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Total 24

600 20 4 28

- 1 credit Theory/ Tutorial/ Practicum=16 hours in a semester
- 1 credit=25 Marks
- Viva-Voce exam for course 30 will be conducted by the external examiner at the end of the semester
- Generic Elective Courses offered by M.Ed. to other department
  - Introduction to Counselling (4 Credits)
  - Inclusive Education (4 Credits)
RECENT TRENDS IN TEACHER EDUCATION

COURSE CODE: SOE010425C3014

Year : II  Credit : 4
Semester : IV  Marks : 100 (Theory: 70 + Internal: 30)

Objectives: On the completion of this course the students will -

- Acquaint with various policies on teacher education and their implications.
- Familiarize with the concept of professional competencies and ways to develop it.
- Discuss and appreciate various issues related to teacher education.
- Identify gaps in research on teachers and teacher education.
- Appreciate the need and importance of in-service teacher education for professional development of teachers.
- Identify and discuss the current problems in the field of teacher education.

<table>
<thead>
<tr>
<th>Teaching Scheme</th>
<th>Examination Scheme</th>
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<td>Unit</td>
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<td>IV</td>
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</tbody>
</table>
Course Content / Syllabus

Unit -1 : Teacher Education Post-Independence

- National Commission on Teachers (1999)
- Draft of National Education Policy (2019)

Unit -2 : Understanding knowledge Base and Models of Teacher Education

- Understanding knowledge base of teacher education from the view point of Schulman, Deng and Luke & Habermas
- Meaning of Reflective Teaching and Strategies for promotion of Reflective Teaching
- Models of Teacher Education- Behaviouristic, Competency based and Inquiry oriented Teacher Education

Unit -3 : Teacher Competency and Accountability

- Personal and contextual factors affecting teacher development
- Competency based teacher education and Core competencies of teacher educators
- Roles and accountability of teacher educators and characteristics of effective teacher educators

Unit -4 : Emerging Issues in Teacher Education

- Digital Initiatives: MOOCsand Online faculty development programmes
- Maintaining standards in teacher education: Admission policies and procedures, recruitment of teacher educators and service conditions of teacher educators.
- Innovative practices/approaches in teacher education: Constructivist and ICT Integration approach
- Quality enhancement for professional of teacher education and research priorities in teacher education

Transactional Strategies: The course would be transacted through participatory approach including lecture cum group discussion; self-study, seminar/presentations by students etc.
Evaluation strategies:

Identify gaps in research on teacher education, design a program for teachers’ professional development, organize a workshop on teacher’s personality development and communication skills.

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<tr>
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<td>Preparation of an assignment on various topics and it is followed by presentation in the classroom.</td>
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<td><strong>Total Marks</strong></td>
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</table>

Suggested Readings:

• National Council for Teacher Education (1998). *NCTE Document*. New Delhi: Member Secretary, NCTE.
EDUCATIONAL TECHNOLOGY

COURSE CODE: SOE010426DCEC3014

Year: II
Credit: 4
Semester: IV
Marks: 100 (Theory: 70, Internal: 30)

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

- Explain the concept, nature, forms and historical development of educational technology.
- Describe significance and stages of development of Instructional Design.
- Apply the models of Instructional design.
- Develop E-portfolios and E-assessment tools.
- Elaborate the significance, applications and current trends in educational technology.
- Critically analyse the uses of E-Learning, M-Learning, Blended Learning, and Virtual Learning Communities.
- Adopt ethical issues for e-learner and e-teacher.

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<tr>
<th>Unit</th>
<th>Lecture (L)</th>
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</table>
Course Content / Syllabus

Unit-1 : Educational Technology: An Overview

- Educational Technology: Concept, nature, components (hardware & software), scope, forms and historical development
- Application of educational technology in Formal, Non-formal (open and distance learning), Informal and Inclusive Education systems
- Systems Approach to education

Unit-2 : Instructional Objectives and Instructional Design

- Overview of Behaviourist, Cognitive, and Constructivist theories and their implications to instructional design
- Instructional Design: Concept, significance, process and stages of development of Instructional Design.
- Overview of Models of Instructional Design- ADDIE, ASSURE, DICK and CAREY Model.
- Gagne’s Nine events of instruction and Nine Elements of Constructivist Instructional Design

Unit-3 : Emerging Trends in e-learning

- Concept of e- learning and approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended Learning, Mobile learning).
- Recent Digital Initiatives- e-PG Pathshala, MOOCs, SWAYAM, Open Educational Resources (OERs).
- Social learning- Concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum.
- Quality of e-learning and ethical issues for e-learner & teacher

Unit-4 : ICT in Education

- ICT in Education: Concept, significance and applications of ICT tools
- E-portfolios and Online Assessment- concept and development.
- E- inclusion- Concept, Assistive technology in e-learning.
- Major issues and concerns in use of ICT in education.

