

**Kavyitri Bahinabai Chaudhari North Maharashtra University, Jalgaon**

**Syllabus For Two Year M.Ed Course As Per NCTE Regulation 2014**

**1<sup>ST</sup> Year (CBCS) w.e.f.2019**

CBCS	Sr.No	Area	Hours		Marks			Credits
			Teaching	Learning	Int. Exam	Ext. Exam	Total	
		<b>Perspective Courses</b>						
CC	PC1	Philosophical and Sociological Foundation of Education	85	40	20	80	100	4
CC	PC2	Psychology of Child Development, Learning & Teaching	85	40	20	80	100	4
CC	PC3	Educational Planning and Administration	85	40	20	80	100	4
		<b>Tool courses</b>		0	0	0	0	0
CC	TC1	Methodology of Educational Research & Statistical Method for Data Analysis.	85	40	20	80	100	4
		<b>Specialization Courses</b>		0	0	0	0	0
DSE	SC1	Advanced Guidance & Counseling	85	40	20	80	100	4
EPC	EPC 1	Psychological Testing or Preparation of Research Tool	50	20	50	0	50	2
EPC	EPC 2	MIL or MOOCs Course	50	20	50	0	50	2
		<b>Practical:</b>	0	0	0	0	0	0
SEC	PC1	Readings of original texts of any one Indian and western philosopher. Prepare term paper report and present with ICT .	50	25	30	0	30	02
SEC	PC2	Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction	50	25	30	0	30	02

	<b>PC3</b>	Preparation of questionnaire for micro-level educational survey like school survey/mid-day meal survey/implementation of RTE etc.	50	25	30	0	30	02
<b>SEC</b>	<b>TC1</b>	Prepare the Research proposal and present in group with ICT	50	25	30	0	30	02
<b>SEC</b>	<b>SC1</b>	Administration of any one psychological Test on small group of D.Ed. or B.Ed. Students. (Example- Personality, Achievement, Attitude, Motivation, Learning style, Intelligence etc.)	50	25	30	0	30	02
<b>Total</b>			775	365	350	400	750	34

**Note:**

<b>AES /EPC</b>	<b>MIL/ MOOC Course-</b> Student Teacher have to complete one online MOOC Course and submit the Certificate of it to College.
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**II nd Year (CBCS) w.e.f. 2020-21**

CBCS	Sr.No	Area	Hours		Marks			Credits
			Teaching	Learning	Int. Exam	Ext. Exam	Total	
		<b>Perspective Courses</b>						
CC	PC4	Teacher Education in 21 st Century	85	40	20	80	100	4
CC	PC5	New Trends in Education	85	40	20	80	100	4
CC	PC6	Inclusive Education	85	40	20	80	100	4
		<b>Tool courses</b>	0	0	0	0	0	0
CC	TC2	Educational Technology	85	40	20	80	100	4
		<b>Specialization Courses</b>	0	0	0	0	0	0
DSE	SC2	Deprived Education and Women Education in India	85	40	20	80	100	4
EPC	EPC 3	Value Education or ICT and e-learning	50	20	50	0	50	2
EPC	EPC 4	Pedagogy, Andragogy and Assessment	50	20	50	0	50	2
SEC	EPC 5	<b>Internship Programme (Field Attachment – (04 Weeks - 100 marks for B.Ed. and D.Ed. Colleges)</b>	50	25	50	0	50	02
		<b>Practical:</b>	0	0	0	0	0	0
SEC	PC4	<b>To Construct a tool for evaluation of specified teaching skills or teaching attitudes</b>	50	25	30	0	30	02
SEC	PC5	<b>Prepare a lesson plan on any topic of school subject for std. V to XII using Project Based Learning or Brain Based Learning or Game Based Learning.</b>	50	25	30	0	30	02

<b>SEC</b>	<b>PC6</b>	<b>Conduct the survey and prepare the report on schools for providing inclusive education.</b>	50	25	30	0	30	02
<b>SEC</b>	<b>TC2</b>	Prepare and present a Term paper on e learning or Models of Teaching	50	25	30	0	30	02
<b>SEC</b>	<b>TC3</b>	Submit the Dissertation and present the viva-voce as per University rule (Research report Int. 40 marks and External 40 marks, For viva-voce Research supervisor 25 and Ext. Referee 25)	50	50	75	75	150	6
<b>SEC</b>	<b>SC 2</b>	Prepare and present a term paper on Various education commission's recommendation for women education	50	25	30	0	30	02
<b>Total</b>			<b>875</b>	<b>440</b>	<b>475</b>	<b>475</b>	<b>950</b>	<b>42</b>

### M.Ed. Syllabus at a Glance

<b>Year</b>	<b>Teaching Hours</b>	<b>learning hours</b>	<b>Int. Marks</b>	<b>Ext. Marks</b>	<b>Total</b>	<b>Credits</b>
<b>1<sup>ST</sup> Year</b>	775	365	350	400	750	34
<b>2<sup>nd</sup> Year</b>	875	440	475	475	950	42
<b>Total</b>	<b>1650</b>	<b>805</b>	<b>825</b>	<b>875</b>	<b>1700</b>	<b>76</b>

**Title :** Title of the degree shall be Master of Education (M. Ed).

**Eligibility for Admission:**

- a) Candidate seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:
  1. B.Ed.
  2. B.A. B.Ed., B.Sc. B.Ed.
  3. B.El.Ed.
  4. D.El. Ed. With an undergraduate degree (with 50% marks in each)
- b) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the central government/state government whichever is applicable.

**Selection Procedure:** Admission to the eligible candidates will be given as per the selection procedure laid down by the State Government or University from time to time.

**Norms for appearing at M.Ed. Examination:** Student teachers should have kept Two Years with at least 80% attendance of theory periods and practical in college. He should have completed all the practical work to the satisfaction of the principal. He should have obtained such certificate from the principal of the college. Unless and until he obtains such a certificate he will not be allowed to appear for University examination.

**Duration:** The M.Ed. programme shall be of duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within period of three years from the date of admission to the programme. The summer should be used for field attachment / practicum/other activities.

**Course Examination:**

(A) The examination of M.Ed. degree will consist of two years. External Examination in theory courses 80 marks in each course. (Total 480 marks) which will be conducted by the University at 1<sup>st</sup> to 2<sup>nd</sup> years is 80 marks. Internal Examination for 20 marks in each course (total marks 160) which will be conducted by the college. and practical work for 200 marks which will be conducted by the college.

(B) Allotment and distribution of marks: The M.Ed. Examination will be of 1400 marks. Each year is for 700 marks.

**Medium of Instruction:** The medium of instruction at the M.Ed. course will be Marathi or English. The candidate appearing for the M.Ed. examination will have the option of answering all papers either in English or in Marathi.

**Standard of Passing:** To pass the examination a candidate must obtain at least 50% marks in Internal and external examination of each course /head. The marks will be converted in grades and credits and finally CGPA will be displayed on the marks statement. There will be no more difference for internal and external marks with valid difference of 20% in each course.

**Twenty Internal Marks will be divided into two sub heads ie. 10 marks for Tutorials and 10 marks for Preliminary examinations conducted by college as per academic calendar of the KBCNMU, Jalgaon**

The M.Ed. Examination will be of 1700 marks and details are as per syllabus and changes will be applicable as per university decision in future.

Marks	Grade	Grade Points
90 – 100	A+	10
80 – 89	A	9
70 – 79	B+	8
60 – 69	B	7
55 – 59	C+	6
50 – 54	C	5
49 & Less	F	0

**NOTE:**

**Differently-abled students (Hearing impaired; visually impaired & orthopedically impaired):** The differently-abled students shall complete all the Practicum which includes Dissertation, Internship, Records, and other field engagement on par with normal students.

The marks secured by the student in the Internal tests, assignments, Seminars, Internship, Dissertation and semester-end examinations are converted into SGPA and CGPA.

**1<sup>ST</sup> YEAR**

**PC1 : Philosophical and Sociological Foundations of Education**

**Objectives:**

- To develop understand and appreciation of interrelationship between philosophy and education.
- To develop the understanding of Basic tenets, principles and practices of the major schools of Indian and Western Philosophy.
- To develop the understanding of sociology of Education.
- To develop the understanding of interrelationship between culture and Education.
- To make the students aware of the controversial issues in the field politics and its impact on education.
- To cultivate the habit of independent thinking about the changing concepts and educational ideologies.
- To create an awareness about the impact of Globalization on Education.

