of Learning Progress & its Educational Implications
- Factors Influencing Learning
- S-R Theories of Learning with their Educational implications;
  a) Thorndike's Connectionism
  b) Pavlov's Classical Conditioning
  c) Skinner's Operant Conditioning
  d) Hull's Reinforcement Theory

UNIT-III Psychology of Learning- II
- Cognitive Field Theories of Learning with their Educational implications;
  a) Gestalt Theory of Learning by Kohler
  b) Lewin's Field Theory and
  c) Tolman's Sign Theory
- Transfer of Learning and Its Theories:
  a) Theory of Mental Discipline

b) Theory of Identical elements
c) Theory of Generalization
d) Theory of Transposition
e) Theory of Learning to Learn (Harlow)
- Transfer of Learning & Role of the Teacher

UNIT-IV Motivation and Learning
- Connection between the Motivation & Learning.
- Types of Motivation – Intrinsic and Extrinsic Motivation
- Essential Ingredients to Motivation – Value and Expectancy
- Personal Expectations to Motivation: Self Efficacy Theory of Bandura
- Theories of Motivation & their Educational Implications.
- Conductive class room climate for motivating and meeting the needs of students – Principles and Strategies

UNIT-V Personality & Its Assessment
- Concept and Definitions of personality.
- Theories of Personality-
  a) Trait Theories of Allport
  b) Psychoanalytic approach of Freud,
  c) Phenomenological approach od Carl Rogers
  d) Behaviouristic approach of Miller;
  e) Humanistic approach of Maslow.
- Assessment of Personality: Personality Inventories, Rating scales, Projective Techniques-Rorschach Ink Blot Test, Thematic Apperception Test.
- Individual Differences- concept of intra and inter differences, Determinants of Individual Differences; role of heredity and environment; Implications of Individual Differences for organizing Educational Programmes.

Suggested Readings:

1. Aggarwal, J. C. (2009) Essentials of Educational Psychology (2nd Edition), New Delhi: Vikas Publishing House Pvt. Ltd.
2. Alexander, Patricia A., & Winne, Philip H. (2012): Handbook of Educational Psychology,2nd Edition, New York: Routledge
3. Allport, G.W. (1969) Pattern and Growth in Personality, New York: Holt, Rinehart and Winston.
4. Baron A. Robert (2000). Psychology. New Delhi: Prentice-Hall of India.
5. Bischof, L. J. (1970). Interpreting Personality Theories, New York: Harper and Row.
6. Bruner, J.S. & Goodrow, J.J. (1962) A Study of Thinking, New York: GA Edition Inc.
7. Chauhan, S. S. (2009) Advanced Educational Psychology (7th Edition), New Delhi: Vikas Publishing House Pvt. Ltd.
8. DeCeeco, J.P. (1982) Psychology of Learning and Instruction, New Delhi: Prentice Hall of India
9. Dennis Child (1973) Psychology and the Teacher. New York: Holt Rinehart and Winston.
10. Driscoll, Mary Perkins (2005): Psychology of Learning for Instruction, Third Edition, Pearson Allyn and Bacon

11. Engler, Barbara (2014): Personality Theories, 9th Ed., Belmont (USA): Wadsworth Cengage Learning
12. Hurlock, Elizabeth B. (2008): Developmental Psychology: A Life Span Approach, New Delhi: Tata McGraw-Hill of India Pvt. Ltd.
13. Jarvis, Matt (2005): The Psychology of Effective Learning and Teaching, U.K.: Nelson Thornes Ltd.
14. Kakkar, S.B. (2005): Educational Psychology, New Delhi: Prentice-Hall of India.
15. Krause, Kerri-Lee Dawn et.al. (2006): Educational Psychology: For Learning and Teaching, Cengage Learning Australia,
16. Kundu, C.L. & Tutto, D.N. (2008): Educational Psychology, New Delhi: Sterling Publishers Pvt. Ltd.
17. Maddi, Salvatore R. (1996):Personality Theories: A Comparative Analysis, 6th Ed., California: Brooks/Cole Publishing Company
18. Mangal, S. K (2007) Advanced Educational Psychology (2nd Edition), New Delhi: Prentice-Hall of India Pvt. Ltd.
19. O'Donnell, Angela M. et. Al. (2012): Educational Psychology: Reflection for Action, New Jersey: John Wiley & Sons
20. Santrock, John.W. (2006) Educational Psychology, New Delhi: McGraw-hill.
21. Schunk, Dale H. (2008): Learning Theories: An Educational Perspective (5th Edition), New Delhi: Pearson Education India,
22. Skinner, Charles E (1956) Educational Psychology, New York: Prentice Hall.
23. Stephens, J.M. and Evans, E.D. (1983) Development and Classroom Learning: An Introduction to Educational Psychology. New Delhi: Macmillan Company.
24. Stone, Edger (2012): Readings in Educational Psychology, Oxon: Rutledge
25. Schultz , D.P. & Schultz, S.E. (2013):Theories of Personality, Belmont (USA):10th Ed. Wadsworth Cengage Learning
26. Tuckman, Bruce W. & Monetti, D.M. (2011): Educational Psychology, Wadsworth, USA
27. Uday Shankar (1983) Advanced Educational Psychology. New Delhi: Oxford University Press

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - I

HISTORICAL/POLITICAL & ECONOMIC PERSPECTIVES OF EDUCATION

Course No.: C.C. 2   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks

COURSES OBJECTIVES

- To acquaint the students with the general development and progress of education prior to independence.
- To acquaint the students with general development and progress of education after independence.
- To enable the students to understand the Political Economy & its relation to Education system in India.
- To enable the students to assess and evaluate various "Plan efforts" (V Year Plans) put into effect from time to time.
- To enable the students to understand the concept and meaning of problems of Education (social, economic, political)
- To enable the students to understand the problems related to the policies of Government and to find out remedies.

COURSE CONTENTS

Unit -1 Progress of Education in Ancient Indian Education- Review of
- Brahmanic (Vedic)
- Buddhistic
- Jain
- Muslim-Islamic-(Education System during these periods)

Unit-2 Progress of Education in British Period
Review of British period of Education. With reference to :
- Macaulay's Minutes
- Woods Despatch
- Sargent Commission

Unit -3 Progress of education after Independence
- Constitutional Provision for Education
- University Education Commission(1948)
- Secondary Education Commission(1952-53)
- Indian Education Commission (1964-66)
- National policy of Education (1986).
- National Policy of Education1992

Unit-4 Political Economy & Education of free India

- How the Economy is Political -- and Why, Politics and Markets
- Foundations of Indian Political Economy
- Current Challenges in the Global Economy
- Politics & Education; The Politics of Policy and the Policy Making Process, Overview of Education Governance

- Production of Education: Cost-Benefit Analysis
- Education as an Output: Public Vs. Private Provision
- Institutional Stability and Change, Power, & the State

Unit-5 Educational Plans & Problems in free India
- Planned efforts of India for Education Plans (V Year Plans)
- Assessment and Evaluation of development and progress of Education during plans
- Problems of Education regarding; Social, Economical-Problem related to quality and quantity, Administrative, and Political
- Role and impact of different organizations (private and public, Govt.) NCERT, UGC, NCTE.

SUGGESTED READING:

1. Altekar, A. S. (1944), Education in Ancient India – Benares; Nand Kishore & Bros. Educational   Publishers.
2. Apple, M. (1996), Cultural Politics and Education, Open University Press, Buckingham
3. Burkitt, B. (1984), Radical Political Economy: an Introduction to the Alternative Economics,   Wheatsheaf Books, Brighton.
4. Clark, B. (1998), Political Economy: a Comparative Approach, Praeger, Westport, Conn. Connell, R. W. (1993), Schools and Social Justice, Temple University Press, Philadelphia.
5. Douglass North (1990), Institutions, Institutional Change and Economic Performance (New   York: Cambridge University Press.
6. Garnett, R. F. (1999), "Economics of Knowledge: Old and New", in R. F. Garnett (Ed) What Do Economists Know?, Routledge, London.
7. James P. Caporaso and David P. Levine (1992), *Theories of Political Economy* (New York: Cambridge University Press.
8. Joshi, K.L. (1977), Problems of Higher Education in India- An Approach to Structural Analysis and Reorganization, Bombay: Popular Prakashan Pvt. Ltd.
9. Ministry of Education- Education Commission Report- 1964-66 Dr. Kothari Commission
10. Monroe, Paul (1935) A Brief Course in the History of Education, London: The Macmillan Company.
11. Mukherjee, R.K. (1921) Ancient Indian Education – London
12. Naik J.P. (1956), Educational Planning in India, Allied Publishers
13. Syed Nurullah & Naik, J. P. (1951), A History of Education in India (during the British period), Macmillan
14. Stilwell, F. (2003), "Higher Education, Commercial Criteria and Economic Incentives", Journal of Higher Education Policy and Management, Vol. 35, No. 1, May.
15. UNESCO- (1963) Economic and Social aspects of Educational Planning.
16. Yogendra K. Sharma (2001), History and Problems of Education Vol. I-& II, Kanishka   Publishers, Distributors.
17. N.C.E.R.T., NCERT- the First Year Book of Education 1961.

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - I

RELEVANCE OF TEACHER EDUCATION IN CHANGING TIMES

Course No.: C.C. 3   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks
COURSES OBJECTIVES

After studying the course students will understand:

- The concept, aims & objectives of Teacher Education.
- Historical perspective of Teacher Education.
- Different types of Teacher Education Programmes.
- The Structure, Curriculum and Modes of Pre-service Teacher Education Programmes in India
- The role & functions of various agencies associated with Teacher Education.
- The methods & strategies used for the transaction of Teacher Education Courses.
- The evaluation strategies adopted in Teacher Education Programme & understand the

COURSE CONTENTS

UNIT I: Concept and Historical Perspective
- Concept, need and Significance of Teacher Education.
- Aims and Objectives of Teacher Education at Elementary, Secondary and College Level.
- Development of Teacher Education Programmes during: Pre-independence Period: Ancient, Medieval & British Periods.
- Development of Teacher Education Programmes during: Post- Independence Period: Recommendations of Various Commissions (Kothari Education Commission (1964-1966),NPE (1968), NPE (1986 & 2002).

UNIT II: Structure, Curriculum and Modes of Pre-service Teacher Education
- A review of the understandings developed on teacher roles and functions
- Pre-service teacher education – concept, nature, objectives and scope.
- The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- Components of pre-service teacher education – foundation courses, subject specialization and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation
- Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

UNIT III: Organization of Different Components of Teacher Education Curriculum
- The student teacher as an adult learner – characteristics. The concept of andragogy and its principles
- Organization, transaction and evaluation of different components of teacher education curriculum – existing practices.

- Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organization and evaluation
- Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organization and evaluation – practicum records and portfolio assessment
- Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organization and duration. Activities and experiences in pre-internship, internship and post-internship

UNIT IV: In-service Teacher Education in India – Concept, Structure and Modes
- Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives
- The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
- Modes and Models of in-service teacher education:
  - Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
  - induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them

UNIT V: Planning, Organizing and Evaluating an In-service Teacher Education
- Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget
- Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material
- Organizing an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
- Qualities and characteristics of an effective in-service teacher educator
- Evaluation strategies at Different Levels of Teacher Education.

SUGGESTED READING

- Chakraborti Mohit (1998) Teacher Education (Modern Trends), New Delhi: Kanishka Publishers & Distributors.
- Hemchand, T.K. (2009), Problems of Teacher Education, New Delhi, Crescent Publishing Corporation.
- Howard, B.L. (1992), Issues & Problems in Teacher Education: An International Handbook, New York: Greenwood Press.
- Khan, Mohd Sharif (1983): Teacher education in India & abroad New Delhi, Ashish Publishing House
- Kothari, D.S. (1964-66), Education Commission.

- Mohalik, Ramakanta (2010) In-service Teacher Education, New Delhi: Mahamaya Publishing House.
- National Policy on Education (1986), A Policy Perspective, Ministry of Human Resource,   Govt. of India, New Delhi.
- National policy on Education (Modified) (1992), Department of Education, Ministry of Human   Resource Development, Govt. of India, New Delhi
- NCTE, National Curriculum Framework (2009), NCTE, New Delhi
- Paneer Selvam, S.K. (2009) Global Trends in Teacher Education, New Delhi: APH Publishing Corporation.
- Rajput, J.S. & Walia, K. (2002): Teacher Education in India, New Delhi: Sterling Publishers Pvt.   Ltd.
- Sabharwal, Nirmal (1981): Studies & Investigations on Teacher Education in India, New Delhi: NCERT
- Shrimali, K.L., (2010) Better Teacher Education. Ministry of education, Government of India
- Singh R.P. (Ed) (1983): The Challenges of Tomorrow: A profile of Future teacher, New Delhi: Sterling Publishing Pvt. Ltd.
- Sing, U.K. & Sudersan, K.N. (2003), Teacher Education, New Delhi: Discovery Publishing   House.
- Slekirk, Anthony & Ticher, Maria (Ed.) (2009), Teacher Education: Policy, Practice and Research, New York: Nova Science Publishers, Inc.
- Srivastava, R.C. (1997), Teacher Education in India – Issues and Perspective, New Delhi, Regency Publication.
- Taylor, William (1969). Society and the Education of Teachers, London: Faber & Faber.
- Uday Shankar (1984): Education of Indian Teachers, New Delhi, Sterling Publishers.
- Vasistha (1979): Teacher Education in India, a study in new dimensions, New Delhi: Concept   Publication

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - I

FUNDAMENTALS OF EDUCATIONAL RESEARCH

Course No.: C.C. 4   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks
COURSES OBJECTIVES

On completion of this course, the students will be able to:
• describe the nature, purpose, scope, areas, and types of research in education.
• explain the characteristics of quantitative, qualitative and mixed research.
• select and explain the method appropriate for a research study
• conduct a literature search and develop a research proposal
• explain a sampling design appropriate for a research study
• explain tool design and procedure for collection of data
• explain the importance of documentation and dissemination of researches in education

COURSE CONTENTS

Unit I- Research in Education: Conceptual Issues
- Meaning, purpose and areas of educational research
- The research & the scientific method
- Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics
- Research paradigms in education: qualitative, mixed and, quantitative, and their characteristics, Types of research under each paradigm
- Planning the research study: Sources of research problems, Identification and Conceptualization of Research Problem, Review of the literature with purpose and the method of presentation, and research questions in qualitative and quantitative research.
- Hypothesis: meaning, types, importance, formulation and testing
- Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals

Unit II- Qualitative Methods of Research
- Qualitative Research: meaning, steps and characteristics
- Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory-characteristics, types, data collection, analysis and report writing
- Historical Research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the sources.
- Mixed Research-meaning, fundamentals principles, strength and weaknesses, types and, limitations

Unit III- Quantitative Methods of Research
- Experimental Research: Nature of experimental research, Variables in experimental research - independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables.
- Experimental Research designs : Single-Group Pretest-Posttest Design, Pretest-Posttest Control-Group Design, Posttest only Control-Group Design, and Factorial Design
- Quasi-Experimental Designs: Nonequivalent Comparison Group Design, and Time-Series Design
- Internal and external validity of results in experimental research

- Non- Experimental Research: Casual-Comparative and Correlational research; Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and Descriptive, Predictive and Explanatory, Steps in Non- Experimental Research

Unit IV- Sampling in Qualitative, Quantitative and Mixed Research
- Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples
- Random Sampling Techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling
- Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling and snowball sampling
- Determining the sample size when using random sampling
- Sampling in qualitative and mixed research

Unit V- Methods of Data Collection
- Tests, Inventories and Rating scales: types and their construction and uses
- Characteristics of a good research tool and Identifying a tool using reliability and validity information
- Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires.
- Interview: types, characteristics and applicability, guidelines for conducting interviews
- Observation: Qualitative and quantitative observation, use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion
- Collecting data using attitudinal scales: Functions of attitudinal scales, Different types of attitudinal scales, their characteristics, construction and application
- Projective Techniques and their uses.
- Socio-metric Techniques and their uses.