Transactional Strategies

Lecture-cum- demonstration and hands on experiences on the production of audio-visual material; observation of various modes of training programmes by the different organizations / institutions and analyzing the different instructional designs.
Internal Assessment Strategies:

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

<table>
<thead>
<tr>
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Total Marks 30

Suggested Readings:

EDUCATION OF THE DISADVANTAGED GROUPS

COURSE CODE: SOE010427DCEC3014

Year: II Credit: 4
Semester: IV Marks: 100 (Theory: 70, Internal: 30)

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

- 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,
- Develop knowledge and skill to address social group inequality in school and society,
- Understand the schemes and programmes of education of socially disadvantaged group,
- Identify research priorities and conduct researches in the area of education of socially disadvantaged groups.

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<td><strong>Total</strong></td>
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</table>
Content / Syllabus

Unit-1 : Conceptual Understating of Education of the Disadvantaged Groups

● Disadvantaged Sections of India: Scheduled Castes, Scheduled Tribes, Educationally backward minorities, girls, children from rural and slum children.
● Constitutional Provisions for social group equity and education of socially disadvantaged sections of India

Unit-2 : Status of School Education of Disadvantaged Section in India

● Status of enrolment at elementary and secondary stage with reference to social group equity, different access in habituations, class, caste, tribe and other disadvantages groups.
● Achievement of disadvantaged children.
● Education of gifted and underachievers of disadvantaged group
● Remedial measures for disadvantaged section of society

Unit-3 : Problems in education of disadvantaged section and addressing inequality

● Problems in education of socially disadvantaged children.
● Multicultural education, multi-grade teaching in rural context.
● Organization and management of school to address socio-cultural diversity, bias in textbooks, hidden curriculum (teacher attitude, expectations).
● Teaching learning process and support materials, addressing language issues, curriculum and curricular activities for meeting diverse needs of children- socio-cultural and linguistic.

Unit-4 : Research priorities in the area of education of disadvantaged section

● Evaluation of centrally sponsored schemes of education of SCs, STs, girls and Minorities.
● Status study of education of SCs, STs, girls, and Minorities and other marginalized groups.
● Study of teaching learning practices and social inclusion.
● Case studies on innovative institutional practices-NVS, KGVBs, Madrassas etc.

Transactional Strategies: Discussions, debates, research trends analysis, case studies

Internal Assessment Strategies:

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.
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**Total Marks** 30

**Practicum:**

- Preparation of status report on education (elementary/secondary) of socially disadvantaged groups in a district/state region.
- Evaluation of text books from the social group equality perspective.
- Critical analysis of NCF, 2005 (Focus group report).
- Field visit to residential/ashram schools and minorities institutions and preparation of report.
- Identification of research topic in the area of education of socially disadvantaged sections and preparation of proposals.
- Documentation/preparation of report on institutions/school practicing innovations.
- Analysis of status report on girls’ education-access, enrolment etc from selected educational statistics (MHRD), Report cards (NUEPA) and All India Survey Report (NCERT).
- Evaluation/Analysis of school textbooks from gender perspective.
- Visit to state Project office/DPO, discussion with members of girls’ education cell and preparation of report.

**Suggested Readings:**

• NCERT (2006). *National focus group report on education of SCs and STs.* New Delhi: NCERT.
• ShehVimal P (1982). *The educational problems of scheduled caste and scheduled tribe school and college students in India*
PROFESSIONAL DEVELOPMENT AND COMMUNICATION SKILLS

COURSE CODE: SOE010428DCEC3014

Year: II  Credit: 4
Semester: IV  Marks: 100 (Theory: 70, Internal: 30)

Objectives: After the completion of this course, the students will:
- Practice all communication skills
- Learn the art of effective communication
- Understand the 7C’S of effective communication
- Understand the 4C’S of effective teaching
- Be aware about the various techniques of stress management

Course Content / Syllabus

Unit-1: Communication Skills
- Listening
- Speaking
- Reading
- Presenting
- Writing

