

**NEW TWO-YEAR (FOUR
SEMESTERS)**

M. ED.

SYLLABUS, 2015

FOR

**INSTITUTE OF ADVANCED STUDIES
IN EDUCATION (I.A.S.E.), AGARTALA**

**TRIPURA UNIVERSITY (A CENTRAL UNIVERSITY)
Suryamaninagar, Tripura (West)**

Proposed Regulation, Course Structure & Syllabus for Master of Education (M. Ed.) Degree.

1. OVERVIEW :-

The Master of Education programme, generally known as M. Ed., is a professional course that prepares teachers for post-graduate study in teacher education or teacher training course.

2. DEGREE :-

There shall be course of students leading to the Degree of Master of Education, called herein M. Ed. course.

3. GENERAL OBJECTIVES :-

The curriculum is designed to achieve the following objectives of the M. Ed. Programme –

- 1) The student teacher will be able to understand the central concepts, tools of inquiry & structures of the disciplines & can create learning experiences that make the aspects of subject matter meaningful.
- 2) The student teacher will be able to understand how child learn & develop, how they differ in their approaches to learning & creates learning opportunities that are adapted to diverse learners & learning contexts.
- 3) The students teacher will be able to plan learning experiences that are based on learner's existing proficiency, interest, experiences including misconceptions and errors; and an understanding of how students come to view, develop & make sense of subjects matter contained in the learning experiences.
- 4) The student teacher will be able to use knowledge of effective verbal; non-verbal & media communication techniques to foster active inquiry, collaboration & supportive interaction in the classroom,.
- 5) The student teacher will be able to understand & use formal & informal assessment strategies to evaluate & ensure the continuous intellectual, social & physical development of the learner.
- 6) The student teacher will be able to develop self-identity as a teacher through school based experiences & reflective practices that continually evaluate the effects of his/her choices & actions.

4. DURATION:-

Duration of M.Ed. course for regular students shall be of two academic years divided into four semesters.

5. WORKING DAYS :-

- (a) There shall be at least two hundred working days divided into two semesters each year exclusive of the period of examination & admission, out of which at least forty days shall be internship for teaching or skill development in nearby schools of secondary/ senior secondary level.
- (b) The institution shall work for a minimum of six hours per day in a week (five or six days), during which physical presence in the institution of all the student-teachers is necessary to ensure their availability for individual advice, guidance, dialogue & consultation as and when needed.

6. PERMISSION AND AFFILIATION :-

M. Ed. Training Institute must have proper permission from National Council for Teacher Education (NCTE) & affiliated to the University of Tripura (A central University).

7. ELIGIBILITY FOR ADMISSION:-

(a) Candidates having at least fifty-five percent marks in the B. Ed. degree are eligible to apply for admission to the course. The criteria of admission may be modified from time to time as per rules and regulations of UGC/NCTE. Therefore, B.ED will be considered as qualifying degree.

(b) The reservation of seats for SC/ST and other categories shall be as per the rules of the state government. There shall be relaxation of 5 % marks for SC and ST and PWH candidate in qualifying examination.

8. ADMISSION PROCEDURE:-

Admission shall be made on merit on the basis of marks obtained in the qualifying examination or any other selection process as per the policy of the State Government.

9. SYSTEM FOR TEACHERS/ EMPLOYEE CANDIDATES:-

(a) Secondary/ Primary school teachers shall be allowed to prosecute M. Ed. course of study subject to the satisfaction of admission criteria.

(b) Employee/Teacher candidates should have to submit a “No-objection certificate” from the employer to prosecute the course of study at the time of admission. A copy of the same is to be enclosed along with the application form for admission. The teacher candidate shall have to take leave from the employer for the period of study & shall have to submit the release order from the employer concerned. An

undertaking as directed by the University must be obtained at the time of admission. A copy of same should be submitted along with the examination form.

10. EXAMINATION PATTERNS OF M. Ed. COURSE:-

(a) There shall be an End 'Semester Examination' at the end of each Semester. The examination will be conducted by the Controller of Examinations. Marks distribution; 80 out of 100 marks of each theory paper and 20 marks for internal assessment. Internal assessment marks shall be submitted to the Controller of Examinations by the Principal/Teacher in charge of I.A.S.E., Agartala, Tripura.

(b) The examination shall be conducted in the following areas separately:

(i) Theoretical papers.

(ii) Internship for Teaching.

(iii) Sessional Activities/Assessment.

(c) A student will qualify for next semester if he/she clears all papers of the semester. However a student also be allowed to go in next higher semester, if he/she failed only two papers of the semester.

(d) A student can appear in back papers only along with same (appropriate) Semester examination.

(e) A candidate who fails in more than two paper in a semester shall be declared as failed in that semester. A failed candidate shall appear in all the papers in the next same (appropriate) Semester Examination (Odd to Odd and Even to Even).

(f) Every candidate, shall have to secure the required percentage of attendance at lectures of theory & practical separately (viz. 75 % and above as collegiate and 60 % and above but below 75 % as non-collegiate candidates). To be eligible to appear in the examination, the percentage of attendance of lectures shall be calculated from the date of commencement of lectures in the college concerned and not from the date of admission of the candidate. In case of change of optional subjects/papers, attendance of earlier optional subjects/papers etc. shall not carry over to the optional subjects/papers taken after the change.

(g) A non- collegiate candidate has to pay non-collegiate fees as fixed by the University from time to time.

(h) A candidate having less than 60 % attendance shall be declared as dis-collegiate. A dis-collegiate candidate shall not be allowed to fill the examination form; rather he has taken re-admission in the class afresh.

- (i) A candidate who fails to pass or unable to present himself/herself for examination shall not be entitled to claim a refund of the fee; but such a candidate may be admitted to one or two subsequent examinations for the degree of M. Ed. on payment of usual examination fees afresh.
- (j) If a student-teacher, after completion of a regular course of study for examination under section 9 (c) of the regulations does not register himself/herself or present himself/herself at the examination or fails to pass the examination immediately succeeding such completion, he may appear at any of the two examinations of the course on payment of the prescribed fee, provided that he/she should produce, certificates as required by the regulations. (A certificate from the principal of his/her college at which he/she last studies testifying to his/her good character during the intervening period.)
- (k) Supervision of practice lesson – Out of prescribed number of lesson for practice teaching at least fifty percent lessons should be supervised by the student-teacher. The student teacher should give feedback to the students orally as well as comments in writing. Records of lesson planning, teaching & supervision would be maintained.
- (l) A candidate has to apply for improvement examination within one year after completion of M. Ed. Degree. If he/she does not apply within one year further request shall also be entertained.
- (m) A student secured M. Ed. degree, after clearing back papers in any semester or appeared for improvement examination shall be considered for rank/medal according his/her final results
- (n) Ordinarily a student should complete the M. Ed. degree in four semesters within the period of two year. However, a student will have to clear all the papers of M. Ed. degree within five years from the date of admission into the programme.
- (o) Examination duration – Each theoretical paper of 80 marks shall be of four hours duration.
- (p) In Theoretical papers, Group/ Unit wise questions shall be set with at least one alternative question for each question to be answered. Questions will cover all units of the syllabus.
- (q) Total 5 questions for each theoretical paper are to be answered each of which carry 16 marks in term will end Semester Examination. Questions should have different parts/portions. Further, question would be set from parts/ topics included under different units of each course area.