- To develop critical appraisal of contributions made to education by prominent educational thinkers- Indian and western.

### **Unit – 1: Philosophy and Education.**

- 1) Meaning, Need and importance of Philosophy.
- 2) Functions of Philosophy in Education. Dimensions of Philosophic thinking.
- 3) Branches of Philosophy: Ontology Epistemology and Axiology. ( For examples referer unit no. 3)

### **Unit- 2 Indian Schools of Educational Philosophy**

1 - Vedic, Aims of Education, curriculum, methods of teaching and pupil- teacher relationship

2 - Buddhist- Aims of Education, curriculum, methods of teaching and pupil- teacher relationship

3- Jain- Aims of Education, curriculum, methods of teaching and pupil- teacher relationship

4 Muslim - Aims of Education, curriculum, methods of teaching and pupil- teacher relationship

### **Unit-3 (Modern) Schools of Educational Philosophy**

1 - A brief History of Western Philosophy

2 - Perennaialism

3 - Essentialism

4 - Pragmatism

5 - Existentialism

6 - Logical Positivism

7 - Humanism

8 - Realism

(These Philosophies are to be studied considering following points- Aims of Education, Curriculum, methods of teaching, teacher-pupil relationship concept of Discipline and its impact on the Society.)

### **Unit-4 – Contribution to Education as a Educational thinkers.**

1 - Plato

2- Aristotle

3- Russo

4- Paulo Freary

5- Mahatma Fule

6- Ravindranath Tagore

7 - Arbindo

8- Mahatma Gandhi

In reference to - 1) Concept of man of process of development 2) Socio-cultural scenario global perspective

### **Unit-5- Sociology and Education**

- 5.1 - Meaning and scope of Educational Sociology
- 5.2 - Relationship between sociology and education with special reference to aims of education, methods curriculum.
- 5.3 - Educational Sociology and Sociology of Education.
- 5.4 - Meaning and functions of Education from Sociological point of view.
- 5.5 - Social change and Education.
- 5.6 - Social control and Education.

### **Unit- 6 - Culture and Education**

- 6.1 - Concept of Culture
- 6.2 - The need of cultural understanding
- 6.3 - Re-conciliation of Traditional and Technological culture.

### **Unit- 7 - Political ideologies and Education.**

- 7.1 - Meaning and main features of major political ideologies: Totalitarian and Democratic
- 7.2 - Aims, curriculum, methods of teaching and Administration of Education under Totalitarian state.
- 7.3 - Aims, curriculum, methods of teaching and Administration of Education under Democratic state.

### **Unit- 8 - Modern Technology and Education.**

- 8.1- The impact Science and Technology on Education.
- 8.2- The impact of Globalization, privatization & liberalization on Education.
- 8.3- The importance of technology in Education

**Practical:** Readings of original texts of any one Indian and western philosopher. Prepare term paper report and present with ICT

### **Reference Books –**

- 1) Adrian M. Dupuis- Philosophy of Education in Historical Perspective Thomas Press Indian Ltd (New Delhi , 1972) .
- 2) Allen E.A. : Existentialism from within, Rond K. Poul Londn 195
- 3) A.S. Altekar - Education in Ancient India.
- 4) Bhanu Pratap Sing : Aims of Education in India( Vedic Buddhist medieval, British and post independence Ajanta Publications India)
- 5) Brubacher John : Modern Philosophies of Education New York, M.C. Granthill
- 6) Blocker H.G.Hannaford William - Introduction to Philosophy University of Colorado Bombay, Himalaya Publishing House. (1985)
- 7) Seetharamn - Philosophics of Education - APH, Delhi
- 8) Shivar uderappa G : Philosophical approach to Education.
- 9) S.K. Murthy - Philosophical and Sociological Foundations of Education ( Tandon Publication)
- 10) Smith Philip : Philosophy of Education, New York, Harper and Row. (1957)



- 11) Sodhi T.S. Sondhu G.S. and Singh S. B: Philosophical Dimensions of Education, Ambala Contt. The Indian publications. (1990)
- 12) Srinibas Bhattacharya - Foundations of Education
- 13) Dr. S.S. Mathur : A sociological Approach to Indian Education. Vinod Pustak Mandir Dr. Rangeya Raghav Marg, Agra -2 (1980)
- 14) Pandit BB, Morey Lata, Pathan YG: Udayonmukh Bhartiy Samajatil Shikshak. Pimpalpure & Co. Publishers, Nagpur (2009)
- 15) Pandit BB, Morey Lata, Arati Sapkale: Bharatatil Shikshan Vyavasthecha Vikas. Pimpalpure & Co. Publishers, Nagpur (2007)
- 16) Pedagogy of the oppressed - Paulo Freary (7)
  
- 17) T.M.P. Mahavdan : Invitation to Indian Philosophy Arnold Heineman Publishers Pvt. Ltd. New Delhi
- 18) Wingo G : Philosophy of Education : An Introduction, New York, Harper and Row. (1975)

## **PC2: Psychology of Child Development, Learning & Teaching**

### **Objectives:**

- To clarify the meaning of Educational Psychology.
- To study the various schools of Psychology.
- To analyze and evaluate elements of learning, human development.
- To explain different theories of development, learning , teaching and use of research in teaching
- To study the concept of Teaching and childhood psychology.
- To analysis the difference of teaching & teaching model.
- To study the different learning style of learning.
- To Study the intelligence and cogitation

### **Unit No. 01 Educational Psychology**

1. Educational Psychology: Meaning, Definition and Nature.
2. Development of Educational Psychology.
  
3. Schools of Psychology: Behaviorism, Psychoanalysis, Gestalt and Humanistic- schools (Contribution of various schools with reference to Teaching & Learning.)
4. Indian Psychological thoughts with reference to concept and function of Pradnya, Chitta and Personality.

### **Unit No. 02 Human Development**

1. Human Development: Definition, Meaning and Characteristics.
2. Theories of Human development : Psychoanalytical Theory( Freud), Psychosocial Theory (Erikson), Cognitive development Theory (Bruner), Moral development Theory (Kohlberg)

3. Influence of Heredity and environment on normal and abnormal growth.
4. Role and duty of parents and teachers in proper development of children.

### **Unit No. 03 Intelligence and Cognition**

1. Intelligence: Meaning and Concept, Different prospective of Intelligence: Biological, Psychological and Operational.
2. Theories of Intelligence: Multiple Intelligence: Gardner, Stunberg, Ned Harman, Indian view of Intelligence as Prdnya.
3. Emotional Intelligence, Social Intelligence, Spiritual Intelligence, Artificial Intelligence
4. Role and implication of Intelligence in Educational, Social and Individual Development.

### **Unit No. 04 Learning and Learning Theories.**

1. Learning: Meaning, Concept and Nature.
2. Different Learning theories
  - a. Skinner's present conditioning theory
  - b. Bruner's cognitive theory
  - c. Bandura's social Learning
  - d. Ausubel's meaningful Learning theory
3. Information processing model of learning
4. Role of Teacher to Enhance or encourage to develop learning of childhood and adolescents
5. Transfer of Learning and its Theories

### **Unit No. 05 Concept of teaching and use of research in teaching**

1. Educational Psychology-
  - a. Concept of good teaching
  - b. Ultimate goal of teaching
  - c. Role of educational Psychology as a content and process.
2. Using Research to understand and improve teaching.
  - a. Descriptive studies
  - b. Co relational studies
  - c. Experimental studies
  - d. Use of theories of teaching learning process.

### **Unit No 6 Childhood Psychology and Learning Environment**

2. Childhood Psychology: meaning, concept and nature.
3. Need and Important of childhood psychology at pre-primary and primary school levels.
4. Different types of pre-school curriculum/Montessori, Kindergarten, Balawadi and Anganwadi Centres.
5. Individual Differences

6. Motivation: Concept, types and strategies. Achievement motivation-Maslow's Concept.
7. Mental Health: Concept, criteria for good mental health, issues and problems related to mental health. Strategies of promoting mental health of students and teachers. Conflict: Concept and types, conflict as a barrier in decision-making process.
8. Creativity: Concept, dimensions and identification of creative children, educational Programmes for nurturing creativity.
9. Stress: Concept, causes and coping. Defence Mechanism.