SUGGESTED READING

Arthur, James; Waring, Michael et al,(2012): Research Methods and Methodologies in Education, New Delhi: Sage India

Atkins, Liz & Wallace, Sue (2012): Qualitative Research in Education, New Delhi: Sage

Best, J.W. and Kahn, J. V., (1995): Research in Education 7th Edn., New Delhi: Prentice Hall of India Pvt. Ltd.

Boudah, Daniel (2012): Conducting Educational Research, New Delhi: Sage India

Check, Joseph & Schutt, Russel K.(2012): Research Methods in Education, New Delhi: Sage

Cohen, L. & Manion L. (1980): Research Methods in Education, London: Groom Helm Ltd.

Corey, S.M. & Shukla J.K.,(1962) Practical Classroom Research by Teachers, New Delhi: National Institute of Basic Education.

Edwards, A. L., (1960): Experimental Designs in Psychological Research, New York: Holt, Rinehart & Winston Inc.

Festinger, U and Katz, D. (Eds.) (1970): Research Methods in Behavioural Sciences, New York: Holt, Rinehart & Winston

Gage, N.L. (Ed.),(1963) Handbook of Research in Teaching, Chicago: Rand McNally

Goode, W. J. and Hill, (1952) Method of Social Research in Teaching, McGraw Hill

Johnson, Bruke & Christensen, Lary (2012): Educational Research: Quantitative, Qualitative and Mixed Approach, New Delhi: Sage India

Kaul, Lokesh (1994): Methodology of Educational Research, New Delhi: Vikas Pub. House Kerlinger, F.N. (1973) Foundations of Behavioural Research New York: Holt, Rinehart and Winston Inc.

Punch, Keith F. (2009): Introduction to Research Methods in Education, New Delhi: Sage

Singh A.K. (2002) – Test measurement and Research methods in Behvioural sciences, Patna: Bharati Bhawan Publishers & Distributors

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - I

A. COMMUNICATION & EXPOSITORY WRITING & B. PERSONALITY DEVELOPMENT

Course No.: EPC 1   **Full Marks:** 50
Course Credit: 1+1=2   **Practicum:** 50 Marks
COURSES OBJECTIVES

After going through this course the students will be able to understand;

- Needs, process and barriers of effective communication
- and develop Verbal Communication Skills
- and develop different kinds of Academic, technical and professional writing skills
- Different modes of Verbal, Non-Verbal Communication & technology based communication
- Self-development & their relation with education
- Concept, theories and basic practices of Yoga
- And practice Practical & Teaching Techniques of Yoga

COURSE CONTENTS: A. COMMUNICATION & EXPOSITORY WRITING

UNIT I. Introduction to Communication & Expository writing

- Need for Effective Communication
- **The Process of Communication**: Levels of communication; Flow of communication; Use of language in communication; Communication networks; Significance of technical communication.
- **Barriers to Communication**: Types of barriers; Miscommunication; Noise; Overcoming measures.
- **Verbal Communication:** Oral presentation and public speaking skills, **Interview,** Group Discussion, Debate etc.
- Non-verbal Communication and Body Language: Forms of non-verbal communication; Interpreting body-language cues; Kinesics; Proxemics; Chronemics; Effective use of body language.
- **Technical Writing:** Differences between technical and literary style, Elements of style; Sentence formation; Use of appropriate diction; Paragraph and Essay Writing; Coherence and Cohesion, Common Errors.
- **Report Writing:** Basics of Report Writing; Structure of a report; Types of reports.
- **Expository writing and Academic writing**; Types, features and the essential requirements, Academic sources and how to refer to them? How to cite a source, paraphrase and acknowledge the source? How to edit one's own writing?
- **Technology-based Communication:** Netiquettes: effective e-mail messages; power-point presentation; enhancing editing skills using computer software.

COURSE CONTENTS: B. PERSONALITY DEVELOPMENT

UNIT II. Education & Self-development:

- Education & self-development
- Concept of Harmonious development
- The linkages between the self and one's professional practice.
- Gender, society and education
- Disability, psycho-social dimensions of exclusion, and inclusive education

UNIT III. Yoga Education & Mental and physical well-being:
- Concept of Yoga
- Streams of Yoga, Raja Yoga: Eight Fold Path
- Anand Mimamsa
- Theories of Yoga Practices; Asana, Pranayama, Kriyas, hyana
- Practical & Teaching Techniques-I; Eight Step Method: Single Group and Double Group Practice, Asana, Pranayama, Relaxation Techniques
- Practical & Teaching Techniques-II; 1 Special Techniques: Asthama, Nasal allergy, Diabetes, Low backaches, Hypertension lIHD, IBS/GID, Tension/Migraine, Headache 2. Advance Techniques: a. Self-Management of Excessive Tension b. Pranic Energisation Technique 3. Meditation: a. Omkara Dhyana, b.Cyc1ic Meditation.

SUGGESTED READING
1. Beasley, V (1988) "Developing academic literacy: the Flinders experience", in Taylor, G et al [Eds.], Literacy by Degrees, Society for Research into Higher Education & Open University Press, Milton Keynes, UK.
2. Bovee, Courtland, L., John V. Thill and Barbara E. Schatzman. Business Communication Today: Seventh Edition. Delhi: Pearson Education, 2004.
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5. Lesikar, Raymond V and Marie E. Flatley. Basic Business Communication: Skills for Empowering the Internet Generation: Ninth Edition. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2002.
6. Parry, S (1990) "The evaluative writing process – content and context in harmony", in Marshall, L [Ed], Learning from Each Other: Proceedings of the 7th Language and Learning Skills Conference, Educational Services and Teaching Resources Unit, Murdoch University.
7. Pease, Allan and Barbara Pease. The Definitive Book of Body Language. New Delhi: Manjul Publishing House, 2005.
8. Ruesh, Jurgen and Weldon Kees. *Nonverbal Communication: Notes on Visual Perception of Human Relations.* Berkeley: University of California Press, 1966.
9. Singh S. P (2010): History of Yoga, PHISPC, Centre for Studies in Civilization Ist Ed.
10. Singh S. P & Yogi Mukesh (2010) : Foundation of Yoga, Standard Publication, New Delhi
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M.Ed.
SEMESTER-II

DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - II

SOCIOLOGICAL & PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Course No.: C.C. 5	**Theory:** 80 Marks
Course Credit: 4	**Practicum:** 20 Marks

COURSES OBJECTIVES

- To enable the student to understand the relationship between culture, society and education.
- To enable them to analyze the relationship between Education and social change, social stratification, social mobility and modernization.
- To make them aware of the constitutional provisions towards the protection of educational rights with special reference to the deprived sections of the society like scheduled caste, scheduled tribes, women and minorities.
- To make them realize the importance of constitutional values and their implications in Education.
- To enable them to understand the meaning and functions of philosophy, and Philosophy of Education
- To make them realize the relationships between philosophy and education.
- To make them understand the major postulates of different Schools of Philosophies and Modern Theories and their relevance for aims, Curriculum, methods, and role of teacher in an education system.
- To enable them to understand Indian Schools of Philosophy and their relevance to education.
- To make them realize the contribution of great Indian educators to the field of education.

COURSE CONTENTS

UNIT-I Sociology as a Frame of Reference in Education

- Meaning of sociology and its various functions with special reference to its relevance to the society.
- Relationship between Sociology and Education
- Concept and nature of sociology of Education, Difference between sociology of Education and Educational Sociology.
- Education as a Social sub-System; Its specific Characteristics, structure & function.
- Social Determinants of Education- Views of Emile Durkheim & Paulo Freire
- A critical analysis of National Educational Policy in Sociological Perspective (NPE 1986 and its revision thereafter).

UNIT-II Education and Socio-Cultural Change

- Society: its structure, functions and interdependence with education.
- Social Stratification, Social Mobility, Socialization, and Acculturation and their relationship with Education.
- Education and social change, Role of Education in Social Change, Constraints of Social Change in India (Caste, Ethnicity, Class, Language, Religion, Regionalism& Politics).

- Education and culture; Meaning and Nature of Culture, Role of education in Cultural Change.
- Education as related to Religion & Politics.
- Education & Modernization

UNIT-III Constitutional Provisions of Education
- Constitutional Provisions of Education
- Equality vs. Equity in education
  - Means and measures adopted for the equality of educational opportunities for socially, culturally and economically deprived sections of the society like; Scheduled castes, Scheduled tribes, Women, Minorities, and Other Backward Sections

  - Constitutional Values & Education: Democracy, Secularism, Socialism, National Integration and their implications to Education

UNIT-IV Philosophy of Education & Western Philosophical Systems
- Philosophy as General Frame of Reference: Meaning and definitions of philosophy, Functions of philosophy, Branches of philosophy and their relationship with educational problems and issues, Meaning and functions of philosophy of Education
- Major schools of philosophy with special reference to the concepts of reality, knowledge and values, and their educational implications; Idealism with special reference to Plato, Naturalism with special reference to Rousseau, Pragmatism with special reference to John Dewey, Realism with special reference to Aristotle
- Modern Theories of Education with special reference to the concept of reality, knowledge and values, and their educational implications: Existentialism, Marxism, Logical Empiricism, Philosophic Analysis.

UNIT-V Indian Philosophies of Education
- Indian Schools of Philosophy with special reference to their concepts of reality, knowledge and values, and their educational implications: Sankhya, Vedanta, Buddhism, Jainism and Islamic Traditions.
- Indian Thinkers and their philosophical contribution in the field of education: Gandhi, Tagore, Vivekanand, Aurobindo & Sir Syed Ahmad Khan.

SUGGESTED READING
1. Atoskowska, Antonina & Guide Martinotti (1977): Education in a Changing Society, London: Sage Publications Ltd.
2. Badrul Islam (2009): Educational Foundation of Islam, Adam Publishers & Distributors, New Delhi
3. Brenback, Cole, S. (1971): Social Foundation of Education: Environment Influences on Teaching and Learning, New York: John Wiley & Sons. Inc.
4. Butler, J. Donald (1968): Four Philosophies and Their Practices in Education and Religion, 3rd Ed., Harper & Row Publishers, New York
5. Dewey, J. (1956) The school and Society, University of Chicago Press.
6. Dhiman, O.P. (2008): Foundations of Education, APH Publishing Corporation, New Delhi
7. Durkheim, Emile (1956): Education and Sociology, Free Press of Glenco, New York

8. Freire, P (1970): Cultural action for freedom, Penguin education Special, Ringwood, Victoria, Australia.
9. Freire, Paulo (1993): Pedagogy of the Oppressed, new revised edition, Penguin books.
10. Ghose (2009); Education In Emerging Indian Society: The Challenges And Issues, PHI Learning Pvt. Ltd.
11. Joe, Park (1963): Selected Readings in the Philosophy of Education, Macmillan, New York
12. Johnson, Tony W.& Reed ,Ronald F. (2011): Philosophical Documents In Education, Prentice Hall
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15. Kneller, George, F. (1965): Educational Anthropology: An Introduction, New York: John Wiley & Sons, Inc.
16. Kneller, Georg F. (1977): Foundations of Education, John Willey & Sons Inc., USA.
17. Mathur, S.S. (1997): A Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra
18. Mukerjee, R.K (2003): Ancient Indian Education-Brahmanical & Budhhist, Motilal Banarsidas, Delhi
19. Noddings, N (2010): Philosophy of Education, 2nd ed., Read How You Want.com
20. Ottaway, A.K.C., (1962): Education and Society, Routledge, London
21. Ozmon, H.A., (2011): Philosophical Foundations of Education, 9th Ed.,Pearson Education (Singapore)Pvt. Ltd.-Delhi
22. Price, Kingsley (1962): Education and Philosophical Thought, Allyn and Bacon Inc., Boston
23. Rusk, Robert, R. (1962): Philosophical Bases of Education, (Warwick Square, Univ. of London).
24. Sharma, A.P. (2010): Indian & Western Educational Philosophy, Unicorn Books Pvt. Limited, New Delhi
25. Sharma, G.R. (2003): Trends In Contemporary Indian Philosophy Of Education: A Critical Evaluation, Atlantic Publishers & Distributors, New Delhi
26. Sharma, Yogendra K. (2006): The Doctrines Of The Great Indian Educators, Kanishka Publishers
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28. Taneja, V.R. (1988): Foundations of Education- Philosophical & Sociological, Mohindra Capital Publishers, Chandigarh
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30. Thakur, A.S. & Berwal, Sandeep (2007): Education in Emerging Indian Society, National Publishing House

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - II

TEACHER EDUCATION-ISSUES & CHALLENGES

Course No.: C.C. 6   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks
COURSES OBJECTIVES

After studying the course students will understand:

- The Concept, Factors & Approaches influencing teacher development.
- National and state policies on teacher education.
- Different types of Teacher Education Programmes.
- The role & functions of various agencies associated with Teacher Education.
- Structure and Management of Teacher Education in India
- The methods & strategies used for the modification of Teacher Trainees' behavior.
- Importance of Research in Teacher Education, its trends, paradigm, findings and their uses for improving the quality of the Teacher programme.
- Problems and Issues in Teacher Education

COURSE CONTENTS

UNIT I: Teachers' Development-Concepts, Factors & Approaches
- Teacher Development – Concept, Factors influencing teacher development – personal, contextual.
- Teacher Expertise – Berliner's stages of development of a teacher.
- Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.
- Modification of Teaching Behavior: Micro Teaching Approach, Simulated Teaching and Interaction Analysis

UNIT II: Perspectives and Policy on Teacher Education
- National and state policies on teacher education – a review
- Different organizations and agencies involved in teacher education – their roles, functions and networking
- In-service teacher education under DPEP, SSA and RMSA
- Preparation of teachers for art, craft, music, physical education and special education – need, existing programmes and practices
- Initiatives of the NGOs in designing and implementing in-service teacher education programmes

UNIT III: Structure and Management of Teacher Education
- Structure of teacher education system in India – its merits and limitations
- Universalization of Secondary Education and its implications for teacher education at the secondary level

- Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes
- Vertical mobility of a school teacher - avenues
- Professional development of teachers and teacher educators – present practices and avenues
- Systemic factors influencing the quality of pre and in-service education of secondary school teachers

UNIT IV: Research in Teacher Education
- Paradigms for research on teaching – Gage, Doyle and Shulman.
- Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme
- Methodological issues of research in teacher education – direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation
- Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications

UNIT V: Problems and Issues in Teacher Education
- Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,
- Sufficiency of subject matter knowledge for teaching at the senior secondary level,
- Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation
- Issues related to enhancing teacher competence, commitment and teacher performance
- Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education

SUGGESTED READING

1. Chakraborti Mohit (1998) Teacher Education (Modern Trends), New Delhi: Kanishka Publishers & Distributors.
2. Hemchand, T.K. (2009), Problems of Teacher Education, New Delhi, Crescent Publishing Corporation.
3. Howard, B.L. (1992), Issues & Problems in Teacher Education: An International Handbook, New York: Greenwood Press.
4. Khan, Mohd Sharif (1983): Teacher education in India & abroad New Delhi, Ashish Publishing House
5. Kothari, D.S. (1964-66), Education Commission.
6. Mohalik, Ramakanta (2010) In-service Teacher Education, New Delhi: Mahamaya Publishing House.
7. National Policy on Education (1986), A Policy Perspective, Ministry of Human Resource, Govt. of India, New Delhi.