11. QUALIFYING MARKS AND RESULTS:-

- (a) A candidates must have secured at least 40 % marks to qualify in a paper and must obtain 40 % of marks in aggregate to qualify the Semester.
- (b) A candidate who fails to obtain 40 % of marks in any paper (s) shall be declared failed in that paper (s). Failing to any paper shall render the students failed in that paper.
- (c) Results will be declared on each Semester expressing marks of each paper on Letter Grade as shown in Table below.

Range of Marks	Letter Grade	Grade Point
90% - above	O: Outstanding	10
80% – below 90%	S:Excellent	09
70% – below 80%	A+: Distinction	08
60% – below 70%	A: Very Good	07
55% – below 60%	B: Good	06
45% – below 55%	C:Average	05
40% – below 45%	D: Pass	04
Below 40%	F: Fail	00

- (d) If a candidate qualifies in the End Semester Examination, his/her result will be declared as ‘Q’. In addition to that he/she will also be awarded Semester Grade Point Average or SGPA as well as average Grade of all the papers.
- (e) As per Course Curriculum each 100 marks paper shall carry 4 Credits. So when a candidate shall obtain 40 marks or above he/she will earn 4 credits.
- (f) To qualify in a semester a candidate has to earn minimum 16 credits.
- (g) Final result is the combination of the results of the four semesters.
- (h) To pass in the final result a candidate has to earn minimum 52 credits.
- (i) At the time of publication of final result, mark sheet shall contain the following:
 - I. Average Grade of the Final Semester;
 - II. SGPA of the Final Semester.
 - III. Cumulative Grade Point Average of CGPA (Grade Point Average of all the Semesters);
 - IV. Cumulative Average Letter Grade of all the Semesters.
- (j) A candidate shall be declared failed in a Semester –
 - I. If he/she having more than two back papers in a Semester;
 - II. Aggregate of the Semester fall below 40 %.

- (k) If a candidate is having back paper in a semester but qualifies for the next higher Semester, such candidate has to appear only the back papers in the same (appropriate) Semester Examination (ODD to Odd and Even to Even).

In case of such candidate marks of the internal assessment shall be carried forward. The candidate will appear only the End Semester Examination of that paper(s) of 80 marks.

- (l) If a candidate is considered as qualified in the next higher Semester along with one or two back papers, his/her result will be declared as “Qualified” mentioning the Course Code (s) of the paper (s) in which he/she has to appear again. His/her SGPA and Average Letter Grade will also be declared, but both will be changed when he/she will clear the back paper (s).
- (m) At the time of publication of the result of Second Semester, if a candidate has any back paper either in the first or second semester or back papers in both the Semesters, but secured 49 % marks in the second Semester, the result of such candidate will be declared as “Result Withheld (RW)”. His/her result will be declared when he/she will clear the back paper (s) either at the time of appropriate Semester Examination or at the time of Special Final Examinations.
- (n) Credit Points (CP) will be calculated multiplying Grade Point with Number of Credits of that paper.
- (o) SGPA will be calculated from CPs of the Semester divided by total Number of Credits of the Semester.
- (p) Average Grade of a Semester will be considered from the conversation table against Percentage of total of marks (from the TABLE –B).

TABLE B

Range of Marks	Letter Grade
90% - above	O: Outstanding
80% – below 90%	S: Excellent
70% – below 80%	A+: Distinction
60% – below 70%	A: Very Good
55% – below 60%	B: Good
45% – below 55%	C: Average
40% – below 45%	D: Pass
Below 40%	F: Fail

(q) CGPA will be calculated adding SGPA of all the Semester and dividing by two.

12. DISSERTATION WORK:-

The dissertation shall be a core paper of 200 marks for all the students of M.ED course. Each student is required to select one problem for dissertation from the total areas of the syllabus (both core and specialization areas) under the guidance of a faculty member. Dissertation will be evaluated by both internal & external examiners. Every student has to submit a dissertation on an educational problem under the guidance and supervision of a member of M. Ed. faculties of the Institute within one month from the date of last date of examination.

Semester-I

Paper Code	Course name	Credit	Contact Hours per week
M.Ed.-CP 101	Philosophical & Sociological Foundation of Education.	04	4
M.Ed.- CP102	Psychology of Learning & Development.	04	4
M.Ed.- CP103	Research Methodology & Statistics in Education.	04	4
M.Ed.- CP104	Teacher Education.	04	4
Practicum	1. Workshop.	02	
	2. Seminars or Presentation	02	

Semester-II

Paper Code	Course name	Credit	Contact Hours per week
M.Ed.- CP201	Contemporary issues & Concerns in Education	04	4
M.Ed.- CP202	Education Studies	04	4
M.Ed.- CP203	Curriculum Studies	04	4
Practicum	1. Research Paper /Term Paper	02	
	2. Assignment	02	
	3. Internship in Teacher Education Institution	02	
	4. Yoga Education (Compulsory)	02	02

Semester-III

Paper Code	Course name	Credit	Contact Hours per week
M.Ed.- CP301	Educational Administration & Management	04	4
M.Ed.- CP302	Assessment and Evaluation in Education	04	4
M.Ed.- 303	Dissertation-I (Review & Research Proposal)	04	4
M.Ed.- 304	304 Inclusive Education	04	4
Elective (any Two)	305 Peace & Value Education	04	4
	306 Intelligent and Creativity.	04	4

Semester-IV

Paper Code	Course name	Credit	Contact Hours per week
M.Ed.- CP401	Elementary Education.	04	4
M.Ed.- CP402	Educational Technology	04	4
M.Ed. – CP403	Dissertation-II (Report Writing & Viva)	04	4
M.Ed. – CP404	404 Guidance & Counselling	04	4
Elective (any Two)	405 Distance& Open Learning.	04	4
	406 Women Empowerment Education	04	4

FIELD EXPERIENCES AND PRACTICAL ACTIVITIES:

Field experiences and practical activities would be done on basis of the following activities:

- a) Assignment writing;
- b) Active participation in seminar and workshop activities;
- c) Playing the supervisory role in school practices for internship programme;
- d) Preparation of research proposal;
- e) Book review;
- f) Other library activities;
- g) Any other innovative practices encouraged/approved by the Institute.

The students will have to participate in the above mentioned activities on compulsory basis. At the end of the semesters, marks would be allotted by concerned faculties on basis of their performances in those areas.

CORE COURSE (Philosophical and Sociological Foundations of Education)

(Code: CC – 101) marks: 100

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

- *Understand the meaning, nature and scope of Philosophy of Education;*
- *Acquaint themselves about knowledge and methods of analyzing and acquiring knowledge;*
- *Know about values and educational implications of different Indian Schools of Philosophy;*
- *Understand the knowledge, reality and values of different Western Schools of Philosophy;*
- *Realise the educational thought and practices and contributions of Indian and Western great educators;*
- *Know the meaning, nature and scope of Sociology of Education;*
- *Explain education as a social sub-system;*
- *Analyse the role of different agencies of socialisation;*
- *Expose the impact of cultural diversity in India and their relationship with education;*
- *Analyse the different problems of socio-economically disadvantaged groups and rural, urban and industrial population;*
- *Apply the understanding of national development and modernization through education.*

Unit 1:

1. Philosophy of Education:

- (a) Meaning, nature and scope of Philosophy of Education;
- (b) Meaning of philosophy and relationship between education and philosophy.
- (c) Knowledge – nature, methods of analyzing and acquiring knowledge.

- 2. National Values as enshrined in the Indian Constitution and their educational implications – freedom, equality, democracy and responsibility.**

Unit 2:

- 3. Indian Schools of Philosophy:** Sankhya, Vedanta, Buddhism, Jainism, Islamic traditions and Bhagvat Gita with special reference to the concept of knowledge, reality and values and their educational implications.