Unit-2: Art of Communication
- Importance of Effective Communication
- 7Cs of Effective Communication
- Verbal and Non-verbal Communication
- Group Discussion
- Body language and Gestures
Unit-3: Personality Development

- Development of Self: Physical development, Spiritual development, Emotional development, Social development, Moral Development
- Time Management
- Basic Personality Traits: Values, Beliefs, Interactions, Experience and Environmental Influence
- Personality and Career choice (Teaching)
- SWOT analysis

Unit-4: Development of Teaching Proficiency

- Ethics of teaching as a profession
- Mental Health and Adjustment
- Preparation for facing interviews and Mock Interview
- Simulation
- Managing Anxiety and Conflict
- 4Cs of Effective Teaching: Choice, Critical Thinking, Creativity and Care

Transactional Strategies: Discussions, debates, research trends analysis, case studies

Internal Assessment Strategies:

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

Practicum:

- Case study of one student with adjustment problems
- Studying the personality characteristics of some successful individuals.
- Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report
- Project work on identified themes.
- Visit to schools and classroom located in rural/urban/tribal contexts- exposure, observation, critical analysis of events and presentation before a small group

Suggested Readings:


MEASUREMENT & EVALUATION
COURSE CODE: SOE010429DCEC3014

Year : II                                                                                      Credit: 4
Semester: IV                                                                                   Marks: 100 (Theory : 70, Internal : 30)

Objective: On the completion of this course the students will be able to:
  ● Understand the meaning, concept, trends and functions of measurement & evaluation.
  ● Relates educational objectives with evaluation.
  ● Plan, prepare, administer researcher made test.
  ● Use appropriate statistical concepts for analysis of test scores.
  ● Get acquainted with various examination reforms and alternative assessment.
  ● Get develop ability to apply theoretical knowledge gained through the course.
  ● Familiarize the students with theoretical background of educational measurement and evaluation.
  ● Develop competencies in standardizing different types of measuring instrument.

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Course Content / Syllabus
Unit–1 : Basics of Measurement and Evaluation
- Concept, meaning, types and importance of measurement and evaluation.
- Differentiation between measurement and evaluation
- Role of measurement and evaluation in education
- Scales of measurement – ordinal, nominal, interval and ratio

Unit-2 : Characteristics of Good Measuring Instruments
- Validity: concept and types, factors affecting validity of test
- Reliability: concept and types, factors affecting reliability of test
- Objectivity: concept and techniques of maintain objectivity
- Norms: Meaning and significance, developmental-norms, age-norms, grade-norms

Unit-3 : Test Construction & Standardization
- Norms and Criterion referenced test: Concept, difference and applications.
- Teacher made and standardized test: Concept, difference and applications.
- Steps involved in the standardization of an achievement test.
- Basic requirement in preparing a test, test specification and table of specifications, planning about constructing a test- blue print.
- Preparation of norms for the final test, preparation of manual and reproductions of test.

Unit-4 : Recent trends in Evaluation
- Grading, marking and credit system.
- Question Bank.
- Continuous and comprehensive evaluation.
- Moderation and revaluation.
- Online assessment tools.

Transactional Strategies Lectures, Assignments, Projects, Power Point Presentations, Survey, Test Construction.

Internal Assessment Strategies:

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

Practicum:

1. Prepare an evaluation tool for any of the variables related to cognitive domain.
2. Prepare an evaluation tool for any of the variables related to affective domain.
3. Make a survey on problems in continuous and comprehensive Evaluation.

Suggested Readings:

(Elective-II)

(At any one of the school stages–Elementary and Secondary)

EDUCATIONAL POLICY, ECONOMICS AND PLANNING AT ELEMENTARY LEVEL

COURSE CODE: SOE010430DCEC3014

Year        II                                                                                                                           Credit:4
Semester    IV                                                                                                                                                  Marks :100 (Theory: 70, Internal: 30)

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

● Know and appreciate the policies related to education in India at central and state level
● Understand the financing of education in India.
● Understand the concept and nature of educational planning.
● Define education as an investment
● Understand issues pertaining to the issues of quality at secondary level.
● Critically analyze some of governmental plans and policies of education.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Unit</td>
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<td>48</td>
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</tbody>
</table>
Course Content / Syllabus

