FACULTY OF EDUCATION

SYLLABUS

FOR

Master of Education (M.Ed.)

(CBCEGS)

(SEMESTER: I–IV)

Examinations: 2017–18

GURU NANAK DEV UNIVERSITY

AMRITSAR

M.Ed. (CBCEGS) (SEMESTER SYSTEM)

SCHEME OF COURSE

SEMESTER–I

All Papers are Compulsory

COURSE CODE	Course Title	Credits		
		T	**P**	**Internship**
	FOUNDATION COURSES			
EDL-501	Philosophy of Education	4		
EDL-502	Psychology of Learning and Development	4		
EDL-503	Introduction to Research Methodology	4		
	SPECIALISATION(Elementary/Secondary-Senior Secondary Stage) Students will choose one stage specific specialization			
	Secondary / Senior Secondary stage specialisation			
EDL-504	Introduction to secondary education in India	2		
EDL-505	Institutions, system and structure at secondary and senior secondary stage	2		
EDL-506	Secondary and senior secondary Stage- Curriculum, Pedagogy and Assessment	2		
	Elementary stage specialisation			
EDL-507	Introduction to elementary education	2		
EDL-508	Issues and problems in elementary education	2		
EDL-509	Curriculum and evaluation in elementary education	2		
EDP-510	Communication and Expository Writing		1	
EDP-511	Self Development Programme		1	
EDF-512	Field Engagement with Community		1	
EDP-513	Practicals		2	

Total Credits: 23

M.Ed. (CBCEGS) (SEMESTER SYSTEM)

SCHEME OF COURSE

SEMESTER–II

All Papers are Compulsory

Paper	Course Title	Credits		
	FOUNDATION COURSES	**T**	**P**	**Internship**
EDL-514	Sociology of Education	4		
EDL-515	Historical-Political Perspective of Education	4		
EDL-516	Education Studies	4		
EDL-517	Teacher Education-I	4		
EDE-518	Internship in Teacher Education Institution (TEI)			4
EDD-519	* Dissertation (Synopsis)		2	
EDF-520	Field Engagement with Community		1	

* **INTERDISCIPLINARY PAPER**   **4 Credits**

The students will have to opt any interdisciplinary paper from other departments

T – Theory

P – Practical

∗   Every candidate shall submit the synopsis on an educational problem under the guidance of
    supervisor, department of the university/institute/college at the end of Semester–II.

Total Credits: 27

M.Ed. (CBCEGS) (SEMESTER SYSTEM)

M.Ed. (CBCEGS) (SEMESTER–III)

Paper	Course Title	Credits		
		T	P	Internship
	FOUNDATION COURSES			
EDL-521	Advanced Research Methodology	4		
EDL-522	Teacher Education –II	4		
EDL-523	Curriculum Studies	4		
	Specialisation – Optional Courses Choose any one from the secondary stage specialisation/elementary stage specialisation & chosen course will be continued in Semester IV :-			
	SECONDARY STAGE SPECIALISATION			
	Curriculum Pedagogy and Assessment			
EDL-524	Curriculum Development	2		
	Inclusive Education			
EDL-525	Inclusive Education And Its Policies	2		
	Educational Technology and ICT			
EDL-526	Educational Technology and ICT	2		
	ELEMENTARY STAGE SPECIALISATION			
	Curriculum Pedagogy and Assessment			
EDL-527	Curriculum Development	2		
	Inclusive Education			
EDL-528	Inclusive Education And Its Policies	2		
	Educational Technology and ICT			
EDL-529	Educational Technology and ICT	2		
EDF-530	Internship in a school with stage specific specialization			4
EDD-531	*Dissertation (Data Collection)		2	

* INTERDISCIPLINARY PAPER   **4 Credits**
The students will have to opt any interdisciplinary paper from other departments

Total Credits: 24

*Candidate will go for field work and collect the data for dissertation in Semester–III.

M.Ed. (CBCEGS) (SEMESTER SYSTEM)

M.Ed. (CBCEGS) (SEMESTER – IV)

SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)

For further specialization, students will study three courses (each of credits 4) of the option IV-B (E-i,ii,iii) as selected in Semester–III

Paper	Course Title	Credits		
		T	**P**	**Internship**
IV – BE i	CURRICULUM PEDAGOGY AND ASSESSMENT			
EDL - 532	Advanced Curriculum Theory	4		
EDL – 533	Curriculum Transaction	4		
EDL – 534	Curriculum Evaluation	4		
IV – BE ii	INCLUSIVE EDUCATION			
EDL – 535	Education For Special Children	4		
EDL – 536	Gender, School And Society	4		
EDL – 537	Inclusive Education And Its Practices	4		
IV – BE iii	EDUCATIONAL TECHNOLOGY AND ICT			
EDL – 538	Instructional techniques and evaluation in classroom	4		
EDL – 539	Models of teaching and Behavior modification strategies	4		
EDL – 540	ICT In Education	4		
EDD – 541	*Dissertation		4	
EDD – 542	Academic Writing		2	
EDF – 543	Field engagement with community		1	
EDP – 544	Practicals		3	

Total Credits: 22

*(i) At the end of Semester–IV dissertation shall be submitted. Under ordinary circumstances extension after semester IV will not be granted. However, one month extension under extra ordinary circumstances without late fee may be granted by Dean Academic Affairs and Student Welfare GNDU, Amritsar.
(ii) Every candidate shall be examined in viva-voce on his/her dissertation.