- 4. Western Schools of Philosophy:** Idealism, Realism, Naturalism, Pragmatism, Existentialism and Logical Empiricism with special reference to the concept of knowledge, reality and values – their educational implications for aims, contents and methods of education.

Unit 3:

- 5. Educational Thought and Practices (Indian):** Contributions of Vivekananda, Tagore, Gandhi and Aurobindo to educational thought.
- 6. Educational Thought and Practices (Western):** Contributions of Rousseau, Froebel, Montessori and Dewey to educational thought.

Unit 4:

7. (a) Meaning, nature and scope of Sociology of Education; Relationship between ‘Sociology’ and ‘Education’; Education as a social sub-system – specific characteristics.
(b) **Agencies of socialization and education:** Role of Family or Home, Community, School, Media, and Policy in socialisation.
(c) Education and social change;
(d) Education and Culture;
8. (a) Education and its relationship with social stratification and social mobility;
(b) Dimensions of cultural diversity in India and their relationship with education: Language, Religion, Race, Tribe and Ethnicity;
(c) Education, National Identity and National Integration;
(d) Social control and education.

Unit 5:

9. (a) Education as related to social equity and equality of educational opportunity;
(b) Problems of education of socio-economically disadvantaged groups: women, backward classes like SCs, STs and other minority groups, and physically and mentally challenged;
(c) Problems related to rural, urban and industrial population.
(d) Delinquency and Youth Unrest: causes and remedies.
10. Education, National Identity and National Integration; National development and modernization through education.

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CORE COURSE (Psychology of Learning and Development)

(Code: CC – 102) marks: 100

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

- *Understand the meaning, nature, methods and scope of Educational Psychology;*
- *Find out the relation between Psychology and Education and the role of the teacher;*
- *Discuss about various theories of Educational Psychology;*
- *Know about different learning styles;*
- *Know about Identification and intervention of Children with diverse abilities;*
- *Learn about creating conducive learning environment;*
- *Know the concept of development as well as stages and aspects of development.*

Unit 1:

1. (a) Meaning, nature and scope of Educational Psychology; General Psychology vs. Educational Psychology.
(b) Relation between Psychology and Education.
(c) Methods of Educational Psychology.
(d) Need for Educational Psychology in effective teaching-learning process and the role of the teacher.
(e) Contribution of Educational Psychological Research to improve teaching-learning process.

Unit 2:

2. (a) Behavioural Theories – Bandura.
(b) Cognitive Theories – Gagne, Bruner and Piaget.
(c) Constructivist Theories – Experiential Learning (Kolb), Situated Learning, Dialogic Learning.
(d) Transformative Learning Theories – Mezirow’s Psycho-critical Approach and Frère’s Social Emancipation Theory.
(e) Brain-based Learning – meaning, principles and its instructional techniques.

Unit 3:

3. (a) Learning Styles: visual, aural, verbal, physical, social and solitary.
(b) Cognitive Styles: Field dependent – Field independent, Deep-Surface, Reflective-Impulsive.
(c) Thinking Styles: synthesis, idealist, pragmatic, analyst and realist.

Unit 4:

4. (a) Identification and intervention of difficulties – behavioural and academic.
(b) Children with diverse abilities – Communication Disorder, ADD/ADHD, Autism.

- (c) Creating conducive learning environment.
- (d) Senge's Theory of learning environment.

Unit 5:

5. (a) Development – meaning, characteristics of Growth and Development; Differences between growth and development; Principles of development; Factors affecting human development.
- (b) Stages of development and their characteristics – Infancy, Childhood and Adolescence; changing needs of children and problems in different stages; Role of parents and teachers in solving problems.
- (c) Aspects of Development – cognitive, moral, psycho-social and language development.

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CORE COURSE (Education Studies)

(Code: CC – 202) marks: 100

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

- *Understand the definition, meaning, nature, scope and functions of education;*
- *Know about types and agencies of education;*
- *Find out various aims of education and their needs;*
- *Discuss about the concept and functions of school and school-community relationship;*
- *Discuss about different bases and factors of education;*
- *Explain about educational structures and educational policies in India;*
- *Describe about different Acts and National Policies of Education in India;*
- *Know about Recent Initiatives in Education.*

Unit 1:

- (a) **Introduction to Education:** Definition, meaning, nature and scope of education; functions of education.
- (b) **Types and agencies of Education:** types -- formal, informal and non-formal; agencies – family, club, society, school, peer group, socio-cultural organization and religious organization

Unit 2:

- (a) **Aims of Education:** necessity of fixing aims of education; types – individual and social and their synthesization, vocational, cultural, moral, economic and democratic.
- (b) **Concept of School** – basic idea; evolution of the concept ‘school’; functions of school; School as a miniature society; School-community relationship.

Unit 3:

- (a) **Bases of Education** – Philosophical, Psychological, Sociological, Biological and Economic and their influences on educational practices.
- (b) **Factors of Education** – Student, Teacher, School, Curriculum and Learning environment; Interdependence and relationship among those factors of education.

Unit 4:

- (a) **Educational Structure** – Meaning; Existing educational structure in India (both in academic stage level and in administrative level); Structural pattern shown by Mudaliar Commission and Kothari Commission.
- (b) **Educational Policies** – Basic features and future effects of different Policies on Education since India’s Independence (1968, 1972, 1986 and its modified form in 1992).

Unit 5:

- (a) **Act and National Projects of Education** – Major characteristics and provisions related to Right to Education Act, 2009, SarvaShikshaAbhiyan (SSA), RastriyaMadhyamikShikshaAbhiyan (RMSA) and RastriyaUchchataraShikshaAbhiyan (RUSA); Their implementing strategies and latest achievements with reference to Tripura.
- (b) **Recent Initiatives in Education** – Four Pillars of Education (Delors Commission); Education for Sustainable Development with reference to Brundtland Commission; Globalisation in Education; Privatization and private initiatives in education.
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CORE COURSE (Research Methodology & Statistics in Education)

(Code: CC – 103) marks: 100

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

- *Understand the definition, meaning, nature, scope and functions of education;*
- *Know about types and agencies of education;*

Unit 1:

1. Meaning and Scope of Educational Research:

- (a) Meaning, nature and scope of Educational Research;
- (b) Need and purposes of Educational Research;

2. Types of Educational Research:

- (a) Types – Fundamental, Applied and Action Research;
- (b) Emerging trends in Educational Research;
- (c) Scientific Enquiry and Theory Development.

Unit 2:

3. Research Problem:

- (a) Formulation of research problem;
- (b) Criteria and sources for identifying problem;
- (c) Research questions in qualitative and quantitative research.

4. Variables and Hypotheses:

- (a) Meaning and types of variables;
- (b) Delineating and operationalising variables;
- (c) Hypothesis – concepts, types, sources;
- (d) Formulating and testing Hypotheses;
- (e) Developing assumptions and hypotheses in various types of research.

Unit 3:

5. Approaches to Educational Research:

- (a) Major approaches to Educational Research – Descriptive, Ex-post facto, Survey, Historical, Laboratory and Field Experiment;

6. Collection of Data:

- (a) Concept of Population and Sample;
- (b) Various methods of sampling;
- (c) Characteristics of a good sample.

Unit 4:

7. Research Design:

- (a) Preparing research synopsis and report writing;
- (b) Need and features of good research design;
- (c) Concepts related to research design –
 - i] Experimental and Control Group – controlling relevant intervening variables;
 - ii] Research Design in case of Descriptive Research, Correlation Research and Experimental Research.
 - iii] Internal and External Validity in Experimental Research.
 - iv] Qualitative Research; Phenomenological Research; Ethno-methodical and Naturalistic Enquiry.

