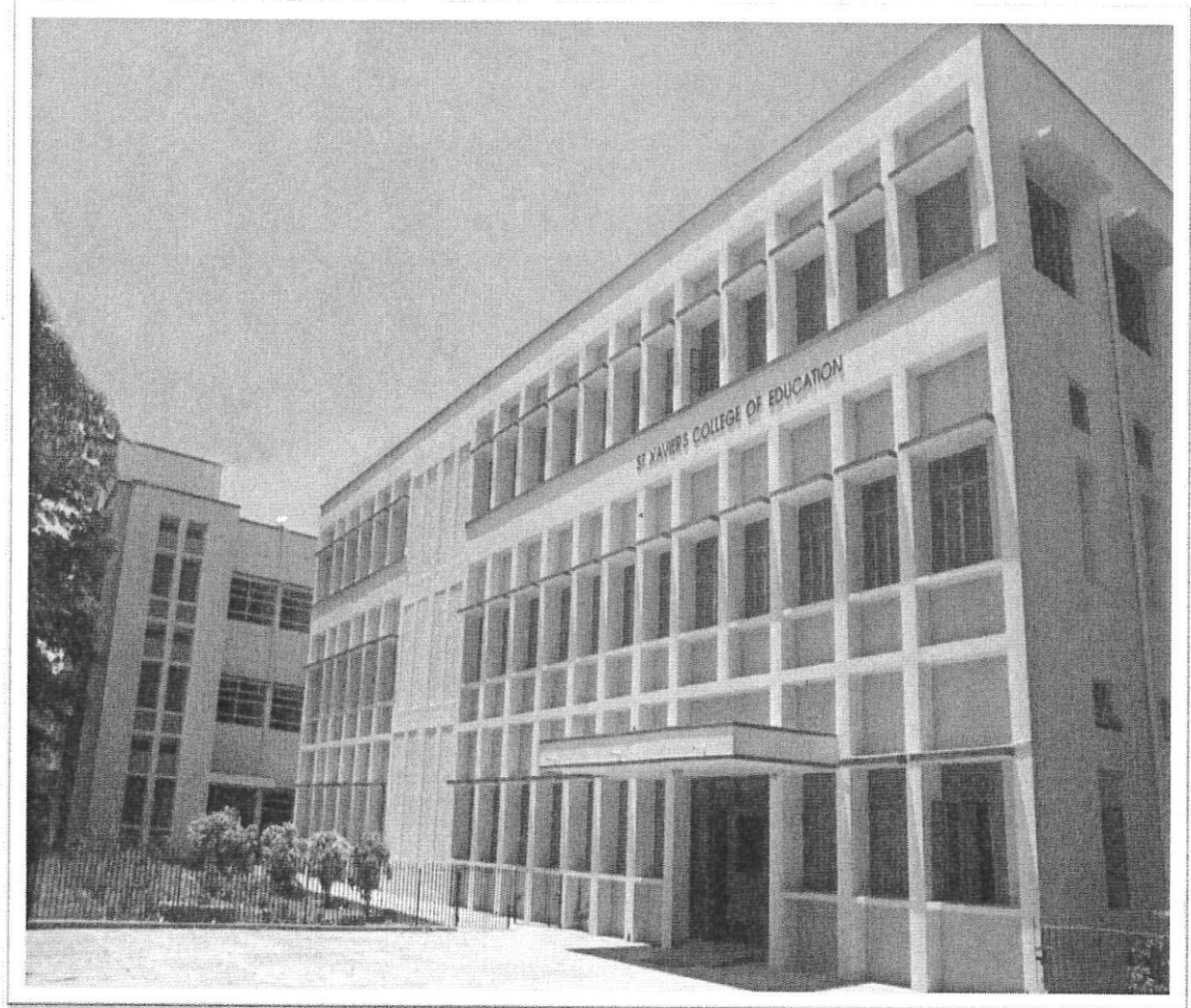


Choice Based Credit System (CBCS) – M.Ed. Syllabus of SXCE (Autonomous), Patna (Year-2021)

**ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)
PATNA**

**NAAC Accredited with 'A' Grade (3rd Cycle)
Aryabhata Knowledge University**



Syllabus for Master of Education (M.Ed.)

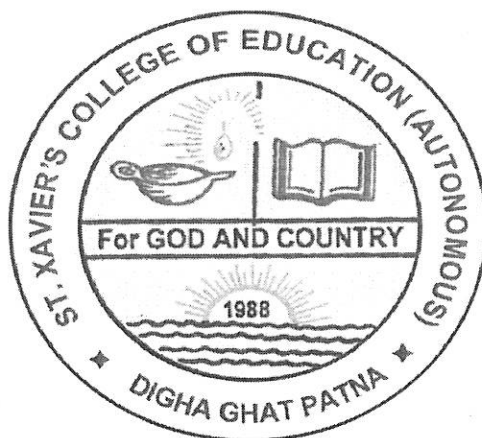
Choice Based Credit System (CBCS)

**(Approved by Board of Studies, dated 10.07.2021 and Academic Council
Meeting, dated 24.07.2021)**

Syllabus of Master of Education (M.Ed.)

Semester Wise

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



**ST. XAVIER'S COLLEGE OF EDUCATION
(AUTONOMOUS)**

NAAC Accredited 'A' Grade (3rd Cycle)

ARYABHATTA KNOWLEDGE UNIVERSITY

Choice Based Credit System (CBCS) – M.Ed. Syllabus of SXCE (Autonomous), Patna (Year-2021)

PLO5. Continuous Academic Development: Identify own educational needs and requirements, keep academic development and learning in an independent way in the context of change in different aspects of education and teacher education.

PLO6. Commitment towards Society and National Goals: Recognize areas of commitment, accountability, constitutional values, and national goals and perform accordingly.

PLO7. Sensitivity for Emerging Issues: Apply the knowledge & skills to deal with Issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc. and respond to emerging issues by applying critical, constructive, and creative thought process.

PLO8. Research and Knowledge Creation: Involve in knowledge dissemination, knowledge creation, research and innovative educational practices related to different stakeholders of education.

PLO9. Independent and Teamwork Capacities: Perform Function effectively either in the role of member or leader in diversified educational settings and Institutions of Teacher Education.

PLO10: Professional Communication Skills: Use diversified tools & technologies of communications and communication Skills to serve the professional purpose and standards expected from classroom to broader zone of educational activities.

Program-based Student Learning Outcomes (PSLOs):

Through the M.Ed. programme the prospective teacher educators will be able to:

PSLO 01. understand the nature of education as discipline/area of study

PSLO 02. encourage understanding of the basic concepts/issues of education especially with reference to the kind of concerns that NCF2005, NCEFT 2009 & NEP 2020 has raised in the context of understanding-oriented teaching

PSLO 03. understand how concepts, theories/issues drawn from disciplines cognate to education, i.e. Psychology, Sociology, Philosophy, Economics and Management could be used/practiced suitably in the perspectives of teaching-learning

PSLO 04. appreciate the challenge of theorizing education and identify relationship between theory and practices

PSLO 05. understand the need of teacher education in the context of changing needs of school education

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PSLO 25. develop knowledge and understanding of the process of educational research and aptitude for conducting research in specialized areas of education and thus generate knowledge or critically evaluate existing knowledge; and

PSLO 26. generate awareness and understanding of some specialized areas of education and human development like special needs of education, curriculum development, environmental education, vocational education, teacher education, elementary education, value education and human responsibility so as to widen the horizon of understanding of modern educational practices and to develop critical thinking pertaining to issues related to education.

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ST. XAVIER'S COLLEGE OF EDUCATION

Autonomous

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NAAC Accredited 'A' Grade (3rd Cycle)

Syllabus for Master of Education (M.Ed.)

SEMESTER I, II, III & IV

	Page No.
1. M.Ed.:	01 - 99
(i) Course Structure	07 - 08
(ii) Regulation	09 - 17
(iii) Syllabus	18 - 99

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CONTENTS		
Regulation	REGULATIONS	Page No.
1.	About the Course	09
2.	Duration of the Course	09
3.	Admission to the Course	10
4.	Examinations	10
5.	Conduct of Examination and Moderation of Results	13
6.	Award of Degree	17

COURSES OF STUDY

SEMESTER I

Course Code	Subjects	Credits	Internal	External	Total	Page No.
MCC-01	Psychology of Learning and Development	04	30	70	100	18
MCC -02	Historical, Political and Economic Perspectives of Education	04	30	70	100	24
MCC -03	Relevance of Teachers Education in Changing Times	04	30	70	100	29
MCC -04	Fundamentals of Educational Research	04	30	70	100	33
MEPC- 01	A. Communication and Expository Writing	01	50		50	37
	B. Personality Development	01				
Total	Semester-I	18	170	280	450	

SEMESTER II

Course Code	Subjects	Credits	Internal	External	Total	Page No.
MCC - 05	Sociological and Philosophical Perspectives of Education	04	30	70	100	38
MCC - 06	Teacher Education: Issues and Challenges	04	30	70	100	43
MCC - 07	Curriculum Studies	04	30	70	100	48
MCC - 08	Innovative Teaching-Learning	04	30	70	100	53
MCC - 09	Dissertation	04	30	70	100	57
MEPC- 02	Internship in a teacher Education Institution	04	50		50	60
Total	Semester-II	24	200	350	550	

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REGULATIONS

1. About the Course

The 2-year M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialise in select areas, and also develop research capacities, leading to specialisation in either elementary education or secondary and senior secondary education.

Any student who has obtained atleast 50% marks or an equivalent grade in B.Ed., B.A. BEd., BSc. B.Ed., B.El.Ed. or D.El.Ed. with UG degree with at least 50% marks in each may be admitted to the examination for the degree of Master 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 The end-semester examination shall be held after the completion of the semester on the dates notified by the College.

