

Faculty of Education
Magadh University, Bodhgaya
M.Ed. Syllabus
2017-18

Ordinance

1. Preamble

- 1.1 The Master of Education programme, generally known as M.Ed. is a professional programme meant for preparing teacher educators and educational professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school Principals & researchers.
- 1.2 The Master of Education Programme shall be under the faculty of Education.

2. Duration of Course

- 2.1 The M.Ed. programme shall be of two academic years (having four semesters of six months each).
- 2.2 A University examination shall be held after completing every semester on the dates notified by the University.

2.3 Working Days

- 2.3.1 There shall be at least 16 – 18 weeks teaching/semester.
- 2.3.2 The institution concerned shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student-teachers shall be necessary to ensure their availability for interaction, dialogue and consultation, and mentoring students.
- 2.3.3 The minimum attendance of student shall have to be 80% for all course work and 90% for field attachment.

2.4 Curriculum

The M.Ed. programme is designed to provide opportunities for students to extend as well as deep in their knowledge and understanding of education specialize in select areas, and also cultivate/ develop research capacities, leading to specialization in elementary/secondary education. The curriculum of the 2 year M.Ed. programme shall comprise of the following components:

- 2.4.1 Field immersion/attachment/internship: There shall be core courses (which shall have about 60% of credits) and specialized courses in elementary education or secondary education and dissertation with about 40% of credits.
- 2.4.2 Year 1: 16 – 18 weeks×2 semesters+3 weeks in summer
Year 2: 16–18 weeks×2 semesters+3 weeks in inter-semester breaks
Total: 16 – 18 weeks × 4 semesters = 64 – 72 weeks; + 6 weeks for field immersion during inter-semester breaks = 70 – 78 weeks.

2.4.3 Apart from the 6 weeks in the various inter-semester breaks, 7 weeks should be allocated to the field immersion. Each year should have a total of at least 200 working days exclusive of admissions and examination period.

2.5 Scheme of Study

Scheme of Study for Two-Year M.Ed. Programme					
[Semester Wise Distribution of the Courses]					
SEMESTER –I (July to December)					
COURSE NO.	COURSE NAME	CREDIT	Theory	Practicum	FULL MARKS
C.C. 1	Psychology of Learning & Development	4	80 marks	20 marks	100 marks
C.C. 2	Historical/Political Economy Perspectives of Education	4	80 marks	20 marks	100 marks
C.C.3	Relevance of Teachers Education in Changing Times	4	80 marks	20 marks	100 marks
C.C.4	Fundamentals of Educational Research	4	80 marks	20 marks	100 marks
*EPC 1	A. Communication and expository writing	1		50 marks	50 marks
	B. Personality Development	1			
	Total	18			450 marks
*EPC will be done during inter semester break.					
SEMESTER – II (January to June)					
COURSE NO.	COURSE NAME	CREDIT	Theory	Practicum	FULL MARKS
C.C.5	Sociological & Philosophical Perspectives of Education	4	80 marks	20 marks	100 marks
C.C. 6	Teacher Education-Issues and Challenges	4	80 marks	20 marks	100 marks
C.C. 7	Curriculum Studies	4	80 marks	20 marks	100 marks
C.C. 8	Innovative Teaching - Learning	4	80 marks	20 marks	100 marks
*C.C. 9	Dissertation (½)	2	40 marks	10 marks	50 marks
EPC 2	Internship in a Teacher Education Institution	4	32 hrs.	50 marks	50 marks
	Total	22			500 marks
*Dissertation will be done during inter semester break.					
SEMESTER-III (July to December)					
COURSE NO.	COURSE NAME	CREDIT	Theory	Practicum	FULL MARKS
S.C. 1	Elementary(VIII)/Secondary (IX-XII) Education for differently abled	4	80 marks	20 marks	100 marks
S.C. 2	Curriculum Pedagogy and Assessment (Elementary/Secondary)	4	80 marks	20 marks	100 marks
C.C.10	Advanced Research Methodology	4	80 marks	20 marks	100 marks
C.C.11	Creativity & Value Education	4	80 marks	20 marks	100 marks
ECP 3	Internship	4		50 marks	50 marks