8. National policy on Education (Modified) (1992), Department of Education, Ministry of Human Resource Development, Govt. of India, New Delhi
9. NCTE, National Curriculum Framework (2009), NCTE, New Delhi
10. Paneer Selvam, S.K. (2009) Global Trends in Teacher Education, New Delhi: APH Publishing Corporation.
11. Rajput, J.S. & Walia, K. (2002): Teacher Education in India, New Delhi: Sterling Publishers Pvt. Ltd.
12. Sabharwal, Nirmal (1981): Studies & Investigations on Teacher Education in India, New Delhi: NCERT
13. Shrimali, K.L., (2010) Better Teacher Education. Ministry of education, Government of India
14. Singh R.P. (Ed) (1983): The Challenges of Tomorrow: A profile of Future teacher, New Delhi: Sterling Publishing Pvt. Ltd.
15. Sing, U.K. & Sudersan, K.N. (2003), Teacher Education, New Delhi: Discovery Publishing House.
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18. Taylor, William (1969). Society and the Education of Teachers, London: Faber & Faber.
19. Uday Shankar (1984): Education of Indian Teachers, New Delhi, Sterling Publishers.
20. Vasistha (1979): Teacher Education in India, a study in new dimensions, New Delhi: Concept Publication

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - II

CURRICULUM STUDIES

Course No.: C.C. 7   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks
COURSES OBJECTIVES

On completion of this course the students will be able to:
- define curriculum,
- identify the components of curriculum,
- describe the various principles of curriculum,
- explain various determinants of curriculum,
- describe and analyze various approaches to curriculum,
- explain and compare various types of curriculum.
- differentiate between various models of curriculum,

COURSE CONTENTS

Unit I- Nature of Curriculum
- Meaning and concept of curriculum.
- Curriculum as a body of socially organized knowledge, inert and live curriculum.
- Components of Curriculum: Objectives, Content, Learning Experiences and Evaluation System.
- Base/Foundations of Curriculum (Philosophical-epistemic activism, Social and Psychological).

Unit II-Determinants of Curriculum
- Objectives-Values enshrined in the Constitution such as social justice, equality and secularism;
    - 🕐 Core elements as reflected in the NPE-1986 and POA;
    - 🕐 Curriculum concerns as reflected in NCFSE-2000 and NCF 2005.
- Explosion of knowledge, Information vs. Knowledge, Nurturing creativity in all the areas of Knowledge and its construction by children
- Society, social forces, revolutionary change in the society: ICT, change in value system, Localization, Privatization and Globalization.
- Learner: growth and development.
- Nature of subject matter/content.

Unit III - Type of Curriculum
- Subject centred
- Learner centred
- Community centred.
- Environment centred
- Humanistic Curriculum: Characteristics, purpose, role of teacher, Psychological basis of humanistic curriculum

- Social reconstructionist curriculum: characteristics, purpose, role of teacher in reconstructionist curriculum

Unit IV- Curriculum Development-Concept and Components
- Curriculum development: concept and need
- Components of curriculum development: objectives, selection of content and learning experiences; organization of content and learning experiences, and evaluation of curriculum
- Curriculum development as a continuous and cyclic process
- Need for active role of stakeholders in the process of curriculum development
- Curriculum Framework

Unit V- Principles, Theories and Models of Curriculum Development
- Principles of Curriculum Construction: Students centred, Activity centred, Community centred, Forward looking principle, Principles of integration, Conservative (Preservation of Culture etc.), Relevance, flexibility, quality, contexuality and plurality.
- Theories of curriculum development and their significance to curriculum planning.
- Curriculum models: The AIM model, Taba's Inverted model, Tyler's Ends-Means model, Oliva model, Saylor-Alexander Model, Macdonald's model. Zais Eclectic model, Cornett's personal practical theories model

SUGGESTED READING
1. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
2. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
3. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
4. English, F.W, (2000). Deciding What to Teach and Test, CA, Corwin Press, Sage Publications, Thousand Oaks.
5. Erickson, H. L, (2000). Concept based Curriculum and Instruction, CA, Corwin Press, Sage Publications, Thousand Oaks.
6. Flinders D. J (Ed) (1977). The Curriculum Studies, New Delhi, Atlantic Publishers.
7. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
8. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
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10. Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
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13. Zias, R S. (1976). Curriculum principles and foundations. New York: Harper & Row.

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - II

INNOVATIVE TEACHING - LEARNING

Course No.: C.C. 8   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks
COURSES OBJECTIVES

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

- Understand Concept & Nature of Teacher Centered, Learner Centered, and Group Controlled Instructional Techniques
- Understand and use effectively different methods of teaching coming under Teacher Centered, Learner Centered, and Group Controlled Approaches   .
- Organize learning with active participation of learners – individually and in groups.
- Know various styles and strategies of learning
- Understand and consider factors enhancing Students' Learning like Motivation, Individual differences etc.
- Demonstrate his/her understanding of different teaching skills and their role in effective teaching.
- Use instructional skills effectively.

COURSE CONTENTS

Unit I: Teacher Centered Instructional Techniques/ Methods:
- Lecture Method: Concept & Types of Lecture, Merits & Demerits of Lecturing, Planning & Preparing for Large Lecture Course, Delivering a Lecture; General Strategies to Make a Lecture effective, Skills Associated with Lecture Method.
- Demonstration Method: Nature of Demonstration, Common defects, Measures to Improve Demonstration, Criteria for Assessing Demonstration
- Team Teaching; Nature & Types of Team Teaching
- Supervised Study.

Unit II: Learner Centered Instructional Techniques/ Methods:
- Activity Based Instruction: Case Studies, Role Play and Dramatization, Simulation
- Self- Learning; Programmed Instruction, Keller Plan, Computer Assisted Instruction
- Project Method: Concept & Types of Project, How to Organize Project Work, Evaluation Project Work
- Problem Solving Method

Unit III: Group Controlled Instructional Techniques/ Methods:
- Group Controlled Instruction: Concept, Types & Importance, Organizing Group Interactive Sessions
- Discussion Strategy: Leading a Discussion, Encouraging Student Participation in Discussion, Asking Questions, Fielding Students' Questions
- Group Discussion, Debate, & Panel discussion
- Brain Storming,
- Cooperative/ Collaborative Learning: Group Work and Study Teams, Group Investigation & Group Project, Fieldwork

- Seminar, Symposium & Conferences

Unit IV: Enhancing Students' Learning and Motivation
- Helping Students Learn
- Learning Styles and Preferences; Models of Teaching & Learning
- Motivating Students to Learn; techniques of enhancing motivation
- Taking Account of Individual Differences for Effective Learning
- Forgetting classroom learning – meaning and its causes; strategies for improving retention of learning
- Writing Skills and Homework Assignments; Helping Students Write Better in All Courses, Effective Use of Homework, Designing Effective Writing Assignments, Evaluating Students' Written Work

Unit V: Specific Teaching Skills
- Classroom Management; Elements of Effective Classroom Management
- Behaviour Management; Dealing with Inappropriate Behaviour
- Classroom Climate; Concept & Types of Classroom Climate, Creating a Pleasant Classroom Climate; Teacher Expectation
- Problem Solving & Higher-order Thinking Skills
- Teaching Students with Special Educational Needs: Teaching Students with Learning & Other Disabilities
- Teaching Gifted Students
- Developing Students Social Skills

SUGGESTED READING

1. Ardens, R.I. (1998) Learning to Teach, Boston, MA: McGraw-Hill
2. Austin, F M (1961) Art of Questioning in the Classroom, University of London Press Ltd., London.
3. B. Wilson, (1996) *Constructivist Learning Environments,* New Jersey: Educational Technology Publications.
4. Brookfield S. (2012). *Teaching for Critical Thinking: Tools/Tech to Help Students Q Assumptions.*
5. Brookfield, S. (2013). Powerful Techniques for Teaching Adults. Jossey-Bass/Wiley.
6. Brookfield, S. D. (1990) The Skillful Teacher. San Francisco: Jossey-Bass
7. Brown, G. (1978) Lecturing and Explaining. New York: Methuen.
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21. J. Mezirow and Associates (1990), Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning: San Francisco: Jossey – Bass Publishers.
22. Kenneth T. Henson, 2000, Educational Psychology for Effective Teaching, Wordsworth Publishing Company.
23. L.Steffe and J. Gale (Eds.) 1995). *Constructivism in Education*, New Jersey: Lawrence Erlbaum Associates Inc.
24. Langer, J. and Applebee, A.N. (1987). How writing shapes thinking: A Study of Teaching and Learning, National Council of Teachers of English.
25. Lowman, J. (1984) Mastering the Techniques of Teaching. San Francisco: Jossey-Bass.
26. McKeachie, W. J. Teaching Tips. (1986) 8th ed. Lexington, Mass.: Heath
27. Mujis, Daniel & Reynolds, (2002) David Effective Teaching: Evidence and Practice, London: Paul Chapman Publishing
28. Patricia Murphy (Ed.), 1999, Learners, Learning & Assessment, Paul Chapman Publishing Ltd.
29. Ramsden, P. (1992) Learning to Teach in Higher Education. New York: Routledge.
30. Resnick, L. and Collins, A. (1996). Cognition and Learning. In T.Plomp and D.Ely, (Ed.) *The International Encyclopaedia of Educational Technology*, 2nd Ed. Oxford: Pergamon Press.
31. Savery, J. and Duffy, Thomas M. (1995). Problem based learning: An instructional model and its constructivist framework. Educational Technology, 35, 31-38.
32. Shea, M. A. (1990) Compendium of Good Ideas on Teaching and Learning. Boulder: Faculty Teaching Excellence Program, University of Colorado.
33. Tiberius, R. G. (1990) Small Group Teaching: A Trouble-Shooting Guide. Toronto: Ontario Institute for Studies in Education Press.
34. Tollefson, S. K. (1988) Encouraging Student Writing. Berkeley: Office of Educational Development, University of California.
35. Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes,* MA: Harvard University Press.
36. Walvoord, B. F. (1986) Helping Students Write Well: A Guide for Teachers in All Disciplines. (2nd ed.) New York: Modern Language Association.

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M.Ed. Semester - II

DISSERTATION (1/2)

Course No.: C.C. 9	**Theory:** 40 Marks
Course Credit: 2	**Practicum: 1**0 Marks

COURSES OBJECTIVES

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

- Identify the priority Areas of Educational Research.
- Realize the basic steps of research processes.
- Understand the purpose & method of literature review in research and be able to prepare a related literature review report
- Identify and formulate a research problem considering the required parameters and be able to formulate relevant research objectives or research questions.
- Identify the variables of a chosen research problem.
- Formulate hypothesis considering the required characteristics.
- Write a research proposal on a chosen research problem considering the basic requirements.

COURSE CONTENTS

Unit I- Bases & Areas of Educational Research

- Bases of Educational Research
- Problems Related to Content of Education
- Problems Related to Different Stages & Sectors of Education
- Problems Related to Teaching Process
- Priority Areas of Educational Research in India
- An Overview of the research process: An eight step model; Formulating a research problem, Conceptualizing a research design, Writing a research proposal, Constructing an instrument for data collection, Selecting a sample, collecting data, Processing & displaying data, Writing a research report.

Unit II- Reviewing the Related Literature & Selecting the Research Problem

- Importance & purpose of literature review in research
- How to review the related literature: Searching for the existing literature, Reviewing the selected literature, Developing a theoretical framework, Developing a conceptual framework
- Writing about the literature reviewed or preparation of related literature report
- Research Problem: Causes of Emergence of Research Problems, Sources of research problems, Basic Considerations in Selecting a research problems, Kinds of Research Problems, The importance of formulating a research problem, Steps in formulating a research problem, Identification, Conceptualization and Statement of the Research

Problem, Analyzing, defining & Delimiting the Problem, Establishing operational definitions, Formulating research objectives or research questions

Unit III- Identifying the variables, Formulating Hypothesis & Writing a Research Proposal

- Identifying the variables: concept & types of variables
- Constructing hypothesis: definition & functions of hypothesis, the characteristics of hypothesis, types of hypothesis, testing hypothesis & errors in testing hypothesis, hypothesis in qualitative research.
- Purpose of research proposal in quantitative & qualitative research
- Writing a Research Proposal: Contents of research proposal; An Introduction, including a brief literature review, theoretical framework that underpins the study, conceptual framework which constitutes the basis of study, objectives of study or the research questions, hypothesis to be tested, if applicable, design of study, research instrument(s)/ tool(s) to be used, sampling design & sample size, data processing procedure, proposed chapters of the report, problems & limitations of the study, proposed time frame for the research project.