2.3 Working Days

2.3.1 There shall be at least 90 working days each semester inclusive of classroom transaction, practicum, field study and conducting experimentation.

2.3.2 The institution concerned shall work for thirty six hours (five or six days) in a week, 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 for mentoring students.

2.3.3 The minimum attendance of each student shall have to be 80% for all course work and 90% for the field attachment.

2.4 Curriculum

The M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialise in select areas, and also develop research capacities, leading to specialisation in either elementary education or secondary education. The curriculum of 2-year M.Ed. Program will consist of the following components:

2.4.1 Field Immersion/attachment/Internship: There shall be core courses (which shall have about 60% of credits) and specialisation courses and dissertation with about 40% of credits.

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4.4. Scheme of Study

COURSES OF STUDY					
SEMESTER I					
Course Code	Subjects	Credits	Internal	External	Total
MCC -01	Psychology of Learning and Development	04	30	70	100
MCC -02	Historical, Political and Economic Perspectives of Education	04	30	70	100
MCC -03	Relevance of Teachers Education in Changing Times	04	30	70	100
MCC -04	Fundamentals of Educational Research	04	30	70	100
MEPC- 01	A. Communication and Expository Writing	01	50		50
	B. Personality Development	01			
Total	Semester-I	18	170	280	450
SEMESTER II					
Course Code	Subjects	Credits	Internal	External	Total
MCC -05	Sociological and Philosophical Perspectives of Education	04	30	70	100
MCC -06	Teacher Education-Issues and Challenges	04	30	70	100
MCC - 07	Curriculum Studies	04	30	70	100
MCC -08	Innovative Teaching-Learning	04	30	70	100
MCC -09	Dissertation	04	30	70	100
MEPC- 02	Internship in a teacher Education Institution	04	50		50
Total	Semester-II	24	200	350	550
*INTER SEMESTER BREAK-II- Dissertation related activities will be done					
SEMESTER III					
Course Code	Subjects	Credits	Internal	External	Total
MSC-01	Elementary/Secondary Education for differently-abled	04	30	70	100
MSC-02#	Curriculum, Pedagogy and Assessment in Elementary Education	04	30	70	100
MSC-02##	Curriculum, Pedagogy and Assessment in Secondary Education	04	30	70	100
MCC-10	Advanced Research Methodology	04	30	70	100
MCC-11	Creativity and Value Education	04	30	70	100
MCC-12	Environment and Education	02	15	35	50
MEPC-03	Internship	04	50		50
Total	Semester-III	22	200	350	500

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SEMESTER IV					
Course Code	Subjects	Credits	Internal	External	Total
MSC- 03#	Policy, Economics and Planning in Elementary Education	04	30	70	100
MSC- 03##	Policy, Economics and Planning in Secondary Education	04	30	70	100
MSC- 04	Educational Management and Administration in Elementary/Secondary Education	04	30	70	100
MSC- 05	Education Technology and ICT	04	30	70	100
MCC - 13	Dissertation	04	100(60 Report+ 40 Viva)		100
MEPC-04	Seminar, Group Activities, Laboratory Work, Field Work, Workshops(16 weeks)	04	100		100
Total	Semester-IV	20	290	210	500
Grand Total	Semester I+II+III+IV	84	860	1190	2000

CO: Course Outcomes

Is for Elementary (VIII) Specialisation and ## for Secondary (IX-XII) Specialisation

MCC: M.Ed. Core Course

MSC: M.Ed. Special Course

MEPC: M.Ed. Enhancing Professional Capacity

There shall be a Departmental Internal Assessment Committee which will meet periodically to carry out and monitor internal assessment programme.

- 4.5 a. There shall be total **84 credits** which are distributed as follows:
 Core papers: **42 credits**, Special papers: **20 credits**
 Field internship and Practical activities: **14 credits** [4 credits in teacher education institution (Internship –I), 4 credits in specialization (Internship –II), 6 credits for different practical activities (MEPC-01 & MEPC-04)] 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 11 core papers, 10 papers carry 100 marks and 1 paper carries 50 marks.
- d. Among 4 EPC papers, one paper carries 100 marks & 3 papers carry 50 marks each. All these 4 papers will be evaluated internally by the examiners appointed by the College.

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- e. There are 5 Special papers each carrying 100 marks (70% marks for external & 30% marks for internal assessment)
 - f. All the M.Ed. students are required to go for Dissertation and Internship as prescribed in the curriculum. The weightage of internal assessment for engagement with the field shall be 100 percent.
 - g. Total Dissertation will be carrying 200 marks
- 4.6 The written examination in each of the theoretical core papers, special papers & elective papers shall be of three hours duration.
- 4.7 For the evaluation of dissertation there shall be provision of one examination to be conducted by the College after completion of Internship programme.
- 4.8 Courses of study for Master of Education examination shall be the same as incorporated in the Regulation.
- 4.9 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 payments of prescribed examination fee without being required to repeat/complete the course again. However, this opportunity shall be given only in one more examination of the next succeeding session only.
- 4.10 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 examinations of the succeeding session, he/she will not be allowed to appear in the final (4th semester) examination.

5. Conduct of Examination and Moderation of Results

- 5.1.1 All the Four Semester-end Examinations shall be conducted by the College which shall also finalize the programme for these examinations. The approved examination fee shall be charged.
- 5.1.2 Answer sheets shall be Coded before being sent to the Examiners, and shall be decoded before tabulation of marks.
- 5.1.3 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.

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- 5.1.4 (a) Final result of M.Ed. Course shall be published on the basis of candidate's 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.

5.1.5 Evaluation Scheme for Core, Special, Dissertation and EPC's.

Core and Special Paper of Sems. –I, II, III and IV

EXTERNAL Exam: Core and Special Paper

Full Marks: 70 Time: 3 Hours
UNIT-I- 14 MARKS
Q.1 Or Q.2 LONG QUESTION
UNIT-II- 14 MARKS
Q.3 Or Q.4 LONG QUESTION
UNIT-III- 14 MARKS
Q.5 Or Q.6 LONG QUESTION
UNIT-IV- 14 MARKS
Q.7 Or Q.8 LONG QUESTION
Q.9 - 10 Short question, one has to answer 7 of them of 2 marks each

Full Marks: 35 Time: 1.5 Hours
UNIT-I- 14 MARKS
Q.1 Or Q.2 LONG QUESTION
UNIT-II- 14 MARKS
Q.3 Or Q.4 LONG QUESTION
Q.5 - 10 Short question , one has to answer 7 of them of 1 mark each

EPC'S

DISSERATATION

EPC'S EVALUATION	
(PRACTICUM)	
INTERNAL EVALUATION	
MEPC-01-	50
MEPC-02-	50
MEPC-03-	50
MEPC-04-	100

CC-13-DISSERATION	
F.M.: 100	
EVALUATION OF DISSERTATION : 60 Marks	Viva-Voce: 40 Marks

INTERNAL Exam: Core and Special Paper

TASKS	F.M.: 30	F.M.: 15
ASSIGNMENTS, ACTIVITIES AND PROJECTS	15	08
PRESENTATION	10	05
ATTENDANCE, REGULARITY AND PUNCTUALITY	05	02

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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 and 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)

Calculation of Semester Grade Point Average (SGPA)

The Semester Grade Point Average (SGPA) are to be calculated on the following basis :

$$\text{SGPA (S}_i\text{)} = \frac{\sum (C_i \times G_i)}{\sum C_i} = \frac{\text{Sum of grade points of all courses of the particular semester}}{\text{Total credit of the semester}}$$

C_i = Number of Credits of the i^{th} course; G_i = Grade points Score in the i^{th} course

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Semester – I M.Ed. Examination

Course No.	Marks obtain/100	Percentage of Marks	Grade Point	Credit	Credit Grade Point
MCC-1 (Comp. paper)	69	69	8	4	32
MCC-2 (Comp. paper)	71	71	8	4	32
MCC-3 (Comp. paper)	56	56	7	4	28
MCC-4 (Comp. paper)	47	47	6	4	24
MEPC-1(50 marks)	30	60	7	2	14
Total	273			18	130

Semester Grade Point Average

$$\text{SGPA} = \frac{130}{18} = 7.2$$

Suppose,

(SGPA) for M.Ed. student in semester-I = 7.2 Total Credits = 18

(SGPA) for M.Ed. student in semester-II = 6.2 Total Credits = 22

(SGPA) for M.Ed. student in semester-III = 7 Total Credits = 24

(SGPA) for M.Ed. student in semester-IV = 7.5 Total Credits = 20

Now we will calculate CGPA of the student :

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{\sum (C_i \times S_i)}{\sum C_i}$$

S_i = SGPA of the i^{th} Semester; C_i = total credits in the i^{th} semester

$$= \frac{7.2 \times 18 + 6.2 \times 22 + 7 \times 24 + 7.5 \times 20}{84}$$

$$\text{CGPA} = 6.95$$

The cumulative grade point average will be calculated as per the formula given above
For the award of the class CGPA shall be calculated on the basis of:

- End Semester External Examination Marks
- Total Marks obtained (End Semester External Examination Marks + (Marks For internal assessment) for each course.

The final Class for M.Ed. Degree shall be awarded on the basis of CGPA obtained on the basis of the four semesters

Classification of Final Result

Classification of Final Result	CGPA From – to
First class with Distinction	7.5 and Above
First Class	6.00 – 7.49
Second Class	4.5 – 5.99
Dropped or Fail	Below 4.5

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Conversion of CGPA into Percentage

To convert CGPA into percentage of a candidate, he/she has to multiply his/her CGPA score by 9.5. For example, if he/she has obtained 9.4 CGPA then the equivalent percentage of marks would be $9.4 \times 9.5 = 89.3\%$.