*C.C. 12	A. Dissertation (½) B. Environment & Education	2 2	80 marks	20 marks	100 marks
	Total	24			550marks
*Dissertation will be done during inter semester break.					
SEMESTER-IV(January to June)					
COURSE NO.	COURSE NAME	CREDIT	Theory	Practicum	FULL MARKS
S.C.3	Policy, Economics and Planning (Elementary/Secondary)	4	80 marks	20 marks	100 marks
S.C. 4	Educational Management and Administration (Elementary/Secondary)	4	80 marks	20 marks	100 marks
S.C. 5	Educational Technology & ICT	4	80 marks	20 marks	100 marks
C.C.13	Dissertation	4	32 hrs.	100 marks	100 marks
EPC 4	Seminar/Group Activities, Laboratory work, Field work/Workshop (16 weeks)	4		100 marks	100 marks
	Total	20			500 marks
Grand Total -					2000marks

C.C. = Core Course

S.C. = Special Course

EPC = Enhancing Professional Capacity

There shall be a Departmental Internal Assessment Committee which will meet periodically to carryout and monitor Internal Assessment programme.

Note:

- i) A student will choose elementary school stage (a) or secondary school stage
- ii) The practical-cum-field work including three main experience based activities i.e. school based, teacher education based and research work leading to dissertation is to be conducted and evaluated during all the four semester in a comprehensive and continuous manner, a detailed outline of the same will be available by mid-July 2017 before the commencement of academic session

3. Registration

Any such student who is not already registered with respective University shall have to get himself/herself registered with that University on payment of the requisite fee as mentioned in the Regulation. The students who are not registered under their respective/concerned University, shall not be allowed to continue their studies, nor to appear at the examination.

4. Examination

- 4.1 Master of Education (M.Ed.) Programme would follow Semester System with continuous and comprehensive assessment as an integral part.
- 4.2 To be permitted to appear in the semester-end university examination for the Degree of the Master of Education (M.Ed.) a candidate must have:
 - (i) Completed the courses of study prescribed for the M.Ed. Programme.

- (ii) Registered with the respective University as a student.
- (iii) Completed 80% attendance in theory classes and 90% in internship and practicum of the total classes held.
- (iv) Completed the M.Ed. course in a maximum of three years from the date of admission to the programme.

4.3 A candidate for Master of Education degree shall be examined in 22(twenty two papers) carrying total of 2000 marks.

- a. There shall be 44 credits for core papers, 20 credits for specializations, 12 credits for field internship (4 credits in teacher education institution, 4 credits in specialization and 4 credits for different practical activities throughout the course) and 8 credits for research leading to dissertation.
- b. Each credit in a taught course is credited to one hour of teaching or two hours of seminar/group/work/laboratory work/field work/workshop per week for sixteen weeks.
- c. Among 13 core papers, 11 papers carrying 100 marks and 2 papers carrying 50 marks each.
- d. Among 4 EPC papers, one paper carrying 100 marks & 3 papers carrying 50 marks. All the 4 papers will be evaluated internally.
- e. There are 5 special papers each carrying 100 marks (80% marks for external & 20% marks for internal assessment)
- f. Total dissertation will be carrying 200 marks

4.4 The written examination in each of the theoretical core papers, special papers & elective papers shall be of three hours duration.

4.5 For the evaluation of dissertation there shall be provision of one external examination to be conducted by the University after completion of Internship programme.

4.6 Courses of study for Master of Education examination shall be the same as incorporated in the Regulation, and as finally approved by the Hon'ble chancellor.

4.7 A candidate who, after having completed the course, in case fails to appear at the examination or fails to pass the examination, shall be allowed to take subsequent examination of the same semester on payment of prescribed examination fee without being required to repeat/complete the course again. However, this opportunity shall be given only in one more examination, within a period not exceeding three years from the date of admission.

4.8 A candidate shall be allowed to appear in the final examination of Master of Education course only if he/she clears the 1st, 2nd & 3rd semester examinations. If he/she fails to clear the 1st, 2nd & 3rd semester examination within the stipulated period of three years from the date of admission, he/she will not be allowed to appear in the final (4th semester) examination.