SUGGESTED READING

1. Arthur, James; Waring, Michael et al,(2012): Research Methods and Methodologies in Education, New Delhi: Sage India
2. Atkins, Liz & Wallace, Sue (2012): Qualitative Research in Education, New Delhi: Sage
3. Best, J.W. and Kahn, J. V., (1995): Research in Education 7th Edn., New Delhi: Prentice Hall of India Pvt. Ltd.
4. Boudah, Daniel (2012): Conducting Educational Research, New Delhi: Sage India
5. Check, Joseph & Schutt, Russel K.(2012): Research Methods in Education, New Delhi: Sage
6. Cohen, L. & Manion L. (1980): Research Methods in Education, London: Groom Helm Ltd.
7. Corey, S.M. & Shukla J.K.,(1962) Practical Classroom Research by Teachers, New Delhi: National Institute of Basic Education.
8. Edwards, A. L., (1960): Experimental Designs in Psychological Research, New York: Holt, Rinehart & Winston Inc.
9. Festinger, U. and Katz, D. (Eds.) (1970): Research Methods in Behavioural Sciences, New York: Holt, Rinehart & Winston
10. Gage, N.L. (Ed.),(1963) Handbook of Research in Teaching, Chicago: Rand McNally
11. Goode, W. J. and Hill, (1952) Method of Social Research in Teaching, McGraw Hill
12. Johnson, Bruke & Christensen, Lary (2012): Educational Research: Quantitative, Qualitative and Mixed Approach, New Delhi: Sage India
13. Kaul, Lokesh (1994): Methodology of Educational Research, New Delhi: Vikas Pub. House Kerlinger, F.N. (1973) Foundations of Behavioural Research New York: Holt, Rinehart and Winston Inc.
14. Punch, Keith F.(2009): Introduction to Research Methods in Education, New Delhi: Sage
15. Singh A.K. (2002) – Test measurement and Research methods in Behvioural sciences, Patna: Bharati Bhawan Publishers & Distributors

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - II

INTERNSHIP IN A TEACHER EDUCATION INSTITUTION

Course No.: EPC 2   **Full Marks:** 50
Course Credit: 4   **Practicum:** 50 Marks
COURSES OBJECTIVES

Internship/ Field Attachment in teacher education institution aims at engaging the students with field based situation and work in elementary and other levels of teacher education institutions conducting Professional pre-service and in-service teacher education programmes, and to provide an opportunity for reflection and writing on the same. This is also to facilitate a bridge between what students learn in classroom and observe in the field.

COURSE CONTENTS/ACTIVITY

Systematically planned Internship/ Field Attachment in teacher education institution shall be organized during the programme for the durations of three to four weeks. Close mentorship of faculty or/and a member from the host association (field mentor) together guide groups of (3 to 5) students shall be provided for in the programme. The student's participation in the institutional tasks shall converge in an Internship/ Field Attachment report on the basis of which a part of assessment shall be done. A student's regularity, engagement in the field sites and discussions with mentors (during pre-planning and during and after the internship) shall also be included in the assessment. The components of Internship work evaluation shall be as under:

(a)   Involvement & performance in the field work   - 25 marks
(b)   Quality of Internship Report   - 20 marks
(c)   Regularity and Behaviour   -05 marks

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M.Ed.
SEMESTER-III

DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - III

ELEMENTARY (VIII) EDUCATION FOR DIFFERENTLY ABLED

Course No.: S.C. 1   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks
COURSES OBJECTIVES

On completion of this course the students will be able to;
- Understand concept, meaning and significance of education for children with giftedness, creativity, sensory, mentally challenged, OPH and developmental disabilities.
- Appreciate the need for developing human resource by accepting their talents and limitations
- Develop critical understanding on the characteristics of above listed groups of children and roles and responsibilities of the teachers for their inclusion
- Understand the nature of difficulties encountered by these children and need for developing plus curricular skills
- Apply their understanding in adapting instructional materials and methods for teaching in elementary inclusive schools,
- understand the policy perspectives related to education of socially disadvantaged section in India,
- analyze the status of education of the socially disadvantaged children in the country,
- understand the schemes and programmes of education of socially disadvantaged group,

COURSE CONTENTS

UNIT- I: Education for Children with Diverse Needs
- Concepts and meaning.
- Classification of diverse needs.
- Physically and mentally challenged.
- Socially and Economically marginalized and disadvantaged groups.
- Environmental and ecological diverse children
- Social and academic inclusion of learners with diverse needs in mainstream classrooms.
- Inclusive educational strategies and their implications for universalization of elementary education.
- Curriculum adaptations and evaluation for children with diverse needs

UNIT -II: Education for Gifted and Creative Children
- Concept, Types and Characteristics
- Need for understanding giftedness, creativity, disadvantaged gifted and role of teachers
- Identification of giftedness and creative children at elementary level.
- Class room condition and role of teachers.
- Plan of education and adaptation for inclusive classroom teaching

UNIT-III: Education for Physically Challenged Children
- Concept and types (orthopedically, visually and hearing impaired children)
- Educational considerations.

- Meaning , Characteristics and educational plan for orthopedically challenged children
- Meaning , Characteristics and educational plan for visually challenged children
- Meaning , Characteristics and educational plan for hearing impaired children
- Adaptations in instructional material and methods
- Implications for inclusion at elementary level of education -teachers role
- Technological devices and supportive services at elementary level

UNIT IV: Education for Mentally Challenged Children
- Concept of mental retardation.
- Distinction between mental retardation and mental deficiency
- Implications for inclusion of M.R and M.I at elementary stage
- Curricular adaptations and teachers role
- Class room condition and role of teachers.
- Plan of education
- Supportive service required for education and rehabilitation for elementary school children.

UNIT V: Education of children with developmental and multi disabilities
- Concept, meaning and classification of children with mild and severe disabilities
- Methods and techniques used for identification, assessment and placement in inclusive classrooms
- Educational characteristics of these children and implications for academic inclusion
- Role of teachers and specific learning disabilities
- Multi disabilities and possibilities of academic inclusion at elementary stage.

SUGGESTED READING
1. Baquer, A. and Sharma, A. (1997): Disability: Challenges Vs Responses. CAN, New Delhi
2. Brelje, W. (1999): Global Perspective on Education of the Deaf. Selected countries, USA: Butte Publication Inc.
3. Bruer, A.M. & Shea, M (1989): Teaching Exceptional Students in your Classroom, London: Allyn and Bacon.
4. Cruschank, W.M. (1975): Psychology of Exceptional Children and Youth. Englewood Cliffs N.J.: Prentice Hall
5. Deno, E. (1973): Instructional Alternatives for Exceptional Children. Reston V A E.F.
6. Dessent, T. (1987): Making the Ordinary School Special. London: The Falmer Press.
7. Evans, P. & Verma, V. (Eds) (1990): Special Education, Past Present and Future. The Falmer Press.
8. Evans, R.C. & Mc Laughlin, P. (1993): Recent Advances in Special Education and Rehabilitation, Boston: Andover Medical Publishers
9. Farwel, M. (2004): Special Education Needs, Paul Chapman Publishing-Sage
10. Friel, J. (1997): Children with special needs, Jessica Kingsley Publication, London
11. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
12. Government of India (1992). Programme of Action, MHRD, Department of Education, New Delhi.

13. Hollahan, D and Kauffman,].M. (1978): Exceptional Children: An Introduction to Special Education, N.Y. Englewood Cliffs: Prentice Hall.
14. Kirk, S. & Gallalagher (1979): Education of the Exceptional Children, New Delhi, Oxford & IBH Publications.
15. Panda, K.C. (1997): Education of Exceptional Children, New Delhi, Vikas Pub. House.
16. Pandey, R.S. and Advani, L. (1995): Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.
17. Porter, L. (2003) Educating Young Children with Special Needs, New Delhi, Sage Publication.
18. Sheh Vimal P (1982) The Educational Problems of Scheduled Caste and Scheduled Tribe School and College Students in India
19. Shelton, C.F (2000): The Exceptional Teachers Handbook, New Delhi, Cowries Press, Sage Publication.
20. Wall, K. (2003): Special Needs and Early Years-A Practitioners Guide, New Delhi, Paul Chapman Publishing.

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M.Ed. Semester - III

SECONDARY (IX-XII) EDUCATION FOR DIFFERENTLY ABLED

Course No.: S.C. 1   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks
COURSES OBJECTIVES

On completion of this course the students will be able to;
- Understand concept, meaning and significance of education for children with giftedness, creativity, sensory, mentally challenged, OPH and developmental disabilities.
- Appreciate the need for developing human resource by accepting their talents and limitations
- Develop critical understanding on the characteristics of above listed groups of children and roles and responsibilities of the teachers for their inclusion
- Understand the nature of difficulties encountered by these children and need for developing plus curricular skills
- Apply their understanding in adapting instructional materials and methods for teaching in inclusive secondary schools,
- understand the policy perspectives related to education of socially disadvantaged section in India,
- analyze the status of education of the socially disadvantaged children in the country,
- understand the schemes and programmes of education of socially disadvantaged group,

COURSE CONTENTS

UNIT- I: Education for Children with Diverse Needs
- Concepts and meaning.
- Classification of diverse needs.
- Physically and mentally challenged.
- Socially and Economically marginalized and disadvantaged groups.
- Environmental and ecological diverse children
- Social and academic inclusion of learners with diverse needs in mainstream classrooms.
- Inclusive educational strategies and their implications for universalization of secondary education.
- Curriculum adaptations and evaluation for children with diverse needs

UNIT -II: Education for Gifted and Creative Children
- Concept, Types and Characteristics
- Need for understanding giftedness, creativity, disadvantaged gifted and role of teachers
- Identification of giftedness and creative children at secondary level.
- Class room condition and role of teachers.
- Plan of education and adaptation for inclusive secondary classroom teaching

UNIT-III: Education for Physically Challenged Children
- Concept and types (orthopedically, visually and hearing impaired children)
- Educational considerations.

- Meaning , Characteristics and educational plan for orthopedically challenged children
- Meaning , Characteristics and educational plan for visually challenged children
- Meaning , Characteristics and educational plan for hearing impaired children
- Adaptations in instructional material and methods at secondary stage
- Implications for inclusion at secondary level of education -teachers role
- Technological devices and supportive services at secondary level of education.

UNIT IV: Education for Mentally Challenged Children
- Concept of mental retardation.
- Distinction between mental retardation and mental deficiency
- Implications for inclusion of M.R and M.I at secondary stage
- Curricular adaptations and teachers role
- Class room condition and role of teachers.
- Plan of education
- Supportive service required for education and rehabilitation of secondary school children.

UNIT V: Education of children with developmental and multi disabilities
- Concept, meaning and classification of children with mild and severe disabilities
- Methods and techniques used for identification, assessment and placement in inclusive secondary classrooms
- Educational characteristics of these children and implications for academic inclusion
- Role of teachers and specific learning disabilities
- Multi disabilities and possibilities of academic inclusion at secondary stage

SUGGESTED READING
1. Baquer, A. and Sharma, A. (1997): Disability: Challenges Vs Responses. CAN, New Delhi
2. Brelje, W. (1999): Global Perspective on Education of the Deaf. Selected countries, USA: Butte Publication Inc.
3. Bruer, A.M. & Shea, M (1989): Teaching Exceptional Students in your Classroom, London: Allyn and Bacon.
4. Cruschank, W.M. (1975): Psychology of Exceptional Children and Youth. Englewood Cliffs N.J.: Prentice Hall
5. Deno, E. (1973): Instructional Alternatives for Exceptional Children. Reston V A E.F.
6. Dessent, T. (1987): Making the Ordinary School Special. London: The Falmer Press.
7. Evans, P. & Verma, V. (Eds) (1990): Special Education, Past Present and Future. The Falmer Press.
8. Evans, R.C. & Mc Laughlin, P. (1993): Recent Advances in Special Education and Rehabilitation, Boston: Andover Medical Publishers
9. Farwel, M. (2004): Special Education Needs, Paul Chapman Publishing-Sage
10. Friel, J. (1997): Children with special needs, Jessica Kingsley Publication, London
11. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
12. Government of India (1992). Programme of Action, MHRD, Department of Education, New Delhi.

13. Hollahan, D and Kauffman,].M. (1978): Exceptional Children: An Introduction to Special Education, N.Y. Englewood Cliffs: Prentice Hall.
14. Kirk, S. & Gallalagher (1979): Education of the Exceptional Children, New Delhi, Oxford & IBH Publications.
15. Panda, K.C. (1997): Education of Exceptional Children, New Delhi, Vikas Pub. House.
16. Pandey, R.S. and Advani, L. (1995): Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.
17. Porter, L. (2003) Educating Young Children with Special Needs, New Delhi, Sage Publication.
18. Sheh Vimal P (1982) The Educational Problems of Scheduled Caste and Scheduled Tribe School and College Students in India
19. Shelton, C.F (2000): The Exceptional Teachers Handbook, New Delhi, Cowries Press, Sage Publication.
20. Wall, K. (2003): Special Needs and Early Years-A Practitioners Guide, New Delhi, Paul Chapman Publishing.

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - III

CURRICULUM, PEDAGOGY & ASSESSMENT - ELEMENTARY

Course No.: S.C. 2   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks
COURSES OBJECTIVES

The students will be able to
- Understand the Principles and perspectives of Elementary School Curriculum
- The relevance of NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges
- Comprehend the Concept of Pedagogy and critically analyze the pedagogy prescribed in the educational thoughts of Great educators.
- Understand the basic concepts and types of educational assessment
- Understand the basic considerations in educational assessment and evaluation
- Understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- Understand the basic Techniques and Tools of Evaluation of Cognitive and Non-Cognitive Outcomes.
- Comprehend the recent trends of educational evaluation
- To construct & develop different types of tests; Achievement Test, Criterion-referenced Mastery Test, Diagnostic Test etc.

COURSE CONTENTS
UNIT I– Principles of Elementary School Curriculum
- Concept, components and determinants of curriculum;
- Principles of curriculum construction,
- Criteria for selection and organization of content and learning activities;
- Different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist;
- Basic considerations of Curriculum Development; Content driven curriculum, Objective driven curriculum, Process driven curriculum, Condensed, integrated and partly integrated curriculum, Hidden curriculum.
- The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

UNIT II- Pedagogy
- Meaning and concept of pedagogy.
- Concept of Child centered pedagogy.
- Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.
- Forms of learner's engagement- observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.
- Pedagogical analysis of the subject content.

- Critical Pedagogy; Critical analysis of the pedagogy prescribed in the educational thoughts of Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, Gijubhai, John Dewey, Plato and Socrates (dialogue), and their applicability in elementary school context.

UNIT-III Basic Concepts in Educational Assessment
- Concept of Test, Measurement, Assessment and Evaluation
- Role of Evaluation in the Teaching Learning Process
- Needs & Purposes of Evaluation
- Types of Evaluation; Placement Evaluation, Formative & Summative Evaluation, Diagnostic Evaluation, Internal & External Evaluation, Norm-referenced and Criterion-referenced Evaluation
- Continuous Comprehensive Internal Assessment
- Grading System

UNIT-IV Basic Considerations in Educational Assessment
- Basic Characteristics of a good Measuring Instrument
- Validity, Reliability and Objectivity; Concepts, Factors affecting them, their types and ways of determination
- Basics of Statistics: Graphical Representation of Data, Measures of Central Tendency, Variability, Correlation.
- Scales of Measurements; Nominal, Ordinal, Interval and Ratio Scales
- Interpretation of Test Scores; Norms; Concept and Types- Age, Grade, Percentile, Z- Score, T-scores, C-scores & Stannines.