#### **Unit No. 7 Personality and Personality Theories**

1. Personality: Meaning and Concept, 2. Theories of Personality : a) Humanistic Theory : Rogers and Maslow's b) Psychoanalytical Theory : Freud c) Trait Theory : Big Five Factor Theory 3. Assessment of Personality : Trait, Holistic and Projective Techniques
2. : Personality Theories Psychoanalytical and Allport trait theory

#### **Unit No. 08 Learning Style and Models of Teaching**

1. Learning Styles: Visual, Aural, Verbal, Physical, Logical, Social, Solitary
2. Learning Styles and Multiple intelligence: Gardner view
3. Group of learner based on learning style.
  1. Teaching : Meaning, Definition, Nature
  2. Models of Teaching: Concept attainment Model, Inquiry training model.
  3. Difference between traditional teaching and Models of Teaching
  4. Use of teaching models at various levels of education.

**Practical:** Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction

#### **Reference**

1. Anita Woolfolk : Educational Psychology: Ninth Edition : Pearson Education.
2. Anita Woolfolk- "Educational Psychology" Allyn and Bacon- London Singapore
3. Atkinson, Richard C., et.al (1983). Introduction to Psychology, Harcourt Brace Joravovich Inc., New York.
4. Bandura.A (1977). Social Learning Theory. Cliff.N.J; Prentice Hall.
5. Barry and Johnson (1964). Classroom Group Behaviour. New York: Macmillan.
6. Bhargava, Mahesh (1964). Introduction to Exceptional Children. Sterling Publishers Pvt Ltd., New Delhi.
7. Bickhard, M.H. (1992). How Does the Environment Affect the Personel
8. Bigge M. L.- " Learning theories for Teachers' Harper & Row Publishers.
9. Bourne, L.E. (1985). Psychology: Its Principles and Meaning. Holt, Rinehart and Winston, New York.
10. Chahan S.S.- "Advanced Educational Psychology" – Vikas Publishing House
11. Clifford T. Morgan : A brief introduction to Psychology : TMH Edition.
12. Daniel Goleman : Working with Emotional Intelligence : Bloomsbury
13. Erlbaum. Bickhard, M.H., Christopher, J.C. (1994). The Influence of early Experience on Human Personality Development. New Ideas In Psychology.
14. G.W. Allport- "Personality- a Psychological Interpretation" – Prentice Hall Publisher.
15. Harold W. Bernard- "Psychology of Learning and Teaching"- McGraw Hills.
16. Mangal, S. K., Essential of educational psychology. Prentice hall Publication: Delhi.

17. M.Dash Neen aDash : Fundamentals of Educational Psychology :Atlantic  
18. More Lata: Shikshnache Manasshashtriy Adhishtan. (2010) Pimpalpure & Co.  
Publishers: Nagpur.

### **PC3: Educational Planning and Administration**

#### **Objectives:**

- Identify the need, scope and purpose of educational planning,
- Understand principles and approaches of educational planning.
- Develop the skills in planning and using a variety of administrative strategies,
- Explain the role and contribution of different agencies educational planning,
- To study educational planning system in India with reference to national, state, district and sub- district level structures.

#### **Unit I- Principles, Techniques and approaches of Educational Planning**

1. Guiding principles of educational planning
2. Methods and techniques of educational planning.
3. Approaches to educational planning.
  - Social demand approach
  - Man-power approach
  - Return of Investment approach
4. Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.

#### **Unit II- Planning Mechanisms and Five-Year Plan in Education**

- i. Perspective planning at central, state and local levels: concepts of macro, meso and micro level planning.
- ii. Priorities to be given at central and state levels.
- iii. Perspective plan for education in the 12th Five Year plan.
- iv. District level planning: recent initiatives.
- v. Institutional Planning.

#### **Unit III Educational Administration**

- i. Concept, Function, management and Organizational control.
- ii. Character of educational administration and its contrast with that in other fields
- iii. Trends in Modernization of administration
- iv. Trends in Educational administration: Authorization, democratic, delegator.

#### **Unit IV: Structure and Management of Teacher Education**

- a) Structure of teacher education system in India – its merits and limitations
- b) Professional development of teachers and teacher educators – present practices and avenues
- c) Systemic factors influencing the quality of pre and in-service education of secondary school teachers

#### **Unit V: Performance and Resource Management in administration institutions**

- i. Monitoring of school performance.
- ii. Performance appraisal of teachers.
- iii. Scientific principles of management-PERT, CPM, PPBS system approach.
- iv. Financial and administrative management of educational institutions.
- v. Nature and characteristics of resource in education.
- vi. Need for resource management in education.
- vii. Material resources, Human resource and Financial resource
- viii. Procurement, utilization and maintenance of resources
- ix. Roles of state, central and local governments in resource mobilization
- x. Quality assurance in material and human resources.

#### **Unit VI: Educational Planning and Economic Development**

- a) **Educational Planning:** Concept, scope, significance with special reference to Policy Implementation
- b) Relationship between Educational Planning and Economics of Education
- c) Human Resource Development- strategies of MHRD

#### **Unit VII: Evolution of Education Policy in India:**

- a) Major Landmarks- Policy formulation followed by State and Central governments in Education and planning
- b) Indian Constitution: Education in concurrent list, Implications of 73rd amendment
- c) Education as an investment, consumption and transformation of societies.
- d) **Education as a Discipline:** Concept, parameters.
- e) Concept and forms of Knowledge, Interdisciplinary nature of education with respect to different disciplines.

#### **Unit VIII: Education System in India and Contemporary Concerns of Policy Practices**

- a) Pre-primary, Primary, Secondary, Higher Secondary, Higher Education

- b) **Types of Institutions:** Government and non-government (private, public, public private partnership and NGO) with reference to their affiliations and functions.
- c) Contemporary concerns of education for marginalized groups, differently abled, gender.
- d) Education for Human Resource Development, excellence in quality of Life. **As reflected in educational policies** (National Policy on Education (1986), Modified Programme of Action (1992), Five year plans, RUSA, RMSA, SSA, RTE 2009.)

**Practical: Preparation of questionnaire for micro-level educational survey like school survey/mid-day meal survey/implementation of RTE etc.**

### Reference

- Ayyar, R.V. Vaidyanathan (1993). *Educational Planning and Administration in India: Retrospect and Prospect*. Journal of Educational Planning and Administration. VII (2). April.
- Blaug, Mark (1972): *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
- Chau, Ta-Ngoc (2003): *Demographic Aspects of Educational Planning*. Paris: International Institute for Educational Planning.
- Griffiths, V. L. (1963). *Educational Planning*. London, O. U. P.
- Hallack, J. (1977): *Planning the Location of schools: An Instrument of Educational Policy*. Paris: International Institute for Educational Planning.
- Hough J.R. (1990): *Education, Policy-An International Survey*. Croom Helm, London.
- Kaufman, Herman, Watters (eds.) (1996): *Educational Planning: Strategic Tactical Operational, Tecnomic*.
- Institute for Health Sector Development (2005): Sector-wide Approach in Education. *Comparative Education*, 31(1).
- Less Bell & Howard Stevenson (2006): *Education Policy: Process, Themes and Importance*. Routledge.
- Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): *Rethinking Decentralization in Developing Countries*. Washington, D.C. World Bank.
- Nanjundappa, D.M. (1995): *Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning*. B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.
- Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of
- Panchayat Raj. *Economic and Political Weekly*, June 25, pp. 2822-32.
- Psacharopolous, G. (ed.) (1985): *Planning of Education: Where Do We Stand?* Washington, World Bank.
- Psacharopolous, G. (ed.) (1987): *Economics of Education: Research of Studies*. Oxford, Pergamon
- Scheerens, Jaap (2000): *Improving School Effectiveness*. Paris: International Institute for Educational Planning.

- Tilak, J.B.G. (1988). *Cost of Education In India*: International Journal of Educational Development
- Tilak, J.B.G. (1992). *Educational Planning at Grassroots*. Ashish Publications. New Delhi.
- UNESCO: Institute for Statistics (2001). *Education Indicators: Technical Guidelines*. Montreal: Canada.

## **TC1: Methodology of Educational Research and Statistical Method for Data Analysis**

### **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
- 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
- To understand the concept of scientific method.
- Examine relationship between and among different types of a research study
- Estimate the characteristics of populations based on their sample data
- Test specific hypotheses about populations based on their sample data
- use appropriate procedures to analyse qualitative data
- demonstrate competence in the use of statistical packages for analysis of data
- To understand the role and use of statistic in education.
- To present research report.