8. Tools and Techniques of Data Collection:

- (a) Characteristics of good research tool;
- (b) Tools and techniques and their uses – Questionnaire, Interview, Observation, Tests and Scale, Projective and Sociometric techniques.

Unit 5:

9. Analysis of Data:

- (a) Descriptive and Inferential Statistics – the null hypothesis, research hypothesis;
- (b) Test of Significance;
- (c) Types of Errors;
- (d) One-tailed and Two-tailed Tests

10. Parametric and Non-parametric Tests:

- (a) The t-test;
- (b) The F-test (one way and ANOVA);
- (c) Chi-Square Test;
- (d) Correlation, Bi-serial and Point Bi-serial Correlation, Tetra choric and Phi co-efficient Correlation;
- (e) Partial and Multiple Correlation;
- (f) Use of Computer for data analysis- Knowledge of different types of software for statistical analysis, use of preparing research report, EXCEL

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CORE COURSE (Contemporary Issues and Concerns in Education)

(Code: CC – 201) marks:100

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

- *Know the concept, need, short history and problems with remedies of Women Education;*
- *Know the meaning, need, aims and objectives and role of the teacher in Human Rights Education;*
- *Know the meaning, need, objectives and problems with remedies of Environmental Education;*
- *Understand the meaning, need, objectives, importance along with problems with solutions of Population Education;*
- *Discuss in details about contemporary issues in education.*

Unit – 1

- 1. Women Education** – concept, need, short history since India's Independence; Problems and suggested remedies; recent development in women's education.

Unit – 2

- 2. Human Rights Education** – meaning, need; UN Declaration of human Rights (1948); Aims and objectives of education for human rights; Strategies and development of education for human rights in India; Role of the teacher in promoting human rights among school children.

Unit – 3

- 3. Environmental Education** – meaning, need, goals and objectives; Environmental hazards and problems; Possible solutions and steps taken in India for presentation, protection and promotion of environment; Role of the teacher.

Unit – 4

- 4. Population Education** - meaning, need, objectives and importance; Population Education and Sex education; Population Education programme at elementary and secondary level; Problems and suggestions for introducing population education.

Unit – 5

- 5. Contemporary Issues in Education** – Globalization in education, Privatisation and private initiatives in education, Education as Investment, Education for Employment, Liberalization in Education, Consumer-driven education, Education for Sustainable Development.

CORE COURSE (Curriculum Studies)

(Code: CC – 203) marks:100

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

- *Understand the meaning, definitions, characteristics and need of curriculum;*
- *Identify the determinants of curriculum;*
- *Discuss about principles of curriculum construction;*
- *Practice about Taxonomy of educational objectives and Systems Approach to curriculum construction;*
- *Understand the meaning and basic considerations of curriculum planning;*
- *Know about issues, approaches and models of curriculum planning;*
- *Understand the meaning, dimensions, approaches and process of curriculum design and development;*
- *Explain the concept, need and importance of curriculum evaluation;*
- *Discuss about sources and aspects of curriculum evaluation;*

Unit 1:

1. Understanding Curriculum:

- (a) Meaning and Definitions, characteristics and need of curriculum; Lesson, Syllabus and Curriculum; Role of curriculum in education
- (b) Determinants of curriculum – philosophical, psychological and sociological; Approaches to curriculum – process, structure and humanistic approach.

Unit 2:

2. Construction of Curriculum:

- (a) Principles of curriculum construction – principles for selection of contents/elements, principles for organisation of elements, operational principles; Taxonomy of Educational Objectives and curriculum; Systems Approach and curriculum construction.

Unit 3:

3. Curriculum Planning:

- (a) Meaning; Basic considerations – developmental, social, economic, environmental, institutional and teacher-related; Issues and approaches in curriculum planning; Models of curriculum planning.

Unit 4:

4. Curriculum Design and Development:

- (a) Meaning and dimensions of curriculum design; Approaches and process of curriculum development; Role of teachers.

Unit 5:

5. Curriculum Evaluation:

- (a) Concept, need and importance of curriculum evaluation; sources and aspects of curriculum evaluation – Pre-testing/Post-testing, NRT and CRT, Formative Evaluation; Methods of curriculum evaluation.

CORE COURSE (Educational Administration and Management)

(Code: CC – 301) marks: 100

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

- *Discuss about the definitions, function and development of educational administration;*
- *Identify education both as a process and bureaucracy;*
- *Understand the approaches and trends of educational administration;*
- *Find out meaning, nature, theories and styles of leadership;*
- *Describe the meaning, criteria and elements of administrative structure in education;*
- *Know details about educational supervision and educational finance.*

Unit 1:

1. Introduction to Educational Administration:

- (a) Definition and functions of Educational Administration;
- (b) Development of Educational Administration from 1900 to present day.

- 2. (a) Taylorism;
- (b) Administration as a process;
- (c) Administration as a bureaucracy;
- (d) Human Relations Approach to administration (Hawthorne Studies);

Unit 2:

- (a) Approaches to Educational Administration -- Systems Approach and Group Behaviour Approach;
- (b) Specific trends in Educational Administration, such as
 - i. Decision making;
 - ii. Organizational compliance;
 - iii. Organizational Development;
 - iv. PERT;
- (c) Modern trends in Educational Management.

3. Leadership in Educational Administration:

- (a) Meaning and nature of leadership;
- (b) Theories of leadership;
- (c) Styles of leadership;
- (d) Measurements of leadership;

Unit 3:

4. Administrative Structure in Education:

- (a) Meaning of Structure;
- (b) Criteria of good organization structure;

- (c) Elements of administrative structure – Departmentalization, Centralization, Decentralization, and Line Structure.

5. Educational Supervision and Educational Finance:

- (a) Meaning, nature and functions of educational supervision;
(b) Planning, organizing and implementing supervisory programme;
(c) Educational Finance – concept, need and significance; sources of finance;
(d) School Budgetary and accounting procedure; monitoring of expenditure control and utilization of funds, accounting and auditing.

Unit 4:

6. Concept of Management in Education:

- (a) Historical background;
(b) Meaning, need and functions of Management in Education;

7. Educational Planning:

- (a) Meaning, nature and approaches to educational planning;
(b) Methods and techniques of educational planning;
(c) Types of educational planning with special emphasis on Institutional planning;
(d) Perspective planning at centre, state and local levels; Perspective plan for education in the 12th Five Year plan.

Unit 5:

8. Role and Functions of Educational Manager:

- (a) Managerial Role;
(b) Time Management;
(c) Manpower Planning;
(d) Controlling.

9. Performance and Resource Management in educational institutions:

- (a) Monitoring of school performance; Performance appraisal of teachers;
(b) Financial and administrative management of educational institutions;
(c) Resource in education: nature, characteristics and types; need for resource management in education;
(d) Quality assurance in material and human resources; roles of state, central and local governments in resource mobilization.

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Specialisation Course – I (Teacher Education)

(Code: CP – 104) marks: 100

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

- *Understand the concept, nature and scope of Teacher Education;*
- *Understand the historical perspective and aims and objectives of Teacher Education;*
- *Discuss about teaching as a profession;*
- *Explain the role of professional organizations and professional ethics for teachers;*
- *Discuss in details about types of Teacher Education Programmes;*
- *Find out current challenges in Teacher Education;*
- *Know about areas of research in Teacher Education;*
- *Search for areas of both teaching and school effectiveness.*

Unit 1:

1. Introduction to Teacher Education:

- (a) Concept, nature and scope of Teacher Education;
- (b) Historical perspective – recommendations of various Commissions on Teacher Education (Kothari Commission, NPE, 1986 and its modified form in 1992).
- (c) Aims and objectives of Teacher Education at elementary, secondary and college level.