5. Conduct of Examination and Moderation of Results

- 5.1 All the Four Semester end Examination shall be conducted by respective University which shall also finalize the programme for these examinations. The approved examination fee only shall be charged.
- 5.2 Answer sheets shall be coded before being sent to the Examiners, and shall be decoded before tabulation of marks.
- 5.3 In order to pass Master of Education examination, a candidate shall have to obtain at least 45% marks in each theory paper and 50% marks in each practicum paper/activity separately. A candidate not securing the above qualifying marks shall be declared as fail.
- 5.4 (a) Final result of M.Ed. Course shall be published on the basis of candidates' performance in all the papers spread over all Four Semesters.
- (b) The Final result will be published only after the candidate has cleared all the papers securing minimum qualifying marks as approved in the Regulations.

5.2 Promotion

- 5.2.1 A student who fails in not more than Two papers (Theory + Practical) in First Semester Examination, he/she may be promoted to Second Semester to continue his/her studies. But such a student will have to clear the backlog papers in immediate succeeding examination of that semester.
- 5.2.2 Like-wise, If a Second Semester student fails in not more than Two papers he/she may be promoted to 3rd Semester; but all such students will have to clear their backlog papers of 1st and 2nd both Semesters in the next succeeding examination of that semester.
- 5.2.3 No student shall be promoted to 4th Semester, unless he/she has cleared all the backlog papers.
- 5.2.4 The name of successful candidates shall be arranged in order of merit as follows:

PERCENTAGE OF MARKS	GRADE
86 & Above	O (Outstanding)
76 to 85	A+ (Excellent)
66 to 75	A (Very Good)
56 to 65	B (Good)
45 to 55	C (Average)
Less than 45	D (Fail)

5.3 Result Improvement

- 5.3.1 A student can reappear in maximum of Two Theory papers in the immediate succeeding examination of that semester to improve his/her result. Better of two scores shall be considered for preparation of the final result.
- 5.3.2 This facility shall be provided with 1st and 3rd Semester examinations only.

5.3.3 Student can avail of this facility only once per semester. In no case Second chance shall be provided/permitted.

5.3.4 However, the name of such candidates with improved results, shall not be included in the Merit List.

6. Award of Degree

Those Students/Candidates, who complete the programme successfully, shall be awarded Master of Education degree by the respective University, Bodhgaya in prescribed format specifying the Class/Division/Grade in which he/she has been placed.

1st Year

Semester-I (July to December)

C.C. 1 : Psychology of Learning & Development

Contact Hrs.: 4 per week

Theory: 80 Marks (4 Credit)

Examination: 3 hrs.

Practicum: 20 Marks

Objectives:

- 1. To enable the students to understand the psychological foundation of education.*
- 2. To develop an understanding about theories of learning.*
- 3. To develop an understanding about learners cognitive thinking and learning styles.*
- 4. To develop and understanding of theories of personality and its measurement.*
- 5. To understand psychological measurement, of all aspects of educational psychology.*

UNIT - 1

- 1.1 Educational Psychology: Concept, Nature, Aspects, Scope and its Contributions.
- 1.2 Methods of Psychology, Experimental, Case Study, Observation
- 1.3 Brief introduction of Schools of Psychology.
- 1.4 Nature and Nurture: Heredity& Environment.

UNIT – 2

- 2.1 Human Development: Piaget's and Brunner theory
- 2.2 Physical and Mental Social Development,
- 2.3 Emotional Development,
- 2.4 Moral & Aesthetic Development

UNIT – 3

- 3.1 Learning : Concept and Process, Theories of Skinner, Bandura, Kohler, Gagne's Hierarchy
- 3.2 Motivation: Concept, types and strategies, Achievement motivation – Maslow's concept.
- 3.3 Individual differences and causes of inter and intra individual differences.
- 3.4 Intelligence: Concept, Theories of Cattle, Gardner and Guilford. Measurement of intelligence by verbal, nonverbal and performance test, controversies in Intelligence testing, emergence of social, emotional intelligence.