### **Unit I- Research in Education: Conceptual Issues**

1. Meaning, purpose and areas and kinds of educational research.
2. Scientific method – meaning nature and characteristic.
3. Preparation of a research proposal planning: the research study, sources of research
4. Problems, review of the literature-purpose and resources; identification and conceptualization

of research problem: statement of problem Objectives and research

questions in research formulation of Hypotheses and variables

5. Framework of the research proposal and strategies for writing the research proposals
6. Concept of population and sample, characteristics good sample size, Random sampling techniques: Non- Random Sampling

### **Unit II- Methods of Educational Research**

1. Types of Research: Survey studies, descriptive studies, co relational studies, comparative studies, casual-comparative.
2. Experimental Research: Nature and characteristics of experimental research, Internal and external validity of results in experimental research.

3. Experimental research designs: single-group pre-test post-test design, pre-test-post-test control group design, Post-test only control-group design, and Factorial design.
4. Quasi-experimental designs: nonequivalent comparison group design, and time series Design.

### **Unit III Qualitative Methods of Research**

1. Qualitative research: meaning, steps and characteristics
2. Qualitative research approaches-phenomenology, naturalistic, enquiry: case studies and grounded theory. Document analysis.
3. Historical research-meaning, significance, steps, primary and secondary sources of Information, external and internal criticism of the source
4. Mixed Research-meaning, fundamentals principles, strengths and weaknesses, types and, limitations

### **Unit IV- Descriptive Analysis of Quantitative Data**

1. Data types: Nominal, Ordinal, Interval and Ratio scale, Graphical representation of data.
2. Normal distribution: characteristics of normal probability curve and its applications.
3. Examining relationships: biserial, point-biserial, partial and multiple correlations and Problem or example of product moment method.
4. Linear regression analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction.

### **Unit V- Methods of Data Collection**

1. **Tests, inventories and scales:** types and construction and uses identifying a tool using reliability and validity information
2. **Questionnaire:** forms, principles of construction and their scope in educational research, administration of questionnaires
3. **Interview:** types, characteristics and applicability, guidelines for conducting interviews Qualitative process and quantitative process,
4. **Observation :** use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion

### **Unit VI- Inferential Analysis of Quantitative Data-1**

1. Estimation of a parameter-Concept of parameter and statistics,
2. sampling error, sampling distribution, standard error of mean
3. Testing of hypotheses-one tail & two-tail tests,
4. levels of significance, Degrees of freedom
5. Testing the significance of difference between the following statistics for independent and correlated samples.

### **Unit VII- Inferential Analysis of Quantitative Data-2**

1. Analysis of variance and Co- variance (ANOVA and ANCOVA) concept and use.
2. Concept, assumptions and uses Non-parametric statistics:
3. Assumptions and uses of sign test,
4. Rank test and median test



5. Analysis of Frequencies using Chi-square-Chi-square as test of goodness of fit and test of independence
6. Use of excel for data analysis.

### **Unit VIII - Data Analysis in Qualitative and Mixed Research**

1. Data reduction, data display, conclusion drawing and verification.
2. Removing, categorization and clarification.
3. Analysis of visual data.
4. Context analysis, corroborating, establishing credibility.
5. Report writing: need & format.

**Practical:** Prepare the Research proposal and present in group with ICT

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26. Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill. Gibbons.
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31. D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.
32. Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.
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35. M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, CA: Sage.

### **SC1: Advance Guidance and Counseling**

#### **Objectives -**

- To explain bases, meaning and need of guidance.
- To tells types of guidance.
- To explain the procedure of knowing the pupil.
- To interpret the educational and psychological data of the pupils.
- To tells the sources of occupational information.
- To compare the techniques of individual and group guidance.
- To interpret the theories of counseling.
- To tells the outline for job-study.
- To explain the importance of placement and follow-up services.
- To tell the recent trends and research in guidance.
- To tell the relation between various disciplines and guidance.

### **Unit- 1 Guidance**

1. Bases of Guidance : Philosophical, Psychological, Sociological, Pedagogical.
2. Guidance : Meaning, Concept, Basic assumptions and need, functions , purposes and Scope of Guidance
3. Personal guidance- Meaning , Uses and Scope
4. Educational guidance - Meaning ,Guidance and Curriculum, guidance and classroom learning.
5. Vocational guidance - Meaning , Approaches to career guidance, Vocationalisation of secondary education.
6. Role of Teacher in guidance

### **UNIT 2 Counselling-**

1. Meaning, concept and nature, need and principles of Counselling
2. Types of Counselling-Directive Counselling: Concept, Procedure, advantages and limitations, Non-Directive Counselling: Concept, Procedure, advantages and limitations, Eclectic Counselling: Concept, Procedure, advantages and limitations.
3. Role of Teacher in guidance

### **Unit -3 Occupational information and Job analysis**

1. Occupational Information –
2. Collection and dissemination of information about various courses and occupations.
3. Training facilities and job opportunities.
4. Patterns of employment
5. Exhibitions, Visits
6. Job Analysis –
  - 1 Meaning and purposes of job analysis.
  - 2 Outline for job study
  - 3 Job profiles

### **Unit -4 Individual Guidance-**

- 1 Counselling- meaning, characteristics. i) Directive ii) Non-directive iii) Eclectic
- 2 Guidance of children with specific needs.
  - a) Physically disabled child (orthopedic and sensory)
  - b) Mentally related child

- c) Learning disabled child
- d) Slow learner e) Gifted Child (21)
- f) First generation learner
- g) Juvenile delinquency
- 3 Theories of Counselling
  - 1) Transactional analysis
  - 2) Psycho analytical theory
- 4 Group Counselling, Individual Counselling, Counselling for adjustment
- 5 Role of the teacher in helping children with special needs.

#### **Unit -5 Group guidance –**

- 1 Meaning and Importance of group guidance
- .2 Types of group guidance, Regular Subject Classes, Core curriculum classes, Special groups, School assemblies, and clubs.
- .3 Techniques of group guidance- Informal discussion, Committee report, lectures, dramatics ,question bank, the case- conference method.
- .4 Evaluation of guidance programme.

#### **Unit - 6 Placement and follow-up**

- 1 Placement
- 2 Aims and types of placement
- 3 Functions of the school about placement
- 4 Responsibility of the community for placement
- 5 Follow-up- The importance and purpose of the follow-up service.

#### **Unit- 7 Testing in Guidance Service**

- 1 Use of tests in guidance and counselling,
- 2 Tests of intelligence, aptitude, creativity ,interest and personality
- 3 Administering, scoring and interpretation of test scores.
- 4 Communication of test results as relevant in the context of guidance programme.

#### **Unit- 8 Recent Trends and Research in Guidance**

- 1 Various disciplines and guidance
- 2 Research in Guidance
- Study of the individual, data collecting techniques of information

#### **Reference Books –**

- 1) Agrawal J.C.- Educational, Vocational Guidance and counseling- Doaba House, Nai Sarak, Delhi- 8 2965
- 2) A.David- Guidance and Counselling Commonwealth publishers, Ansari Road, Daryaganj, New Delhi 110002
- 3) Crow L.D. and Crow- And introduction to Guidance : Eurasa House, New Delhi 1942
- 4) Huston I.W. - The Guidance Function in Education, Appleton Century Crofts.
- 5) Jayaswal S.R.- Guidance and Counselling Prakashan Kendra, New Building Aminabad, Lucknow, 1968

- 6) Jessy Abraham- Guidance and Counselling for Teacher Education : Sarup and Sons (Publisher) New Delhi- 110002 ( India) (22)
- 7) Jones A. J. - Principles of Guidance : McGraw Hill Book Co. New York 1963
- 8) Kochhar S. K.- Educational and Vocational Guidance in Secondary Schools; Sterling Publisher Pvt. Ltd. Delhi 6, 1967
- 9) Mishra R.C.- Guidance and Counselling Vol- I and Vol- II : A.P.H. Publishing Corporation 5, Ansari Road, Daryaganj, New Delhi- 110 002
- 10) Myer G.E.- Principles and Techniques of Vocational Guidance, McGraw Hill Book Co. New York 1941
- 11) Sharma S.R- Evaluation of Educational and Vocational Guidance
- 12) Report of all India Conferences of State Bureau of Educational and Vocational Guidance , New Delhi, 1976.
- 13) Yogesh Kumar Sing : Guidance and Career Counselling : Edited by Ruchika Nath A.P.H. Publishing Corporation, 5 Ansari Road, , Daryaganj, New Delhi- 110 002
- १४) डॉ. अरविंद दुनाखे : शैक्षणिक व व्यावसायिक मार्गदर्शन आणि समुपदेशन, नूतन प्रकाशन
- १५) मोरे लता शिक्षणाचे मानसशास्त्रीय अधिष्ठान (२०१०), पिंपळापुणे अॅन्ड कंपनी पब्लिशर्स, नागपुर
- १६) संपादक ह. ना. जगताप : शैक्षणिक मानसशास्त्र, अनमोल प्रकाशन, पुणे
- १७) र.वि. पंडीत: शैक्षणिक मानसशास्त्र, पिंपळापुणे अॅन्ड पब्लिशर्स, नागपुर
- १८) पिंपळखरे मो.ह. : शैक्षणिक व व्यावसायिक मार्गदर्शन आणि समुपदेशन, पुणे विद्यार्था गृह प्रकाशन, पुणे