Unit-1 : Educational Policy at Elementary Level

- Concept and Types of Educational Policy- State level Institutional , Short –term, Long-term at Elementary Level
- Need and Importance of Educational Policy at Elementary Level
- Linkage between national Educational Policy and State Development Policy at Elementary Level
- Constitutional Provisions for Education and significance
- Government Initiatives: NPE (1986); POA (1992); DPEP (1994); SSA; RTE; LokJumbish Projects, ShikshaKarni Projects, Kasturba Gandhi ShikshaYojana, Sharde Hostels)

Unit -2 : Economics of Education

- Meaning, Significance and Scope
- Education as Consumption
- Education as investment and Cost Analysis in Education
- Education and Economic Development
- Financing of Education in India: Center- State relationship, mobilization of resources
- Financial Contribution of community to school.
- Central and State Level Expansion on Elementary Education w.r.t. SC, ST, Minority Groups and Girls
- Models of development based on free market economies

Unit -3 : Educational Planning at Elementary Level

- Concept, needs and goals of Educational Planning
- Principles of Educational Planning.
- Approaches of Educational Planning
- Educational Planning in India since independence at elementary stage

Unit- 4 : Inspection, Supervision and Monitoring

- Monitoring and Supervision at Elementary Level
- Research and Evaluation of specific schemes like Mid-Day Meals, establishments of Village Education Committee and different incentive schemes and achievement levels
- Quality concern at elementary Education and assessment of quality
- Factors affecting quality and literacy achievement
**Transactional Strategies:** Discussions, debates, analysis of plans and policies, suggestions for improvement

**Internal Assessment Strategies:**

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

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<td><strong>Total Marks</strong></td>
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**Practicum:**

- Preparation of research design on a theme, discipline and RTE act. 2009
- Visit a school for reporting on access, and enrolment/retentions of girl students and give suggestions for improvement.
- Critical Analysis of Research Studies on programs and policies related to elementary education (Survey a Govt school nearby and Prepare of report on critically analyze the SSA and Mid May Meal programme)
- Any other assignment/project given by the Institute.
- Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratichi Report on Education; Global Monitoring; Report of UNESCO
Suggested Readings:

- Blaug, Mark. (1970). Where are we now in Economics of Education?. Economics of Education Review.
EDUCATIONAL POLICY, ECONOMICS AND PLANNING (SECONDARY LEVEL)

COURSE CODE: SOE010431DCEC3014

Year: II  
Credit: 4

Semester: IV  
Marks: 100 (Theory: 70, Internal: 30)

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

- Know and appreciate the policies related to education in India at central and state level
- Understand the financing of education in India.
- Understand the concept and nature of educational planning.
- Define education as an investment
- Understand issues pertaining to the issues of quality at secondary level.
- Critically analyze some of governmental plans and policies of education

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<tr>
<th>Teaching Scheme</th>
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Course Content / Syllabus

Unit-1: Educational Policy at Secondary Level
- Concept and Types of educational policies- National, State Level Institutional; Short–Term and Long- Term at Secondary Level
- Need and Importance of Educational Policy at Secondary Level
- Linkage between Educational Policy and National Development Policy at Secondary Level
- Constitutional Provisions for Education and significance
- Govt initiatives (DraftNEPNPE, 1986; POS, 1992; DPEP, 1994; SSA; RMSA; RTE; Lok-Jumbish Projects, ShikshaKarni Projects, Kasturba Gandhi ShikshaYojana, Sharde Hostels)

Unit-2: Economics of Education: Meaning, aims, scope and significance
- Education as Consumption and Investment
- Cost Benefit Analysis Vs Cost Effective Analysis in Education.
- Education and Economic Development; Signalling theory Vs Human Capital theory
- Financing of Education in India: Center- National Relationship, Mobilization of Resources.

Unit-3: Educational Planning and Five-Year Plan in Education at Secondary Level
- Concept, needs, goals and principles of Educational Planning at Secondary Level
- Main features of five year plans with special reference to education, impact of five year plans
- Perspective planning at central, state and local levels: concepts of macro, and micro level planning.
- Priorities to be given at central and state levels.
- Perspective plan for education in the 12th Five Year plan.
- Recent initiatives in educational planning.

Unit-4: Educational Expenditure
- Availability of educational statistics at central, state and district levels.
- Financial estimates by Tapas Mazumdar Committee (GoI, 1998)

Transactional Strategies: Discussions, debates, analysis of plans and policies, suggestions for improvement.
Tasks and Assignment: Any one of the Following:

- Estimation of opportunity cost on a sample of working school age children.
- Preparation of a blueprint for expenditure control in a school.
- Preparation of a school budget.
- Any other given assignment by the teacher educators.