UNIT – 4

- 4.1 Personality: Concept, development and theories: Allport, Freud, Erikson, Bandura and Big five modal of personality. Assessment by subjective, objective and projective techniques
- 4.2 Mental Health: Concept, Criteria for good mental health, issues and problems related to mental health. Adjustment & Mental Hygienic
- 4.3 Conflict: Concept and types, conflict as barrier in decision making process
Stress: concept, causes and coping, defense mechanism.
- 4.4 Creativity concept, dimensions and identifications of creative children, educational programme for nurturing creativity.

Practicum:(A minimum of four practical to be performed)

Administration of:

- Verbal Intelligence Test
- Non-verbal Intelligence Test
- Personality Inventory
- Mental Health Test.
- Creativity Test.
- Achievement Motivation Test.

Reference

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15. Tomar, Monika and Kumari, Sarita (2005). *Educational Psychology*. New Delhi: Shree Publishers and Distributors.
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Evaluation

Theory Examination (External) 80 Marks

Internal Assessment 20 Marks:

- a) Performance in house examination 6 Marks
- b) Sessional Work 8 Marks
- c) Seminars 6 Marks

Question Pattern

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 6 questions carry 5 marks each out of 10 questions=30 marks

Section C: Objective type 10 questions carry 2 marks each=20marks

C.C. 2: Historical, Political & Economic Perspectives of Education

Contact Hrs. 4 per week

Theory: 80 Marks (4 Credit)

Examination: 3 hrs.

Practicum: 20 Marks

Objectives:

- 1. To understand the development and role of Education in Historical Political and Economic aspects in India.*
- 2. To understand about multidisciplinary approach in relation to Education with of the aspects.*
- 3. To understand the relationship between political institutions, economic policies and historicism.*
- 4. To understand the educational contribution of great thinkers.*
- 5. To understand the role of central agencies in development of education in India.*
- 6. To acquaint with the experiments and their contribution in education.*
- 7. To understand the importance of democratic values and constitutional provisions for Education in India.*
- 8. To understand the global trends of education in changing nature of global society like open learning system, scientific & technical invasion, economic and social challenges.*

UNIT - 1 Historical Perspectives of Education

- 1.1 Brief Introduction of Ancient, Medieval & Modern Education system.
- 1.2 Radhakrishnan Commission (UEC).
- 1.3 Kothari Commission (1964 – 1966).
- 1.4 New Education Policy (1986, 1992).
- 1.5 Yashpal Commission

UNIT - 2 Economical Perspectives of Education

- 2.1 Impact of Globalization in Education & Economy
- 2.2 Costs & Benefits of Education
- 2.3 Secondary & Higher Education, Poverty and Development
- 2.4 Financing higher education system.
- 2.5 PPP, Economic Reforms in India & their impact in Education.

UNIT - 3 Constitutional Perspectives of Education

- 3.1 Educational Provisions in Indian Constitution
- 3.2 Free and compulsory Education
- 3.3 Right to Education
- 3.4 Education for Exceptional Children, women, backward classes.

3.5 Role of Education in Political Development, Democracy, Freedom, Human Rights (Right to Development) and Peace Education.

UNIT - 4 Economic Developments

4.1 Quality of Life and Economic Growth,

4.2 Poverty and Income Inequalities,

4.3 Human Development Index,

4.4 Development Planning Perspectives;

4.5 Quality of Education and Economic Development

Examination Pattern

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 6 questions carry 5 marks each out of 10 questions=30 marks

Section C: Objective type 10 questions carry 2 marks each=20 marks

Session work:

1. Observation of Group Community on socio political & economic perspectives.
2. Critical thinking on present constitutional provisions.
3. Philosophical aspects of teacher training institution & its relevancy.

Reference

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Evaluation

Theory Examination (External) 80 Marks

Internal Assessment 20 Marks:

- a) Performance in house examination 6 Marks
- b) Sessional Work 8 Marks
- c) Seminars 6 Marks

Question Pattern

The question paper will consist of three sections: A, B, and C.

Section A: 3questions carry 10 marks each out of 5 questions==30 marks

Section B: 6 questions carry 5 marks each out of 10 questions=30 marks

Section C: Objective type10 questions carry 2 marks each=20marks

C.C. 3 : Relevance of Teachers Education in Changing Times

Contact Hrs. 4 per week

Theory: 80 Marks (4 Credit)

Examination: 3 hrs.