UNIT-V Techniques and Tools of Evaluation
- Basic Techniques and Tools of Evaluation of Cognitive Outcomes; Subjective and Objective Tools, Nature, Characteristics, Advantages And Limitations of Essay Test, Objectives Test, Performance Test and Oral Test.
- Basic Techniques and Tools of Evaluation of Non-Cognitive Outcomes; Observation Schedules, Rating scales, Interest Inventories.
- Measurement of Aptitude; Different Types of Aptitude Tests and their Salient Features
- Educational Objectives and their Role in Teaching Learning and Testing Process
- Taxonomy of educational objectives- B.S. Bloom.
- Steps Involved in the Construction and Standardization of an Achievement Test
- Construction and Standardization of a Criterion-referenced Mastery Test
- Steps Involved in the Construction of a Diagnostic Test

SUGGESTED READING

1. Anastasi, Anne & Urbina, Susane (2004): Psychological Testing. Singapore: Pearson Education
2. Beauchamp, G.A (1981): Curriculum theory (4th edition.). Itasca, II: Peacock Publishers
3. Bruner. J.S. (1966) Towards a theory of Instruction. Cambridge. Harvard University Press.
4. Cronbach, L. J. (1990): Essentials of Psychological Testing (5th edn.) New York: Harper & Row.
5. Davis, Barbara Gross (1993).Tools for Teaching, San Francisco: Jossey-Bass Inc., Publishers.
6. Freeman, Frank S. (1965): Theory and Practice of Psychological Testing. New Delhi: Oxford Publishing

7. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
8. Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
9. Henson, Kenneth. T (1978): Curriculum development for Education reform. Harper Collins College publishers.
10. Hopkins, C. D. & Stanley, J. C. (1981): Educational and Psychological Measurement and Evaluation (6th edn.). New Jersey, Englewood Cliffs: Prentice Hall Inc.
11. Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.
12. NCERT (2005). National Curriculum Framework, New Delhi
13. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi
14. NIPCCD (2002). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.
15. Nirantar (1997). Developing a Curriculum for Rural Women, Nirantar, New Delhi.
16. Padma M. Sarangapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi.
17. Payne, D.A. (2003). Applied Educational Assessment. Wadsworth: Thomson Learning, USA
18. Saylor,J.G & Alexander, W.M.(1966). Curriculum planning for modern schools, New York: Holt, Rinehart & Winston.
19. Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
20. Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press.
21. Zias, R S. (1976). Curriculum principles and foundations. New York: Harper & Row.

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - III

CURRICULUM, PEDAGOGY & ASSESSMENT - SECONDARY

Course No.: S.C. 2   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks
COURSES OBJECTIVES

- Comprehend the meaning, process, and requirements of curriculum transaction and its related issues.
- Understand the basic concepts and types of educational assessment
- Understand the basic considerations in educational assessment and evaluation
- Understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- Understand the basic Techniques and Tools of Evaluation of Cognitive and Non-Cognitive Outcomes.
- Develop skills and competencies in constructing and standardizing different kinds of tests.
- Understand the need for curriculum evaluation and the strategies involved in curriculum evaluation
- Analyze various models of curriculum evaluation and their relevance to Indian Education context
- Comprehend the recent trends of educational evaluation like Grading System, Question Banking, Use of Computer in Evaluation

COURSE CONTENTS

UNIT-I Curriculum Transaction

- Meaning of curriculum transaction
- Curriculum Implementation: Activities associated with Pre-Implementation, Implementation and Post Implementation Phases
- Instructional System: Meaning and Concept of System, Input-Process-Output Model of a System, System Approach to Instruction and Its Stages, Instructional Media, Evaluation of Instruction.
- Pedagogical analysis of the subject content; B.S. Bloom Mastery Learning Approach & Constructivist Approach
- Curriculum transaction in multicultural and multilingual classrooms and multi-grade classrooms

UNIT-II Basic Concepts in Educational Assessment

- Concept of Test, Measurement, Assessment and Evaluation
- Role of Evaluation in the Teaching Learning Process
- Needs & Purposes of Evaluation
- Types of Evaluation; Placement Evaluation, Formative & Summative Evaluation, Diagnostic Evaluation, Internal & External Evaluation, Norm-referenced and Criterion-referenced Evaluation
- Continuous Comprehensive Internal Assessment

UNIT-III Basic Considerations in Educational Assessment
- Basic Characteristics of a good Measuring Instrument
- Validity, Reliability and Objectivity; Concepts, Factors affecting them, their types and ways of determination
- Basics of Statistics: Graphical Representation of Data, Measures of Central Tendency, Variability, Correlation.
- Scales of Measurements; Nominal, Ordinal, Interval and Ratio Scales
- Interpretation of Test Scores; Norms; Concept and Types- Age, Grade, Percentile, Z-Score, T-scores, C-scores & Stannines.

UNIT-IV Techniques and Tools of Evaluation
- Basic Techniques and Tools of Evaluation of Cognitive Outcomes; Subjective and Objective Tools, Nature, Characteristics, Advantages And Limitations of Essay Test, Objectives Test, Performance Test and Oral Test
- Basic Techniques and Tools of Evaluation of Non-Cognitive Outcomes; Observation Schedules, Rating scales, Attitude Scales, Interest Inventories
- Testing by Objectives; Educational Objectives and their Role in Teaching Learning and Testing Process, B.S. Bloom's Taxonomy of educational objectives.
- Steps Involved in the Construction and Standardization of an Achievement Test
- Construction and Standardization of a Criterion-referenced Mastery Test

UNIT-V Recent Trends of Educational Evaluation
- Concept of curriculum evaluation
- Need for curriculum evaluation
- Curriculum evaluation models : Ralph Tyler's evaluation model, CIPP model (Stufflebeam), Robert Stake's countenance model, & Michael Scriven's model
- Grading System
- Question Bank
- Use of Computer in Evaluation

SUGGESTED READING

1. Anastasi, Anne & Urbina, Susane (2004): Psychological Testing. Singapore: Pearson Education
2. Arichlency (1977), Handbook of curriculum evaluation, UNESCO, International Institute for Educational planning, Paris
3. Beauchamp, G.A (1981): Curriculum theory (4th edition.). Itasca, II: Peacock Publishers
4. Bruner. J.S. (1966) Towards a theory of Instruction. Cambridge. Harvard University Press.
5. Chauhan, C. P. S. (1993). Emerging Trends in Educational Evaluation. New Delhi: Commonwealth Publishers
6. Cronbach, L. J. (1990): Essentials of Psychological Testing (5th edn.) New York: Harper & Row.
7. Davis, Barbara Gross (1993).Tools for Teaching, San Francisco: Jossey-Bass Inc., Publishers.
8. Freeman, Frank S. (1965): Theory and Practice of Psychological Testing. New Delhi: Oxford Publishing
9. Gronlund, N. E. & Linn, R. L. (2000). Measurement and Assessment in Teaching (8th edn.). New Jersey: Prentice Hall
10. Guilford, J. P. (1936). Psychometric Methods. New York; Macmillan Publishing Co.

11. Henson, Kenneth. T (1978): Curriculum development for Education reform. Harper Collins College publishers.
12. Hopkins, C. D. & Stanley, J. C. (1981): Educational and Psychological Measurement and Evaluation (6th edn.). New Jersey, Englewood Cliffs: Prentice Hall Inc.
13. Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.
14. NCERT (1984), Curriculum evaluation, NCERT, New Delhi
15. NCERT (2006), Systematic reforms for Curriculum change, NCERT, New Delhi
16. Padma M. Sarangapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi.
17. Payne, D. A. (2003). Applied Educational Assessment. Wadsworth: Thomson Learning, USA
18. Popham, W. J. (1981). Modern Educational Measurement. New Jersey, Englewood Cliffs: Prentice Hall Inc.
19. Saylor,J.G & Alexander, W.M.(1966). Curriculum planning for modern schools, New York: Holt, Rinehart & Winston.
20. Singh, A. K. (2002). Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Bharti Bhawan Publishers & Distributors
21. Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
22. Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press.
23. Ward, A. W. & Ward, M. M. (1999). Assessment in the Classroom. Wadsworth: International Thomson Publishing Company
24. Zias, R S. (1976). Curriculum principles and foundations. New York: Harper & Row.

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - III

ADVANCED RESEARCH METHODOLOGY

Course No.: C.C. 10   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks
COURSES OBJECTIVES

On completion of this course, the students will be able to:
- convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation
- examine relationship between and among different types of variables of a research study
- explain or predict values of a dependent variable based on the values of one or more independent variables
- estimate the characteristics of populations based on their sample data
- test specific hypotheses about populations based on their sample data
- use appropriate procedures to analyze qualitative data
- write appropriate Research Report

COURSE CONTENTS

Unit I: Descriptive Analysis of Quantitative Data
- Data types: Nominal, Ordinal, Interval and Ratio; Data Levels: individual and group
- Graphical representation of Data
- Description and comparison of groups: measures of central tendencies and dispersions, assumptions, uses and interpretation
- Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, characteristics of Normal Probability curve and its applications
- Relative Positions Percentile Rank z-scores.

Unit II: Examining Relationships
- Correlation – Concepts, types and uses
- Scatter plots and their interpretation
- Computation of Product Moment, Spearman's Rank, Biserial, point-biserial, Tetra-choric, Partial and Multiple correlations.
- Linear Regression Analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction

Unit III: Inferential Analysis of Quantitative Data-1
- Estimation of a Parameter-Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean
- Testing of Hypotheses-Null and Alternative Hypotheses, Directional Alternative Hypotheses, Testing of Null Hypotheses, Levels of Significance, confidence, limits and intervals, degrees of freedom, types of Error.

- Tests of significance of mean and of difference between means for independent and correlated samples (both large and small samples); t-test, F-test, their characteristics, analysis, interpretation and uses.

Unit IV: Inferential Analysis of Qualitative Data-2
- Analysis of variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses
- Analysis of Frequencies using Chi-square-Chi-square as test of goodness of fit and test of independence
- Contingency coefficient and its uses
- Non-Parametric statistics: assumptions and uses of sign test, rank test and median test

Unit V: Data Analysis in Qualitative and Mixed Research and Report Writing
- Memoing, Analysis of visual data, segmenting coding and developing category systems; Enumeration, identifying relationships among categories, constructing diagrams, corroborating and validating results
- Report Writing: General Principles, Format and Style, content and chapterization, References and Bibliography, Appendices.
- Preparation of Research Abstracts/Executive Summary
- Characteristics of a good research report.

SUGGESTED READING

1. Cononver, W.J. (1971). Practical Non-Parametric Statistics, New York: John Wiley & Sons Inc.
2. Ferguson, G.A.(1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.
3. Gibbons, J.D. (1971). Non-Parametric Statistical Inference, New York: McGraw Hill.
4. Garrett H.E. (1973). Statistics in Education and Psychology, Bombay: Yakills Fitter & Simsons Pvt. Ltd.
5. Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition), Boston: Allyn & Bacon.
6. Guilford, J. P. & B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*, Tokyo: McGraw Hill (Student-Sixth edition).
7. Henry, G.T. (1995). Graphing data: Techniques for display and analysis, Thousand oaks, CA: Sage.
8. Howell, D.C. (1997). Statistical Methods for Psychology, Belmont, CA: Duxbury Press.
9. Huck, S.W. (2007). Reading Statistics and research, Boston: Allyn & Bacon.
10. Kuriz Albert J. and Samuel T. Mayo, (1981).Statistics in Education and Psychology, New Delhi: Narousa Publishing House
11. Lindquist, E.F., (1970) Statistical Analysis in Educational Research, New Delhi: Oxford & IBH Publishing Company Co.
12. Miles, M.B. & Huberman, A.M. (1994). Qualitative Data Analysis: An expanded Sourcebook. Thousand Oaks, CA: Sage.
13. Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row.
14. Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science,* New York: McGraw Hill.

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - III

CREATIVITY & VALUE EDUCATION

Course No.: C.C. 11   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks
COURSES OBJECTIVES

On completion of the course, the student teacher will be able to:
- Understand concept, nature, components, theories and measures of Creativity of Creativity
- Apply different techniques for development of Creativity
- Understand the concept, nature, theories and measures of Intelligence.
- Understand the relationship between Creativity and Intelligence
- Foster higher level thinking among students
- Understand the Concept, Need and Importance of Value-Education.
- Understand the relationship between Culture and Human Values with special reference to India.
- Understand the Approaches and Methodologies of Value-Education as well as its Evaluation Strategies.
- Understand the Concept of Moral Education and the Process of Moral Development vis-à-vis their Cognitive and Social development.

COURSE CONTENTS

Unit- I. Creativity & Education of the Creative Child
- Concept, nature, and components of Creativity
- Relationship between Creativity and Intelligence
- Theories of Creativity and Development of Creativity Models and Techniques
- Identification of the Creative Children; Characteristics of the Creative Child
- Different measures of Creativity Test :Torrance, Baquer Mehdi, and Passi's test
- Factors fostering Creativity, classroom conditions for nurturing and stimulating Creativity
- Techniques for development of Creativity: Brain-Storming (Osborn), Synectics (Gorden), and Attribute – listing (Allan)

Unit- II Intelligence, Higher-level Thinking Skills and Knowledge Construction
- Nature of Intelligence – academic intelligence, Emotional intelligence, Social Intelligence, Creative Intelligence, & Practical intelligence
- Theories of intelligence by – Guilford J.P, Gardener, Sternberg, Goleman
- Measurement of Intelligence – Verbal, Non-Verbal, Performance; Individual and Group
- Test of intelligence developed In India
- Higher-level Thinking Skills; Nature of Higher-level Thinking, Critical thinking (concept and types), Creative Thinking and problem solving:

- Considering Diversity in Higher Level Thinking Processes; Promoting Higher level thinking skills in the classroom
- Knowledge Construction - Constructive process in Learning and Memory, organizing knowledge- concepts, schemas scripts, personal Theories; promoting effective knowledge construction; promoting Conceptual change

Unit-III Concept, Need and Importance of Value Education
- Concept, Nature and classification of values.
- Meaning and Nature of Value Education.
- Need and Importance of Value Education in the existing social scenario.
- Recommendations on Value Education from various Education Commissions: University Education Commission 1948, Secondary Education Commission 1952, Indian Education Commission 1964, NPE 1986 and 1992.
- Indian Culture and Human Values: Values in Ancient, Medieval and Emerging Modern Indian Society.
- Religion as Source of Human Values: Contribution of Hinduism, Christianity, Buddhism and Islam to the Education of Human Values.
- Values as enshrined in the Constitution of India.

Unit-IV Approaches and Methodologies of Values Inculcation
- Approaches to Value Education
- Models of Value Education: Rationale Building Model, consideration Model, Value clarification Model, Value Analysis Model, Value Discussion Model, Social Action Plan Model, Cognitive Moral Development Model, Jurisprudential Inquiry Model, Role Playing Model etc.
- Methods and Strategies of Values Inculcation.
- Role of Educational Institutions, Teachers, Parents, Religious Heads, Administrators and Mass Media in the Inculcation of Values.
- Value Orientation in Teacher education.
- Role of Teacher Educators in Promoting Value Education in the Society.
- Evaluation Strategies for the Assessment of Values Inculcation.