6. Award of Degree

The Students/Candidates, who complete the program successfully, shall be awarded Master of Education degree by the University in prescribed format specifying the lass/Division/Grade in which s/he has been placed.

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SESSIONAL ACTIVITY/ PRACTICUM

The students may undertake any one of the following activities:

- 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
- Test on Personality, Aptitude and Creativity
- Identification of IQ, EQ, and SQ
- Administering and interpreting the results of two tests of intelligence – verbal, non-verbal or performance
- A case study of an exceptional child and suggesting how to provide education for the particular child
- Assignments and tests
- Seminar and symposium

SUGGESTED READINGS

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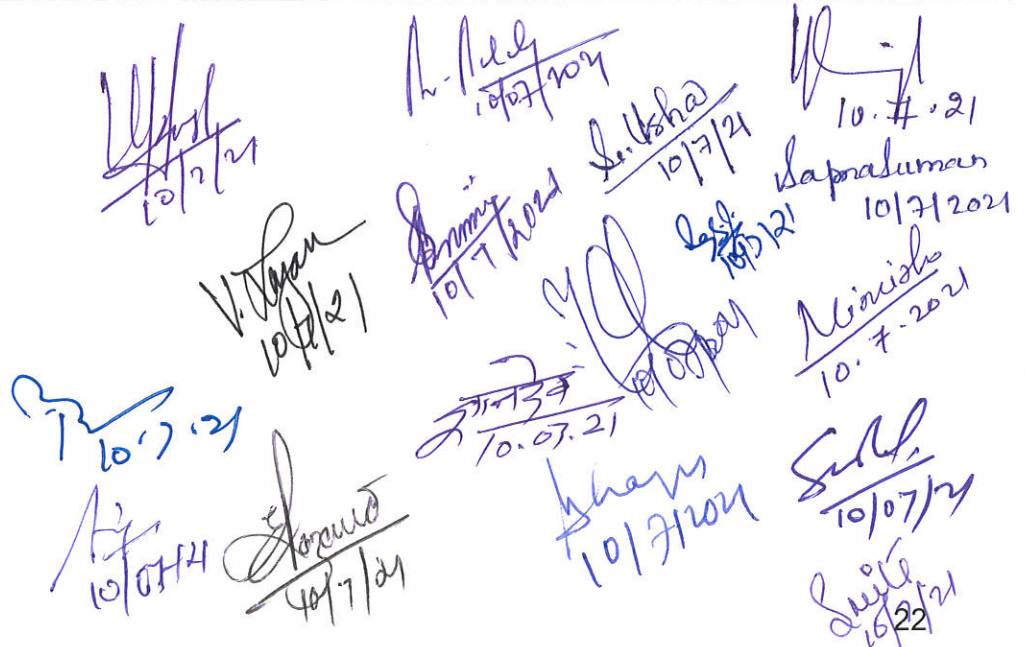
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Handwritten signatures and dates in blue ink, including names like V. Nagar, H. Akhilesh, and dates like 10/7/21.

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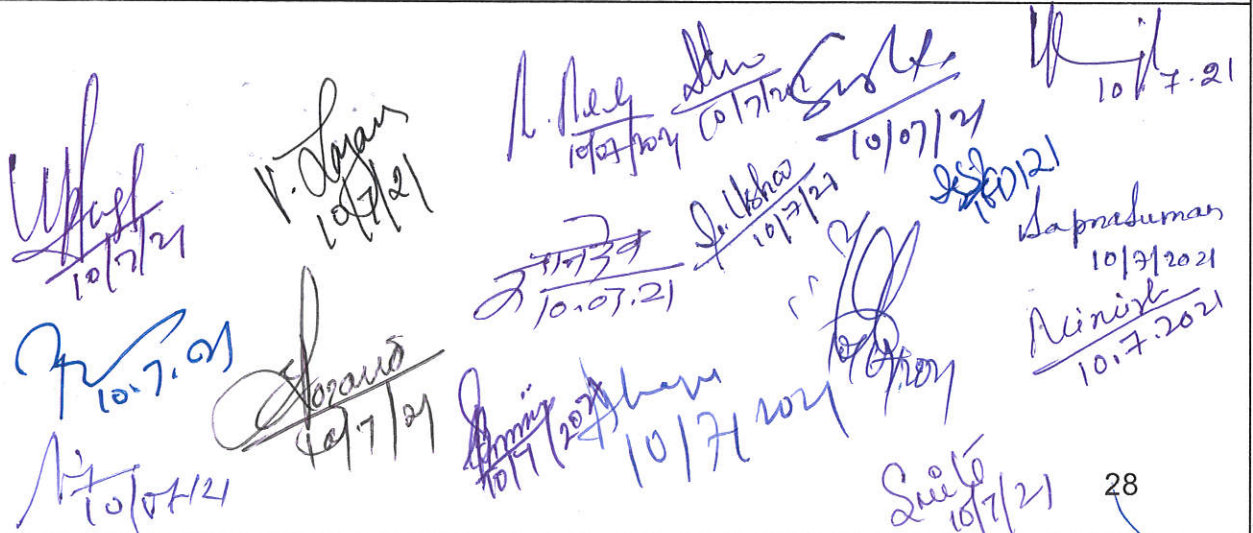
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**UNIT II: ORGANIZATION OF DIFFERENT COMPONENTS OF TEACHER
EDUCATION CURRICULUM**

- Organization, transaction and evaluation of different components of teacher education curriculum – existing practices
- Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry
- Scope and possibilities of the transactional approaches for organization and evaluation of teacher education curriculum
- Concept and scope of school-based practicum and internship – the existing practices, nature, objectives, organization and duration. Activities and experiences in pre-internship, internship and post-internship

**UNIT III: IN-SERVICE TEACHER EDUCATION IN INDIA – CONCEPT,
STRUCTURE AND MODES**

- Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives
- The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions
- In-service teacher education under DPEP, SSA and RMSA
- Modes and Models of in-service teacher education:
 - Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
 - Induction, one shot, recurrent, cascade, school based models: scope, merits and limitations of each of them

**UNIT IV: PLANNING, ORGANIZING AND EVALUATING AN IN-SERVICE
TEACHER EDUCATION**

- Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget
- Designing an in-service teacher education programme – steps and guidelines, assessment of training needs, formulation of training curriculum, preparation of course material
- Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation
- Qualities and characteristics of an effective in-service teacher educator

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TRANSACTION MODE

Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc.; preparation of reflective diaries and discussions with the peers and teachers;

Seminar reading- presentation by students on selected themes individually and collectively leading to discussion;

Library readings on selected theme followed by group discussion;

Study of documents and references, interaction with field staff and reflective interaction with the peer group

SESSIONAL ACTIVITY/ PRACTICUM

- A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightage, duration, organization, transaction and assessment – document analysis
- Design, implementation and evaluation of a training input in any one course of pre-service teacher education – mentored practicum
- Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organization and outcomes – document analysis
- Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs

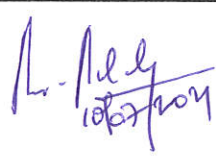
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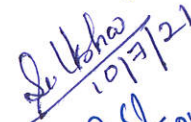
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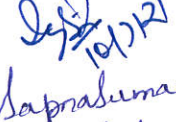
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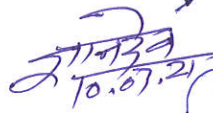

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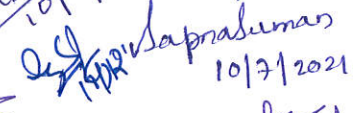

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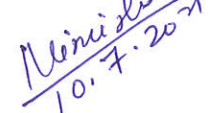

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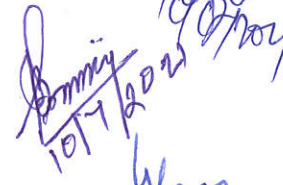

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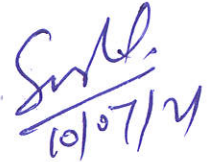

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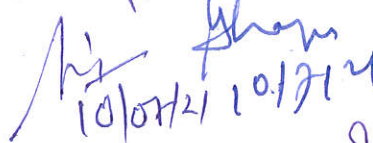

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SEMESTER-I

MCC-04: FUNDAMENTALS OF EDUCATIONAL RESEARCH

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

- CO1: To understand the concept of research and educational research.
CO2: To understand the types and methods of educational research.
CO3: To understand the steps involved in educational research.
CO4: To understand the procedure to conduct the research in the educational field.
CO5: To understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them.
CO6: To examine the role of research tools in a research study.
CO7: To review the educational research articles.
CO8: To understand the role and use of statistics in educational research.
CO9: To understand the measures of central tendency and its uses.
CO10: To convey the essential characteristics of a set of data by representing in tabular and graphical forms.