Practicum: 20 Marks

Objectives:

- 1. To create awareness of various problems of Teacher Education.*
- 2. To acquaint with the teacher education programmes at all levels.*
- 3. To develop skills in organizing practice teaching and in selecting teaching strategies and teaching models.*
- 4. To acquaint with the responsibilities pertaining to school organization and classroom management.*
- 5. To appreciate the need for research in Teacher Education.*

UNIT – 1 Introduction

- 1.1 Teaching in India - An Overview, Teaching as a profession, Tasks before teaching profession, Effective Teaching, Teacher Effectiveness, Goal Oriented teaching, Teacher Training, Teacher Education- Concept, Need & Scope.
- 1.2 Historical Back Ground, Nature & Objective of Teacher Education.
- 1.3 Aims and Objectives – Elementary, Secondary and Higher Education.
- 1.4 Quality assurance, Selection of student and staff

UNIT – 2 Teacher Educations

- 2.1 Agencies-NCTE, RIE, NCERT, SCERT, SIE, DIET, IASE, CTE, UGC, NUEPA.
- 2.2 Organization- Internship, Teaching, Orientation, Refresher Courses, Summer Course, Professional Development Courses.
- 2.3 Teaching Methods- Lecture, Recitation, Group discussion, Panel discussion, Symposium, Socialized Instruction, Micro Teaching, Evaluation of Teaching,
- 2.4 Types of Teaching:- Formal, Non-Formal, Informal. Pre-service & In-service Training, Evaluation/ Assessment of Teaching.

UNIT– 3 Role of Teacher in Modern Society

- 3.1 Role of Teacher.
- 3.2 Different types of Teacher Education Institutions, their functions & administration.
- 3.3 Problem of their Isolation & Composite structure
- 3.4 Improvement of Quality of Training Institutions
- 3.5 Content of Teacher Education Programme Theory & Practical.
- 3.6 NCF2005, NCFTE2009

UNIT – 4

- 4.1 Teacher Education Program for Higher Education.
- 4.2 New vistas in Teacher; Education; In-service training.
- 4.3 Micro-Teaching, Skills of Teaching & its Evaluation
- 4.4 Research in Teacher Education.

Sessional Work (Any One Out of three):

1. Evaluation of an in-service Programme.
2. Project on challenges in Teacher Education in 21st Century.
3. Attitudinal Survey of Teacher Trainees.

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Evaluation

Theory Examination (External) 80 Marks

Internal Assessment 20 Marks:

- a) Performance in house examination 6 Marks
- b) Sessional Work 8 Marks
- c) Seminars 6 Marks

Instructions for the Paper-Setter

The question paper will consist of three sections: A, B, and C.

Section A: 2 questions carry 10 marks each out of 4 questions=20 marks

Section B: 6 questions carry 5 marks each out of 10 questions=30 marks

Section C: Objective type 15 questions carry 2 marks each=30marks

C.C. 4: Fundamentals of Educational Research

Contact Hrs. 4 per week

Theory: 80 Marks (4 Credit)

Examination: 3 hrs.

Practicum: 20 Marks

Objectives:

1. *Explain and describe the meaning of Scientific Method, Scientific Inquiry and their implications for educational research.*
2. *Describe characteristics of philosophical, psychological and sociological research paradigms as they apply to educational research.*
3. *Explain and adopt different strategies of research to solve educational problems.*
4. *Understand mechanics of writing research proposal research papers.*

UNIT – 1 Introduction

- 1.1 Research in Education; need and scope.
- 1.2 Growth and Development of Educational Research in India.
- 1.3 Problems in Educational Research
- 1.4 Areas of Educational Research
- 1.5 Types of Research
- 1.6 Funding Agencies

UNIT – 2 Research in Education

- 2.1 Formulation of Research Problem.
- 2.2 Formulation and Testing of Hypotheses.
- 2.3 Sampling
- 2.4 Research Proposal
- 2.5 Organization Analysis and Interpretation of Data

Unit – 3 Methods of Investigation

- 3.1 Historical method
- 3.2 Survey method
- 3.3 Experimental method
- 3.4 The case study and Genetic method