Unit-V Moral Education and Moral Development of the Child
- Moral Education vis-à-vis Religious Education; Moral Instructions, Moral Training and Moral Indoctrination, Characteristics of a morally educated person.
- Moral Education and the Curriculum: Implications of introducing Moral Education as a Subject of Curriculum.
- Concept of Development and Concept of Moral Development.
- Theories of Moral Development: Psycho-analytic Approach, Learning Theory Approach, especially Social Learning Theory Approach, Cognitive Developmental Approach of Piaget and Kohlberg.
- Stages of Moral Development and their Characteristic Features.
- Assessment of Moral Maturity via Moral Dilemma Resolution

SUGGESTED READING

1. Catmull, Ed (2014). *Creativity, Inc.: Overcoming Unseen Forces in Way of Inspiration*. Random H.
2. Hays J.R. (1978): Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey press
3. Jacob. W. And Philip W. (1962): Creativity and Intelligence, N.Y., John Wiley
4. Lehrer, Jonah (2012). Imagine: How Creativity Works. Houghton Mifflin (Note: book withdrawn)
5. Michalko, M. (2006). Tinkertoys: A handbook of creative-think tech (2nd ed). Ten Speed Press.
6. Rogers Carl R. (1959) "Toward a Theory of Creativity" in H.H. Anderson (ed) Creativity and its cultivation, N.Y.: Harper
7. Sarah-Jayne Blackmore and Uta Frith (2005): The learning brain, Blackbell publishing
8. Sarsani, M.R (2005) Creativity in Education, New Delhi: Sarup Publication
9. Sarsani, M.R (2006) Creativity in Schools, New Delhi: APH Publication
10. Torrance & Myers. (1970) ***Creative Learning and Teaching***, New York, Dodd Mead Publications.
11. Torrance, E. P. (1970) ***Guiding Creative Talent***, New Delhi: Prentice Hall.
12. Wagner, T. (2012). Creating Innovators: Making of Young People Who Change World. Scribner.
13. Gupta N.L. (1986). *Value Education: Theory and Practice*, Ajmer: Krishna Brothers.
14. Jois, M. Rama (1998). *Human Rights and Indian Values*. New Delhi: NCTE
15. Kulkarni, R.A. (2000). *Value Education*, Kolhapur: Phadke Prakashan,
16. Madhu, Kapani (2002): *Education in Human Values*. New Delhi: Sterling Publishers
17. Mani, Jacob (Ed.) (2002): *Resource Book for Value Education. .* New Delhi: Institute of Value Education
18. Mohanty, Jagannath (2005): *Teaching of Moral Values Development*. New Delhi: Deep & Deep Publications Pvt. Ltd.
19. NCERT (1992): *Education in Values: A Source Book.* New Delhi: NCERT
20. NCTE (1998): *Policy Perspectives in Teacher Education*, New Delhi: NCERT
21. Rama Rao, K. (1986): *Moral Education: A Practical Approach*. Ramakrishna Institute of Moral and Spiritual Education
22. Reddy, D. D. & Rao, D. B. (Ed.) (2006) *Value Oriented Education*. New Delhi: Discovery Publishing House
23. Ruhela, S.P. (1996): *The Emerging Concept of Education in Human Values*, New Delhi: Regency Publications.
24. Straughan, Roger & Wrigley, Jack. (Ed.) (1980): *Values and Evaluation in Education*. London: Harper & Row
25. Subrahmanyam, K. (1990). *Value Education (Socio-Spiritual).* Madurai: Rama Pub.
26. Venkataiah, N. (Ed.) (1998) *Value Education,* New Delhi: APH Publishing Corporation.

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M.Ed. Semester - III

INTERNSHIP

Course No.: EPC 3   **Full Marks:** 50
Course Credit: 4   **Practicum:** 50 Marks

COURSES OBJECTIVES

Internship/ Field Attachment in the area of specialization aims at engaging the students with field based situation and work in an organization/institution engaged in the development of innovative curriculum and pedagogic practices or an international/national/state institution involved in curriculum design; text-book development; educational policy planning, formation and implementation; educational administration and management, and to provide an opportunity for reflection and writing on the same. This is also to facilitate a bridge between what students learn in classroom and observe in the field.

COURSE CONTENTS/ACTIVITY

Systematically planned Internship/ Field Attachment in the specialized area chosen by the student shall be organized during the programme for the durations of two to three weeks in those relevant kinds of institutions as mentioned in the objectives. Close mentorship of faculty or/and a member from the host association (field mentor) together guide groups of (3 to 5) students shall be provided for in the programme. The internship should be structured around some focussed tasks or projects which students may design (in consultation with faculty and field mentors) prior to going to the host organization. The student's participation in the tasks shall converge in an Internship/ Field Attachment report on the basis of which a part of assessment shall be done. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) shall also be included in the assessment. The components of Internship work evaluation shall be as   under:

(a)   Involvement & performance in the field work   - 25 marks
(b)   Quality of Internship Report (Records of Activity)   - 20 marks
(c)   Regularity and Behaviour   -05 marks

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - III

A. DISSERTATION (1/2) AND B. ENVIRONMENT & EDUCATION

Course No.: C.C. 12   **Theory:** 80 Marks
Course Credit: 2+2=4   **Practicum:** 20 Marks
COURSES OBJECTIVES

A. DISSERTATION(1/2)
After completing the course, students will be able to:
- Appreciate the ethical issues in data collection
- Process Quantitative as well as Qualitative data
- Display analyzed data effectively.
- Formulate of generalization & conclusion of research
- Write a Research Report considering the basic rules & parameters of report writng.

B. ENVIRONMENTAL EDUCATION
After completing the course, students will be able to:
- Explain the concept, nature, scope, objectives and limitations of Environmental Education
- explain the place & features of curriculum for environmental education at school level
- exhibit the relationship between man and environment.
- explain the impact of manmade and natural disasters on environment..
- explain the role of educational institutions in disaster management..
- discuss the importance of sustainable development.
- Describe different Approaches and methods of teaching environmental education
- Explain the role of mass media, governmental and non-governmental agencies in imparting environmental education.
- Analyze the teacher education curriculum with respect to environmental education
- Explain various global environmental problems.
- describe the National and International Policies/ movements on Environment.
- Explain strategies for waste management.

COURSE CONTENT: A. DISSERTATION (1/2)

UNIT – I Collecting, Processing and Displaying Data
- Considering ethical issues in data collection; Issues concerning research participants, Issues relating to researcher, Issues concerning the sponsoring organization
- Data Processing in Quantitative research; Editing, Coding
- Data Processing in Qualitative research; Content Analysis in Qualitative research
- Displaying Data; Methods of communicating and displaying analyzed data; Text, tables, graphs
- Formulation of generalization & conclusion; Types of generalizations, Characteristic features of generalization & conclusion, Precaution in formulation of generalization & conclusion

UNIT –II Writing a Research Report
- General format of the research report
- How to develop an outline of research report
- How to write the introduction chapter of the research report or thesis
- Writing about variables
- Style & format of writing
- Referencing systems
- How to write a bibliography
- Typing of the research report; rules for typing different sections of the research report
- Proof reading of the final draft of the research report

COURSE CONTENT: B. ENVIRONMENTAL EDUCATION

UNIT – III Basic Concept & Issues of Environmental Education
- Concept of Environmental Education: Definition, nature, scope, objectives and limitations of Environmental Education
- Place of environmental studies/social sciences in elementary and secondary school curriculum
- Features of curriculum for environmental education at primary and secondary levels
- Need for developing environmental awareness or consciousness
- Relationship between man and environment; Ecological and Psychological Perspective.
- Effect of man-made and natural disaster on environment.
- Role of educational institutions in disaster management.
- Concept and importance of sustainable development

UNIT– IV Strategies and Approaches, Methods of Teaching Environmental Education
- Teaching environment education as a separate subject/discipline
- Interdisciplinary and integration approaches for teaching environmental education.
- Principles and content of Environmental Education
- Methods of teaching environmental education, Discussion, seminar, workshop, dialogue, problem solving, field survey, projects, exhibition and experiential learning.
- Role of Mass Media- Newspaper, Radio, Electronic media and others in imparting environmental education.
- Role of governmental and non-governmental agencies
- Evaluation of student's learning in EVS programme
- Teacher's training for Environmental Education; Present status, agencies, curriculum of Teacher's training., Problems and remedies of Teacher's training curriculum

UNIT– V Global environmental problems
- Environmental pollution; physical, air, water, noise, chemical.
- Extinction of flora and fauna, deforestation, soil erosion.
- Need and efforts for conservation, preservation and protection of rich environmental heritage.
- Global warming, ozone depletion, Resource degeneration, and population explosion and its effect on environmental resources.

- Waste Management: e-waste, medical waste, nuclear waste, solid and liquid waste.
- National and International Policy/ resolution on Environment.
- New Social movements for Environmental Awareness- National & International.

BOOKS RECOMMENDED

A. DISSERTATION (1/2)

1. Arthur, James; Waring, Michael et al,(2012): Research Methods and Methodologies in Education, New Delhi: Sage India
2. Atkins, Liz & Wallace, Sue (2012): Qualitative Research in Education, New Delhi: Sage
3. Best, J.W. and Kahn, J. V., (1995): Research in Education 7th Edn., New Delhi: Prentice Hall of India Pvt. Ltd.
4. Boudah, Daniel (2012): Conducting Educational Research, New Delhi: Sage India
5. Check, Joseph & Schutt, Russel K.(2012): Research Methods in Education, New Delhi: Sage
6. Cohen, L. & Manion L. (1980): Research Methods in Education, London: Groom Helm Ltd.
7. Corey, S.M. & Shukla J.K.,(1962) Practical Classroom Research by Teachers, New Delhi: National Institute of Basic Education.
8. Edwards, A. L., (1960): Experimental Designs in Psychological Research, New York: Holt, Rinehart & Winston Inc.
9. Festinger, U. and Katz, D. (Eds.) (1970): Research Methods in Behavioural Sciences, New York: Holt, Rinehart & Winston
10. Gage, N.L. (Ed.),(1963) Handbook of Research in Teaching, Chicago: Rand McNally
11. Goode, W. J. and Hill, (1952) Method of Social Research in Teaching, McGraw Hill
12. Johnson, Bruke & Christensen, Lary (2012): Educational Research: Quantitative, Qualitative and Mixed Approach, New Delhi: Sage India
13. Kaul, Lokesh (1994): Methodology of Educational Research, New Delhi: Vikas Pub. House Kerlinger, F.N. (1973) Foundations of Behavioural Research New York: Holt, Rinehart and Winston Inc.
14. Punch, Keith F.(2009): Introduction to Research Methods in Education, New Delhi: Sage
15. Singh A.K. (2002) – Test measurement and Research methods in Behvioural sciences, Patna: Bharati Bhawan Publishers & Distributors

B. ENVIRONMENTAL EDUCATION

1. Agarwal S.K. (1997) "Environmental issues and themes", APH Publishing Corporation, New Delhi
2. Bhall,S.C. and Khanna, H.(2007), Environmental Education, New Delhi: Regal Publication.
3. Dani, H.M.(1986): Environmental Education, Chandigarh. Publication Bureau, Panjab University,
4. Dahiwal G.S., Sangha G.S., Ralhan P.K. (1996): "Fundamentals of Environmental Science", Kalyani Publishers.
5. Dash, M.C. , (2006) Fundamentals of Ecology, New Delhi: Tata McGraw Hills
6. Joseph , Benny, (2006) Environmental Studies, New Delhi: Tata McGraw Hills

7. Joseph, Kurian & Nagendran R, (2004): Essentials of Environmental Studies, Pearson Education
8. Nagra, V. (2006), Environmental Education, Jalandhar : Sharma Publications.
9. Nanda, K.V. (1997), Environmental Education, New Delhi,: APH Publishing Corpn.
10. Nasrin (2007), Education, Environment and Society, New Delhi: APH Publishing Corpn.
11. S.K. Kochhar (1981) "Methods and Techniques of Teaching", Sterling Publishers Private Ltd. New Delhi,
12. Saxena, A.B. (1986), Environmental Education, Agra : National Psychological Corpn.
13. Sharma, R.C. (1981), Environmental Education, New Delhi : Metropolitan Book Co.,
14. Shrivastava, K.A.(2007), Global Warning, New Delhi: APH Publishing Corpn.
15. Shukla, K.S. and Srivastava, R.P. (1992), Emerging Pattern of Environmental Structure, New Delhi: Commonwealth Publishers.
16. Singh, K.Y.(2005), Teaching of Environment Science, New Delhi: Chaman Enterprises
17. Sudhir, A.M. and Masillamani, M.(2003), Environmental Issues, New Delhi ; Reliance Publishing House.
18. Vijandra Kumar, "Modern Methods of Teaching Environmental Education", Sanap & Sons, New Delhi, 2000

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M.Ed.
SEMESTER-IV

DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - IV

POLICY, ECONOMICS & PLANNING- ELEMENTARY

Course No.: S.C. 3   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks
COURSES OBJECTIVES

On completion of the course, the student teacher will be able to:
- understand the theoretical aspect of educational policy and planning like meaning, needs, goals and factors.
- comprehend the process of policy making and its implementation
- appreciate the role of national level of agencies of educational policy and their collaboration with the state
- develop an overview of educational planning, relationship in policy making and problems in educational planning
- understand the different approaches and concepts of educational planning
- apply knowledge and skills in making effective planning with special reference to early childhood care
- know the history of educational planning for elementary education
- understand the meaning ,nature and scope of economics of education and finance
- develop an idea about costs and benefits of education, human capital and various aspects of educational finance
- recognize the sources of educational funding, its changing trends and the process of grant in aid system

COURSE CONTENTS
Unit I–Theoretical Bases of Educational Policy
- Concept, features, need & importance, and goals of educational policy
- Education Policy at different levels - national, state level, institutional, short-term, long-term
- Factors of Educational Policy
- State Level Agencies of Educational Policy & their Role and functions: State Institutes of Education, DIET, SCERT, State Board of Teacher Education and Training, and State Planning Board
- National Level Agencies of Educational Policy: NCERT, NCTE, ICSSR, CASE, UGC, NDC (National Development Council)
- Policies, Acts and Provisions related to elementary education and early childhood care in Indian constitution

Unit II- Introduction of Educational Planning
- Concept, scope, and nature of educational planning
- Significance and principles of educational planning
- Perspective Planning and Institutional Planning, micro and macro planning
- Relationship between educational policy and planning

- Approaches to Educational Planning-Social demand approach, Man-power approach, Rate of Return approach
- Individualized educational planning and early childhood care
- Decentralized planning- Process, advantages and disadvantages
- Coordination of national planning with global planning agencies like UNESCO and UNICEF

Unit III –Educational Planning In the Context of Elementary Education
- Educational Planning in Pre Independence Era – Macaulay Minutes, Hunter commission, Wood Dispatch, Lord Curzon educational policy and Basic Education Of Mahatma Gandhi
- Educational Planning In Post-Independence Era- Compulsory Education Act ,Kothari Commission, National Policy Of Education And Plan Of Action
- Main features of five year plans with special reference to elementary education
- Educational planning for special education
- Educational planning for inclusive education
- Role of elementary level education in the professional development of human resources

Unit IV –Economics of Education and Educational Finance
- Concept, Scope and importance of economics of education
- Nature of Micro and Macro Economics- Earnings and education
- Education in Human Resource Development
- Concept and criteria of Educational Finance
- Demand and supply factors of finance in education
- Educational Financing in India: Historical Perspective with special reference to Elementary education

Unit V- Concepts and Types of Economic Cost of Education
- Investment choices and financing in human capital and human resource development
- Taxonomy of Cost of Education-Social and individual cost, opportunity cost, recurring & non -recurring costs, divisible & non - divisible costs, unit & capital costs, institutional cost
- Unit cost analysis of educational projects
- Determinants of Educational Costs
- Cost-Benefit Analysis in education
- Financing of education by central government, state government and local bodies
- Grant-in-aid System: Grant-in-aid policy in India and state, Critical review of present grant-in-aid policy of the state government with special reference to elementary education.