SEMESTER (I+II+III+IV) = 92CREDITS

SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (S)

For further specialization, students will study three courses (each of credits 4) of the option IV-B (E-i,ii,iii,iv,v) as selected in Semester–III

Paper	Course Title	Credits		
		T	P	Internship
IV – BS i	CURRICULUM PEDAGOGY AND ASSESSMENT			
EDL – 545	Advanced Curriculum Theory	4		
EDL – 546	Curriculum Transaction	4		
EDL – 547	Curriculum Evaluation	4		
IV – BS ii	INCLUSIVE EDUCATION			
EDL – 548	Education For Special Children	4		
EDL – 549	Gender, School And Society	4		
EDL – 550	Inclusive Education And Its Practices	4		
IV – BS iii	EDUCATIONAL TECHNOLOGY AND ICT			
EDL – 551	Instructional techniques and evaluation in classroom	4		
EDL – 552	Models of teaching and behaviour modification strategies	4		
EDL – 553	ICT In Education	4		
EDD – 554	*Dissertation		4	
EDD – 555	Academic Writing		2	
EDF – 556	Field engagement with community		1	
EDP – 557	Practicals		3	

Total Credits: 22

*(i) At the end of Semester–IV dissertation shall be submitted. Under ordinary circumstances extension after semester IV will not be granted. However, one month extension under extra ordinary circumstances without late fee may be granted by Dean Academic Affairs and Student Welfare GNDU, Amritsar.
(ii) Every candidate shall be examined in viva-voce on his/her dissertation.

SEMESTER (I+II+III+IV) = 92 CREDITS

FOUNDATION COURSES
EDL–501: PHILOSOPHY OF EDUCATION

Credits: 4

COURSE OBJECTIVES
On completion of this course the students will be able to:
- Develop an appreciation for the role of philosophy in guiding the teaching learning process of education.
- Understand the relationship between Philosophy and Education.
- Explain the modern concept of philosophy
- Insight into Knowledge and its Theories
- Gain insight of the basic Indian and Western concepts of education
- Develop a critical understanding of major modern educational philosophies
- Compare between different philosophies and their educational implications.

UNIT–I
Philosophy of Education
a) Philosophy of Education – Concept, Nature, Scope and Functions, Relationship between Philosophy and Education.
b) Branches of Philosophy – Metaphysics and Education, Epistemology and Education, Axiology and Education.
c) **Knowledge:** Nature, Types (Empirisim, Rationalism, Intution and Theories of Verification of Knowledge (Pragmatic, Coherence, Correpondence).

UNIT–II
Education as Interdisciplinary Knowledge: Western Perspective
a) Vision derived from the different schools of thoughts and their educational implications Idealism, naturalism, Pragmatism, Existentialism
b) **Critical Analysis of Educational Thoughts of Great Educators:** Jean Jacques Rousseau, Karl Marx, John Dewey.

UNIT–III
Education as Interdisciplinary Knowledge: Indian and Western Perspective
a) Vision derived from the synthesis of different ancient Indian Philosophies and their educational implications: Sankhya, Vedanta, Buddhism, Jainism.
b) **Critical analysis of educational thoughts of great educators:** Swami Vivekananda, M.K. Gandhi, Sri Aurobindo Ghosh, Sri Rabindera Nath Tagore
c) Modern concepts of Philosophy – Logical Analysis, Logical Empiricism and Positive Relativism.

REFERENCES:-

1.   Agrawal, S. (2007). *Philosophical Foundations of Education*. Delhi: Authors Press.
2.   Brubacher, J. S. (1962).   *Eclectic Philosophy of Education*. Prentice Hall, New Jercy: Engelwood Cliffs.
3.   Brubacher, J. S. (1962). *Modern Philosophies of Education*. New York: McGraw-Hill Book Company Inc.
4.   Dhavan , M. L (2005*). Philosophy of Education.*Delhi: Isha Books.
5.   Kilpatrick, W.H . *Source Book in the Philosophy of Education*.New York: McMillan and Company.
6.   Kneller, G.F. (1963*). Foundations of Education*. London and New York: John Wiley and Sons, Inc.
7.   Pandey, R.S. (1997).*East West Thoughts on Education. Allahabad*: Horizon Publishers.
8.   Park, J. (1961).*The Philosophy of Education*. New York: Macmillan Company.
9.   Phenix, P.H. (1960).*Philosophy of Education*. New York: Holt, Rinehart and Winston.
10. Sharma, A.P. (1997) . *An Approach to Philosophy of Education*. Delhi: Indian Publications.
11. Sodhi, T.S. &Suri, A. (2003) .*Philosophical and Sociological Foundation of Education*. Patiala: Bawa Publications.
12.   Weber, C.O. (1960) .*Basic Philosophies of Education*. New York: Holt, Rinehart and Winston.
13. Weerasinghe S.G.M. (1993).*The Sankhya Philosophy: A Critical Evaluation of its origins and Development*. Delhi: Sri Satguru Publications - A Division of Indian Books Centre.
14. http://www.mkgandhi.org/articles/g_edu.htm
15. http://www.shreyasfoundation.in/gandhian-philosophy.html
16. http://www.ncte-india.org/pub/gandhi/gandhi_0.htm
17. http://infed.org/mobi/rabindranath-tagore-on-education/
18. http://visvabharati.ac.in/Rabindranath/Contents/RabindranathContents.htm?f=../Contents/education.htm
19. http://www.academia.edu/4659110/Rabindranath_Tagore_on_Education
20. http://www.ncte-india.org/pub/aurobin/auro_0.htm
21. http://schoolofeducators.com/2012/04/aurobindos-vision-on-education/
22. http://www.academia.edu/1231280/Understanding_Indian-Value_System_through_Sri_Aurobindo_s_Education_System
23. http://en.wikipedia.org/wiki/Teachings_and_philosophy_of_Swami_Vivekananda
24. http://www.publishyourarticles.net/knowledge-hub/education/aim-of-education-according-to-swami-vivekananda.html
25. http://en.wikipedia.org/wiki/John_Dewey
26. http://eepat.net/doku.php?id=dewey_john
27. http://infed.org/mobi/jean-jacques-rousseau-on-nature-wholeness-and-education/
28. http://snphilosophers2005.tripod.com/ternan.pdf
29. https://www.cpp.edu/~plin/ls201/rousseau5.html
30. http://infed.org/mobi/karl-marx-and-education/
31. http://homepages.wmich.edu/~nbarnes/Document3.pdf
32. http://www.newfoundations.com/GALLERY/Marx.html