### **EPC 1: Psychological Testing or Preparation of Research Tool**

#### **Objectives:**

The student teachers will be able to

1. Trace the Historical perspectives of psychological testing
2. Develop skills in construction and development of psychological testing
3. Develop skills in administration and interpreting the psychological tests
4. Develop skills in writing the psychological test report

#### **Unit 1. Introduction to the Psychological Tests**

1. Meaning of Psychological test, History of psychological testing, Characteristics of psychological tests, Assumptions of psychological tests
2. Classifications of psychological tests - (a) Classification based on the criterion of administrative conditions, (b) on the basis of criterion of scoring, (c) on the basis of the criterion of time limit in producing the response, (d) on the basis of the criterion of the nature or contents of items, (e) on the basis of the criterion of purpose or objective
3. Concept of Error in psychological tests, Types of Errors, Concept of True Score, Observed Score and Error Score and the relationships that exists between them

4. Ethical issues in Psychological Testing - Ethical principles of APA

## **Unit 2 . Test Construction**

1. General steps of test construction
2. Item Writing: Meaning of Item and types of items, general guidelines for item writing
3. Item analysis: Meaning and purpose of item analysis, composing the items: objective items, subjective items and response bias
4. Quantitative item analysis: Item difficulty, item discrimination, inter-item correlation, item-total correlation, item- criterion correlation, item characteristic curve,
5. Meaning of Norms: Age norms, Grade norms, standard score norms, T-score norms, and Stanine score norms,

## **Unit 3 . Reliability And Validity of Test**

1. Meaning and concept of reliability,
2. Types of reliability: Test-retest reliability and internal consistency reliability, Scorer reliability and agreement
3. Methods of establishing reliability: Split half method, Kuder-Richardson method, Cronbach's alpha
  
4. Factors influencing reliability, how to improve reliability of test scores
5. Meaning and concept of standard error of measurement
6. Meaning and concept of validity
7. Types of Validity: Content validity, Criterion-related validity and Construct Validity
8. Different sources of evidence for validity: Evidence based on test content, Evidence based on response process, Evidence based on internal structure, Evidence based on relations with other variables
9. Factors influencing validity
10. Relation of Validity to Reliability

## **Unit 4 : Applications of Psychological Testing**

1. Tools of Psychological Testing and Assessment
2. Applications of psychological testing in educational setting and in counselling and guidance
3. Testing of Intelligence
4. Testing of Personality
5. Testing of Emotional Intelligence
6. Testing of Aptitude

**Engagement:** Every student shall administer at least one group test and one individual test, from the areas of intelligence, creativity, personality, emotional intelligence, attitude or any other psychological construct, and prepare a report based on the profile of the subject.

## **References:**

1. Aiken, L.R. & Groth-Marnat, G. (2009) Psychological testing and Assessment (Twelfth Edition) New Delhi: Pearson Education
2. American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. United States: American Psychological Association.
3. Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (7<sup>th</sup> Ed). New Delhi: Prentice Hall.
4. Chadha, N.K. (2009) Applied Psychometry New Delhi: Sage Publications.
5. Freeman, F.S. (2006): Theory and Practice of Psychological Testing. Surjeet Publications, Delhi.
6. Gregory R. J. (2004) Psychological Testing History, Principles, and Applications (Fourth Edition) , New Delhi: Pearson Education
7. Kaplan, R.M., & Saccuzzo, D.P. (2004). *Psychological Testing: Principles, Applications and Issues*. Wadsworth Publishing.
8. Kline, J., B., T. ( 2005) Psychological Testing: A Practical approach to design and Evaluation New Delhi: Sage Publications
9. Singh, A.K. (1997) Tests, Measurement and Research Methods in Behavioural Sciences. (Second editon). Patna: Bharathi Bhawan Publishers and Distributors
10. Cohen, R. J., & Swerdlik, M. E. (2014). Psychological Testing and Assessment, 8th Edition. New York: McGraw-Hill.

**Preparation of Research Tool:**

**Students are informed to prepare any research tool for conducting other than your research topic (TC3).**

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# 2<sup>ND</sup> Year M.Ed. (CBCS) Annual Pattern

## PC4: Teacher Education in 21<sup>st</sup> Century

Objectives :

- To develop an understanding about the concept of teacher education and changing role of teacher.
- To develop an understanding about the evolution of teacher education in India and other countries.
- To develop an understanding about the role and competencies of the teacher at different levels.
- To develop an understanding about the teacher education programmes at different levels.
- To develop an understanding about the teacher education institutions at different levels.
- To develop an understanding about the issues and innovations in teacher education.
- To develop an understanding about the agencies of teacher education.
- To develop an understanding about the trends in research on teaching and teacher education.
- To develop an understanding about the teacher education as a profession.
- To develop an understanding about the management of teacher education.

### Unit 1: Introduction to Teacher Education

1. Meaning, Nature and Scope of Teacher Education
2. Types of Teacher Education Programs,
3. The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels ,
4. Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning

### Unit 2: Theories and Models of Teacher Education

1. Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas,
2. Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching,
3. Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

### Unit 3: Role and Competencies of the Teacher at Different Levels.

- 1 Need for the professional preparation of Teachers at different levels.
- 2 Role and competencies required of Teachers at the Pre-Primary, Primary, Secondary, Higher Secondary and the Tertiary Levels.
- 3 Role and Competences required of Teachers for Inclusive Education.
- 4 Meaning and Components of Teacher Effectiveness.



5 Evaluating Teacher Effectiveness.

#### **Unit 4: Theories and Models of Teacher Education**

1. Concept, Need, Purpose and Scope of In-service Teacher Education,
2. Organization and Modes of In-service Teacher Education,
3. Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC),
4. Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)

#### **Unit:5 Issues and Innovations in Teacher Education**

1. Issues arising out of Teacher Education Programmes
2. Through Alternative Modes of Education
3. Accreditation and Affiliation of Teacher Education Institutions
4. Fulfilling the needs of special Education.
5. Future Trends in Teacher Education
6. Quality Management in Teacher Education with reference to NAAC.
7. Autonomy in Teacher Education

#### **Unit:6 Teacher Education as a Profession**

1. Concept of Profession and Professionalism,
2. Teaching as a Profession,
3. Professional Ethics of Teachers,
4. Personal and Contextual factors affecting Teacher Development,
5. ICT Integration, Quality Enhancement for Professionalization of Teacher Education,
6. Innovation in Teacher Education

#### **Unit 7. Research on Teacher Education and Management of Teacher Education.**

- 1 Recent Trends in Research in Teacher Education.
- 2 Institutional Management : Academic Management , Management of Resources ( Human and Material)
- 3 Management of Teacher Education at the Different Levels Through Systems Approach.

#### **Unit 8. : Teacher Education Institutions at Different Levels.**

- 1 Structure of Teacher Education Institutions- Colleges of Education, University Department of Education, Institute of Distance Education and Open Universities, Academic Staff Colleges.
- 2 Networking of Teacher Educational Institutions.
- 3 Staffing Pattern, Qualifications and Mode of Recruitment of Teacher Educators.
- 4 Admission and Selection of Student- Teachers.

#### **Practical :**

**To Construct a tool for evaluation of specified teaching skills or teaching attitudes**

#### **Reference Book :**

1. Chakrabarti . M. : Teacher Education : Modern Trends New Delhi, Kanishka Publishers, 1998
2. Dhar B. B. and Sigh T. : Academic Staff Colleges. A Development Concept New Delhi, Sterling 1990.
3. Gupta A. K. : Teacher Education : Current and Prospects New Delhi, Sterling, 1984
4. V.K. Rao. : Teacher Education, APH Publication Corporation.
5. K.K. Sharma : Teacher Education for 21st Century, Alok Press, Bhopal 2006
6. Jagannath Mohanty , Teacher Education, Deep & Deep Publications 2007
7. NCTE : Curriculum Framework for Teacher Education New Delhi , NCTE 1996
8. NCTE : Quality Concerns in Elementary Teacher Education New Delhi , NCTE 1999.
9. Ram S : Current Issues in Teacher Education , New Delhi , Sarup and Sons , 1999.
10. Singh L.C. and Sharma P.C. : Teacher Education and the Teacher New Delhi, Vikas Publishing House Pvt. Ltd. 1995
11. Singh L.C. : Teacher Education in India, A Resource Book New Delhi , NCERT, 1990
12. Singh R. P : The Challenges of Tomorrow New Delhi, Sterling Publishers, 1993.