Unit 2:

2. Teaching as Profession:

- (a) Professional organizations for various levels of teachers and their role;
- (b) Performance appraisal and professional ethics for teachers.
- (c) Faculty improvement programme for Teacher Education.

Unit 3:

3. Types of Teacher Education Programmes:

- (a) In-service Teacher Education -- concept, nature, objectives and scope;
- (b) Pre-service Teacher Education -- concept, nature, objectives and scope;
- (c) Distance Education and Teacher Education;
- (d) Orientation and Refresher Courses; Internship: concept; planning and organization.

Unit 4:

4. Current Challenges in Teacher Education:

- (a) Teacher Education and practicing schools;
- (b) Teacher Education and other Institutions;
- (c) Preparing teachers for special schools;
- (d) Implementation of Teacher Education Curriculum;
- (e) Competency, commitment and performance areas of teachers.

Unit 5:

5. Areas of Research in Teacher Education:

- (a) Criteria of admission;
- (b) Teaching effectiveness;
- (c) Modification of teacher behaviour;
- (d) School effectiveness.

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Specialisation Course – I (Assessment and Evaluation in Education)

(Code: CC – 302) marks:100

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

- *Understand details about the concept of Educational Evaluation;*
- *Understand the taxonomy of educational objectives;*
- *Get the idea about tools and techniques of evaluation;*
- *Get the idea about psychological testing;*
- *Get the idea about preparation of achievement test;*
- *Get the idea about recent trends in evaluation.*

Unit 1: Concept of Educational Evaluation

Definitions and purposes of educational evaluation; Scales of measurement; evaluation and educational objectives; Taxonomy of Educational Objectives – Cognitive, Affective and Psycho-motor Domains.

Unit 2: Tools and Techniques of Educational Evaluation

Qualities of a good measuring tool; Validity – nature, type and causes of lowering validity; Reliability – nature, type and causes of lowering reliability; Basic techniques of evaluation for cognitive outcome – test (standardized and teacher-made), observation, interview; Basic techniques of evaluation for non-cognitive outcome – rating scale, checklist, anecdotal record, questionnaire, sociometry.

Unit 3: Psychological Testing and Measurement

Basic discussions about concept, characteristics and description of a particular test related to psychological areas like Intelligence, Aptitude, Attitude, Interest and Creativity.

Unit 4: Construction of Achievement Test and Recent Trends in Evaluation

Construction and standardization of achievement test; Item Analysis; Grading System, Question Bank; use of computer in testing; Continuous and Comprehensive Evaluation (CCE).

Core Course – (Educational Technology)

(Code: CP – 402) marks: 100

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

- *Know the meaning, nature, scope and significance of Educational Technology;*
- *Know the approaches and limitations of Educational Technology;*
- *Understand different modalities and stages of teaching;*
- *Discuss about micro teaching and teaching strategies;*
- *Express in details about Taxonomy of Educational Objectives and instruction*
- *Understand the concept, principles, modes, barriers and types of Communication*
- *Find out teacher's role in classroom communication and use of multimedia*
- *Discuss about origin, types and development of Programmed Instruction material*
- *Know about models of teaching and design of instructional system and strategies;*
- *Discuss in details about concept, variables, techniques and assessment of teaching effectiveness;*
- *Know about emerging trends of Educational Technology*

Unit 1:

1. Meaning and Scope of Educational Technology (ET):

- (a) Meaning, nature, scope and significance of ET;
- (b) ET as system approach to education; Characteristics of system approach;
- (c) Components of Educational Technology – software and hardware;
- (d) Multi-media approach of ET;
- (e) Limitations of ET and application of ET in Indian classroom situations.

Unit 2:

2. Modalities of Teaching:

- (a) Difference between teaching and instruction, conditioning, training and indoctrination;
- (b) Stages of teaching – pre-active, interactive and post-active;
- (c) Teaching at different levels – memory, understanding and reflective.

3. Modification of Teaching Behaviour:

- (a) Micro-teaching; Flanders's Interaction Analysis; Simulation;
- (b) Teaching Strategies – functions and types.

Unit 3:

4. Taxonomy of Educational Objectives and Instruction:

- (a) Meaning and concept of Educational Objectives;
- (b) Educational Objectives under Cognitive, Affective and Psycho-motor Domain;
- (c) Educational Implications of all Domains.

5. Classroom Communication:

- (a) Concept and Principles of Classroom Communication; Modes and Barriers of Communication; Verbal and Non-verbal interaction in classroom communication; Teacher's role in classroom communication and use of multimedia.

Unit 4:

6. Programmed Instruction:

- (a) Origin, types, linear and branching;
- (b) Development of Programmed Instruction material, Teaching Machines and Computer Assisted Instruction;

7. Models of Teaching:

- (a) Concept and different families of models;
- (b) Designing instructional system -- formulation of instructional objectives, Task Analysis;
- (c) Designing instructional strategies – lecture, team teaching, discussion, panel discussion, seminars and tutorials.

Unit 5:

8. Teaching Effectiveness:

- (a) Concept of Teaching Effectiveness; Variables involved in Teaching Effectiveness; Techniques for enhancing Teaching Effectiveness; Assessment of Teaching Effectiveness.

9. Emerging Trends in Educational Technology:

- (a) Distance Education, Open Learning System and ET;
- (b) Correspondence, Distance and Open, Student Support Services;
- (c) Counselling Methods in Distance Education, Resource Centres for ET;
- (d) Evaluation Strategies in Distance Education.

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Specialisation Course – I (Inclusive Education)

(Code: SP – 304) marks:50

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

- *Know the concept, nature, objectives and types of Inclusive Education;*
- *Know the historical perspective of Inclusive Education;*
- *Discuss in details about education of the Visually Impaired;*
- *Discuss in details about education of the Hearing Impaired;*
- *Discuss in details about education of the Learning Disabled children;*
- *Discuss in details about education of the Gifted and Creative children;*
- *Discuss in details about education of the Mentally Retarded children;*
- *Discuss in details about education of the Orthopedically Handicapped children;*
- *Discuss in details about education of the Juvenile Delinquents.*

Unit 1:

1. Introduction to Inclusive Education:

- (a) Concept, nature, objectives and types / categories come under Inclusive Education;
- (b) Historical perspective of Inclusive Education;
- (c) Differences with Integrated Education;

Unit 2:

2. Education of the Visually Impaired:

- (a) Characteristics of the visually impaired;
- (b) Degree of impairment;
- (c) Etiology and prevention;
- (d) Educational programmes.

3. Education of the Hearing Impaired:

- (a) Characteristics of the visually impaired;
- (b) Degree of impairment;
- (c) Etiology and prevention;
- (d) Educational programmes.

Unit 3:

4. Learning Disabled Children:

- (a) Characteristics;
- (b) Identification;
- (c) Educational programmes.

5. Education of the Gifted and Creative Children:

- (a) Characteristics;
- (b) Creativity and identification process;
- (c) Educational programmes.

Unit 4:

6. Education of the Mentally Retarded:

- (a) Characteristics of the retarded;
- (b) Types – Educable and Trainable Mentally Retarded;
- (c) Teaching Strategies;
- (d) Enrichment programmes;
- (e) Remedial programmes -- Mental Hygiene as remediation;
- (f) Etiology and prevention;

Unit 5:

7. Education of the Orthopedically Handicapped:

- (a) Types of handicap;
- (b) Characteristics;
- (c) Educational programmes.