M.Ed. (CBCEGS) (SEMESTER–I)

FOUNDATION COURSES

EDL–502: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Credits: 4

COURSE OBJECTIVES
On completion of this course the students will be able to:
- Understand the dynamics of individual development.
- Explain the different approaches concerning the process of learning and knowledge construction.
- Describe the dynamics of group and social behaviour.
- Familiarize themselves with socio-emotional climate in the classroom.

UNIT–I

Human Development
a) Concept of Human Development, Stages of Human Development; Physical, Cognitive, Social, Emotional and Moral.
b) Nature and Characteristics of Human Behaviour, Scientific ways of Studying Human Behaviour and Factors Affecting Human Behaviour.
c) Intelligence: Meaning, Nature, Theories (Spearman, Guilfford, Thurstone, Grdener) and Assessment

UNIT–II

Process of learning
a) **Concepts and Principles and Educational Implications of the following Learning Theories:** Classical conditioning (Pavlov), Operant conditioning (Skinner), Learning by Insight (Kohler), Sign – Gestalt Theory (Tolman), Gagne's Hierarchy learning
b) Learning as Construction of Knowledge (with special reference to learner, teacher and learning environment), Bruner's Theory, Vygotsky's views of knowledge construction from socio cultural perspective.
c) Learning as Socio–Culturally Mediated Process (Experiential Learning, Cognitive Negotiability, Socio-Cultural Mediation), Information Processing View of Cognitive Development.

UNIT–III

Dynamics of Social Development
a) **Personality:** Meaning and Nature, Approaches and Theories, Concept and Types of Adjustment: Mechanisms of Adjustment
b) Concept, Types of Groups, Interrelationship and Interdependence between Individual and Group in Learning Environment.
c) Socio–Emotional Climate in Classroom with Special Reference to Gender, Differently abled and Marginalised Group, Individual and his/ her Social understanding, Social Influence and Social Perception

REFERENCES:-

1. Allport, G.W. (1955). *Becoming basic considerations for a psychology of personality*. New York: Yale University Press.
2. Bandura.A. (1977). *Social learning theory*. Cliff.N.J: *Prentice Hall.*
3. Bhatia, K.K.,Narang, C.L. & Sidhu, H.S. (2001). *Foundations of teaching learning process*. Ludhiana:Tandon Publishers.
4. Bickhard, M.H., & Chrisopher, J.C. (1994). *The Influence of early Experience on Human Personality Development*. New Ideas In Psychology.
5. Brown, R. (2000). *Group Processes: Dynamics Within and Between Groups*. (2nd Edition). Blackwell Publishers.
6. Bruner, R.F. (1978). *Psychology applied to teaching*. Boston: Houghton Mifflin.
7. Cattell, R. B. (1990). Advances in Cattellian personality theory. In L. A. Pervin (Ed.), *Handbook of personality: Theory and research* (pp. 101-110). New York: Guildford.
8. Chauhan, S.S. (2002).*Advanced educational psychology*.New Delhi: Vikas Publishing House.
9. Cruickshank, W.M. (1980). *Psychology of exceptional children and youth*. N.J.: Prentice Hall.
10. Dandapani, S. (2001) *Advanced educational psychology, (2nd edition)*, New Delhi, Anmol publications pvt Ltd.
11. Freud, S. (1961). *The ego and the id*. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 19, pp. 3 - 66). London: Hogarth Press. (Original work published 1923).
12. Gardner, H. (1983). *Frames of Mind: The theory of multiple intelligence*. New York: Basic Books.
13. Garret, H.E. (2005). *Statistics in psychology and education*. New Delhi:Paragon International Publishers.
14. Guilford, J.P. (1967). *Nature of human intelligence.* New York: McGraw Hill.
15. Hurlock,E.B. (1953). *Developmental psychology. New York: Tata McGraw Hill Publishing Company Ltd.*
16. Mangal S.K. (2002). *Advanced Educational Psychology*. New Delhi:Prentice Hall of India.
17. Minton, H.L. (1988). *Lewis M. Terman: pioneer in psychology testing*. New York, NY: New York University Press.
18. Piaget, J. (1999) .*Judgment and reasoning in the child.* London: Routledge.
19. SantrockJohn (2011). *Educational Psychology*. (4th edition). Tata McGraw Hill.
20. Sekav, S.V.K. (2005). *Education Society and Pedagogy*. New Delhi:Arise Publishers and Distributors.
21. Srivastava, G.N.P. (1986) *Recent Approaches to Personality Study*.Agra: APRC
22. Wendy Conklin (2006). *Instructional Strategies for Diverse Learners- Practical*
23. Synder, C.R. & Shane J. Lopez (2007). *Positive psychology*. U.K.:SAGE Publications.
24. Vygostsky. L. (1986). *Thought and language* (A. Kazulin, Trans). Cambridge, M.A.: MIT Press.
25. Woolfolk, A. (2011). *Educational Psychology*. (9th edition). Pearson Publications Inc and Dorling Kindersley Publishing Inc.