### **PC5: New Trends in Education**

**Objectives** - On completion of this course the students will be able to:

1. To understand the context of new trends in education
2. To understand the concept, objectives, need, challenges of Peace Education
3. To understand the concept, objectives, need, strategies , multicultural schools and challenges of Multicultural Education
4. To understand the concept, objectives, need, challenges, approaches of Environmental Education
5. To understand the concept, objectives, need, challenges of human rights education.
6. To understand human rights education on national and international level.
7. To study the present status of higher education in India.
8. To know the various recommendation on higher education of India
9. To study the research agencies in higher education of India.
10. To study the Higher Education and development of society

### **Unit 1- Peace Education**

1. Concept, meaning and nature of peace education
2. Objectives and need
3. World peace movement- Historical perspectives

4. Challenges of peace education at national & international level
5. Role of family, Teacher and schools in promoting peace

### **Unit 2- Multicultural Education**

1. Concept, meaning and nature of multicultural education
2. Objectives and need
3. Dimension of multicultural education
4. Challenges of multicultural education
5. Strategies of multicultural education & Multicultural schools

### **Unit 3- Human Rights Education**

1. Concept, meaning and nature of Human Rights education
2. Objectives need and scope of Human Rights education
3. Challenges in Human Rights Education
4. Human Rights education & legal awareness
5. Human Rights education at various levels- primary, secondary, Higher Secondary, University levels in 21st century

### **Unit 4-Growth and Philosophy of Distance Education**

1. Distance Education: significance, meaning, concept and epistemology.
2. Goals and objectives of Distance Education.
3. Philosophical foundations of distance education, historical perspectives, growth of distance learning system, International Council of Correspondence Education, International Council of Distance Education.
4. Issues in Distance Education-quantity, quality, relevance and effectiveness.
5. Conventional use of Distance teaching, relative effectiveness of Conventional and distance mode of learning.
6. Present status of distance education system, quality assurance and challenges in distance education.
7. Distance Education: An academic discipline.

### **Unit 5- Concept of Curriculum Development and Models of Curriculum Development**

1. Curriculum: concept and types.
2. Curriculum planning
3. Issues in Curriculum planning

4. Curriculum planning: levels.
5. Curriculum Development as a continuous and cyclic process.
6. Tylers-1949 model
- 7.Hilda Taba 1962 model

#### **Unit 6- Digital Citizenship and literacy**

1. Concept, nature and importance of Digital Citizenship and literacy
2. Digital citizenship to digital leadership
3. Data privacy
4. Digital footprint
5. Mobile learning

#### **Unit 7- Project Based Learning**

1. Concept, nature and importance of Project Based Learning
2. Project Based Learning for Deeper Learning with reference to Blooms Taxonomy
3. Resources for Project Based Learning
4. Present scenario of Project Based Learning
5. Place –Based Education.

#### **Unit 8- Brain Based Learning and Gamification**

1. Concept, nature and importance Brain Based Earning and Gamification
2. Principles of BBL and Gamification
3. Neuroscience and BBL
4. Curiosity, critical thinking and BBL
5. Game based Learning
6. Difference between Gamification and Game based Learning.

#### **Practical:**

**Prepare a lesson plan on any topic of school subject for std. V to XII using Project Based Learning or Brain Based Learning or Game Based Learning.**

#### **References**

- Singh Uttankumar, Nayak A.K., Multicultural Education, Commanwealth Publishers, New Delhi.1997
- D. Kumar, Childhood Right : Promoting Education
- Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education London: Croom Helm.
- Singh R. P : The Challenges of Tomorrow New Delhi, Sterling Publishers, 1993.
- NCTE : Curriculum Framework for Teacher Education New Delhi , NCTE 1996

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- Adrian M. Dupuis- Philosophy of Education in Historical Perspective
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- Rawal R. L. History of Indian Education.
- Naik, J.P., The education commission
- Saini, shivkuma, Development of Education in India.
- Mukharji S N., History of Education in India. 13. Rao, V.K., Education and Human Resource development
- www.hrd.gov.in -----
- Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications
- Mohanty.J.N, (2002) Primary Elementary Education, Deep & Deep Publications: New Delhi
- NCF 2005, NCERT : New Delhi,
- NCTE (2009) NCF for Teacher Education: New Delhi
- Siddiqui. M.A. (1993). In-service Education of Teachers, New Delhi, NCERT
- Singh, .L.C. (1990). Teacher Education in India, A Resource Book, New Delhi, NCERT
- Singh, .L.C. and Sharma. P.C(1995). Teacher Education and Teachers, New Delhi: Vikas Publishing Hous

## **PC 6: Inclusive Education**

### **Objectives:**

- 1 To enable the students teacher to understand about the meaning, nature, scope and significance of inclusive education.
- 2.To help the students teachers to distinguish between Inclusive education and general education.
- 3.To acquaint students teachers with levels, strategies and models of teaching for Inclusive Education
- 4.To enable the students teachers to understand about the importance of programmed instructions and researches in Inclusive Education.
- 5.To realize the students regarding the problems in Inclusive education.
6. To enable the student teachers to understand the role of various apex bodies in inclusive education.

### **Unit 1- Introduction to Inclusive Education**

1. Concept, Principles, Scope of Inclusive Education.
2. Evolution of the Philosophy of Inclusive Education

3. Special, Integrated, Inclusive Education,
4. Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005)
5. Concession and Facilities to Diverse Learners (Academic and Financial)

### **Unit 2- Role of Apex Bodies in Inclusive Education**

1. Rehabilitation Council of India Act (1992)
2. Inclusive Education under Sarva Shiksha Abhiyan (SSA),
3. Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication
4. Role of NCTE, UGC, AICTE, BCI. to improve the Inclusive Education

### **Unit 3- Disability and Types**

1. Concept of Impairment,
2. Disability and Handicap
3. Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities,
4. Causes and prevention of disabilities,
5. Identification of Diverse Learners for Inclusion,

### **Unit 4- Models of Inclusion**

1. Educational Evaluation Methods, Techniques and Tools
2. Classification of Disabilities based on ICF Model
3. Readiness of School and Models of Inclusion,

### **Unit 5- Planning and Management of Inclusive Classrooms**

1. Need and importance of Planning and Management of Inclusive Classrooms
2. Infrastructure for Inclusive education
3. Human Resource and Instructional Practices
4. TQM in Inclusive Education

### **Unit 6- Curriculum Design for Inclusive Education.**

1. Curriculum and Curricular Adaptations for Diverse Learners
2. Assistive and Adaptive Technology for Diverse learners
3. Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching),

4. Parent- Professional Partnership:
5. Role of Parents, Peers, Professionals, Teachers, School

### **Unit 7- Current status of Inclusive Education in India**

1. Barriers and Facilitators in Inclusive Education
2. Attitude, Social and Educational,
3. Current Status and Ethical Issues of inclusive education in India,
4. Research Trends of Inclusive Education in India

### **Unit 8 – Provisions for Inclusive Education in India.**

1. Constitutional provision for Inclusive Education.
2. Legal Provision for Inclusive Education
3. RTE and Inclusive Education
4. Human Rights and Inclusive Education

**Practical: Conduct the survey and prepare the report on schools for providing Inclusive education.**

### **TC2: Educational Technology**

#### **Objectives :**

- 1.To enable the students teacher to understand about the meaning, nature, scope and significance of E.T. and its important components in terms of Hardware and Software.
- 2.To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
- 3.To acquaint students teachers with levels, strategies and models of teaching for future improvement.
- 4.To enable the students teachers to understand about the importance of programmed instructions and researches in E.T.
- 5.To acquaint the student teachers with emerging trends in ET along with the resource centres of ET.
6. To acquaint the student teachers with emerging trends in ET along with the resource centres of ICT.