3.5 Correlation method

UNIT – 4 Statistics and Report Writing in Educational Research

- 4.1 Educational Statistics Scope and Utility
- 4.2 Parametric and Non-parametric Tests
- 4.3 Mechanics of Writing Research Reports
- 4.4 Bibliography and Reference Sources

Reference

1. Aggarwal, J.C., (1975). Educational Research – An Introduction, New Delhi, Arya Book Depot. 30, Naiwala, Karolbag,
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Evaluation

Theory Examination (External) 80 Marks

Internal Assessment 20 Marks:

- a) Performance in house examination 6 Marks
- b) Sessional Work 8 Marks
- c) Seminars 6 Marks

Question Pattern

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 6 questions carry 5 marks each out of 10 questions=30 marks

Section C: Objective type 10 questions carry 2 marks each=20marks

EPC-1: A. Communication and expository writing (1 Credit)

25 marks

i) Communication:

- Direction of communication
- Types of communication
- Process of communication (Encoding, transmission, decoding, Feedback)
- Barriers of effective communication (sender, encoding messages, transmission, reception and decoding, Receiver)
- Steps to improve effectiveness of communication

ii) Expository Writing

- ❖ What it is?
- ❖ Types of expository writing
- ❖ Methods of Expository writing
- ❖ Steps of expository writing
- ❖ Characteristics of expository writing
- ❖ Examples of expository writing

B. Personality Development1 (1Credit)

25 marks

- Concept of personality and its aspects
- Need of personality development
- Theories of personality development
- Means of personality development
- Models of personality development

Evaluation

1. This paper will be evaluated internally. There will be one theory paper examined, one project and one demo class arranged to evaluate in each sub-theme.
2. The weightage of theory and practical will be 40% and 60% respectively.

M.Ed. Syllabus

Semester-II (January to June)

C.C.5: Sociological & Philosophical Perspectives of Education

Contact Hrs:4 per week

Theory:80 marks(4 credits)

Examination: 3 hrs.

Practicum: 20 marks

Objectives:

- 1. To understand the relevance of philosophy as a discipline.*
- 2. To develop a deeper understanding of the relationship between philosophy and education*
- 3. To understand the scope and application of educational philosophy.*
- 4. To acquaint with the philosophical theories underlying educational principles.*
- 5. To appreciate the contribution of western philosophy and Indian Philosophy to Education.*
- 6. To understand the contribution of great educator's to society and education.*
- 7. To understand the concept and process of social stratification and social change.*
- 8. To understand the issues of excellence equality and inequalities.*
- 9. To understand emerging trends of society in global perspectives.*
- 10. To understand the process of social change, modernization and role of education in the transmission of the national and cultural heritage.*

UNIT-1

- 1.1 Philosophy-Meaning and scope
- 1.2 Philosophy and Education
- 1.3 Historical overview
- 1.4 Ancient Indian Education
- 1.5 Philosophical Analysis

UNIT-2

- 2.1 Western Educators: Kant, Hegel, Marx, Dewey
- 2.2 Indian Educators: VinobaVave, SriAurobindo, J.K. GijuBhai
- 2.3 Modern Educators: Krishnan Koll, Brussels, Illich, Maxwell

UNIT-3

- 3.1 Schools of Philosophy-Traditional: Naturalism, Realism, Idealism, Pragmatism
- 3.2 Schools of Philosophy- Modern: Existentialism, Humanism, perennialism, Progressism, Constructivism
- 3.3 Indian Schools of Philosophy – Sankhyan, Vedant, Jainism, Buddhism, Islamism, Geeta; Special reference to concept of reality, knowledge, values & their educational implications for Aims, contents and methods of education.

UNIT-4

- 4.1 Social Development: Important aspects of social development, Changes in social behavior, Changes in social Environment, social cognitive competence, individual differences in social behaviors, Implications of behavior problems in educational practices,
- 4.2 Social Equality: Education in social equality, Causes of inequality in education, four dimensions of the 'Model' of educational inequality, Variables affecting equality of access, improving 'equality output' in developing nations, Educational unemployment, Factors that promote social equality

Practicum:

- One term paper on any topic related to educational philosophy.
- Report writing of a panel discussion or college of educational philosophy
- Abstract of two recent educational philosophical research paper
- Survey of any social problem and present a report.
- Case Study of any social institution.
- Conduct a social awareness programme in an educational institution.