M.Ed. (CBCEGS) (SEMESTER–I)

FOUNDATION COURSES
EDL–503: INTRODUCTION TO RESEARCH METHODOLOGY

Credits: 4

COURSE OBJECTIVES

On completion of this course the students will be able to:
- Identify a research problem.
- Formulate research questions
- Review the literature for research purpose.
- Represent data graphically.

UNIT–I

Research in Education: Conceptual Issues

(a) Educational Research – Meaning, Characteristics, Nature, Areas, Kinds (Basic, Applied and Action Research)

(b) Interdisciplinary Approach in Educational Research w.r.t Philosophical, Sociological and Psychological Basis.

(c) Ethics in Educational Research.

UNIT–II

Planning the Research Study

(a) Steps of educational research

     i. Formulation of research problem - Sources, delimitation, evaluation and operationalization of the problem

    ii. Review of related literature – purposes, sources and library use

   iii. Formulation of objectives

   iv. Formulation of hypothesis - meaning, characteristics, testing and types

    v. Method to be used – qualitative and quantitative in brief

   vi. Collection of data –tools and techniques in brief

  vii. Analysis and interpretation of data – statistical techniques in brief

(b) Collection of data, tools and techniques of collecting data -observation, interview, questionnaire, scale, inventory, checklist, content analysis

UNIT–III

Descriptive Analysis of Quantitative Data

(a) Sampling: Concept of population and its types, sample, sampling unit, sampling frame, sample size, sampling error, Sampling techniques: Random sampling techniques: Simple random sampling, systematic sampling, stratified random sampling, cluster sampling and multi- stage sampling. Non- Random sampling techniques: Convenience sampling, purposive sampling, quota sampling, snowball sampling.

(b) Graphical Representation of Data: Concept of score, tabulation of scores, preparation of histogram, frequency polygon, cumulative frequency graph, bar graph , and pie graph a. Measures of central Tendency: Mean, Median, Mode, Quartiles, Percentiles, Percentile ranks and uses of these measures, Measures of variability: Range, Average Deviation, Standard Deviation, Quartile Deviation. Merits and limitations of different measures of variability.

(c) Normal distribution: Concept of NPC, its characteristics Applications of NPC:To determine the percentage of cases in a normal distribution within given limitsTo determine the limits in any normal distribution which include a given percentage of cases

SESSIONAL WORK
- Reviewing a research paper or a M.Ed. Dissertation.
- Preparation of graphic designs of data obtained by any previous research study.

REFERENCES:-
1. Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983).*Educational Research – An Introduction,* New York: Longman, Inc.
3. Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
4. Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
5. Cohen, Lewis and Manion Lawrence (1994) Research Methods in Education New York : Holt Rinchart and Winston Inc.
6. Fraenkel, J.R., Wallen, N.E. (1996).*How to Design and Evaluate Research in Education*. New York: McGraw Hill.
7. Flick, Uwe (1996). An Introduction to Qualitative Research . London sage publication.

8. Garett, H.E. (1958). Statistics in Psychology and Education. Longman's green and Co. New York.

9. Kaul, Lokesh (1984). Methodology *of Educational Research*. New Delhi: Vikas Publications.
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11. Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
12. Kirkapatrick, D.L. (2005). Evaluating training Programmes: The four Levels. San Francisco: Brrett-Kochler.
13. Jill Porter & Penny Lacey (2005).*Researching Learning Difficulties- A Guide for Practitioners*.Paul Chapman Publishing.
14. Pamela Maykut& Richard Morehouse (1994).*Beginning Qualitative Research- A Philosophic and Practical Guide*.The Falmer Press London. Washington D.C.
15. Patton. M.Q. (2002).Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
16. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage.
17. Scott, David & Usher, Robin (1996).*Understanding Educational Research.*New York: Rout ledge.
18. Shank, G.D. (2002).Qualitative Research. Columbus, ott: Merill, Prentice Hall.
19. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
20. Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
21. Stake, Robert E. (1995).*The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
22. Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.
23. Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding *Educational Research: An Introduction*. New York: McGraw Hill.

SPECIALISATION --- CORE COURSE

EDL–507: INTRODUCTION TO ELEMENTARY EDUCATION

Credits: 2

COURSE OBJECTIVES

On completion of this course, the student will be able to :

- Understand the concept and context of Elementary Education
- Describe the objectives and development of Elementary Education in India since independence
- Understand the objectives and challenges of Universalisation of Elementary Education reflect on strategies and programmes in Elementary Education
- Reflect on strategies sand programme in Elementary Education

UNIT–I

INTRODUCTION TO ELEMENTARY EDUCATION

(a) Concept, Nature and Importance of Elementary Education in the Context of Teaching through Mother Tongue, Contextualisation, Multilinguism, Heterogeneous Socio-Cultural Backgrounds.

(b) Developmental Tasks. Influence of Home, School and Community related Factors on Child's Development.

(c) Elementary Education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

UNIT–II

UNIVERSAL SATIN OF ELEMENTARY EDUCATION (UEE): OBJECTIVES AND CHALLENGES

(a) Concept, objectives, meaning and justification of UEE.

(b) Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.

(c) Dropout rate-meaning and computation; reasons for drop out.

UNIT–III

STRATEGIES AND PROGRAMMES IN ELEMENTARY EDUCATION

(a) Decentralised educational planning and management. Community mobilization, micro planning, district primary education programme – goals and strategies, involving local bodies and community in educational planning and management, village education committees – roles and functions.

(b) SarvaShikshaAbhiyan – goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.

(c) Monitoring, research and evaluation of specific schemes like midday meals, incentive schemes, etc.

SESSIONAL WORK:

Select anyone of the following:
- Prepare 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.
- Evaluate a text book of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject.