Suggested Readings:

- Blaug, Mark. (1970). Where are we now in Economics of Education?. *Economics of Education Review*.
(Elective-III)
(At any one of the school stages–Elementary and Secondary)

M.Ed. Semester-IV

EDUCATIONAL MANAGEMENT, ADMINISTRATION & LEADERSHIP AT ELEMENTARY LEVEL

COURSE CODE: SOE010432DCEC3014

Year : II Credit: 4
Semester: IV Marks: 100 (Theory: 70, Internal: 30)

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

- Know and understand the concepts of educational management, administration and leadership
- Understand various styles of leadership
- Develop some leadership qualities in themselves
- Understand educational administration in India at local, state and central level

Course Content / Syllabus

Unit- 1: Educational Management & Educational Planning and Supervision

- Concept, Needs, Objectives and Scope of Educational Management
- Approaches and Principles of Educational Management
- Concept of Educational Management Human Beings as inputs, Process & Product inputs
- Educational Manager: Functions, Roles, Skills & Competencies
- Managerial Creativity, Managerial Ethics
- Role and functions of Headmaster/ Principal/ Teacher: Basic functions of Administration, Planning, Organizing, Directing and Controlling in School Management & Administration
- Meaning, Nature and Approaches of Educational Planning
- Institutional Planning and Perspective Planning at Elementary Level
- Meaning, Nature and Scope of Educational Supervision
- Educational Supervision as : Service Activity, Process, Functions, Planning, Organizing and Implementing Supervisory Programmes at Elementary Level
Unit-2: Introduction to Educational Administration & Communication in Educational Management & Administration

- Concept, Scope, Principles of Educational Administration
- Educational Administration Approaches and Emerging Trends
- Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as a Process, Human Relations Approach to Administration.
- Types of Communication
- Methods and Devices of Communication
- Selection of Appropriate Communication Strategies
- Barriers of Communication

Unit-3: Leadership in Education & Theories of Leadership

- Concept of Leadership, Leader and Manager,
- Leadership Traits and Skills
- Functions and Styles of Leadership
- Measurements of Leadership
- Approaches of Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based and Social.
- Blake and Mouton’s Managerial Grid, Fiedler’s Contingency Model, Tridimensional Model
- Hersey and Blanchard’s Situational Theory

Unit-4: Educational Administrative Bodies in India at State & Local Level: Role & Functions

- State Bodies: State Council of Educational Research & Training (SCERT),
- State Institute of Education Technology (SIET),
- District Institute of Education & Training (DIET),
- Institute of Advance Studies in Education (IASE)

**Transactional Strategies:** Lectures, field visits to various educational institutions, case studies, assignments, discussions

**Internal Assessment Strategies:**
A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

**Practicum:**
- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central & state Govt. for Elementary Education. Prepare a report of entire activity.
• Review research on educational management or management of elementary schools
• Evaluation of management of SSA activities in a district.
• Collect data from relevant sources on student & teachers ratio at elementary level. Is it according to provision of RTE act? Prepare a report on it.
• Examine the effectiveness of any one programme run by central Govt. for elementary students. Present the report in a classroom seminar.
• Analyze quality & quantity of Mid-day meal in any rural school.

Suggested Readings:

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP AT SECONDARY LEVEL

COURSE CODE: SOE010433DCEC3014

Year: II                                                                 Credit: 4
Semester: IV                                                                Marks: 100 (Theory: 70, Internal: 30)

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

- Know and understand the concepts of educational management, administration and leadership
- Understand various styles of leadership
- Develop some leadership qualities in themselves
- Understand educational administration in India at local, state and central level

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</table>
Course Content / Syllabus

Unit-1 : Educational Management, Educational Planning & Supervision

- Concept, Needs, Objectives & Scope of Educational Management
- Approaches and Principles of Educational Management
- Concept of Educational Management Human Beings as inputs, Process & Product inputs
- Educational Manager: Functions, Roles, Skills& Competencies
- Managerial Creativity, Managerial Ethics
- Role and functions of Headmaster/ Principal/ Teacher: Basic functions of Administration, Planning, Organizing, Directing and Controlling in School Management and Administration
- Meaning, Nature and Approaches of Educational Planning
- Institutional Planning and Perspective Planning at secondary level
- Meaning, Nature and Scope of Educational Supervision
- Educational Supervision as : Service Activity, Process, Functions, Planning, Organizing and Implementing Supervisory Programmes at secondary level.