### **Unit 1-Introduction to Education Technology**

1. Concept Nature and Scope and Importance of Educational Technology
2. Difference between Information Technology, Communication Technology &

- Information and Communication Technology (ICT) and Instructional Technology,
3. Applications of Educational Technology in formal, non formal (Open and Distance Learning),
  4. Informal and Inclusive education systems and ET.
  5. Overview of Behaviorist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between
  6. Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups )

### **Unit 2- Systems Approach to Instructional Design**

- 1 . Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),
2. Gagne's Nine Events of Instruction and Five E's of Constructivism,
3. Nine Elements of Constructivist Instructional Design,
4. Application of Computers in Education: CAI, CAL, CBT, CML,
5. Concept, Process of preparing ODLM,
6. Concept of e learning, Approaches to e learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

### **Unit 3- Emerging Trends in e learning:**

1. Social learning (concept , use of web
2. tools for learning,
3. social networking sites, blogs, chats, video conferencing, discussion forum),
4. Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application),
5. E Inclusion - Concept of E Inclusion,
6. Application of Assistive technology in E learning ,
7. Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003),
8. Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

### **Unit 4 - Communication and Instruction:**



2.1 Theory, Concept, Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology.

2.2 Designing Instructional System : Formulation of instructional objectives

2.3 task analysis

2.4 designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

### **Unit 5-- Teaching levels and Strategies.**

3.1 Memory, Understanding and Reflective levels of teaching.

3.2 Teaching strategies: Meaning, Nature, Functions and Types

3.3 Modification of teaching behavior:

3.4 Flanders's Interaction Analysis, Simulation.

### **Unit 6 - Instructional Technology –**

4.1 Programmed instruction (linear/branching model)-Origin and types – linear and branching.

4.2 Development of the programmed instruction material

4.3 teaching machines 4.4 Researches in Educational Technology & ICT

4.5 Future priorities in Educational Technology

### **Unit 7- Instruction design**

a) Concept of ID

b) Levels of ID

c) System approach of ID

d) Stages of development of ID

### **Unit 8- Models of Teaching**

a) Meaning, nature, concept & classification

b) Types - a) Synectics, model

b) Juris prudential model

c) Inquiry training model

d) Stress reduction model

**Practical: Prepare and present a Term paper on e learning or Models of Teaching**

### **Reference Books :**

1) Joyce B & Weil M. - Models of teaching, New Delhi - Prentice Hall of India.

2) R.C. Krishnamurthy - Educational technology expanding our vision Authors Press (2005)

- 3) Chodavarapu Jalaja Kumari & Digumarti Bhaskara Rao - Methods of teaching educational technology - Discovery publishing House , New Deilhi - 110002
- 4) Marmar Mukhopadhyay - Educational technology - Knowledge Assesments - Shipra Publications Delhi.
- 5) S.C. Oberai - Educational Technology - Arya Book Depot Karol Bagh, New Delhi.
- 6) J.C. Aggarawal - Essentials of educational technology Innovations in teaching learning 2 nd edition- Vikas Publicating House Pvt. Ltd.
- 7) Y. K. Singh - Instructional technology in education - A.P.H. Publishing corporation New Delhi.
- 8) Haseen Taj - Modern Educational technology- H.P. Bhargava Book

## **SC2: Deprived and Women Education in India**

### **Objectives**

1. To understand the present status and problems of deprived in india
2. To understand Status, Problems and Issues of Girls' Education in India
3. To understand Constitutional provision and scheme for women development
4. To understand Role and function of NGO's for woman development
5. To understand the Co-education-its educational implications.

### **Unit 1: Deprived Education**

1. Deprived: Meaning, Nature, Concept and characteristics.
2. Present status and problems of deprived education in India.
3. Constitutional provision for Deprived.
4. Education of socio-economically deprived groups based on gender reflected in society.
5. Development of deprived education after independence.

### **Unit 2 Introduction to Gender Studies**

1. Concept and need and scope of Gender Studies
2. Gender studies as an academic discipline,
3. Gender Rights Movements
4. Policies and programmes for gender equity in education
5. Socio-economic and cultural aspects of gender.

### **Unit 3: Status, Problems and Issues of Girls' Education in India**

1. Social construction of gender: socialization, family, and gender identity, media, gender roles; caste. class, community and gender relations.

2. Co-education-its educational implications.
3. Community participation for education of the girl child.
4. Identification of priority areas of research on girls' education.

#### **Unit 4: Women Education in India**

1. Women education: meaning, concept and characteristics
2. Present statuses and problems of women education in India.
3. Aspects of women empowerment.
4. Constitutional provision and schemes for women development
5. Changing role of woman in Indian context.

#### **Unit 5: Women and Various Agencies**

1. National and State Committees and Commissions for Women.
2. Government Organizations for Women-Department of Women and Child Development.
3. Role and function of NGO's for woman
4. Evaluation of centrally and state sponsored schemes on girls' education.
5. Gender & Media- Portrayal of Women in Mass Media (Cinema, TV, Print media)
6. Role of Women in media
7. Development of Communication skills for Alternative media- Folk art, Street play and Theatre, Act, 1986- Impact of media on Women.

#### **Unit 6 Issues, Policies about Women Education And Thinkers**

4. Issues : Equalization of Educational opportunities, Sustainable Development, Liberalization, Privatization and Globalization.
5. Policies: National policy on Education – 1986, 1992, 2019
6. Right to Education Act- 2009: concept , Feature
7. Rashtriya Uchatar Shiksha Abhiyaan.
8. Thinkers: Swami Vivekanand , Dr.Ravindranath Tagore,Dr. Babasaheb Ambedkar , J.P Naik, Mahatma Phule and Savitribai Phule

#### **Unit 7 Constitutional Provisions of Human Rights**

1. Constitutional Provisions as enshrined in part III of Indian Constitution.
2. Human Rights Education – Teaching, objectives, scope and its relevance for Women's

Rights.

3. Methods for inculcating Human Rights.
4. Ongoing researches in the field of Human Rights Education as concern to Women– present scenario and suggestions.

### **Unit 8 Leadership for Women Empowerment**

1. Meaning, Concept, Need, Importance and nature of Leadership.
2. Concept of Academic Leadership.
3. Leadership Styles.
4. Functions of Educational Leader/Manager.
5. Role and responsibilities of leadership (in reference to Academic and Managerial)

**Practical: Prepare and present a term paper on Various education commission's recommendation for women education,**

### **Reference**

1. Bank, B.J. (2007): Gender and Education: An Encyclopedia. Praeger, Westport, London.
2. Bhatt, B.D. & Sharma, S.R.(1992): Women's' education and social Development. Delhi:
3. Kanishka. Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly,
4. Ramchandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.
5. Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.
6. Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development, July.
7. Sadavinich, A.R. (2007): Sociology of Education. Rutledge, New York.

### **EPC 3 : Value Education or ICT and E-Learning**

#### **Value Education:**

#### **Objectives: The students will be able to-**

1. Understand the need and importance of Value-Education as a means of helping oneself and in turn others in society.

2. Understand the nature of values, moral values, moral education and to differentiate such form religious education, moral training or moral indoctrination as a means to identify principles of life
3. Appreciate the importance of Value Education in Personality development by applying these principles in daily living
4. Realize the importance of self-transformation for social transformation.

### **Unit 1- Concept of Value Education**

1. Meaning, Concept, Need and importance of Value Education for individual development.
2. Objectives of value education: inculcating duty-consciousness in individuals.
3. Types: extrinsic and intrinsic values.
4. Dyfunctionality of values.
5. Importance of inculcating intrinsic values in individuals for their extrinsic manifestation in society.
6. Basis of values: Philosophical, psychological, socio-cultural, secular and religious.
7. Valuation of culture: Indian Culture and Human Values such as ahimsa (nonviolence), mutual respect, harmony etc.

### **Unit 2 Nature and Concept of Morality and Moral Education**

1. Moral Education vis-à-vis religious education. Moral instruction and training vis-à-vis moral indoctrination.
2. Language of moral education: motivational; not prescriptive.
3. Characteristics of a morally educated person.
4. Importance of justice and care—the two dimension perspectives in morality—in performance of duties.
5. Use of reason over passion.
6. No moral policing. Self-introspection, own moral judgment and moral action for moral upliftment of self and in turn society.

### **Unit 3 Personal Development through Value Education**

1. Character Formation towards Positive Personality Development: truthfulness, compassion, constructivity, sacrifice, sincerity, self-control, altruism, tolerance, patience, scientific vision, objective thinking, realism, accountability, humility, modesty, duty-consciousness, non-confrontation, righteous speech and action, equity, nonviolence, reconciliation and self-reliance.