REFERENCES:
1. Celin, R. (1984). *The Study of Primary Education and Resource Book*. Vol. I.
2. Government of India (1986).*National Policy on Education.* New Delhi:MHRD.
3. Government of India (1987).*Programme of Action.* New Delhi: MHRD.
4. Government of India (1987).*Report of the Committee for Review of National Policy on Education.* New Delhi: MHRD.
5. Hayes, Denis (2008).*Primary Teaching Today: An Introduction.*U.K :Routledge Publications.
6. Hurlock, E. (1995). *Child Development.*USA:McGraw Hill Book Company.
7. Kabra, K.M. (1977). *Planning Process in a District.* New Delhi: Indian Institute of Public Administration.
8. Kurrian, J. (1993). *Elementary Education in India.* New Delhi: Concept Publication.
9. MHRD (2001). *Convention on the Right of the child.* New Delhi.
10. Mohanty, J. N. (2002).*Primary and Elementary Education.* New Delhi:Deep & Deep Publications.
11. *National Curriculum Framework (NCF)-2005*.New Delhi :NCERT.
12. Ramón, L. (2008).*Understanding Pupil Behaviour.* U.K :Routledge Publications,.
13. Rao, V.K. (2007).*Universatisation of Elementary Education.*New Delhi: Indian Publishers.

SPECIALISATION --- CORE COURSE

EDL–508: ISSUES AND PROBLEMS IN ELEMENTARY EDUCATION

Credits: 2

COURSE OBJECTIVES

On completion of this course, the students will be able to

- Understand the concept and context of Elementary Education
- Describe the objectives and development of Elementary Education in India since Independence
- Understand the objectives and challenges of universalisation of Elementary Education
- Reflect on strategies and programmes in Elementary Education

UNIT–I

EARLY CHILDHOOD CARE AND EDUCATION: POLICIES AND ITS IMPLICATIONS FOR ELEMENTARY EDUCATION

(a) ECCE concept, meaning, importance in Elementary Education

(b) ECCE in India: Policies and Programmes in NPE 1986 and POA 1992, National Plan of Action for Children 1992 and 2005, National Curriculum Framework 2005.

(c) ECCE in Global perspective: United Nations Convention on Rights of the Child

UNIT–II

CURRICULUM FOR ELEMENTARY EDUCATION

(a) Importance of Curriculum Input

(b) Need for Plurality in Curriculum to meet the needs of Heterogeneity of Elementary School Children

(c) Curriculum Approaches at Elementary Stage- Meaning, Rationale, Selection Criterion and Methods of Transaction, Implications and Different Approaches to Construction of Knowledge

UNIT–III

MONITORING FOR QUALITY IMPROVEMENT IN SCHOOLS

(a) Monitoring- meaning , objectives and significance

(b) Identification and utilisation of local specific community resources- concerns and issues

(c) (UNCRC 1989), Millennium Development Goals (2000), global Monitoring Report (UNESCO 2007) concerns and issues.

SESSIONAL WORK (SELECT ANY ONE)

- Case study of Anganwadi, pre-school centre
- Study of present status of ECCE in State/ Region/District
- Collection of information on infrastructure of ECCE centre and comparison with NCERT minimum specifications (1992)

REFERENCES:-

1. Aggarwal, J.C. & Gupta, S. (2007).Early Childhood Care and Education(1st Edition): Shipra Publications, New Delhi.
2. Government of India (1986). National Policy on Education: Department of Education, New Delhi.
3. Government of India (2005). National Plan of Action for children, 2005: Department of Women and Child Development, New Delhi.
4. Mishra, R.C.(2005). Early Childhood Education Today, Prentice Hall Publisher
5. NCERT (2005). National Curriculum Framework, New Delhi.
6. NCERT (2005). Position Paper of the National focus group on Early Childhood Education, NCERT, New Delhi.
7. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and syllabus outline, New Delhi.
8. NIPCCD (2002). Children in Difficult Circumstances: summaries of Research, Resource Centre on Children, New Delhi.
9. Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2nd Ed.) National Children Bureau, London.

SPECIALISATION --- CORE COURSE
EDL–509: CURRICULUM AND EVALUATION IN ELEMENTARY EDUCATION
Credits: 2

COURSE OBJECTIVES

On completion of this course the student teachers will be able to

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

UNIT–I

PRINCIPLES OF ELEMENTARY SCHOOL CURRICULUM AND NON-SCHOLASTIC AREAS OF LEARNING

a) Concept, components and determinants of curriculum; principles of curriculum construction, criteria for selection and organization of content and learning activities;

b) 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.

c) The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

UNIT–II

ENVIRONMENTAL STUDIES/ SOCIAL SCIENCES/HEALTH & PHYSICAL EDUCATION AND NATURAL SCIENCES

a) Need for developing environmental awareness, population awareness, family welfare awareness; place of environmental studies/social sciences and natural 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 of student's learning in EVS programme

b) 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

c) Preparation and use of different types of curricular material.Evaluation of different programmes in elementary schools – work experience, art education, health & physical education.