SUGGESTED READING

1. Adams, Don (1964): Educational Planning, New York, Syracuse University Press
2. Agarwal,J.C. (2007): Development of Educational system in India, (Revised Edition) Shipra publications 115-A, Vikasmarg, Shakarpur, Delhi

3. Azad, Jagdishlal FInancial of Higher Education in India, New Delhi, Sterling Publishers, 1975.
4. Blaug Mark (1970): Economics of Education, Penguin London.
5. Cohn E (1972): Economics of Education, Lexington Mass- D.C. Health Company.
6. Deshpande, M. R. Dasgupta, R.V. Baru and A. Mohanty, (2008). The Case for Cooked Meals: Concerned Regarding Proposed Policy Shifts in the Mid-day Meal and ICDS Programs in Indian Paediatrics, 445-449
7. Fletcher, B. A. 'Planning of Education', Leeds, Institute of Education, 1963
8. Govt. of India, MHRD (1982) NPE and its POA (1986/1992)
9. Laxmi Devi (1998): Educational Planning, (Encyclopedia of Educational Development and Planning Services), Institute for sustainable development, Lucknow and Anmol Publications private Limited, New Delhi
10. Martin Carnoy International Encyclopedia of Economics of Education- 2nd Edition, 1995. Panchamukhi,
11. Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied
12. Research in Economics of Education, Fifth Survey of Educational Research   1988-92: Trend Reports Vo11, New Delhi, NCERT,
13. Saffer, H. Investment in Human Capital, New York : MacGraw Hill, 1961
14. Schultz, T. W. Education and Economic Growth, Univesity of Chicago, 1960
15. Saxena, S.(1979) Educational Planning In India, Delhi: Sterling Publication

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - IV

POLICY, ECONOMICS & PLANNING- SECONDARY

Course No.: S.C. 3   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks

COURSES OBJECTIVES

On completion of the course, the student teacher will be able to:
- understand the theoretical aspect of educational policy and planning like meaning, needs, goals and factors.
- comprehend the process of policy making and its implementation
- appreciate the role of national level of agencies of educational policy and their collaboration with the state
- develop an overview of educational planning, relationship in policy making and problems in educational planning
- understand the different approaches and concepts of educational planning
- apply knowledge and skills in making effective planning with special reference to secondary education
- know the history of educational planning for secondary education
- understand the meaning ,nature and scope of economics of education and finance
- develop an idea about costs and benefits of education, human capital and various aspects of educational finance
- recognize the sources of educational funding, its changing trends and the process of grant in aid system

COURSE CONTENTS

Unit I–Theoretical Bases of Educational Policy
- Concept, features, need & importance, and goals of educational policy
- Types of Education Policy - national, state level, institutional, short-term, long-term
- Determinants of Educational Policy
- Process of Policy Formulation - Preparation of discussion document, state-level and national consultations, consultations with all stakeholders, constitutions of steering committee and task forces, presentation of draft document in CABE and parliament
- State Level Agencies of Educational Policy & their Role and functions: State Institutes of Education, DIET, SCERT, State Board of Teacher Education and Training, and State Planning Board
- National Level Agencies of Educational Policy: NCERT, NCTE, ICSSR, CASE, UGC, NDC (National Development Council)
- Policies, Acts and Provisions related to Secondary education in Indian constitution
- Policy Implementation: Centre-state partnership, Public private partnership, Role of civil society and NGOs.

Unit II- Introduction of Educational Planning
- Meaning, nature and significance of educational planning

- Guiding principles of educational planning
- Types of educational planning--Perspective Planning and Institutional Planning, micro and macro planning
- Relationship between educational policy and planning
- Approaches to Educational Planning-Social demand approach, Man-power approach, Rate of Return approach
- Decentralized planning- Process, advantages and disadvantages
- Coordination of national planning with global planning agencies like UNESCO and UNICEF

Unit III –Educational Planning In the Context of Secondary Education
- Educational Planning in Pre Independence Era – Macaulay Minutes, Hunter commission, Wood Dispatch, Lord Curzon educational policy and Basic Education Of Mahatma Gandhi
- Educational Planning in Post-Independence Era- Secondary Education Commission, Kothari Commission and National Policy of Education and Plan Of Action.
- Main features of five year plans with special reference to Secondary education
- Educational planning for special education
- Educational planning for inclusive education
- Effect of policy of Liberalization, globalization and privatization on education Planning

Unit IV –Economics of Education and Educational Finance
- Concept, Scope and importance of Economics Of Education
- Relationship between Economics and Education
- Nature of Micro and Macro Economics- Earnings and education
- Role of Secondary level education in the professional development of human resources
- Concept, significance and criteria of Educational Finance
- Demand and supply factors of finance in education
- Educational Financing in India: Historical Perspective with special reference to Secondary education

Unit V- Concepts and Types of Economic Cost of Education
- Investment choices and financing in human capital and human resource development
- Plan and non-plan expenditure on education
- Determinants of Educational Costs
- Taxonomy of Cost of Education-Social and individual cost, opportunity cost, recurring & non -recurring costs, divisible & non - divisible costs, unit & capital costs
- Financing education for Equality of education - social justice, Efficiency – cost benefit analysis and quality improvement, Productivity - create qualified and productive manpower.
- Unit cost analysis of educational projects; Rising Unit costs and resources constraints
- Financing of education by central government, state government and local bodies
- Grant-in-aid System: Grant-in-aid policy in India and state, Critical review of present grant-in-aid policy of the state government with special reference to secondary education.

SUGGESTED READING

1. Adams, Don (1964): Educational Planning, New York, Syracuse University Press
2. Agarwal, J.C. (2007): Development of Educational system in India, (Revised Edition) Shipra publications 115-A, Vikasmarg, Shakarpur, Delhi
3. Amrish Ahuja Kumar (2007): Economics of Education, Authors Press, New Delhi.
4. Azad, Jagdishlal FInancial of Higher Education in India, New Delhi, Sterling Publishers, 1975.
5. Blaug Mark (1970): Economics of Education, Penguin London.
6. Central Advisory Board of Education (CABE), (2005), Financing Higher and Technical Education, National Institute of Educational Planning and Administration, New Delhi.
7. Cohn E (1972): Economics of Education, Lexington Mass- D.C. Health Company.
8. Deshpande, M. R. Dasgupta, R.V. Baru and A. Mohanty, (2008). The Case for Cooked Meals: Concerned Regarding Proposed Policy Shifts in the Mid-day Meal and ICDS Programs in Indian Paediatrics, 445-449
9. Fletcher, B. A. 'Planning of Education', Leeds, Institute of Education, 1963
10. Gill, S.S., Sukhwinder Singh and J.S. Brar (2005), Financing of Secondary Education: Grants-in-Aid Policies and Practices in Punjab, A Report Submitted to National Institute of Educational Planning and Administration
11. Govt. of India, MHRD (1982) NPE and its POA (1986/1992)
12. Laxmi Devi (1998): Educational Planning, (Encyclopedia of Educational Development and Planning Services), Institute for sustainable development, Lucknow and Anmol Publications private Limited, New Delhi
13. Martin Carnoy International Encyclopedia of Economics of Education- 2nd Edition, 1995. Panchamukhi,
14. Martin Carnoy International Encyclopedia of Economics of Education- 2nd Edition, 1995. Panchamukhi
15. MHRD (2002), Budgetary Resources for Education, Ministry for Human Resources Development (MHRD), Annual Publication, New Delhi.
16. Mukerji ,S.N. (1963) Administration of Educational ,Planning And Finance: Broada: Acharya Book Depot
17. Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied
18. NIEPA, New Delhi. Laxmi Devi (1998): Educational Planning, (Encyclopedia of Educational Development and Planning Services), Institute for sustainable development, Lucknow and Anmol Publications private Limited, New Delhi.
19. Research in Economics of Education, Fifth Survey of Educational Research 1988-92: Trend Reports Vo11, New Delhi, NCERT,
20. Saffer, H. Investment in Human Capital, New York : MacGraw Hill, 1961
21. Schultz, T. W. Education and Economic Growth, Univesity of Chicago, 1960
22. Saxena, S.(1979) Educational Planning In India, Delhi: Sterling Publication

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - IV

EDUCATIONAL MANAGEMENT AND ADMINISTRATION-ELEMENTARY

Course No.: S.C. 4   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks

COURSES OBJECTIVES

On completion of the course, the student teacher will be able to:
- understand the concept, need, scope and importance of educational management and administration
- comprehend the goals, objectives, basic elements, dimensions & principles of educational management.
- develop effective skill for decision making & effective communication in educational administration
- Appreciate role of central and state government, educational boards & local bodies in Administration & Management of Elementary Education
- understand the meaning, process, and trends of School Inspections and Supervision
- Manage Curricular, Co-Curricular Activities and Time
- manage various resources (human resources, physical and financial) of the organization from both the administrative and managerial dimensions for its development
- examine critically the core and contemporary leadership theories relevant to educational practice and settings.
- focus on the continuous improvement of the effectiveness of organizations and their members.
- comprehend the concept and process of appraisal of educational institutes and to prepare appraisal report

COURSE CONTENTS

Unit I–Educational Administration and Management: Concept and Scope
- Concept, scope and need of Management of Education
- Goals and objectives of educational management : The ideal nature of educational goals, Translation into specific objectives
- Basic elements of management process: decision-making, problem solving, human relations, and communication, Issues of decision making and communication in management process, Role of school Principal in decision making, human relations and communication
- Dimensions of Management Process: Planning, Staffing, Organizing, Budgeting, Directing, Motivating, Coordinating, Directing, Monitoring, Evaluating, Reporting.
- Meaning, Objectives & Scope of School Management
- Principles & Factors Influencing School Management
- Educational Manager: Functions, Mintzberg's Managerial Roles, Competencies and Skills, Managerial Creativity, Managerial Ethics
- Factors influencing Organizational Culture in elementary schools, Role of school Principal in creating school culture.

- Role of educational legislation in the Educational Management: central legislation related to elementary schools education and child welfare, State Education Acts.

Unit II – Administration & Management of Elementary Education:
- Principles of personal administration.
- Agencies involved in the administration of elementary education.
- Role of Government of India in the administration of elementary education.
- Role of CBSC, ICSC, and SSC in Elementary Schools
- State government administration of elementary education.
- Role of local bodies in the administration of elementary education.
- Recent schemes and activities of the central Government Advisory bodies.
- Some administrative problems of elementary education.
  (1)   Universalization   (2)   Lack of physical facilities   (3)   Mid-day meal
- School Inspections and Supervision: Meaning, Need, Nature & Types of Educational Inspections and Supervision, Dimensions of Evaluation of Institutional Performance, Appraisal of Teachers and their Performance, Process of making Report of appraisal, Evaluation of Supervisory Effectiveness.

Unit III– Management of Curriculum, Co-Curricular Activities and Time

- Administrative dimensions of Curriculum Management: Organization of basic curricular inputs i.e. textbooks, library, laboratory, instructional materials etc.
- Managerial dimensions of Curriculum Management : Visualization of integrated curricular inputs, The integrative, innovative and socially productive aspects
- Issues of diversity and equity in curriculum management
- Curriculum Organization: Curriculum Mapping & Alignment and Curriculum Implementation & Evaluation
- Co-Curricular Activities: Concept, Importance & Types of Co-Curricular Activities, Managing Co-Curricular Activities in elementary schools
- Managing guidance and counseling services
- Yearly calendar of events, Daily Time Table (for teachers and schools) time saving devices, forward planning

Unit IV– Human Resource Management
- Human Resource Management: Concept, Need, Principles, Job analysis.
- The concept of human-oriented Management & leadership
- Characteristics of an Effective and Successful Leader and Manager for managing Human and Material Resources
- Models of Human Resources Management: Democratic & Autocratic
- Approaches to Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based, Social
- Office management: overview of office functions, record management and material management, work simplification.
- Management of Conflicts and Stress

- Grievance Management: Causes, Steps And Types of Grievances, Mechanisms of Handling Grievances
- Management of School Discipline

Unit V – Management of Physical & Financial Resources
- Physical Resources: Meaning & principles of Managing Physical Resources, Physical Resources & Health of Students, Maintenance of Records and Register of Physical Resources, General principles & Scientific Planning of School Building.
- Nature and Scope of Educational Finance, Sources, Procurement, Budgeting and Allocation of Funds
- Mobilization of local resources: Contribution of Local Authorities, NGOs and Parents' Organizations
- Financial accounting : scope and importance, accounting ,concept and conventions, balance sheet and related concepts (related to educational system), Sharing and Distribution of Financial Responsibilities
- Theories of Financial Management
- Fund flow analysis: analysis of statement of long term sources and uses of funds, working capital based fund flow statements, cash flow statements
- Cost management: Private, Self Financing and Public Educational institution.