2. Theories, Models and Approaches of Value Development: Theories of Value Development Psycho- analytic, - Learning theory – social learning, Cognitive development – Piaget and Kohlberg and challenge-response mechanism (Arnold Toynbee).
3. Models of Value Development: value-imbibing through value analysis and inquiry for social action.
4. Direct and indirect approach to value education through stories and motivational life histories.
5. Integrated Concurrent Approach (ICA) through holistic learning and application.
6. Positive Personality Development in Challenges: Story of Helen Keller.

#### **Unit 4 Value Education towards National and Global Development: Related Values**

1. Constitutional or national values - Democracy, social-consciousness, opportunity, secularism, equality, justice, liberty, freedom and fraternity.
2. Social Values: Compassion, probity, self-control, universal brotherhood.
3. Professional Values: Knowledge thirst, sincerity in profession, regularity, punctuality and faith.
4. Religious Values: tolerance, patience, wisdom, character-building, realism, social ethics and golden rule.
5. Aesthetic values: love and appreciation of literature and fine arts and respect for the same
6. National Integration and international understanding with emphasis on patriotism and nation-building.

**Submission: Prepare and submit the report on educational thinkers and saints considering value education.**

#### **References:**

1. Carey, S.M. "Attitudes and Values", Education Forum, Vol. VII, No. 3, 1962.
2. Guber, F.C. Aspects of Value. University of Pennsylvania Press, Philidelphia, 1963.
3. Khan, Wahiduddin. Moral Vision, Goodword Books, 1999.
4. Kluckhohn, C. "The Study of Values". In D.N. Barrett (ed), value in America, Norte Dame, University of Norte Dame Press, 1961.
5. Kothari D.S. "Education and Values", Report of the orientation coursecum-workshop on Education in Human Values. New Delhi.
6. Malhotra P.L. Education, Social Values and Social Work – the Task for the New Generation, N.C.E.R.T., New Delhi.
7. Morris, Charles, Varieties of Human Values Chicago University of Chicago press, 1956.
8. Mujeeb, M. Education and Traditional Values. Meenakshi Prakashan, Meerut, 1965.
9. Mukerjee, R.K., Social Structure of Values. S. Chand and Co., New Delhi, 1969.
10. Rokeach, M. The Nature of Human Values, Jessy Brass, New York 1978

## **ICT and E-Learning**

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

1. Understand the means and scope of ICT and its applications in teaching learning.
2. Understand the computer components and software and hardware approach in education.
3. Know the instructional applications of Internet and web resources.
4. Understand the process of using the application software for creating documents, database, presentation and other media applications.
5. understand the process of locating the research studies available in the Internet and use of on- line journals and books, -
6. understand the utility of professional forums and professional associations in use of computer technology.
7. understand the process of preparation of courseware, understanding the technical aspects of courseware,
8. understanding the courseware management system in Intranet and Internet environments,
9. understand the evaluation procedure of on-line courseware and off-line courseware.
10. Understand the concept of e-learning, elements of e-learning and e-learning standards.
11. Understand the patterns of e-content design and its validation
12. Understand the technical aspects of e-content
13. Understand the content management system in intranet and internet environments
14. Understand the evaluation of on-line learning materials and process of on-line testing

### **Unit 1 -Information and Communication Technologies**

1. Information and Communication Basics: Nature and scope of a communication system – sender, receiver, message and the medium.
2. One-to-one, one-to-many, and many-to-many communication.
3. Information and Communication Technologies in Teaching Learning
4. Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.

### **Unit 2- Computer Fundamentals, Internet and the World Wide Web**

1. Functional overview of a computer (Personal Computer/Laptop/Palmtop)
2. The Internet and the World Wide Web: Information, services and functions of the Internet and the Web; Connecting to and using the web.
3. Using search engines and Web Utilities: Keywords and search strategies;

4. Securing the computer from viruses, worms and other internet attacks; Safe internet content.

### **Unit 3- Introduction to e-Learning**

1. Elements of e-Learning, e-Content and e-Books.
2. Virtual Classroom and Virtual University – merits and limitations.
3. Characteristics of the e-Learner
4. Academic and Research content on the web: Online journals and abstraction services;
5. Use of Wikipedia, Wiki educator and other web-based technologies for online learning and training.

### **Unit 4- Use of ICT In the conduct of Research and Research Communication**

1. Use of ICT in Research.
2. Use of ICT for reporting in the form of theses, on-line research journal articles and presentations in seminars and conferences.
3. Data analysis and interpretation by using database software: Spread sheet Access SPSS and other equivalent in Open Office
4. Creating graphs and charts, creating a table by using wizard, data filtering in access by using queries.
5. Web Resources for research Blog and Professional Forum

**Submission: Prepare and present report of annual result of a class of secondary school using ICT.**

### **References**

1. Gaurav Chadha, S.M. Nafay Kumail (2002) E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill Publication.
2. P.P. Singh, Sandhir Sharma (2005), E-Learning: New Trends and Innovations, New Delhi: Deep & Deep Publications.
3. Michael W. Allen, Michael Allen (2002), Guide to E-Learning, Wiley Publication, 2002.
4. Ian S. Graham (1998) HTML 4.0 Sourcebook, Wiley Publications.
5. H.M. Deitel, P.J. Deitel, et al. (2003), Internet & World Wide Web – How to program, 3rd Ed., Prentice Hall.
6. Joseph W. Lowrey (2006), Dreamweaver 8 Bible, Wiley Publication. Ray West, Tom Muck (2002), Dreamweaver MX: The Complete Reference, Mc Graw Hill



Publications.

7. Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall.
8. Khan, BoH (1977): Web-based Instruction. Englewood Cliffs: Educational Technology Publications.
9. Harasim, L. (1990): Online Education: Perspectives on a New Environment. New York: Prasser.

#### **EPC4- Pedagogy, Andragogy and Assessment**

##### **Unit 1- Pedagogy, Pedagogical Analysis**

1. Concept and Stages of Pedagogy-
2. Meaning, Need and its implications of pedagogy in Teacher Education
3. Organizing Teaching: Memory Level (Herbartian Model), UnderstandingLevel (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model),

##### **Unit 2- Concept of Andragogy in Education:**

1. Meaning Need and Implications of Andragogy,
2. Principles and Methods of Andragogy
3. Competencies of Self-directed Learning,
4. Theory of Andragogy (Malcolm Knowles),
5. The Dynamic Model of Learner Autonomy

##### **Unit 3- Assessment**

1. Meaning, nature and Implications of Assessment
2. Perspectives of Assessment- (assessment for Learning, assessment of learning and Assessment of Learning)
3. Types of Assessment (Placement, formative, diagnostic, summative)
4. Relations between objectives and outcomes ,
5. Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

##### **Unit 4- Assessment in Pedagogy of Education**

- 1 Feedback Devices: Meaning, Types, Criteria,
- 2 Guidance as a Feedback Devices:
- 3 Assessment of Portfolios,
- 4 Reflective Journal,
- 5 Field Engagement using Rubrics,

- 6 Competency Based Evaluation,
- 7 Assessment of Teacher Prepared ICT Resources

**Practical: Prepare and present the term paper with ICT on Pedagogy or Andragogy.**

**EPC 5- Internship Programme (Field Attachment) - 04 Weeks - 100 marks (B.Ed. and D.Ed. Colleges) Dissertation:** The dissertation shall be a tool paper for all the students carrying **150** marks and each Student is required to select one problem for dissertation from the area of specialization under the guidance of a faculty member. Dissertation will be evaluated by both internal and external examiners.

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### **Job Opportunities**

After completing Master of Education (M.Ed.) course the following government and non government job opportunities are available

- \_ Lecturer at D. Ed. College
- \_ Lecturer at D. I. E. T.
- \_ Assistant Professor at B. Ed. College
- \_ Head Master at Schools
- \_ Lecturer at Junior College
- \_ Principal at D.Ed. College
- \_ Project Fellow at S. C. E. R. T. (State Council of Educational Research and Training) and N. C. E. R. T. (National Council of Educational Research and Training)
- \_ Assistant Professor at Department of Education at various Universities
- \_ Education Administrators
- \_ School counselors
- \_ Self-enrichment Teachers
- \_ Special Education Teachers
- \_ Extension Officers (Education)
- \_ Cluster Head (Kendra Pramukh)
- \_ Director of School Education
- \_ Deputy Director
- \_ Assistant Director
- \_ Education Officers
- \_ Block Education Office