UNIT–III
LANGUAGE(S) AND MATHEMATICS
a) Place of language in elementary school curriculum, objectives of teaching mother-tongue/language(s) - listening, reading, speaking and writing; psycho-linguistic and socio-linguistic aspects of language learning and
b) i) 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.
ii) Evaluation and remedial teaching with reference to the above language skills;Evaluation of learning in mathematics; diagnosis and remediation of difficulties in learning mathematics
c) 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

SESSIONAL WORK (SELECT ANY ONE)
- 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

REFERENCES:-
1. Baur, G.R & George, O.L.(1976). *Helping Children Learn Mathematics: A Competency Based Laboratory Approach.*California:Cummings Publishing Co.
2. Chastain, K. (1970).*The Development of Modern Language Skills – Theory to Practice.*Chicago :RandMenally& Co..
3. Erickson, H.L. (2002).*Concept-based Curriculum and Instruction*.California.:Crown Press, Inc.
4. *In-service Teacher Education Package for Primary and Secondary Teachers (1988).* Volume I & II, New Delhi: NCERT.
5. National Curriculum for Elementary and Secondary Education (1998) - A Framework.New Delhi: NCERT.
6. NCERT (2005).*National Curriculum Framework*.New Delhi: NCERT.
7. Petty, W.T (1978).*Curriculum for the Modern Elementary School*.Chicago :Rand Mentally College Public Co.
8. Rubin, D. (1980). *Teaching Elementary Language Arts.*:Holt Reinhart &Winstez.
9. Richards, C.(1984).*The Study of Primary Education – A Source Book*. Volume I .UK:Falmer Press.
10. Victor & Learner (1971).*Readiness in Science Education for the Elementary School.*New York :McMillan Co.

SPECIALISATION --- CORE COURSE

EDL–504: INTRODUCTION TO SECONDARY EDUCATION IN INDIA

Credits: 2

COURSE OBJECTIVES
On Completion of this course the students will be able to:
- Understand the various institutions of secondary education
- Gain insight into the structure of secondary education
- Familiarize with the administrative system of secondary education

UNIT–I
Concept, Nature and Purpose of Secondary Education
a) Secondary Education : Concept, aims, objectives, scope, nature and purpose
b) Role of NCTE and curriculum reforms; Alternative Schooling, continuing education centers and problems of out of school children.
c) Issues related with professionalism – Code of professional ethics for teachers: changed role of the teacher in the new millennium- learning facilitator and Diagnostician.

UNIT–II
Status of Secondary Education
a) Present Situation of Secondary Education in the country
b) Universalization of Secondary education- Access, enrollment, retention and learning achievement of students, structure and system of schools.
c) Concept of RMSA ; Examination reforms, administration and financing of secondary education

UNIT–III
Quality education at Secondary level
a) Concept of quality in education; Quality indicators/ related to planning and organization of learning experience, learning environment (physical and academic).
b) Problems and challenges to quality improvement, through setting standards of performance and monitoring, improving internal efficiency of school system, teacher recruitment, their working conditions and staff morale.
c) Role of teacher organization and unions in the development and improvement of quality education at the secondary school level.

SESSIONAL WORK
- Critical analysis of present status of any secondary school.
- Report on problems and challenges of secondary education with special reference to girl child.

REFERENCES:-

1. Aggarwal, J.C. & Gupta, S. (2007*). Secondary education-history, problem and management*. New Delhi: Shipra publications.

2. Nayak. A.K & Rao. V.K. (2010). *Secondary education*. Darya Ganj. New Delhi: Aph publishing house.

3. Mathur, S.S. (2011).*Teacher and secondary education.*Agra-2: Aggarwal publications.

4. Gupta, V.K& Gupta, Ankur (2005).*Development of education system in India.* Ludhiana: Vinod publication.

5. Jayapalan, N. (2002).*Problems of Indian education* .New Delhi: Bhargava Publication.

6. Sachadeva, M.S & Umesh (2005).*A Modern approach to education in emerging Indian society*. Ludhiana: Vinod publication.

7. Sodhi, T.S . (2005).Development of Education System in India. Patiala: Bawa Publications.

8. http://www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/chapter_1.pdf

9. https://www.amrita.edu/news/national-conference-universalization-secondary-education

10. http://www.nuepa.org/Download/Publications/Create/PTA%202011/PTA63.pdf

SPECIALISATION --- CORE COURSE

EDL–505: INSTITUTIONS, SYSTEM AND STRUCTURES AT SECONDARY AND SENIOR SECONDARY SCHOOL STAGE

Credits: 2

COURSE OBJECTIVES

On Completion of this course the students will be able to:

- Understand the various institutions of secondary education
- Gain insight into the structure of secondary education
- Familiarize with the administrative system of secondary education

UNIT–I

SYSTEM AND STRUCTURE OF SECONDARY EDUCATION IN INDIA

a) Secondary education: Concept and development w.r.t. Secondary Education Commission, NPE 68, 86, New Education Policy.
b) Structure and Administrative System of secondary education:
    i)   at state level
    ii)   at national level
c) Status of secondary education in India with reference to Punjab State

UNIT–II

INSTITUTIONS OF SECONDARY EDUCATION

a) Bodies/Boards Governing Secondary Education
b) Structure and functions of CBSE (Central Board of Secondary education), ICSE (Indian Council of Secondary Education), NIOS (National Institute of Open Schooling)
c) RMSA for achieving Universalisation of Secondary Education – Programmes and Strategies

UNIT–III

PROBLEMS AND CHALLENGES OF SECONDARY EDUCATION IN INDIA

a) Universalization of Secondary Education (USE): Issues and Concerns
b) Problems and challenges of secondary education (access, enrolment, dropout, achievement and equality of educational opportunities, education of girls, disadvantaged and differently able children)
c) Government interventions for Quality concerns in Secondary and Higher Secondary Education with special emphasis on RMSA.

SESSIONAL WORK

Assignments on the following
Report on norms and conditions for affiliation to

- PSEB
- CBSE

REFERENCES

1. Aggarwal, J.C. & Gupta, S. (2007*). Secondary education-history, problem and management*. New Delhi: Shipra publications.