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Evaluation

Theory Examination (External) 80 Marks

Internal Assessment 20 Marks:

- a) Performance in house examination 6 Marks
- b) Sessional Work 8 Marks
- c) Seminars 6 Marks

Question Pattern

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 6 questions carry 5 marks each out of 10 questions=30 marks

Section C: Objective type 10 questions carry 2 marks each=20marks

C.C.6: Teacher Education: Issues and Challenges

Contact Hrs:4 per week

Theory:80 marks(4 credits)

Examination: 3 hrs.

Practicum: 20 marks

Objectives:

1. To identify different issues and challenges in teacher education
2. To find and understand the issues and challenges in teacher education
3. To think about it deeply and plan to implement with necessary precautions
4. To prepare for it and combat the challenges

UNIT- 1 Teacher Education, Indian Society and Constitutional Goals

- 1.1 Regional Imbalance in Teacher education
- 1.2 Structure of Teacher Education Program
- 1.3 Working of Teacher education institutions
- 1.4 Realization of constitutional goals & Social Issues
- 1.5 Isolation of Teacher Education

UNIT- 2 Globalization and Improve the Quality of Teacher Education

- 2.1 Globalization and erosion of values
- 2.1 Corruption in Teacher Education
- 2.3 Quality of Teacher education
- 2.4 Multicultural society
- 2.5 Curriculum Innovation

UNIT-3 Impact of Science and Technology and Evaluation in Tacher Education

- 3.1 Diffusion of electronic portfolios in Teacher education
- 3.2 Inadequate empirical research in teacher education
- 3.3 Impact of Science and Technology
- 3.4 Evaluation system of teacher education
- 3.5 Distance Learning

UNIT-4 ICT, Skills and Competencies in Teacher Education

- 4.1 Implementation of ICT Skills in Teacher education
- 4.2 Context sensitivity

- 4.3 Personal and social skills in teacher education
- 4.4 Competencies in teacher education
- 4.5 Ethics and morality in teacher education

Practicum:

- i) A review of researches in teacher education at secondary school stage and write the policy implications.
- ii) A review of a research article in teacher education and write implications for Practitioner
- iii) A review of a newspaper/magazine write-up about teachers' status at elementary stage and teaching learning process- a reflection on teacher education programmes.

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Evaluation

Theory Examination (External) 80 Marks

Internal Assessment 20 Marks:

- a) Performance in house examination 6 Marks
- b) Sessional Work 8 Marks
- c) Seminars 6 Marks

Question Pattern

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 6 questions carry 5 marks each out of 10 questions=30 marks

Section C: Objective type 10 questions carry 2 marks each=20marks

C.C.7: Curriculum Studies

Contact Hrs:4 per week

Theory:80 marks(4 credits)

Examination: 3 hrs.

Practicum: 20 marks

Objectives:

1. *To understand the concept of curriculum and curriculum development.*
2. *To develop and understanding about important principles of curriculum construction.*
3. *To get acquainted with the curriculum design, it's theories and procedures.*
4. *To acquaint the students with the existing approaches to curriculum design.*
5. *To acquaint the students with the process of curriculum development.*
6. *To enable the learners to reflect on various trends in curriculum development.*
7. *To enable the learner to appreciate the need for evaluation of curriculum.*
8. *To develop competencies to design and evaluate curriculum.*

UNIT - 1 Curriculum as a Field of Study

- 1.1 Why Curriculum and What it is?
- 1.2 The Entering Behavior, Terminal objectives, Taxonomy of Educational objectives
- 1.3 Curriculum as a field of study, Learning as process, Learning as product
- 1.4 Need for the curriculum, Meaning of Classroom experiences
- 1.5 Theories of Curriculum: Traditional and progressivism, Process theories, Structural theories, Theories of legitimatization, Theories of Implementation
- 1.6 Model of Curriculum: Conceptual model, Evaluation models