8. Education of Juvenile Delinquents:

- (a) Characteristics;
- (b) Problems of Alcoholism and Drug Addiction;
- (c) Anti-social and Character Disorder;
- (d) Educational programmes for Rehabilitation.

Specialisation Course –(Guidance and Counselling in Education)

(Code: SP – 404)marks:50

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

- *Know the meaning ,definitions, need, scope and objectives of guidance;*
- *Know the school guidance and career development needs of the students;*
- *Understand various types of guidance;*
- *Discuss about essential services in educational guidance programme;*
- *Understand meaning, nature, scope and objectives of Counselling;*
- *Discuss about types and areas of Counselling.*

Unit 1:Understanding Educational and Career Guidance:

- a) Meaning and Definitions, need and scope of guidance;
- b) Objectives of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization; needs for Guidance at various levels of education/schooling;
- c) School Guidance: a collaborative effort of school and community; Organisation of Guidance programmes in schools;
- d) Career development needs of the students; career development process; factors affecting career development

Unit 2:Types of Guidance:

Types of Guidance: Educational, Vocational/Career and Personal Individual guidance and group guidance; advantages of group guidance Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Unit 3:Essential Services in Educational Guidance Programme:

- (a) Types of guidance services: orientation, information, counselling, placement, Follow-up, and research & evaluation;
- (b) Resources required for organizing guidance services;
- (c) School guidance committee: constitution, roles and functions;
- (d) Placement services;
- (e) Research and evaluation services;
- (f) Place of guidance in school curriculum – its need;
- (g) Role of principal and teachers in school guidance programmes

Unit 4:Understanding Counselling:

- (a) Counselling – Meaning, nature and scope; objectives of counselling: resolution of problems, modification of behaviour, promotion of mental health;
- (b) Relationship between guidance and counselling; Skills and qualities of an effective counsellor;
- (c) Stages of the counselling process; Place of counselling in the total guidance programme;
- (d) Counselling Techniques-person centred and group centred, cognitive interventions, behavioural interventions, and systematic interventions strategies.

Unit 5: Types and Areas of Counselling:

- (a) Uses of group process in counselling;
- (b) Process of group counselling;
- (c) Areas of counselling: family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups;
- (d) Peer counselling: Its concept and the relevance to the Indian situation.

References:

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- Mohan, S. (1998). *Career development in India: Theory, research and development*, New Delhi: Vikas Publishing House.
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EDUCATION FOR EMPOWERMENT OF WOMEN

(SP – 404) Marks: 50

OBJECTIVES

1. To know the expected roles (Political, Social and Economic) of India women in developing countries including India.
2. To acquaint with the types and modes of preparation needed for them in playing such roles effectively and efficiently in tune with the constitutional directives.
3. To be aware of the concept of women as change agents for the transformation of third world countries as studied by World Bank and other World Organizations like ILO.

COURSE CONTENTS

UNIT-1

Problems women face in developing countries including India- high rate of population growth, low literacy percentage of women, inadequate nutrition, existing prejudices against women education.

UNIT-2

Sub-culture of men and women India and all other countries .

A retrospective profile in a tradition bound society and a prospective profile in the changing Indian Society; major areas to be tapped. Aspiration of Indian Society for sustainable development of girls, planned government efforts. Achieving quality of life, equality of opportunities, equity, social justice and empowerment.

UNIT-3

Socio-Religious Reform Movements and women Awakening in India. Role of Brahma Samaj, PrarthanaSamaj, IswarchandraVidyasagar, Mahatma Gandhi, and Rabindranath Tagore.

UNIT-4

Needs of Girls Education-poverty, prejudice and population explosion-minimum level of learning in scientific literacy and computer literacy-focus on teacher preparation in gender sensitivity.

UNIT-5

Needed directions in educational research access to education and retention apathy at home, child labour, early child marriage continuance of out dated laws, positive attitude towards girls education.

RECOMMENDED BOOKS:-

- Bagal, J.C, Women's Education in Eastern India, 1956.
- Chapman Priscilla: Hindu Female Education.
- Mukherjee, S.N.: Education in India. Today and Tomorrow, 1969.

- Report of the Commission on the Status of Women in India, December 1974. Government of India, Ministry of Education and Social Welfare, Department of Social Welfare, New Delhi.
- UNESCO: Education and advancement of Women by Jacqueline Chaboud, Paris 1970.
- NIEPA (1986) : Women's Education in India: A Regional Dimension, New Delhi.
- Newson, J. The Education of Girls, Faber and Faber Ltd, London, 1948.
- Mitra, Ashok. The Status of Women, Literacy and Employment, ICSSR, Programme (of Women's Studies, II) Allied Publishers, New Delhi, 1979.

INTELLIGENCE, CREATIVITY AND EDUCATION

(SP – 306) marks:50

COURSE OBJECTIVES

To enable the students understand.

1. The nature, meaning and concept of intelligence.
2. The meaning and concept of creativity along with the educational procedures for fostering creativity among individuals.
3. The stages of intellectual development, creativity development and compatibility between them at various levels of Education.
4. Facing and managing the creative children and at the same time nurturing their creative talent.
5. The research studies conducted in the field of creative education in the world and in our country.

COURSE CONTENTS

UNIT-1

The structure of intelligence: An examination of various theories of intelligence. A review of some intelligence Tests.

UNIT-2

Nature and scope of creativity: The major aspects of creativity, the creativity process. The creative product, The creative person and the creative situation Relationship between Creativity and Intelligence. Need to foster Creative thinking Process, discovering creative potentialities, teaching for creativity, problem solving and creativity.

UNIT-3

Creative Learning Methodology: Understanding creative learning, Learning to learn, Learning with joy, Developing creativity through games, Four pillars of creative learning, Exploring creativity through Education, Development of creativity, The Environmental and psychological Factors, The role of Teacher in Developing creativity in students.

UNIT-4

Problems of creative children: Problems in maintaining creativity, Problems when creativity is repressed. Fostering creativity, Brain and the creative act, Artificial Intelligence, Multiple Intelligence, metacognition, Paradigm shifts, Barriers to creativity and creative attitudes.

UNIT-5

Research in Creativity-in India and abroad: Review of related research literature.

RECOMMENDED BOOKS:-

- Creativity in Education (It's correlates) – B.K.Passi
- Creativity and Cognitive Styles in Children – A Kusum
- Creativity and Education – Lylton& Hugh
- Creativity: Its educational implications – ed.E.P Torrance & others
- Managing Creativity – G. Leytham
- A Survey of Research in Education – Buch NCERT
- Human intelligence – Its nature and assessment – H.J.Butcher

Specialization Course – (Distance & Open Learning)
(SP – 405) Marks:50

Unit 1:

1. Distance Education and its Development:

- a. Distance Education: significance, meaning & characteristics.
- b. Present status of Distance Education.
- c. Growth of Distance Education.
- d. Distance teaching-learning system in India.

Unit 2:

2. Intervention strategies of Distance Education.

- a. Designing & preparing self-learning materials (SLM)-their types and roles.
- b. Oral materials.
- c. Role of electronic media in Distance Education.
- d. ICT & their applications in Distance Education (with reference to EDUSAT & e-learning).

Unit 3:

3. Learning at a Distance:

- a. Self-support service in Distance Education;
- b. Technical & vocational programmes through Distance Education.
- c. Distance Education in rural development.

Unit 4:

4. Programmes of Distance Education:

- a. Correspondence Education.
- b. Multi-media Approach to education.