2. Nayak. A.K & Rao. V.K. (2010). *Secondary education*. Darya Ganj. New Delhi: Aph publishing house.

3. Mathur, S.S. (2011). *Teacher and secondary education.* Agra-2: Aggarwal publications.

4. Gupta, V.K. & Gupta, Ankur (2005). *Development of education system in India.* Ludhiana:Vinod publication.

5. Jayapalan, N. (2002). *Problems of Indian education*. New Delhi: Bhargava Publication.

6. Sachadeva, M.S. & Umesh (2005). *A Modern approach to education in emerging Indian society*. Ludhiana: Vinod publication.

7. Sodhi, T.S. (2005). *Development of Education System in India*. Patiala: Bawa Publications.

8. http://cbse.nic.in/

9. http://www.niosac.in/

10. http://www.pseb.ac.in/

11. http://en.wikipedia.org/wiki/Diet,_India

12. http://www.educationforallinindia.com/page112.html

13. http://en.wikipedia.org/wiki/Central_Institute_of_Educational_Technology

14. http://ciet.nic.in/

SPECIALISATION --- CORE COURSE

EDL–506: SECONDARY AND SENIOR SECONDARY STAGE- CURRICULUM, PEDAGOGY AND ASSESSMENT

Credits: 2

COURSE OBJECTIVES

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

- Gain insight into the structure of curriculum and pedagogy
- Evolve concepts of pedagogical knowledge
- Familiarize with the assessments suggested by national reports
- Study various models of curriculum assessment

UNIT–I

CURRICULUM AND PEDAGOGY

a) Issues of teaching and learning, medium of instruction, personalizing knowledge, the process of transforming subject- matter knowledge into teaching material and pedagogic strategies for secondary classroom.
b) Evolving conceptions of pedagogical knowledge as an integration of knowledge about the learner, disciplinary knowledge, knowledge of curriculum and the educational contexts and aims; nurturing inquiry and supporting children's learning.
c) Principles of curriculum development at Secondary Level.

UNIT–II

CURRICULUM AND ASSESSMENT
a) Assessment of curriculum suggested through the national report (NCF, 2005) on secondary stage education.
b) Assessment Models of Curriculum Development**:** Need Assessment Model, Taba Model, Vocational/Training Model, with special reference to analysis of needs, Election of Objectives, Selection and Organization of Content / Learning Experiences and Evaluation.
c) Alternative assessment at secondary education.

UNIT–III

CURRICULUM AND EVALUATION

a) CCE and school based evaluation at Secondary stage; Formative and summative evaluation; norm referenced and criterion reference evaluation.
b) Relevance, integration, flexibility, contextuality and plurality determinants of curriculum at secondary level.
c) Pedagogical content knowledge for different subjects.

SESSIONAL WORK

- Critical assessment of curriculum suggested through national report (NCF, 2005) on secondary education
- Critical assessment of any one model of development of curriculum(need assessment model, Taba model, vocational / training model)

REFERENCES:-

1. Aggarwal, Deepak (2007).*Curriculum development: Concept, Methods and Techniques.* New Delhi: Book Enclave

2. Daniel Tanner, Lawel N. Tannor (1975). *Curriculum Development theory into practice.* New York: Macmillan Publishing Co. Inc.

3. Diamond Robert M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach.* California: Jossey-Bass Inc. Publication.

4. Joseph, P.B. et al; (2000). *Cultures of Curriculum (studies in Curriculum Theory)*. New York: Teacher College Press.

5. Mrunalini Talla (2012). *Curriculum Development: Perspectives, Principles and Issues*, India: Pearson Education.

6. NCERT (2005). *National Curriculum Framework*. New Delhi

7. Oliva, Peter F. (1988) .Developing the Curriculum. Scott and Foresman and Co.

8. Reddy, B. (2007). Principles of curriculum planning and development.

9. Taba Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.

M.Ed. (CBCEGS) (SEMESTER–I)

FOUNDATION COURSES
EDP–510: COMMUNICATION AND EXPOSITORY WRITING

Credit: 1

COURSE OBJECTIVES
On the completion of the course the Students will be able to
- Enhance their ability to listen, converse, speak, present, explain and explicit their ideas
- Understand the basics of communication
- Be a good and effective speaker and listener
- To perform Expository writing

UNIT–I

Communication
a) Concept, Process and Barriers to effective Communication
b) Types of Communication, Do's and Don'ts of effective communication
c) Principals of effective Speaking and listening, Essentials of good presentation of thesis

UNIT–II

Expository Writing
a) Concept, Aims and Different Patterns/ Strategies of Expository Writing
b) Types of Expository Writing
c) Steps to be followed in Expository Writing of a thesis/report.

Note: The course has to be taught through workshops based on ICT and Educational Technology.

REFERENCES:-
1. Bhushan, A. &Ahuja, M. (2003*): Educational Technology; Theory & Practice (2nd Edition)*. Patiala: Bawa Publications.
2. Das, R.C. (1993): *Educational Technology: A Basic Text*. New Delhi: Sterling Publishers Private Limited.
3. Erikson, B. (1969). *A Systems Approach to Education, Educational Technology, Vol. IX. No.6.*
4. Marshall, E (1998).*The Marshall Plan for Novel Writing*.Cincinnati, *OH: Writer's* Digest Books.
5. Mehra, V. (2004).*Educational Technology*. New Delhi: SSP.
6. Mohanty, (1992). *Educational Technology*. New Delhi: Deep and Deep Publications.
7. Morrell, JP (2006). *Between the Lines: Master the Subtle Elements of Fiction Writing*. Cincinnati, OH: Writer's Digest Books.
8. Rozakis, Laurie E (2003). *Complete Idiot's Guide to Grammar and Style*.Penguin.
9. Selgin, P (2007).*By Cunning & Craft: Sound Advice and Practical Wisdom for fiction writers*. Cincinnati, OH: Writer's Digest Books.
10. http://grammer.about.com
11. http://study.com/academy/lesson/what-is-expository-writing-definition-exapmles.html
12. http://time4writing.com
13. http://web.alsde.edu