UNIT-2Curriculum: Balance-Influence-Dimensions-Components

- 2.1 Curriculum Influences-The cultural, social and political setting of schools
- 2.2 Concept of curriculum-Traditional and modern
- 2.3 Principles of Curriculum Development, Organization of curriculum
- 2.4 Dimensions-Articulation, Balance, continuity
- 2.5 Educative experience, curriculum components

UNIT- 3

- 3.1 Historical Perspectives of Curriculum Development
- 3.2 Curriculum History, Curriculum History of UK, USA& India
- 3.3 Curriculum Reconstruction in India: Historical Background: Basic education, SEC, IEC, NCERT, NRCs, and NCFW

3.4 School based curriculum planning and development-Advantages and disadvantages

3.5 Process of Curriculum Development

UNIT-4

4.1 Curriculum Management

4.2 Curriculum- based assessment

4.3 Curriculum evaluation

4.4 Curriculum evaluation models-Renewal and Challenge for future

Practicum:

- Report writing on different factors which affect curriculum development in our country
- Analyze senior secondary curriculum of state board of any subject of your choice.

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15. Vygotsky, Lev (1986). *Mind in society*. Cambridge, MA: Harvard University Press.

Evaluation

Theory Examination (External) 80 Marks

Internal Assessment 20 Marks:

- a) Performance in house examination 6 Marks
- b) Sessional Work 8 Marks
- c) Seminars 6 Marks

Question Pattern

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 6 questions carry 5 marks each out of 10 questions=30 marks

Section C: Objective type 10 questions carry 2 marks each=20marks

C.C.8: Innovative Teaching - Learning

Contact Hrs:4 per week

Theory:80 marks(4credits)

Examination: 3 hrs.

Practicum: 20 marks

Objectives:

- 1. To create effective teaching-learning process*
- 2. To acquaint with global teaching learning techniques*
- 3. To build competence in teaching-learning*
- 4. To develop innovative outlook*
- 5. To identify with various dimensions of teaching-learning*

UNIT-1Introduction

- 1.1Introduction
- 1.2Concept of Innovation
- 1.3Need and Scope of Innovation
- 1.4Taxonomy of Innovation

UNIT-2Teaching Learning

- 2.1. Concept of Teaching-learning
- 2.2. Theories of Teaching
- 2.3. Teaching-Learning Techniques
- 2.4. Characteristics of Innovative Teaching-Learning
- 2.5. Scope of Innovative Teaching-Learning

UNIT-3Innovation in Teaching-Learning

- 3.1Rationality of Innovation in Teaching-Learning
- 3.2The major components of Innovation in Teaching-Learning
 - 3.2.1The Teacher
 - 3.2.2The Teaching-Learning Material
 - 3.2.3The Learner
 - 3.2.4The Learning Environment
 - 3.2.5 Teaching-learning methods

UNIT-4 Some Innovative Teaching-Learning Techniques

- 4.1 Blended Learning

- 4.2 Open learning
- 4.3 Simulation
- 4.4 CATWOE Analysis
- 4.5 Best Practices
- 4.6 CBCS
- 4.7 Collective Wisdom

Practicum:

- Create innovative methods of teaching learning project
- Write any 4 best practices in teaching-learning
- Create an effective teaching learning model
- Make a blog of your innovative outlook

References

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Evaluation

Theory Examination (External) 80 Marks

Internal Assessment 20 Marks:

- a) Performance in house examination 6 Marks
- b) Sessional Work 8 Marks
- c) Seminars 6 Marks

Question Pattern

The question paper will consist of three sections: A, B, and C.

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Section B: 6 questions carry 5 marks each out of 10 questions=30 marks

Section C: Objective type 10 questions carry 2 marks each=20marks

EPC-2: Internship in a Teacher Education Institution 4credit(32hrs)50 marks

- Teaching through PPT 15 marks
- Sharing With Institutional Activities
- Reporting about the functions of the institution
- Administering an achievement test
- Evaluation of POT
- Conducting seminar
- Organising action research
- Making Routine of a TEI
- Making a Project on Management of TEI
- Observation of the TTC

This paper will be evaluated internally. Supervisor will evaluate the teaching lessons of the learners out of 15 marks. The learners have to provide 5 projects out of 9 carrying 5 marks each. Via-voce will be taken for 10 marks.