Unit-2 : Introduction to Educational Administration & Communication in Educational Management and Administration

- Concept, Scope, Principles of Educational Administration
- Educational Administration Approaches and Emerging Trends
- Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as a Process, Human Relations Approach to Administration.
- Types of Communication
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Unit-3 : Leadership in Education & Theories of Leadership

- Concept of Leadership, Leader and Manager,
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- Approaches of Leadership: Trait, Transformational, Transactional, Value -Based, Cultural, Psychodynamic, Charismatic, Community based and Social.
- Blake and Mouton’s Managerial Grid, Fiedler’s Contingency Model, Tridimensional Model
- Hersey and Blanchard’s Situational Theory.

Unit- 4 : Educational Administrative Bodies in India at National Level: Role & Functions

- University Grant Commission (UGC)
- National Council of Educational Research and Training (NCERT)
- National University of Educational Planning and Administration (NUEPA)
- Ministry of Human Resource Development (MHRD)
- National Council for Teacher Education (NCTE)
- Central Advisory Board For Education (CABE)

Transactional Strategies : Lectures, field visits to various educational institutions, case studies, assignments, discussions

Internal Assessment Strategies :

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

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</table>

Total Marks 30
Practicum:

- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central and state Govt. for secondary education. Prepare a report of entire activity.
- Review research on educational management or management of secondary schools which are used in other countries but not in India.
- Evaluation of management of SSA activities in a district.
- Collect data from relevant sources on student & teachers ratio for secondary level school of your district. Is it according to provision of RTE act? Prepare a report and send it to authorities.
- Examine the effectiveness of any one programme run by central Govt. for secondary students. Present the report in a classroom seminar.

Suggested Readings:

(Elective-IV)
(At any one of the school stages–Elementary and Secondary)

M.Ed. Semester-IV

VALUE EDUCATION

COURSE CODE: SOE010434DCEC3014

Year II Credit 4
Semester IV Marks 100 (Theory: 70, Internal: 30)

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

● Understand importance and need for value education
● Appreciate various activities organized by the schools to develop desirable values in the students
● Conduct various talks and programs for value education
● Gain knowledge of various models for value education
● Understand role of teachers for inculcation of values in the students

<table>
<thead>
<tr>
<th>Unit</th>
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Course Content / Syllabus

Unit-1 : Value Education & Need

- Concept of Values and Value Education; Historical Background of Value Education
- Aims and Objectives of Value Education
- Need, Importance and Role of Value Education in the present emerging Indian society
- Classification of Values

Unit-2 : Theories & Model of Value Development

- Theories of Value Development: Psycho-analytic, Learning theory – social learning Cognitive development, Piaget and Kohlberg
- Models of Value Development : Value Analysis, Rationale Building, Social Action, The Consideration Model

Unit-3 : Types of Values & Profession

- Constitutional or national values - Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity.
- Professional Values-Knowledge thirst, sincerity in profession, regularity, punctuality and faith.
- Religious Values - Tolerance, wisdom, character.
- Modernity vs. Value crisis, Issues and challenges
- Value orientation of Teacher education curricula in India

Unit-4 : Value & Character Building

- Concept of Morality and Moral Judgment
- Aspects of Moral Education – Liberal, Social, Religious, Psychological
- Development of Moral Character And Attitude
- Role of Media in developing values and morality

Transactional Strategies: Discussions, lectures, debates, workshops, conduct of various speeches and talks etc.

Internal Assessment Strategies:

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.
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**Total Marks**: 30

**Practicum**:
- Organize any programme (Morning Assembly, Celebration of Important Days etc.) for school children for inculcating different values.
- Create a programme for awareness among the school/college students about value education.
- Study of the comparison of values among students of one urban school with one rural school.
- Making a project report on role of formal and informal agencies for inculcating values among children

**Selected Readings**:
DISTANCE & OPEN LEARNING

COURSE CODE: SOE010435DCEC3014

Objective: To enable the pupil teachers to:

- Understand the philosophy of open and distance learning.
- Understand the distance and open modes of learning.
- Differentiate different modes of learning.
- Understand the need and importance of distance and open learning.
- Understand the role of mass media and various other technologies in distance and open learning.
- Understand the procedure of self-instructional material development and student support services for open and distance learning.
- Develop the understanding of management of open and distance learning.
- Know various evaluation techniques in distance education.