SUGGESTED READING
1. Ananda W. P. Gurung (1984). General Principles of Management for Educational Planners and Administrators. Paris, UNESCO
2. Bush, Tony (1986). Theories of Educational Management, London: Harper & Row.
3. Bush, Tony & Les, Bell (2002). The Principles and Practice of Educational Management. London: Paul Chapman Publishing
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5. Chaudhary, Namita Roy: Management in Education- A. P.H. Publishing Corporation, New Delhi.
6. Everand, K.B. & Morris, Geoffrey: Effective School Management, Harpen Education Series, London, 1985
7. Goel, S.L. (2005). Management in Education, New Delhi: A.P.H. Publishing Corp.
8. Lambal, T.P., Saxena,V.R. Murthy,V. : Educational Administration Planning and Supervision, Delhi Daoba house
9. NIEPA (1971). Modern Management Techniques in Educational Administration, New Delhi, Asian Institute of Educational Planning and Administration.
10. NIEPA (1986). Educational Management in India, New Delhi, NIEPA
11. Pandya, S.R: Administration and management of Education, Himalaya Publishing House
12. Shekhran, P. Chandra (1994). Educational Planning and Management. New Delhi; Sterling Publisher
13. Tanner, D. & Lawrel, T. (1987).Supervision in Education: Problems and Practices, New York, McMillan Publishing Co.
14. UNDP (2002): Handbook on Monitoring and Evaluation of Results, UNDP

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - IV

EDUCATIONAL MANAGEMENT AND ADMINISTRATION-SECONDARY

Course No.: S.C. 4   **Theory:** 80 Marks
Course Credit: 4   **Practicum:** 20 Marks
COURSES OBJECTIVES

On completion of the course, the student teacher will be able to:
- understand the concept, need, scope and importance of educational management and administration
- comprehend the goals, objectives, basic elements, dimensions & principles of educational management.
- develop effective skill for decision making & effective communication in educational administration
- Appreciate role of central and state government, educational boards & local bodies in Administration & Management of Secondary Education
- understand the meaning, process, and trends of School Inspections and Supervision
- Manage Curricular, Co-Curricular Activities and Time
- manage various resources (human resources, physical and financial) of the organization from both the administrative and managerial dimensions for its development
- examine critically the core and contemporary leadership theories relevant to educational practice and settings.
- focus on the continuous improvement of the effectiveness of organizations and their members.
- comprehend the concept and process of appraisal of educational institutes and to prepare appraisal report

COURSE CONTENTS

Unit I–Educational Administration and Management: Concept and Scope
- Concept, scope and need of Management of Education
- Goals and objectives of educational management : The ideal nature of educational goals, Translation into specific objectives
- Basic elements of management process: decision-making, problem solving, human relations, and communication, Issues of decision making and communication in management process, Role of school Principal in decision making, human relations and communication
- Dimensions of Management Process: Planning, Staffing, Organizing, Budgeting, Directing, Motivating, Coordinating, Directing, Monitoring, Evaluating, Reporting.
- Meaning, Objectives & Scope of School Management
- Principles & Factors Influencing School Management
- Educational Manager: Functions, Mintzberg's Managerial Roles, Competencies and Skills, Managerial Creativity, Managerial Ethics
- Factors influencing Organizational Culture in secondary schools, Role of school Principal in creating school culture.

- Role of educational legislation in the Educational Management: central legislation related to secondary education and child welfare, State Education Acts.

Unit II – Administration & Management of Secondary Education:
- Principles of personal administration.
- Agencies involved in the administration of secondary education.
- Role of Government of India in the administration of secondary education.
- Role of CBSC, ICSC, SSC and Advisory Board on Secondary Education in secondary schools administration
- State government administration of secondary education.
- Role of local bodies in the administration of secondary education.
- Recent schemes and activities of the central Government Advisory bodies.
- Administrative provisions in secondary education Act. 1972.
- Some administrative problems of secondary education. Including the pattern :
  (a)   Recruitment (b)   Vocationalization   (c)   Nationalist vs. private enterprise
- School Inspections and Supervision: Meaning, Need, Nature & Types of Educational Inspections and Supervision, Dimensions of Evaluation of Institutional Performance, Appraisal of Teachers and their Performance, Process of making Report of appraisal, Evaluation of Supervisory Effectiveness.

Unit III– Management of Curriculum, Co-Curricular Activities and Time

- Administrative dimensions of Curriculum Management: Organization of basic curricular inputs i.e. textbooks, library, laboratory, instructional materials etc.
- Managerial dimensions of Curriculum Management : Visualization of integrated curricular inputs, The integrative, innovative and socially productive aspects
- Issues of diversity and equity in curriculum management
- Curriculum Organization: Curriculum Mapping & Alignment and Curriculum Implementation & Evaluation
- Co-Curricular Activities: Concept, Importance & Types of Co-Curricular Activities, Managing Co-Curricular Activities in secondary schools
- Managing guidance and counseling services
- Yearly calendar of events, Daily Time Table (for teachers and schools) time saving devices, forward planning

Unit IV– Human Resource Management
- Human Resource Management: Concept, Need, Principles, Job analysis.
- The concept of human-oriented Management & leadership
- Characteristics of an Effective and Successful Leader and Manager for managing Human and Material Resources
- Models of Human Resources Management: Democratic & Autocratic
- Approaches to Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based, Social
- Office management: overview of office functions, record management and material management, work simplification.
- Management of Conflicts and Stress

- Grievance Management: Causes, Steps And Types of Grievances, Mechanisms of Handling Grievances
- Management of School Discipline

Unit V – Management of Physical & Financial Resources
- Physical Resources: Meaning & principles of Managing Physical Resources, Physical Resources & Health of Students, Maintenance of Records and Register of Physical Resources, General principles & Scientific Planning of School Building.
- Nature and Scope of Educational Finance, Sources, Procurement, Budgeting and Allocation of Funds
- Mobilization of local resources: Contribution of Local Authorities, NGOs and Parents' Organizations
- Financial accounting : scope and importance, accounting ,concept and conventions, balance sheet and related concepts (related to educational system), Sharing and Distribution of Financial Responsibilities
- Theories of Financial Management
- Fund flow analysis: analysis of statement of long term sources and uses of funds, working capital based fund flow statements, cash flow statements
- Cost management: Private, Self Financing and Public Educational institution.

SUGGESTED READING
1. Ananda W. P. Gurung (1984). General Principles of Management for Educational Planners and Administrators. Paris, UNESCO
2. Bush, Tony (1986). Theories of Educational Management, London: Harper & Row.
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6. Everand, K.B. & Morris, Geoffrey (1985): Effective School Management, Harpen Education Series, London
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8. Lambal, T.P., Saxena,V.R. Murthy,V. : Educational Administration Planning and Supervision, Delhi Daoba house
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14. UNDP (2002): Handbook on Monitoring and Evaluation of Results, UNDP

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M.Ed. Semester - IV

EDUCATIONAL TECHNOLOGY & ICT

Course No.: S.C. 5	**Theory:** 80 Marks
Course Credit: 4	**Practicum:** 20 Marks

COURSES OBJECTIVES

Going through this course, students will be able to:-
- Understand the meaning, definitions, scope & significance of Educational Technology.
- Understand the components & types of Educational Technology.
- Comprehend the concept, principles, phases, levels & models of Teaching.
- Appreciate the modification of teaching behavior through different techniques.
- Understand the concept, process, component, types, & theories of communication process.
- Appreciate the multimedia approach in educational Technology.
- Realize the applications of modern technologies in Education like; Computer assisted instruction, Programmed Instruction, System approach in education
- Understand the education applications of networking and internet tools like Search Engines, Blogs, & Social Networks.
- Appreciate the Concept of e-learning, its trends, attributes and opportunities
- Understand the ethical issues in education technology.

COURSE CONTENTS

UNIT-I Concept of Educational Technology
- Meaning, Definitions & Scope of Educational Technology.
- Significance of Educational Technology.
- Technology of Education and Technology in Education
- Historical development of Educational Technology.
- Components of Educational Technology & their significance; Hardware, Software, & Systems Analysis
- Types of Educational Technology; Instructional Technology, Teaching Technology, Behaviour Technology, Instructional Design

UNIT-II Technology of Teaching
- Concept & Principles of Teaching
- Phases of Teaching; Pre-active, Interactive, Post active Phases of Teaching.
- Levels of Teaching: Memory Level, Understanding Level, & Reflective Level.
- Models of Teaching: Concept and definition of Models of Teaching, Types of Teaching Models; Information Processing Models, Behavioural Models, Social Models, Personal Models, & Bloom's mastery learning.
- Modification of Teaching Behaviour: Micro Teaching, Flander's interaction Analysis, Simulation

UNIT-III Concept of Communication process

- Meaning, nature and process of communication process.
- Component of Communication process.
- Types of classroom Communication.
- Theories of classroom Communication.
- Barriers of classroom Communication.
- Multimedia: Concept & Principles of using multimedia in classroom teaching
- Multimedia approach to teaching learning process.

UNIT-IV Modern Technologies in Education
- Computer: Basic concept & types of computer; Components of computer, Operating System, Application of Computer in the field of Education & Evaluation.
- Computer assisted instruction.
- Programmed Instruction; Basic concept, origin and types of programming; Linear programming & Branching programming, Development of the programmed instruction material.
- Concept and uses of M.S. word, M.S. excel and Power point.
- System approach in education.
- Some other trends in Educational Technology: Video Tape, Radio Vision, Tele-Conferencing, ETV, CCTV, INSAT, EDUSAT, etc.
- Resource centres for Educational Technology: CIET, UGC, IGNOU, NOS, State ET Cells, etc.

UNIT-V Internet & E-Learning
- Concept and types of network.
- Internet and internet tools.
- Introduction to Search Engines (Google, Yahoo, Bing, etc.) and Email.
- Blogging and its use in teaching.
- Social Networks (Facebook, Whatsapp, Twitter, Skype, etc.) and their Educational Uses.
- Mobile learning (BYOD: Bring your own device).
- Concept of e-learning, its trends, attributes and opportunities.
- Management and implementation of e-learning.
- E-Book and E-Magazine, Electronic Journals and E-Readers, E-Coaching, E-Tutorial and E-Moderation.
- The E-Journals in the field of Educational Technology
- Ethical Issues in Educational Technology

SUGGESTED READING
1. Aggarwal, J.C. (2008). Elementary Educational Technology. Delhi: Shipra Publication.
2. Allison Little John (2003): Refusing Online Resources. A Sustainable Approach to E-Learning, Kogan Page Limited
3. Bhatia, K.K.(2001). Foundation of Teaching Learning Process. Ludhiyana: Tandon Publishers
4. Dahiya, S.S. (2008). Educational Technology: Towards Better Teaches Preference. Delhi: Shirpa Publication.
5. Jain, Purabi. (2004). Educational Technology. New Delhi: Dominant.
6. Jangira, N.K. & Singh, Ajit (1983): Core Teaching Skills; The Microteaching Approach, NCERT, New Delhi

7. Joyce, Bruce (2009). Models of Teaching. New Delhi: Phi Learning
8. Kumar, K.L.(1996) "Educational Technology", New Delhi : New Age International Publisher
9. Kumari, S. (2006). Increasing Role of Technology in Education. Delhi: Isha
10. Mangal, S.K. (2002). Essentials of Teaching Learning and Information Technology. Ludhiyana: Tandon Publishers.
11. Mangal, S.K. & Mangal, U. (2009): Essentials of Educational Technology, PHI Learning Pvt. Ltd., New Delhi
12. Mehra, V.(2010) : A Text Book of Educational Technology, New Delhi : Sanjay Prakashan.
13. Modi, J.S. (2010): Microteaching: Techniques & Practices, Shipra Publications, Delhi.
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16. Picciano, Anthony G. (2010). Educational Leadership and Planning for Technology. Prentice Hall: Boston
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18. Schrum, Lynne (2011). Considerations on Educational Technology Integration: the Best of JRTE. International Society for Technology in Education: Eugene.
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22. Verma, M. (2006), Online Teaching—Tools and Methods. New Delhi; Murari Lal & Sons.
23. Verma, M. (2006), Teaching in Digital Education. New Delhi: Murari Lal & Sons
24. Walia, J. S. (2003). Educational Technology. Jalandhar: Paul.
25. Yadav, D. S. and Shastri, K.N. (2009). Educational Technology: Delhi

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http://scholar.lib.vt.edu/ejournals/JOTS/v32/v32n2/okojie.html
http://net.educause.edu/ir/library/pdf/ERM0450.PDF
http://www.educatorstechnology.com/2012/06/ultimate-guide-to-use-of-blogs-in.html
https://edublogs.org/
http://www.educationworld.com/a_tech/tech/tech217.shtml
http://www.lsa.umich.edu/UMICH/sweetland/Home/Instructors/Teaching%20Resources/UsingBlogsintheClassroom.pdf
http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/educational_technology.pdf

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M.Ed. Semester - IV

<u>DISSERTATION</u>

Course No.: C.C. 13   **Full Marks:** 100
Course Credit: 4   **Practicum:**100Marks
COURSES OBJECTIVES

The Research/dissertation is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. As a specialized professional experience, dissertation provides an M.Ed. student with an opportunity to investigate and understand the operational dynamics of a selected educational phenomenon. Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory/theories), analyzing and writing the findings in an academic fashion, and presenting the work. [However, this should not be seen as implying that the dissertation must be field-based. It may be a long essay/treatise.]

COURSE CONTENTS/ACTIVITY

The students shall have to conduct a research during the M.Ed. programme under the guidance of a faculty teacher/Research scholar/ Research officer leading to Research Project Report / Dissertation. The topic/problem of the Dissertation/ Project shall be selected in consultation with the concerned supervisor(s). The topic/problem of dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses. The students shall submit a research report based on primary field data or secondary data or a treatise comprising of a long reflective and critical essay on an approved topic in three typed copies, within the time specified by the Department, which shall in no case be later than the first date announced for start of the Fourth Semester Examination, along with a certificate duly signed by the supervisor that the work has been carried out under his/ her personal supervision and that it is not a copy of an earlier work on the same subject. The dissertation should be typed in Times New Roman/Walkman Chanakkya font with letter size 12 and line spacing 1.5. The word limit for the dissertation shall ideally be between 20,000 to 25,000 words.

SUGGESTED READING
1. As prescribed in the relevant core courses i.e. *C.C.4 Fundamentals of Educational Research* and *C.C.10 Advance Research Methodology.*
2. Relevant Primary and Secondary sources.

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DEPARTMENT OF EDUCATION, P.U., PATNA

M.Ed. Semester - IV

SEMINAR/GROUP ACTIVITIES, LABORATORY WORK, FIELD WORK/WORKSHOP

Course No.: EPC 4   **Full Marks:** 100
Course Credit: 4   **Practicum:**100Marks
COURSES OBJECTIVES

Through this paper student teachers shall be able to;

- get updated information on key issues concerning education especially teacher education by recognized experts who are up to date with the latest developments in the field and practical experiences.
- exchange their own knowledge, expertise, experiences, and ideas on educational & social problems among themselves as well as with the recognized experts and thus to get their perspectives broadened.
- identify specific educational problems and reach an agreement with best possible solutions applying brainstorming techniques, discussions on the problems, raising questions, sharing ideas and getting immediate feedback.
- Receive new information or the same information they may already have from a different angle from a different speaker so that they have an even better understanding of the topic.
- Learn new skills and procedures during field work, seminars & workshops.
- apply the skills and knowledge they have learned to solve the their current educational problems as well as problems related to their future jobs.
- Expand their social networking with like-minded people for engaging conversation and meeting new friends who understand their lingo
- Get presentation materials to take home with them for later study
- Evaluate how different kinds of events like Seminar/Group Activities, Laboratory Work, Field Work/ Workshop are organized and managed.

COURSES CONTENT/ACTIVITY

The department shall organize Seminars, Workshops, Group Activities, Field Work; Educational Surveys, Educational Tours etc. time to time and students shall be evaluated on the basis of their participation, involvement, presentations and work records (if required).

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