5. Evaluation in Distance Education.

- a. Concept & need of evaluation in distance education; difference between evaluation in traditional learning & distance education.
- b. Comprehensive & continuous evaluation in distance learning; Formative & Summative evaluation in distance learning.
- c. Techniques of evaluation in distance learning.

Unit 5:

6. Counselling in Distance Education:

- a. Concept & importance of counseling in Distance Education: qualities of counselor.
- b. Categories of counseling-development & problem solving academic & non-academic counseling.
- c. Procedure of counseling-decision points, barriers-study related & time related, personal & institutional.

7. Quality Enhancement of Distance Education.

- a. Quality assurance of Distance Education.
- b. Mechanism for maintenance of standards in Distance Education.
- c. Role of Distance Education Council, IGNOU.

References:

1. *Education Commission Report (1948-1949) Ministry of Education, government of India.*
2. *ICDE (1995), 17th World Conference for Distance Education. One World Many voices. Conference Papers, (ed) David Sewart (All references to Eastern Europe are form Vol. 1).*
3. *IGNOU (1988): Distance Teaching: Prerequisites & Practices (Block 1,2& 3) IGNOU, New Delhi.*
4. *IGNOU (1988): Reading in Distance Education Practices (Block 1,2& 3) IGNOU, New Delhi.*
5. *Keegan, D.J. (1986): The Foundation of Distance Education. Croom Helm, USA.*
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9. *Power et. al; (2000): Quality in Distance Education in performance indicator in Higher Education Aravali, New Delhi.*
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16. *Indian Journal of Open Learning – STRIDE, IGNOU, India.*
17. *Gachuhi, D. &Matiru, B. (Eds.) (1989) : Handbook for Designing & Writing Distanec Education Materials . Zentralstence Far Erziehung, Wissenschaft& Documentation, Bonn, Germany.*

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25. Daniel, J.S. et. Al; (1982): *Learning at a Distance: A World Perspective*, Athabasca University, Edmonton.
26. Garrison, D.R. (1989): *Understanding Distance Education Framework for Future*. Routledge, Chapman & Hall, London.
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Core Course – (ELEMENTARY EDUCATION)
(CC: 401)marks:100

Unit 1: PERSPECTIVE AND CONTEXT OF ELEMENTARY EDUCATION.

1. Developmental characteristic & norms-physical, cognitive process & abilities: language development; socio-emotional development during early & late childhood (only implications from theories to be referred).
2. Influence of home, school & community related factors on child's development.
3. Relevance of educational thought of Mahatma Gandhi & Tagore to elementary education.

Unit 2: DEVELOPMENT OF ELEMENTARY EDUCATION.

1. Nature & focus of Elementary Education after independence.
2. Constitutional provision for education & Directive Principles related to elementary education & their implications.
3. Right to Education as fundamental right; provision in RTE Act & related issues.
4. Elementary Education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

Unit 3: UEE, OBJECTIVES & CHALLENGES.

1. Concept, objectives & meaning of UEE.
2. Critical appraisal of current status of UEE (access enrolment & retention) with reference to the equity principles: differential across habitation, gender, caste & other socially disadvantaged groups including first generation learners & migrant population.
3. Access, enrolment & drop-out of different types of learners-issues, assessment & challenges.
4. Achievement levels of different types of learners-status & issues.

Unit 4: STRATEGIES AND PROGRAMMES IN ELEMENTARY EDUCATION.

1. Panchayat Raj & community involvement in educational planning & management related issues.
2. Participation of NGOs in achieving goals UEE.
3. ECCE programme, women empowerment as support services.
4. District primary education programme-goals & strategies.
5. Sarva Shiksha Abhiyan-goals & specific programme interventions at national level & in Tripura to improve access, enrolment, retention/participation & achievement.

Unit 5: CURRICULUM AND EVALUATION IN ELEMENTARY EDUCATION.

1. Principles of Elementary School Curriculum.
2. Curriculum, Objectives, Planning, Organization & Evaluation for Work Experience, Art Education, Health & Physical Education, languages, mathematics, Environment Studies/Social Sciences & Natural Sciences in Elementary Education, preparation and use of different types of curriculum material.

References:

1. MHRD (2001). *Convention on the Right of the child*, New Delhi.
2. UNESCO (2005): *EFA Global Monitoring Report on Quality Education Finance*.
3. Erickson, H.L. (2002), *Concept-based Curriculum & Instruction*, crown Press Inc. California.
4. NCERT (2005) *National Curriculum Framework*, NCERT, New Delhi.
5. *National Curriculum for Elementary & Secondary Education (1988) – A Framework*, NCERT, New Delhi.
6. NCERT (2005): *Position paper on Teacher Education for Curricular Renewal*, New Delhi.
7. UNESCO (2006): *Teachers & Educational Quality: Monitoring Global Needs for 2015*, UNESCO Publications, Montreal.
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18. *National Curriculum Framework (NFC)-2005* NCERT, New Delhi.
19. Rao, V.K. (2007): *Universatisation of Elementary Education*, Indian Publishers, New Delhi.
20. Rita Chemicals (2008): *Engaging pupil voice to ensure that every child matters:A practical guide* David Fultan Publishers.
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27. *Petty, W.T. (1978): Curriculum for Modern Elementary School, Rand Menally College Public Co., Chicago.*
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30. Victor & Learner (1971): Readiness in Science Education for Elementary School, McMillan Co., N.Y.
31. Dunkin, M.J. (Ed.) (1987): The International Encyclopedia of Teacher & Training Education. Pergamon Press, N.Y.
32. Jangira, N.K. & A. Singh (1992) : Core teaching Skills – A Microteaching Approach, NCERT – New Delhi.
33. Kauchak, D.P. & Paul, D. Eggen (1998): Learning & Teaching. Allen & Bacon Sydney.
34. Kundu, C.L (1988): Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
35. MHRD (1986) - Towards a Human & Enlightened Society – Review of NPE, New Delhi.
36. MHRD (1966) – Report of the Education Commission, New Delhi.
37. NCERT (1987) – In-service Teacher Education Package for primary School teachers, New Delhi.
38. NCERT (1986) – Elementary Teacher Education Curriculum, guidelines & Syllabi, New Delhi.

SPECIALIZATION PAPER - EDUCATION FOR EMPOWERMENT OF WOMEN

(SP – 406) Marks:50

OBJECTIVES

1. To know the expected roles (Political, Social and Economic) of India women in developing countries including India.
2. To acquaint with the types and modes of preparation needed for them in playing such roles effectively and efficiently in tune with the constitutional directives.
3. To be aware of the concept of women as change agents for the transformation of third world countries as studied by World Bank and other World Organizations like ILO.

COURSE CONTENTS

UNIT-1

Problems women face in developing countries including India- high rate of population growth, low literacy percentage of women, inadequate nutrition, existing prejudices against women education.

UNIT-2

Sub-culture of men and women in all countries including India.

A retrospective profile in a tradition bound society and a prospective profile in the changing Indian Society; major areas to be tapped. Aspiration of Indian Society for sustainable development of girls, planned government efforts. Achieving quality of life, equality of opportunities, equity, social justice and empowerment.

UNIT-3

Socio-Religious Reform Movements and women Awakening in India. Role of Brahma Samaj, PrarthanaSamaj, IswarchandraVidyasagar, Mahatma Gandhi, and Rabindranath Tagore.

UNIT-4

Needs of Girls Education-poverty, prejudice and population explosion-minimum level of learning in scientific literacy and computer literacy-focus on teacher preparation in gender sensitivity.