COURSE CONTENT

UNIT-I: CONCEPT OF EDUCATIONAL RESEARCH AND NATURE OF A PROBLEM

- Meaning, nature, need, importance and scope of educational research
- Meaning and Characteristics of Scientific method: Replicability, Precision, Falsification and Parsimony
- Types of Scientific method: Exploration, Explanatory and Descriptive
- Areas of educational research and different source of generating knowledge
- Sources and criteria of selection of research problem- based on experience, discussion, literature survey
- Delimiting the Scope and Area of Study and stating problems in different forms

UNIT-II: TYPES OF RESEARCH AND ITS USES

- Types of Educational Research – Fundamental, Applied and Action research
- Historical Research: Need, Significance, Types, Sources, Collection of data, Establishing validity and Interpretation of data

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SEMESTER-I

MEPC-01: ENHANCING PROFESIONAL CAPACITY

No. of Credits: 2

Full Marks: 50

Internal: 50

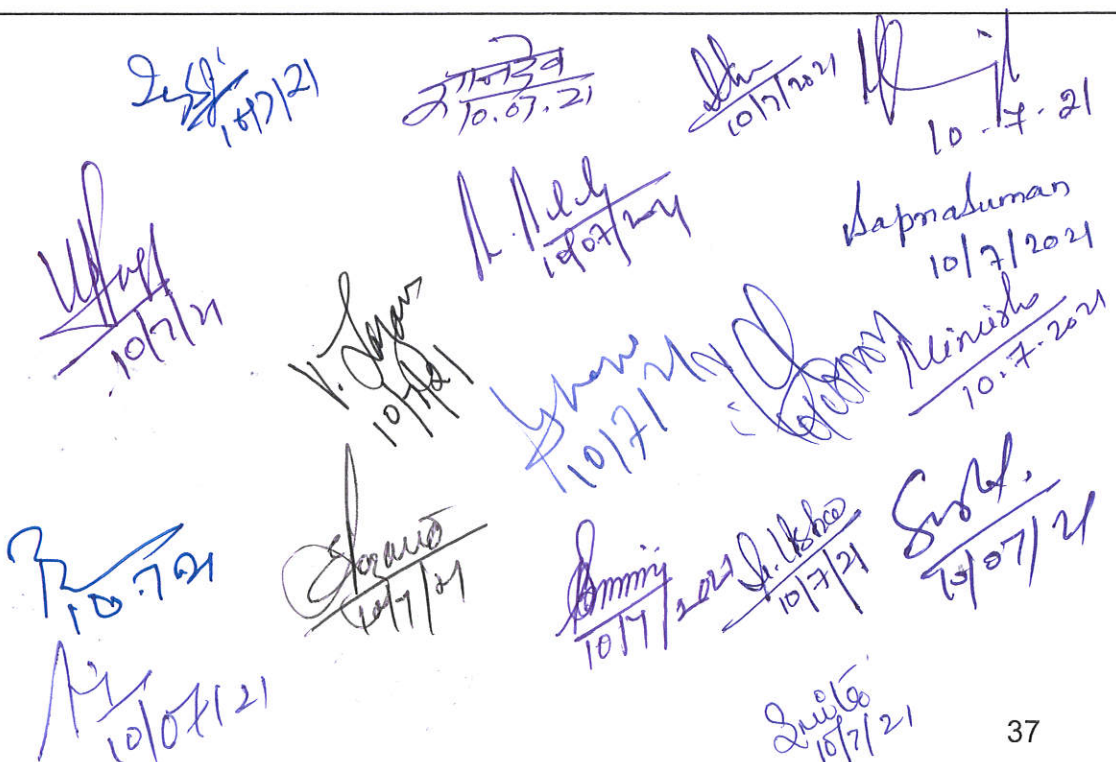
A. COMMUNICATION AND EXPOSITORY WRITING :

Communication skills, Expository writing and Academic writing involves the short workshop courses (or course) on communication skills and expository writing are intended to enhance the ability of the graduates to listen, converse, speak, present, explain and exposit ideas in groups and before an audience – as this is one of the essential expectations from all professionals in education. The workshops should also involve training in ICT and educational technology. The academic/Expository writing component is meant to focus on questions such as: What are the different kinds of writings and writing styles? What are the essential requirements of academic writing? What distinguishes a good academic writing from others? What are academic sources and how to refer to them? How to cite a source, paraphrase and acknowledge the source? How to edit one’s own writing?

B. PERSONALITY DEVELOPMENT:

These workshops should engage the students in reflecting on the linkages between the self and one’s professional practice. Themes such as gender, society and education, ‘disability’, psycho-social dimensions of exclusion, and inclusive education, should be central to these workshops. Sessions on mental and physical well-being (through modalities such as Yoga), should also be interwoven in the sessions.

The evaluation of both the component A and B of EPC-01 will be done by Internal Evaluation Process.



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UNIT II: SOCIOLOGICAL VALUES ENshrINED IN CONSTITUTION AND SOCIAL REFORMS

- Equality of educational opportunity and excellence in education, Equality Vs equity in education, inequalities in Indian social system with special reference to social disadvantages, gender and habitation; measures to address them
- Education and democracy; constitutional provision of education, Nationalism and education, Education for national integration and international understanding

UNIT III: PHILOSOPHY OF EDUCATION & WESTERN PHILOSOPHICAL SYSTEMS

- Philosophy as General Frame of Reference: Meaning, definitions and functions of philosophy, Branches of philosophy and their relationship with educational problems and issues.
- Philosophy of Education: meaning, nature - Directive Doctrine, a liberal discipline and its functions- Speculative, Normative and Analytical
- Major schools of philosophy with special reference to the concepts of reality, knowledge and values, and their educational implications: Idealism, Naturalism, Pragmatism, Realism, Existentialism and Marxism
- Western Thinkers: Karl Marx, Rousseau, John Dewey, Kierkegaard and St. Ignatius of Loyola

UNIT IV: INDIAN PHILOSOPHIES OF EDUCATION

- Indian Schools of Philosophy with special reference to their concepts of reality, knowledge and values, and their educational implications: Bhagawat Gita, Buddhism, Jainism, Islamic and Christianity Traditions
- Indian Thinkers and their philosophical contribution in the field of education: Gandhi, Tagore, Aurobindo & J Krishnamurty and Dr. A. P. J. Abdul Kalam

TRANSACTION MODE

- Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion; Seminar presentations.

SESSIONAL ACTIVITY/ PRACTICUM

- Development of Assignment on the given topics and Presentation using suitable media.

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- Professional development of teachers and teacher educators – present practices and avenues. Professional Ethics and Quality Enhancement for professionalization of teacher education
- Systemic factors influencing the quality of pre and in-service education of secondary school teachers
- Quality assessment of Teacher Education

UNIT III: RESEARCH IN TEACHER EDUCATION

- Paradigms for research on teaching – Gage, Doyle and Shulman
- Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme
- Methodological issues of research in teacher education – direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation
- Trends of research in teacher education and innovations: Teacher education in global context, Integrating Technology in teacher education, Preparing teachers for Inclusive Education

UNIT IV: PROBLEMS AND ISSUES IN TEACHER EDUCATION

- Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes
- Sufficiency of subject matter knowledge for teaching at the senior secondary level
- Issues related to enhancing teacher competence, commitment and teacher performance
- Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, NGOs and teacher education institutions, Preparing teachers for different levels of school education

SESSIONAL ACTIVITY/ PRACTICUM

- Study of the Annual Reports of SCERT/RIE/NCERT/NIEPA to identify the various programmes for professional development of teacher educators.
- Select any one current practice in teacher education and trace the background of its formulation as a policy.
- A review of researches in any one area of research in teacher education and write the policy implications
- A review of a research article in teacher education and write implications for practitioner.

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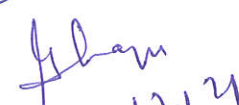

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Field visits to places of curricular other sites i.e. Museums, planetarium, zoo, sanctuaries, art and craft related sites, historical monuments, science parks etc could be arranged and group work on the educational importance of these sites could be done and presented by pupil teachers.

As an exposure to prevailing good practices, select schools could be visited by pupil teachers for observation and preparation and presentation of reports. Visits to library and laboratories could be arranged to deal with specific themes. Book reviews (including reference books and school textbooks) available at secondary level of education could be done and presented as assignments.

SESSIONAL ACTIVITY/ PRACTICUM

The students may undertake any one of the following activities:

- Critical appraisal/analysis of existing syllabi and textbooks developed by various agencies at National/State/local level in the light of National curriculum Frameworks.
- Evolving criteria for development of syllabi and textbooks Maintaining of reflective diary on schools/institutions (SCERTs, School Boards, National organisations) observed visited and analysis of the own experiences.
- Evaluation of a primary class text book.
- Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.

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- Ncert, Curriculum Framework For Teacher Education, Ncert, N.D.
- Ornstein, Allan C. , Curriculum Foundations, Principles, and issues, Noida ,Pearson Education
- Reddy, R.S. , Curriculum Development For Earning To Live Together, Rajat Pubs.,Ansari Road, Darya Ganj, N.D.02
- Saylor,J. , Curriculum Planning For Modern School, Holt, Rinehart And Winston Inc. London
- Sharma, Anita. , Curriculum Organisation , Jaipur Abd Pulishers
- Shivaprakasham, M.N. , Curriculum Development In Elementary Education, Rajat Pubs.Ansari Road, Daryaganj, N.D.-02
- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.

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SEMESTER-II

MCC-08: INNOVATIVE TEACHING AND LEARNING

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

- CO1: To nurture among the students the meaning, nature and scope of a constructive learning environment
- CO2: To enhance the students to understand their role in a constructive classroom.
- CO3: To develop the ideas about the new learning paradigms in education
- CO4: To develop the skills about different new learning models in education and how to use them.
- CO5: To generate the ideas about the use of technology and the virtual learning environments in teaching and learning
- CO6: To understand different assessment mechanisms and use of technology in assessment.