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Course Content / Syllabus

Unit – I: Growth & Philosophy of Distance Education
- Concept, meaning, nature of distance and open learning.
- Growth and philosophy of distance education and open learning – International and National.
- Need, importance, scope, advantages and limitations of distance and open learning.
- Correspondence and open education: Development, objectives and modes.
- Param Inter University: An Indian Perspective of open learning.

Unit – II: Communication Aspects of Distance & Open Learning
- Communication Technology for Distance Education.
- Audio Technology, Video Technology, satellite based communication system, Mobile Technology.
- Role of Mass Media.
- Computer Technology.

Unit – III: Instructional Process of Distance & Open Learning
- Research for distance education.
- Curriculum Development for distance education.
- Distance Education: Economic perspective.
- Staff training and Development in Distance Education, Professional Training in Distance Education.

Unit – IV: Evaluation Procedure in Distance Education
- Learner Support Services.
- Management of Distance Education.
- Recommendations of NPE (1986) and NKC (2005) regarding distance education and recent developments in Distance Education.
- Evaluation techniques in Distance Education.
- Comprehensive and continuous evaluation in Distance Education & Open Learning.

Transactional Strategies: Web based learning, Lectures, Debates, Assignments, Projects, Power Point Presentations, and Demonstration.

Internal Assessment Strategies:
A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.
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**Total Marks** 30

**Practicum:**
- Assignment on the need and relevance of distance education system, in India at elementary/secondary/higher levels.
- Review of CIET/UGC/IGNOU TV Programmes, and preparation of report.

**Suggested Readings:**
- IGNOU (1988). *Growth and philosophy of distance education,* (Block 1, 2 & 3). New Delhi: IGNOU.

• Pandey, U. (2017). Optimizing open and distance learning in higher education institutions. New Delhi. IPI Global


COMPARATIVE EDUCATION
COURSE CODE: SOE010436DCEC3014

Year   II                                                                 Credit    4
Semester IV                                                                 Marks   100 (Theory: 70, Internal: 30)

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

- Acquaint the student with concept, scope, Need, History and development of Comparative Education.
- Acquaint the student with the methods of Comparative Education.
- Study the Problems of Education in World perspective.
- Understand the factors and forces influencing practice of Education.
- Create awareness and develop understanding of system of Education in developing and developed countries.
- Develop the sense of international understanding.
- Acquaint the students with the current trends and problems in world Education.

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Course Content / Syllabus

Unit -1: Conceptual Understanding of Comparative Education & Historical Development

- Concept, scope and aims of Comparative Education.
- Principles behind analysing educational system of different countries
- Historical development of comparative Education
- Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach
- Factors influencing Education system in any country

Unit-2: Elementary Education and Secondary Education (U.K., U.S.A. and India)

- Salient Features of Pre-Primary Education in UK, USA and India
- Salient Features of Elementary Education in UK, USA and India
  - Aims, content, Methods of Instructions and Evaluation strategies
  - Concept of Universalization of Elementary Education in India and its implementation, SSA and DPEP
- Salient Features of Secondary Education in UK, USA and India
  - Aims, Content, Methods of Instructions and Evaluation strategies
  - RastriyaMadyamikSikhsa Abhiyan
- Educational Administration in UK, USA and India

Unit-3: Higher Education and Distance Education and Continuing Education

- Salient Features of Higher Education in UK, USA and India
  - Aims, content, Methods of Instructions and Evaluation strategies
  - RUSA
- Salient Features of Distance and continuing Education in UK, Australia and India
  - Aims, Content, Methods of Instructions, Modes of Communication and Evaluation strategies
  - Its Need and Various Concepts

Unit 4: Teacher Education and Vocationalization of Education

- Salient Features of Teacher Education in Finland and India
  - Aims, content, Methods of Instructions and Evaluation strategies
- Salient Features of Vocationalization of Education in UK, USA and India
• Meaning and Needs of Vocationalization of Education
• Aims, Content, Methods of Instructions and Evaluation strategies
• Research trends in Comparative Education

Transactional Strategies Internal Assessment Strategies:

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Activity</th>
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<tbody>
<tr>
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<td>Test</td>
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<td>Assignment &amp; Presentation (PPT)</td>
<td>05+10</td>
</tr>
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<td>3</td>
<td>Percentage of attendance</td>
<td></td>
<td>05</td>
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</table>

Total Marks 30

- Develop comparative chart in elementary school with help of their teachers, students and community.
- Critical appraisal/analysis of existing syllabi and textbooks on elementary level at national levels.
- Make a study of the evaluation practices in selected schools critical analysis of facilities provided in elementary levels.