UNIT-5

Needed directions in educational research access to education and retention apathy at home, child labour, early child marriage continuance of out dated laws, positive attitude towards girls education.

RECOMMENDED BOOKS:-

- Bagal, J.C, Women's Education in Eastern India, 1956.
- Chapman Priscilla: Hindu Female Education.

- Mukherjee, S.N.: Education in India. Today and Tomorrow, 1969.
- Report of the Commission on the Status of Women in India, December 1974. Government of India, Ministry of Education and Social Welfare, Department of Social Welfare, New Delhi.
- UNESCO: Education and advancement of Women by Jacqueline Chaboud, Paris 1970.
- NIEPA (1986) : Women's Education in India: A Regional Dimension, New Delhi.
- Newson, J. The Education of Girls, Faber and Faber Ltd, London, 1948.
- Mitra, Ashok. The Status of Women, Literacy and Employment, ICSSR, Programme (of Women's Studies, II) Allied Publishers, New Delhi, 1979.

**SPECIALIZATION PAPER - INTELLIGENCE, CREATIVITY AND
EDUCATION**
(SP- 306) Marks:50

COURSE OBJECTIVES

To enable the students understand

1. The nature, meaning and concept of intelligence.
2. The meaning and concept of creativity along with the educational procedures for fostering creativity among individuals.
3. The stages of intellectual development, creativity development and compatibility between them at various levels of Education.
4. Facing and managing the creative children and at the same time nurturing their creative talent.
5. The research studies conducted in the field of creative education in the world and in our country.

COURSE CONTENTS

UNIT-1

The structure of intelligence: An examination of various theories of intelligence. A review of some intelligence Tests.

UNIT-2

Nature and scope of creativity: The major aspects of creativity, the creativity process. The creative product, The creative person and the creative situation Relationship between Creativity and Intelligence. Need to foster Creative thinking Process, discovering creative potentialities, teaching for creativity, problem solving and creativity.

UNIT-3

Creative Learning Methodology: Understanding creative learning, Learning to learn, Learning with joy, Developing creativity through games, Four pillars of creative learning, Exploring creativity through Education, Development of creativity, The Environmental and psychological Factors, The role of Teacher in Developing creativity in students.

UNIT-4

Problems of creative children: Problems in maintaining creativity, Problems when creativity is repressed. Fostering creativity, Brain and the creative act, Artificial Intelligence, Multiple Intelligence, metacognition, Paradigm shifts, Barriers to creativity and creative attitudes.

UNIT-5

Research in Creativity-in India and abroad: Review of related research literature.

RECOMMENDED BOOKS:-

- Creativity in Education (It's correlates) – B.K.Passi
- Creativity and Cognitive Styles in Children – A Kusum
- Creativity and Education – Lylton& Hugh
- Creativity: Its educational implications – ed.E.P Torrance & others
- Managing Creativity – G. Leytham
- A Survey of Research in Education – Buch NCERT
- Human intelligence – Its nature and assessment – H.J.Butcher

SPECIALIZATION PAPER- PEACE AND VALUE EDUCATION
(SP – 305) Marks:50

OBJECTIVES

At the end of the course, the student- teachers will be able to

- Understand the concept of peace and value education.
- Understand the dynamics of transformation of violence into peace.
- Realize the significance of Values in Self-development.
- Familiarize the nature of conflicts and their resolutions.
- Imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace and values.
- Adopt peace and value education in the curriculum.

UNIT 1

Meaning, Nature and concepts of peace Education – Aims and objectives of peace Education-Status of peace education in the curriculum.

UNIT 2

Six major Media of Integration: Subject context, subject perspectives, Teaching Methods, Co-curricular activities, Staff development, class-room management, School Management-Practical steps to build peace culture in schools.

UNIT 3

Preservation of Ecology, population control, Economic Exploration, Deprivation, Equitable Economic world order- Gandhiji's contribution to peace Studies, Non-Aligned Movement, Campaign for Nuclear Disarmament, Role of World Organization in promoting peace.

UNIT 4

Values: Meaning, Definitions, Nature and concepts of values- Classification of values,- Sources of Values- Socio- Cultural tradition, Religion and Constitution.

Aims and objectives- status of value education in the curriculum, Need for value Education in 21st century.

UNIT-5

Effect of international affairs on values of life/ Issue of Globalization - Modern warfare - Terrorism. Environmental issues - mutual respect of different cultures, religions and their beliefs.

REFERENCE BOOKS

Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.

Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.

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Yoga Education Credit 2

Objectives:

After going through this module the students will be able to:

- Explain the meaning and dimensions of an integrated personality.
- Explain how the practice of yoga can help you develop an integrated personality.
- Discuss the concept of stress in terms of its causes, symptoms and consequence.
- Relate the role or contribution of yoga practices in coping with stress.
- Elucidate the concept of self-development and the role of human values

Unit I Introduction to Yoga and Personality Development

- Yogic concepts of personality
- Dimensions of integrated personality
- Yoga for integrated personality development

Unit II Yoga and Stress Management

- Concept of stress
- Stress – a yogic perspective
- Yoga as a way of life to cope with stress
- Yogic practices for stress management
- Cyclic meditation for stress management

Unit III Yoga and Self Development

- Concept and nature of self-development
- The concept of values and value education
- Spirituality and its role in human self-development—*yamas* and *niyamas*
- Helping children develop values
- Yoga and human excellence

Practicum

Any one of the following :-

- Practical Asanas and Pranayam
- Visit to Yoga Ashramas and Centres

Reference:

- Bhattacharya, R. S. (1985). An Introduction to the Yogasutra. Delhi: Bharatiya Vidya Praksana.
 - Criswell, E. (1989). How Yoga Works: an Introduction to Somatic Yoga. Novato, California: Freeperson press.
 - Datta, A. K. (1981). Bhaktiyoga. Bombay: Bharatiya Vidya Bhawan.
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 - Dynamics of Yoga (1989). Monghur :Bihar School of Yoga.
 - Feurstein G. (2002). The Yoga Tradition. New Delhi: Bhavana Books and prints.
 - Krishna G. (1991). Higher Consciousness. D. L. Taraporaovade Sons and Co. Pvt. Ltd.
 - The Science of Yoga (1988). Monghur: Bihar School of Yoga.
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DISSERTATION

Marks : 200

Objectives: On completion of Dissertation, the students will be able to:

- Explore the fields of Research, and locate and identify problems of Research,
- Write Research Synopsis or Proposal (define Terms and Concepts, and develop Research Design),
- Formulate Hypothesis,
- Prepare Tools and define procedures of their use,
- Survey literature and try out on Samples,
- Collect, analyze and interpret Data,
- Test Hypothesis,
- Prepare report in form of Dissertation, and
- Write Abstract, Index and Bibliography and append relevant Data, Information, Materials.

Course Contents

- a. Research Proposal or Synopsis to be submitted by each student by the end of third semester.
- b. The Synopsis would be approved by the Members of the Faculty of the College.
- c. Each student would be put under the guidance of a Faculty Member not below the rank of Assistant Professor (Senior Grade).
- d. Regular working report is to be furnished by the individual Supervisor/Guide from time to time (to be scheduled by the College).
- e. By the end of the Academic Session each student is to submit his/her Dissertation - hard bound, in triplicate observing formalities as per specifications approved and announced by the Faculty of the College.
- f. The deadline of submission of Dissertation will be one month before commencement of the Final Examination of M. Ed. In Fourth Semester.
- g. A student may be allowed to work in interdisciplinary area under a Co-supervisor or Co-guide.
- h. Every Dissertation should be related to any relevant area covered by the Syllabus.