COURSE CONTENT

UNIT I: CONSTRUCTIVISM THE WAY OF LEARNING

- Constructivism as shift from teaching to learning: Theory, Principles, Role of teacher, and Uses
- Theories on Constructivism: Piaget, Vygotsky, Bruner and Dewey
- Elements of Constructivism: Construction of learning environment and learning advice, Importance of Experiences and active engagement, variety of Situations and multiplicity of methods
- Understanding that Children construct their Own Knowledge in interactive and collaborative learning involving 5E model, ICON model and Koohang Model

UNIT II: TEACHING LEARNING METHODS

- Student - centred approach: Collaborative and Co-operative learning, Activity Based Learning, Team teaching and Learning
- Active learning and learning strategies: Performance tasks, Flipped Learning, Blended Learning
- Self-organised and self-directed learning: Programmed Instruction, Spaced Learning, Teacher for the day, Peer Learning, Field Visit, Pair-group learning
- Techniques for Creative Teaching: Brainstorming, Concept Mapping, Role playing, Storyboarding

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UNIT III: TECHNOLOGY AND VIRTUAL LEARNING ENVIRONMENTS

- Technology and Digital Platforms
- Digital Content: Synchronous and Asynchronous
- Teachers and Learners and Information and Communication Technology
- Internet tools and Web Tools, Courseware and LMS
- Massive Open Online Courses (MOOCs), SWAYAM
- Distance ,Online courses and International Collaboration
- Open Educational Resources (OER), National Repository of OER

UNIT IV: ASSESSMENT REFORMS AND PRACTICES IN NEW LEARNING PARADIGM

- Direct and Authentic Assessments
- Continuous and Comprehensive Evaluation
- New trends in Assessment: On-Demand Examination, Choice Based Credit Systems, Grading System, Portfolios, Open book system, Open Ended/Flexible Answered Examination, Self and Peer Assessment.
- Technology supported Evaluations-Test (OMR's, MCQ's), Preparation, Conduction and Evaluation, Online Tests, WebQuest.
- Feedback and Reporting , Evaluation Rubrics
- Product vs Process based evaluation
- Subject/Person vs of Subject/Discipline based Evaluation

TRANSACTION MODE

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion.

SESSIONAL ACTIVITY/ PRACTICUM

Students can initiate and organize any two of the following teaching learning situations.

- | | |
|------------------------------|-----------------------|
| • Collaborative learning | • Teacher for the day |
| • Cooperative learning | • Peer Learning |
| • Activity Based Learning | • Field Visit |
| • Team teaching and Learning | • Pair-group learning |
| • Performance tasks | • Brainstorming |
| • Flipped Learning | • Concept Mapping |
| • Blended Learning | • Role playing |
| • Programmed Instruction | • Storyboarding |
| • Spaced Learning | |

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SEMESTER-II

MCC-09: DISSERTATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES:

- To develop the basics of a research proposal
- To develop the concept of different sections of a research proposal
- To develop the concept of tools and techniques
- To develop the basics of a good research tool
- To develop items of a research tool
- To perform Item Analysis of the test items
- To develop the skill of research report writing
- To acquaint them with different referencing styles.
- To review the educational research articles.
- To use the library, Internet services and other sources of knowledge for educational research purposes

COURSE CONTENTS

UNIT-I: RESEARCH PROPOSAL

- Basics of a Research Proposal
 - Conceptual Framework
 - Selection & finalization of an educational research problem
 - Operational and functional terms
 - Review of related literature
 - Objectives, assumptions, hypothesis, research questions
 - Selection of method, sample and tools
 - Data analysis method
 - Chapterization
 - Time budgeting, financial budget
- Evaluation of a research proposal

UNIT-II: RESEARCH TOOL BASICS

- Tools and Techniques of Educational Research- meaning and concept
- Basics of a Good/Standardised Research Tool
- Reliability and its types with examples

Handwritten signatures and dates in blue ink at the bottom of the page, including names like Anand, Suresh, Kaprasuman, and dates like 10/7/21.

SUGGESTED READINGS

- Asthana, Bipin, (2012) Measurement and Evaluation in Psychology and Education, Agrawal Publications, Agra
- Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
- Denicolo, Pam, Becker, Lucinda, (2012) Developing Research Proposals, Sage Publications, New Delhi
- Flick, Uwe, (2014) An Introduction to Qualitative Research, Sage Publications, New Delhi
- Guthrie, Gerard, (2010), Basic Research Methods, An Entry to Social Science Research, Sage Publications, New Delhi
- Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
- Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
- Koli, L.N. (2006) *Research Methodology*. Y.K. Publishers, Agra.
- Pam Denicolo & Lucinda Becker (2012). *Developing Research Proposals*, SAGE Publications India Pvt. Ltd., New Delhi
- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Routledge
- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
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- वर्मा, राजेश, (2011) क्रियात्मक शोध, प्रक्रिया एवं प्रारूप, जागृति साहित्य प्रकाशन, नई दिल्ली
- शर्मा, आर. ए. शिक्षा अनुसंधान, आर. लाल बुक डिपो, मेरठ, भारत
- सिंह, रामपाल शर्मा, ओ. पी. (2008) शैक्षिक अनुसंधान एवं सांख्यिकी, अग्रवाल प्रकाशन, नई दिल्ली
- गुप्ता, एस. पी., गुप्ता, अलका, (2018), आधुनिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद
- गुप्ता, एस. पी. (2011), अनुसंधान संदर्शिका, शारदा पुस्तक भवन, इलाहाबाद

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SEMESTER-II

MEPC-02: INTERNSHIP IN A TEACHER EDUCATION INSTITUTION

No. of Credits: 4

Full Marks: 50

Internal: 50

The internship has been conceptualised in two parts or 4 credits each. *First part involves a compulsory attachment with a teacher education institution during the Semester II.* The second part involves interning at/associating with a field site relevant to the area of specialization to be held during Semester-III. The internship will be for duration of three to four weeks each.

The internship should be structured around some focussed tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organisation. These tasks may converge in a short field report on the basis of which a part of assessment may be done. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host association (field mentor) together guide groups of (3 to 5) students. Adequate handholding should be provided to the students such that they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organising the internship.

The evaluation of MEPC-02 will be done by Internal Evaluation Process.

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SEMESTER-III

MSC-01: ELEMENTARY/SECONDARY EDUCATION FOR DIFFERENTLY ABLED

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

- CO1: Explain the concept and content of differently abled children and education.
 CO2: Describe the concept, nature and assessment of different disabilities.
 CO3: Explain the policies and legislation on differently abled education at national and international levels at elementary/secondary level.
 CO4: Enumerate current trends and future perspectives in differently abled education at elementary/secondary level.
 CO5: Explain the importance of equal educational opportunities for differently abled at elementary/secondary level.
 CO6: Understand the schemes and programmes of the education of the differently abled children at elementary / secondary level.

COURSE CONTENTS

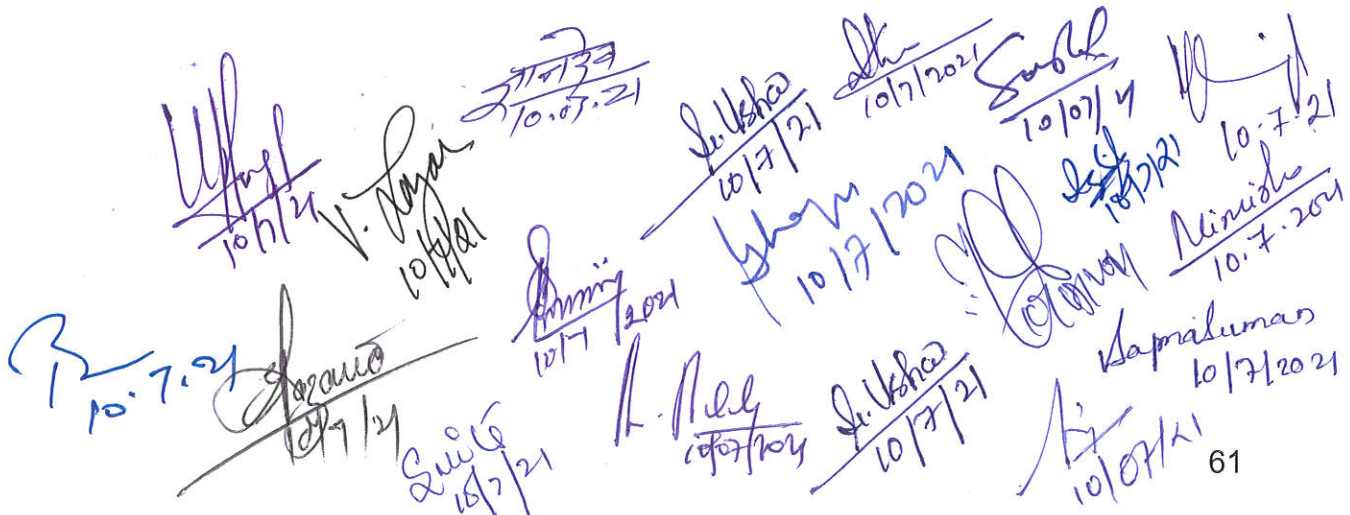
UNIT I: CONCEPT OF DIFFERENTLY ABLED

- Exceptionality and problems of classification and labelling
- Need and scope of differently abled
- Sociological perspectives of differently abled
- Normalization, Deinstitutionalization
- Integration, Mainstreaming, Inclusion
- Models of Integration and Inclusive Education
- Open Distance Learning System for differently abled

UNIT II: DIFFERENT DISABILITIES: CONCEPT, NATURE AND LEGISLATIVE PROVISIONS

- Visual Impairment, Hearing Impairment, Communication Disorders, Physical Disabilities, Learning Disabilities, Intellectually Challenged, Emotional and Behavioral Disorders, Autism, Multiple Disabilities