Suggested Readings:

● TulanatmakShikshan – Dr. Seeteram Jaiswal, Dr. RamdasBarkale, Dr, NaliniPichad
GUIDANCE AND COUNSELLING

COURSE CODE: SOE010437DCEC3014

Year         II  Credit        4
Semester  IV  Marks  100 (Theory: 70,
Internal: 30)

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

- Know the history of guidance and counseling in India
- Realize the importance of guidance and counseling
- Understand various techniques adopted for guidance and counseling
- Be sensitized to the need and importance of mental health
- Gain knowledge of various techniques and tools for assessing mental health of learners

<table>
<thead>
<tr>
<th></th>
<th>Lecture (L)</th>
<th>Tutorial (T)</th>
<th>Practicum (P)</th>
<th>L+T+P</th>
<th>Internal Assessment</th>
<th>External Assessment</th>
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<tbody>
<tr>
<td>I</td>
<td>12</td>
<td>4</td>
<td>0</td>
<td>16</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>15</td>
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<tr>
<td>Total</td>
<td>48</td>
<td>12</td>
<td>04</td>
<td>64</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>
Course Content / Syllabus

Unit -1 : Introduction to Guidance
  ● Concept, Principles & Functions of Guidance
  ● Types of Guidance: Educational, Vocational, Social, Personal, health and Social Guidance.
  ● Contemporary Models of Guidance; Mathewson Model, Sholen’s Model

Unit -2 : Introduction to Counseling
  ● Concept, Principles, Techniques & Procedure of Counseling
  ● Counselor: Characteristics, Functions & Ethics
  ● Skills of Counseling: Building Trust, Listening, Observation & Empathy

Unit -3 : Approaches and theories of counselling
  ● Theories of Counseling: Freud’s Psychoanalytic, Behaviouristic, Emotive

Unit 4: Mental Health and Hygiene
  ● Concept of Well Being
  ● Concept of Mental Health
  ● Factor Affecting Mental Health
  ● Role of Guidance in Personnel in Promoting Positive Mental Health at Work Place

Transactional Strategies : Lectures, discussions, use of psychological tests, observation of students, conducting career guidance in the schools, counsel students by identifying their mental health problems such as lack of concentration, anxiety, anger etc.
Internal Assessment Strategies:

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

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Total Marks 30

Practicum:

- Draw a plan for the assessment of ability, aptitude, interest or personality of students. Explore two tests.
- One each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups.
- Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session.
- Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in details the group climate.

Suggested Readings:

• Chandanpat (2018). *Guidance and counselling*. ND: Educational Publisher & Distributor.
DISSERTATION
COURSE CODE: SOE010438C0044

Year                II                                                                                                                                   Credit                         4
Semester          IV                                                                                                                                  Marks                         100

Objectives: After the completion of the dissertation work, students will be able to:

- Understand the process of conducting research.
- Know various statistical techniques used for analysing the data.
- Critically analyse the related literature
- Contribute to new knowledge.
- Learn the process of publishing research output
- Suggest desirable changes in their area of study.

<table>
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<tr>
<th></th>
<th>60</th>
<th>40 (Report Presentation &amp; Viva-Voce)</th>
<th>100</th>
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<td>60</td>
<td>40</td>
<td>100</td>
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</table>

**Transactional Strategies**: The dissertation is a compulsory 4 credit component of the M.Ed. programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved therein. It is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct 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. Thus, while the product or the outcome of this component (i.e. the thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor:
(i.) Related to specialization / foundations Students (in close mentorship of a faculty member) learn to plan and conduct a research, and write a thesis.

(ii.) The word limit for the dissertation may be between 15,000 to 20,000 words.

(iii.) Each student has to submit a Dissertation on a topic, preferably from the Specialization Courses or in the areas introduced in the perspective courses at the end of the M.Ed. course before the commencement of the Theory Examination.

• While a dissertation may be submitted at the end of the Semester 4 of the programme, the process of arriving at it should begin early on, ideally in the Semester 1 onwards. This also means that the assessment of this component should be spread over various stages in this process, viz., developing a research proposal, presenting it, conducting the research, developing the first draft, finalizing the dissertation and presenting it in a viva-voce situation. All these stages should be given due weightage in the assessment of the dissertation.

Internal Assessment Strategies:

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Total Marks 60