61



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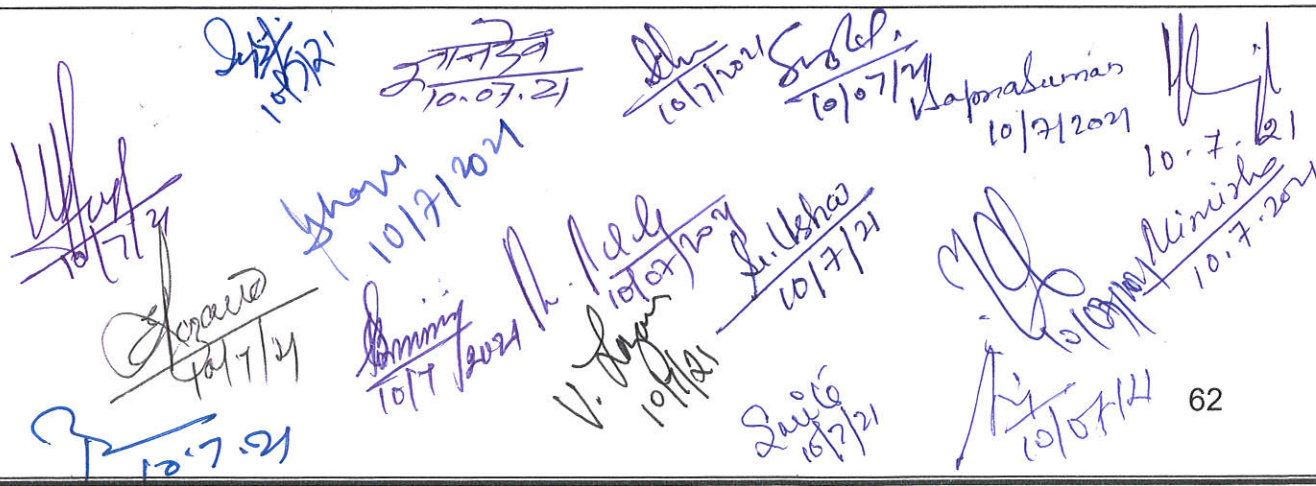
- Policy and legislative provisions for special needs-Education and rehabilitation
 - NPE-1986; POA-1992
 - RCI Act -1992
 - PWD Act - 1995, RPWD Act 2016, RPWD, 2019 (Amendment) Rules
 - National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999
 - National Policy for Persons with Disabilities -2006
 - International Legislation for differently abled: UN-ESCAP, UNCRPP
 - Sarva Shiksha Abhiyan, Rastriya Madhyamik Shiksha Abhiyaan
 - Right to Education Act, 2009

UNIT III: REHABILITATION SERVICES AT ELEMENTARY/SECONDARY LEVEL

- Meaning, definition and types of rehabilitation at elementary/secondary level
- Types of Rehabilitation Programmes – Institution Based Rehabilitation and Community Based Rehabilitation at elementary/secondary level
- Role of family and community in the rehabilitation process at elementary/secondary level
- Appropriate vocational counseling and training, different techniques in counseling
- Current trends and issues in differently abled education at elementary/secondary level:
 - Early identification and intervention
 - Individualized instruction
 - Advocacy
 - LRE
 - Collaboration
 - Attitudes and Awareness

UNIT IV: EDUCATIONAL INSTRUCTION AND PROGRAMMES FOR DIFFERENT DISABILITIES AT ELEMENTARY/SECONDARY LEVEL

- Educational programming at elementary/secondary level
- Specialized Instruction and Assistance from special teachers at elementary/secondary level
- Curricular modifications at elementary/secondary level
- Modifications in the learning environment
- Role of UN in promoting Human Rights
- Human Rights for the disabled
- Declaration of the Rights of the disabled
- Women with disabilities
- Role of UNESCO, WHO and UNICEF in education and rehabilitation of the disabled



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TRANSACTION MODE

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion

SESSIONAL ACTIVITY/ PRACTICUM

Critical observation of Resource Room/Special/Inclusive School

SELECTED READINGS

- A Handbook For Parents of Children With Disabilities, Government of India Planning Commission (Education Division) Calcutta: Wiley Eastern Publishing
- Chapman, P. (2001). *Theories of Inclusive Education*. Sage Publications, New Delhi:
- Deno, E. (1973). *Instructional Alternatives for Exceptional Children*. Reston V A E.F
- Desai, H. H. M. (1990). *Human rights of the disabled*. Bombay: National Association for the Blind.
- Dubey, S.N. (2001). *Education Scenario in India-2001*. Authors Press. *Education*. New Delhi: Kanishka Publishers
- Evans, P. & Verma, V. (1990). *Special education: Past, Present, and Future*. London: The Falmer Press
- Evans, R. C. & Mclaughlin, P. J. (1993). *Recent advances in special education and rehabilitation, Boston: Andover Medical Publisher*
- Farrell, M. (2003). *Understanding Special Educational Needs*. London: Routledge
- Friel, J. (1997). *Children with Special Needs*. Jessica Kingsley Publication, London.
- Gearhart, B. R., De Rhiter, J. A. & Sileo, T. W. (1986). *Teaching mildly and moderately handicapped students*. Englewood Cliffs, NJ: Prentice Hall
- Hallahan, D. & Kauffman, J. M. (1991). *Exceptional Children: Introduction to special Education*. Englewood, NJ: Prentice Hall
- Hardman, M. L., Drew, C. J., & Egan, M. W. (1999). *Human Exceptionality: Society*,
- Hegarty, S. & Alur, M. (Eds) (2002). *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications
- Hewett, F. M. & Forness, S. R. (1984). *Education of Exceptional learners*. Massachusetts: Allyn and Bacan
- MHRD (1992). *Programme of Action*: New Delhi: MHRD.
- Narsimhan, M. C. & Mukherjee, A. K. (1986). *Disability- A continuing challenge*.
- National Policy For Persons With Disabilities, 2006, Minister of Social Justice And Empowerment Government of India, Shastri Bhawan, New Delhi - 110001
- NIVH (1992). *Handbook for the Teachers of the Visually Handicapped*. Dehradun: NIVH.

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SEMESTER-III

Special Paper- Elementary Education

MSC-02# : CURRICULUM, PEDAGOGY AND ASSESSMENT IN ELEMENTARY EDUCATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES:

- CO1: Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage.
- CO2: Reflect on the need and importance of work experience, art education and health and physical education.
- CO3: Understand the importance of teaching of language and mathematics at elementary level.
- CO4: Develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level.
- CO5: Develop research insight for curriculum development in elementary education.

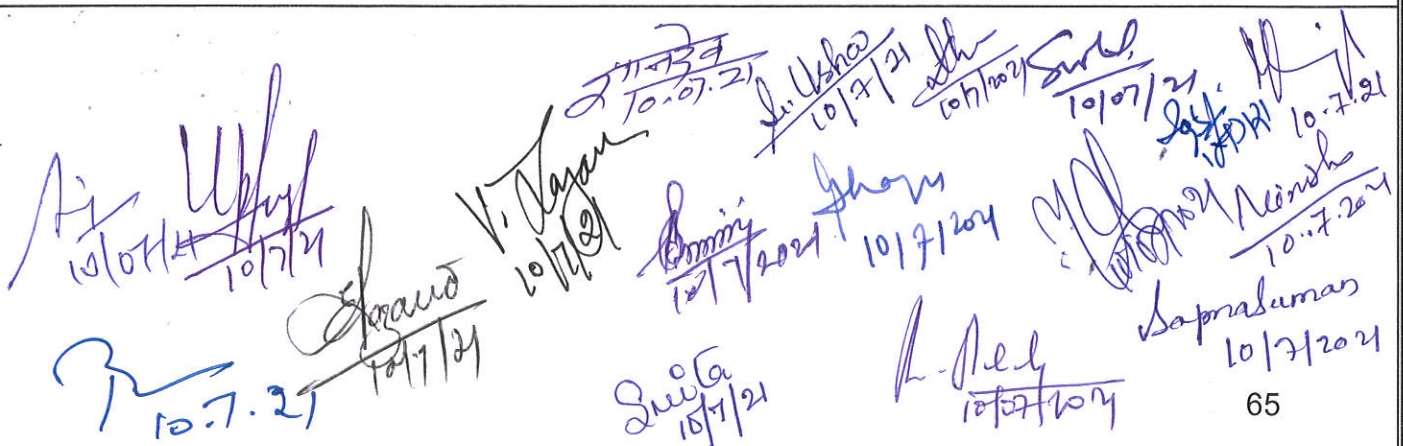
COURSE CONTENT

UNIT I: PRINCIPLES OF ELEMENTARY SCHOOL CURRICULUM

- Concept, components and determinants of curriculum; principles of curriculum construction
- Criteria for selection and organisation of content and learning activities
- Different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist
- Evaluation of curriculum: formative and summative; techniques and tools of assessing cognitive abilities, affective learning, skills and processes and motor abilities
- The relevance of NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges

UNIT II: WORK EXPERIENCE, ART EDUCATION AND HEALTH & PHYSICAL EDUCATION

- Place of Work Experience in curriculum, objectives, planning and organisation of learning experiences, methods, media and activities, teacher's role, evaluation - issues and challenges in evaluation of co-scholastic areas


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- Place of Health and Physical Education in the elementary school curriculum; objectives – knowledge, skills, attitudes; content and process of health and physical education; instructional strategies; conditions for effective motor learning; evaluation in health and physical education – issues
- Evaluation of different programmes in elementary schools – work experience, art education, health & physical education

UNIT III: LANGUAGE(S) AND SOCIAL SCIENCES

- Place of language in elementary school curriculum, objectives of teaching in mother-tongue/language(s); listening, reading, speaking and writing; psycho- linguistic and socio-linguistic aspects of language
- Learning and factors influencing language development; listening skills: nature, types, guidelines for teaching listening – listening sessions and activities; speaking skills: attention to speaking skills, instructional setting and situations; reading skills: speed at different levels of comprehension; writing skills: writing and experience, developing writing skills, spelling in the writing programme, developing handwriting skills.
- Evaluation and remedial teaching with reference to the above language skills
- Need for developing environmental awareness, population awareness, family welfare awareness; place of social sciences in elementary school curriculum; objectives, content and process in learning, organisation of learning experiences, observation, investigation and exploration of the social world and environment of the child
- Evaluation in Social Sciences and Preparation of curricular material

UNIT IV: MATHEMATICS AND ENVIRONMENTAL STUDIES/ NATURAL SCIENCES

- Place of mathematics in elementary school curriculum, objectives, mathematical readiness of a child and its implications for teaching
- Content and process in learning mathematics; strategies for teaching concepts, principles, computational and drawing skills and problem-solving abilities in mathematics; laboratory approach to learning mathematics, use of mathematics kit
- Evaluation of learning in mathematics; diagnosis and remediation of difficulties in learning mathematics
- Need for developing environmental awareness, population awareness, family welfare awareness; place of environmental studies and natural sciences in elementary school curriculum; objectives, content and process in learning, organisation of learning experiences, observation, investigation and exploration of the environment of the child, evaluation of student's learning in EVS programme
- Preparation and use of different types of curricular material; Evaluation of Science Learning and Process Skills

A large section of the page is filled with handwritten signatures and dates in blue ink. The signatures are written in various styles, and the dates are mostly from July 2021. Some legible signatures include 'Ajay', 'Sushil', 'N. P. Singh', 'S. Prasad', 'Kapradhanas', and 'Nandini'. Dates include '10/07/21', '10/07/2021', and '10.7.21'.

TRANSACTION MODE

Group discussion, Lecture-cum–discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences

SESSIONAL ACTIVITY/ PRACTICUM

The students may undertake any one of the following activities:

- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject
- Design an instructional plan of a unit in a subject at elementary level
- Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters
- Evaluation of art education/health and physical education programme as existing in any school

SUGGESTED READINGS

- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competancy Based Laboratory Approach. Cummings Publishing Co.
- Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practce. Rand Menally& Co., Chicago.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
- Petty, W.T (1978): Curriculum for the Modern Elementary School, Rand Menally College Public Co, Chicago.
- Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart &Winsten, N.York.
- The Study of Primary Education – A Source Book, Volume I & II, 1984.
- Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

A collection of handwritten signatures and dates in blue ink, likely representing approvals or dates of completion for the syllabus. The signatures are written in various styles and orientations, often with the date '10/7/21' or '10.7.21' written below them. Some names are partially legible, such as 'V. Jagan', 'S. Usha', 'Sapraduman', and 'Quita'.

SEMESTER-III

Special Paper- Secondary Education

MSC-02## : CURRICULUM, PEDAGOGY AND ASSESSMENT IN SECONDARY AND SENIOR SECONDARY EDUCATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES

- CO1: Develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage.
- CO2: Reflect on the need and importance of work experience, art education, health physical education and working with the community.
- CO3: Understand the importance of teaching of language, science and mathematics at secondary level.
- CO4: Develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level.
- CO5: Develop research insight for curriculum development in secondary education.
- CO6: Understand the nature and uses of different types of tools and techniques of evaluation in education.
- CO7: Acquire the skill to construct the achievement and diagnostic tests.
- CO8: Administer the tests and interpret the best scores and its implication to students and parents.
- CO9: Undertake action research and interpret the results.

COURSE CONTENT

UNIT I: PRINCIPLES OF SCHOOL CURRICULUM DEVELOPMENT AT SECONDARY AND SENIOR SECONDARY LEVEL

- Concept, components and determinants of curriculum; principles of curriculum construction
- Criteria for selection and organisation of content and learning activities; different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist;
- Evaluation of curriculum – formative and summative; techniques and tools of assessing cognitive abilities, affective learning, skills and processed and motor abilities
- The relevance of NCF-2005 and autonomy in developing curriculum with regard to local specific issues and challenges

A collection of handwritten signatures and dates in blue ink. The signatures include names like 'S. K. Prasad', 'S. K. Prasad', 'S. K. Prasad', 'S. K. Prasad', 'S. K. Prasad', 'S. K. Prasad', 'S. K. Prasad', 'S. K. Prasad', 'S. K. Prasad', 'S. K. Prasad'. The dates are mostly '10.7.21'. There is also a signature 'K. Nishu' with the date '10.7.21' and a page number '68' at the bottom right.

SEMESTER-III

MCC-10: ADVANCED RESEARCH METHODOLOGY

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

- CO1: To develop understanding on qualitative research design.
- CO2: To use appropriate procedures to analyse qualitative data.
- CO3: To have a positive disposition about research ethics.
- CO4: To understand intentional or unintentional Plagiarism.
- CO5: To understand the role and use of statistics in educational research.
- CO6: To examine relationship between and among different types of variables of a study.
- CO7: To select the appropriate statistical methods in educational research.
- CO8: To test specific hypotheses about populations based on their sample data.
- CO9: To use computers for data analysis.
- CO10: To demonstrate competence in the use of statistical packages for analysis of data.

COURSE CONTENT

UNIT-I: QUALITATIVE RESEARCH DESIGNS AND EMERGING TRENDS

- Grounded Theory (GT) Designs: Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT
- Narrative Research (NR) Designs: Meaning and key Characteristics, Steps in conducting NR design
- Case Study (CS): Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses of CS
- Ethnography: Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses of ethnographic research
- Mixed Method (MM) Designs: Characteristics, Types of MM designs -Triangulation, explanatory and exploratory designs, Steps in conducting a MM designs, Strengths and weakness of MM research

UNIT-II: RESEARCH ETHICS AND MODERN TRENDS IN RESEARCH

- Ethical issues: Plagiarism and copyright rules
- Publication in reputed journal: Impact factor, h-index, UGC-Care list, Scopus Index

Choice Based Credit System (CBCS) – M.Ed. Syllabus of SXCE (Autonomous), Patna (Year-2021)

- Kumar, Ranjit, Research Methodology, SAGE, N.D.
- Mangal, S.K., Statistics in Psychology and Ed., PHI Learning
- Marshall, Catherine, Rossman, Gretchen B, (2011) Designing Qualitative Research, Sage Publications, New Delhi.
- Miles, M.B., & Huberman, A.M. (1994). Qualitative Data Analysis: An expanded Sourcebook. Thousand Oaks, CA: Sage.
- Panneerselvam,R.(2016) Research Methodology,Second EditionPHI Learning Private Limited ,Delhi
- Patton, M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
- Punch, Keith, (2009) Introoduction to Research Methods in Education, , Sage Publications, New Delhi.
- Raina, M.K. , Educational Research, Maxford Books, N.D.
- Ranjit Kumar.Research Methodology,SAGE.
- Singh,A.K. (2013),Tests,Measurements and Research Methods in Behavioural Sciences,Bharati Bhawan,New Delhi
- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge
- Serto, Manilei, Research Methodology in Education, Maxford Books, N.D.
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SEMESTER-III

MCC-11: CREATIVITY AND VALUE EDUCATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

- CO1: To be acquainted with scientific and sound principles and theories of education.
CO2: To understand the concept, nature and scope of creativity in education.
CO3: To gain knowledge about different educational strategies for enhancing creativity.
CO4: To be familiarized with different assessment techniques for scaling Creativity and CT.
CO5: To acquire knowledge about the concept of value and its types.
CO6: To expose the students towards moral education and its assessment.

COURSE CONTENT

UNIT-I: CREATIVITY: AN OVERVIEW

- Meaning, Nature , Process and Characteristics of Creativity
- Meaning, Nature , Process and Characteristics of Creative Thinking
- Factors affecting Creativity and Creative Thinking
- The Impact of Rewards on Creativity
- Instructional Approaches to enhance Creativity and Creative thinking

UNIT-II: ASSESSMENT OF CREATIVITY AND OTHER ISSUES

- Assessment of Creativity and Creative thinking
- Cross Cultural Issues in Creativity and Critical Thinking
- The Relationship between Metacognition and Creativity and Critical Thinking
- Creativity and Creative thinking in Advanced Learning Technologies
- Issues of Transfer in Creativity and Critical Thinking

UNIT-III: VALUE EDUCATION

- Concept of Values, Morals and Ethics
- Meaning of human values and their determinants
- Different Types of values: intrinsic and extrinsic
- Concept, Need and Importance of Value Education
- Realization of values through Education –Role of family, school and teachers
- Values enshrined in the Constitution of India

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UNIT-IV: MORAL EDUCATION AND ASSESSMENT OF MORAL MATURITY

- Moral Education Vis-à-vis religious education; moral instruction, moral training and moral indoctrination
- Models of Moral Education
 - Rationale Building Model
 - The consideration Model
 - Value clarification Model
 - Social Action Model
 - Just Community Intervention Model
- Concept of moral maturity and moral dilemma; Assessment of moral maturity via moral dilemma resolution

TRANSACTION MODE

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion

SESSIONAL ACTIVITY/ PRACTICUM

The students are advised to take up a case study to study the creativity of a child or specific group and suggest measures to develop the creativity. The students also have to participate in meaningful discussion on the topics of value decision, morality and justice.

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- Chakrabarti, Mohit , Value Education: Changing Perspectives , Kanishka Pubs., Distributors, Ansari Road, Daryaganj, N.D.-02.
- Charles, Dr. Elaine Ann , Value Education A Manual For Teachers , St. Xaviers Institute of Education, Mumbai -20.
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SEMESTER-III

MCC-12: ENVIRONMENT AND EDUCATION

No. of Credits: 2

Full Marks: 50

Internal: 15 External: 35

Course Outcomes:

- CO1: To develop awareness about environment.
- CO2: To nurture the skills for taking steps towards sustainable development.
- CO3: To develop awareness towards environmental problems.
- CO4: To understand the different environmental educational practices in schools.
- CO5: To develop the ideas about the environmental projects from various countries.

COURSE CONTENTS

UNIT I : UNDERSTANDING ENVIRONMENT AND ENVIRONMENTAL ISSUES

- Concept of environment, ecosystem and Sustainable development
- Natural system earth and biosphere, abiotic and biotic components
- Natural resources, biotic and abiotic resources
- Concept, objectives and importance of Environmental Education
- Environmental hazards and disasters
- Environmental pollution : physical, air, water, noise, chemical
- Extinction of flora and fauna, deforestation, soil erosion
- Need for conservation, preservation and protection of rich environmental heritage; Environmental Acts and laws

UNIT II : ENVIRONMENTAL EDUCATION : CURRICULUM AND APPROACHES

- Features of curriculum for environmental Education; Green Curriculum
- Programme of Environmental Education for primary, secondary and higher education institutions
- Strategies, Methods and Approaches of Environmental Education: Integrated and interdisciplinary approaches
- Treating Environmental Education as a separate subject, topical units
- Relationship between man and environment, human adaptations to environment, population and its effect on environmental resources.
- Technological system – industrial growth, scientific and technological inventions and their impact on the environmental system.
- Comparative study of environmental projects from various countries.

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SEMESTER-III

MEPC-03: INTERNSHIP IN THE AREA OF SPECIALISATION

No. of Credits: 4

Full Marks:50

Internal: 50

The internship has been conceptualized in two parts or 4 credits each. I. First part involves a compulsory attachment with a teacher education institution. *The second part involves interning at/associating with a field site relevant to the area of specialization in Semester III.* The internships will be for a duration of three to four weeks each. It is suggested that the institutions develop a network of partner organisations where the students can intern. The host organisations may help in designing the field internship keeping in view the activities that will be going on during the internship period and by suggesting aspects for study/work/focus which may be useful from the host as well as the interns/students.

Further, level based specialisations (such as ECCE, Elementary, Secondary and Tertiary) would necessitate that the internship for students with these specialisations are organised in institutions at the relevant level only. For example, Students with specialisation in elementary education will be placed in Elementary School/Elementary Teacher Education institution, those with secondary education will be placed in Secondary School/Secondary Teacher Education Institution.

This also implies that the internship should be structured around some focussed tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organisation. These tasks may converge in a short field report on the basis of which a part of assessment may be done. A student’s regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host association (field mentor) together guide groups of (3 to 5) students. Adequate handholding should be provided to the students such that they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organizing the internship.

The evaluation of MEPC-03 will be done by Internal Evaluation Process.

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UNIT III: CHALLENGES AND ECONOMICS OF ELEMENTARY EDUCATION

- Problems of wastage and stagnation, Single teacher schools, Improper infrastructure, Financial problems of the students, Rural class teaching
- Free and compulsory primary education
- Financing of education by the central, state and local bodies
- Dropout rate-meaning and computation; reasons for drop out
- Achievement levels of different types of learners-status and issues
- Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution

UNIT IV: STRATEGIES AND PLANNING FOR QUALITY ELEMENTARY EDUCATION

- Panchayatraj and community involvement in educational planning and management related issues
- Participation of NGOs in achieving goals of UEE
- ECCE programme, women empowerment as support services
- Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts
- District primary education programme-goals and strategies
- Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and states to improve access, enrolment, retention/participation and achievement
- Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels

TRANSACTION MODE

Lecture-cum-discussion; discussion and reflection in groups; assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.

SESSIONAL ACTIVITY/ PRACTICUM

Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

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- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
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- Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi.
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- MHRD (2001): Convention on the Right of the child. New Delhi.

UNIT III: CHALLENGES AND ECONOMICS OF SECONDARY EDUCATION

- Problems of wastage and stagnation, Single teacher schools, Improper infrastructure, Financial problems of the students, Rural class teaching
- Dropout rate-meaning and computation; reasons for drop out
- Achievement levels of different types of learners-status and issues
- Economics and Secondary Education: Concept, purpose and issues
- Financing of education by central government, state government and local bodies

UNIT IV: STRATEGIES AND PLANNING FOR QUALITY SECONDARY EDUCATION

- Panchayatraj and community involvement in educational planning and management related issues
- Participation of NGOs in achieving Quality Secondary Education
- Open and Alternative Schooling-NIOS, BBOSE
- Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts
- Rastriya Madhyamik Siksha Abhiyan: Mission, Goal, Objectives, Functioning, Financing and Implementation
- Samagra Shiksha Abhiyan: features and framework
- Monitoring, research and evaluation of specific schemes like scholarships and different incentive schemes for disadvantaged classes and its uses
- CBSE, ICSE and State Boards: their functions for successful secondary education program and certifications

TRANSACTION MODE

Lecture-cum-discussion; discussion and reflection in groups; assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.

SESSIONAL ACTIVITY/ PRACTICUM

Each student is required to prepare and present in a seminar, a status report on secondary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

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SUGGESTED READINGS

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SEMESTER-IV

MSC-04: EDUCATIONAL MANAGEMENT AND ADMINISTRATION IN ELEMENTARY/SECONDARY EDUCATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

- CO1: To understand the principles of scientific management.
- CO2: To identify the recent trends in educational management.
- CO3: To develop the skills in planning and using a variety of administrative strategies at elementary/secondary level.
- CO4: To explain the role and contribution of different agencies educational planning at elementary/secondary level.
- CO5: To study educational management system in India with specific reference to national, state, district and village levels structures in at elementary/secondary education.
- CO6: To recognize the importance of Educational Resources and their effective management for quality education at elementary/secondary level,
- CO7: To understand the issues and challenges in educational management and administration in India at elementary/secondary level.

COURSE CONTENT

UNIT-I: EDUCATIONAL MANAGEMENT AT ELEMENTARY/SECONDARY LEVEL

- Management : Meaning and principles of management by Fayol
- Educational Management Practice in Present Day Context at elementary/secondary level
- Meaning, nature, scope and principles of modern scientific management (Taylorism)
- Systems Approach to Educational Management at elementary/secondary level
- Recent trends in Educational Management: MBO, Decision making, PERT & CPM, SWOC analysis, TQM and Six sigma
- Educational Management as Process: POSDCORB

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UNIT II- PRINCIPLES, TECHNIQUES AND APPROACHES OF EDUCATIONAL PLANNING AT ELEMENTARY/SECONDARY LEVEL

- Educational Planning and its types: Perspective planning and Institutional Planning at elementary/secondary level.
- Guiding principles of Educational Planning at elementary/secondary level.
- Approaches to Educational Planning: Social demand approach, Man-power approach, Return of Investment approach
- Process of district level planning including micro level planning exercise
- Critical Analysis of Educational Planning in India at elementary/secondary level

UNIT III- ADMINISTRATION OF ELEMENTARY/SECONDARY EDUCATION

- Centralization and Decentralisation - Agencies of Elementary/secondary education
- Elementary/secondary education Boards/ Councils - Staff - Personnel Administration; Teacher morale, Job-satisfaction, School Community relationships
- School budget, sources of income, Management
- Leadership in Educational Administration: Meaning and Nature, Approaches to Leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic; Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model)

UNIT IV-PERFORMANCE AND RESOURCE MANAGEMENT IN EDUCATIONAL INSTITUTIONS

- Monitoring of school performance at elementary/secondary level
- Performance appraisal of teachers at elementary/secondary level
- Financial and administrative management of educational institutions
- Nature and characteristics of resource in education.
- Need for resource management in elementary/secondary education: Material resources, Human resource, Financial resource
- Procurement, utilization and maintenance of resources at elementary/secondary level
- Roles of state, central and local agencies for Management at elementary/secondary level

TRANSACTIONAL MODE

The course would be transacted through participatory approaches including group discussion; self study, seminar, presentations by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentation.

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UNIT III: TEACHING LEVELS, STRATEGIES & MODELS

- Memory, Understanding and Reflective levels of teaching
- Teaching strategies : Meaning, Nature, Functions and Types
- Models of teaching : Meaning, Nature, Functions and Types : Glaser Basic Teaching model, Concept Attainment model, Inquiry Training model, Mastery Learning model, Advance Organizer model, Integrated Pedagogy Paradigm (I.P.P.)
- Modification of teacher behavior: Micro teaching, Flanders Interaction Analysis, Simulation, Galloway's system of interaction analysis

UNIT IV: EMERGING TRENDS IN ET AND ICT

- Concept, Meaning and Importance of Information and Communication Technology
- Difference between Educational Technology and ICT
- Challenges in integrating ICT in School Education
- Computer Assisted Instruction, E-inclusion (Assistive technology)
- On-line Learnings - (Synchronous and Asynchronous), e-learning, Online learning
- Emerging trends in ET and ICT: Smart-boards, CAI, Virtual Classroom, Web 2.0 Technology and Tools

TRANSACTION MODE

- Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc. in preparation and selection of Educational technology and Instructional Technology
- Seminar reading- presentation by students on selected themes individually and collectively leading to discussion;
- Working with assignment on CAI and Programmed Instruction
- Group activities in understanding Web Technology and tools .

SUGGESTED READINGS

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- Aggarwal, J. C. , Essentials of Educational Technology: Teaching Learning Innovations in Education, Vikas Publication House Pvt. Ltd.
- Costantino, P.M., DeLorenzo, M.N., Kobrinski, E.J. Developing a professional
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It is strongly recommended that department offering the M.Ed. programme, develops a concept note on the dissertation component that clearly specifies the expectations, assessment rules and procedures, and guidelines for students. This note should also include aspects like style sheet, and the word limit for the dissertation (ideally between 15,000 to 20,000 words). While a set of clearly laid guidelines should be put in place for this component, there should be an openness in terms of allowing and encouraging various research styles, areas, kinds of problems, and writing styles.

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