FOUNDATION COURSES
EDP–511: SELF DEVELOPMENT PROGRAMME

Credit: 1

COURSE OBJECTIVES
On the completion of the Students will be able to
- Develop Self Concept
- Understand the importance of Society and Education in Self Development
- Reinforce the gender roles in Self Development
- Perform Yoga for their mental and physical well being

UNIT–I
Concept of Self
a) Self-Development Strategies, Self & Identity process of Socialization
b) Determinations of personality Development of an individual-biological, Socio-cultural, Personality assessment
c) Impact of Socio-Cultural environment on Self Development – physical, economic conditions, Cultural practices, technology, Social security& health facility
d) Gender roles in Self Development – Societal, Schools, Curriculum, Text Books, Media, Law and State.

UNIT–II
Education Development
a) Education as a sub sector of development,   Relationship between Linkage:
   education & development, Human Development Index
b) Integrated Education: Concept and role in Development,
   National Policy for Disabled
c) Inclusive Education: Concept and role in Development
d) Mental and Physical Well Being: Concept and role of Yoga

NOTE: The Course has to be taught with the help of different workshops based on above themes and allied areas.

REFERENCES:-
1. Baron, R.A. (2007).*Psychology*. India: Porling Kindersley & Pearson Education.
2. Bob Aubrey (2010).*Managing Your Aspirations: Developing Personal Enterprise in the Global Workplace* .McGraw-Hill.
3. Booth, T., Ainscow, M., Black- Hawkins, K., Vaughan, M., & Shaw, L. (2000). *Index for Inclusion: Developing Learning and Participation in Schools. Centre for Studies on Inclusive Education*
4. Chauhan, S.S. (1978).*Advanced Educational Psychology.* New Delhi: Vikas Publishing House.
5. Dececco, J.P. (1968). *The Psychology of Learning and Instruction*. New Delhi: Prentice Hall of India.
6. Hamilton, Mark (1993). *The Self-Leader.* Amazon.com: NEO-TECH BOOKS.
7. Lazrus, Richard, S. (1963).*Personality and Adjustment.* Englewood Cliffs: Prentice Hall.
8. Rahman, M. A.(1993). *People's self-development: perspectives on participatory action research. A journey through experience.*
9. Rajbir Singh (2007).*Psychology of Well Being*. New Delhi: Global Vision Publishing House.
10. Snyder, C. R. & Lopez, S. J. (2008).*Positive Psychology.* New Delhi:Sage Publications India Pvt. Ltd.

M.Ed. (CBCEGS) (SEMESTER–I)

EDF–512: FIELD ENGAGEMENT WITH COMMUNITY

Credits: 1

The institute will plan one week program to engage students in following activities:

The students will undertake the two activities related to field engagement

1. Tree plantation and growing of ornamental plants
2. Participation in NSS activities

Note- each candidate will submit the progress report related to the above activities

EDP–513: PRACTICALS

Credits: 2

1. Philosophy of Education

- Assignments based on educational philosophy of any two philosophers (one western and one Indian) Tagore or Aurobindo and Karl Marx or Rousseau
- Presentation on any one innovative concepts in the context of analysis of philosophical thoughts of Sai Baba Institution, Tata institution, Khalsa institution, DAV institution etc.

2. Psychology of Learning and Development

Administration and Interpretation of the following Experiments/ Tests:

Tests	Experiments
Verbal, Non - Verbal and Performance test of Intelligence	Learning Curve
Personality Inventory	Transfer of Training
Test of Creativity	
Self Concept Scale	
Adjustment Inventory	
Leadership Style scale	

FOUNDATION COURSES
EDL–514: SOCIOLOGY OF EDUCATION

Credits: 4

COURSE OBJECTIVES

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

- Understand the nature of education as a social sub- system.
- Analyze education from different sociological perspectives and theoretical framework.
- Understand educational institution as an agency of socialization.
- Reflect upon educational problems and issues related to the weaker sections of the society.
- Know how education is embedded in social structure and culture.
- Understand the relationship of education with democracy and religion

Unit-I

Education and Sociology

(a) Concept and nature of sociology of Education, Difference between Sociology of Education and Educational Sociology; Social organization; Social groups

(b) Education as related to Social Equity AND equality of educational opportunities (with special reference to SC, ST, Women and Rural Population).

(c) Education and community with special reference to contemporary Indian society.

Unit-II

Education and Culture

(a) Concept of Culture, Sub-Culture and Multiculturalism. Relationship between culture and education; Cultural determinants of education.

(b) Education and democracy

(c) Education and religion

Unit-III

Social Change

(a) Education as a social sub-system, social stratification ans social mobility .

(b) Social Change: Meaning and Nature, Constraints and factors (Caste, Ethnicity, Language, Class, Religion and Regionalism) of social change in India.

(c) Process of socialization and acculturation of the child - critical appraisal of the role of school, parents, peer group and the community.

SESSIONAL WORK

- Assignments based on status of education of socio-economically disadvantaged children of India.
- Report of critical analysis of educational opportunities with reference to gender.

REFERENCES:-

1.   Brambeck, C. S. (1966).*Social Foundation of Education - A Cross Cultural Approach*. New York: John Willey.
2.   Banks, J. (2004). Approaches to multicultural curriculum reform. In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives* .San Francisco, CA: Jossey-Bass.
3.   Banks, J. (2004). Multicultural education: Characteristics and goals. In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives* .San Francisco, CA: Jossey-Bass.
4.   Brookover, W.B, and Erickson. E.L. (1973). *Sociology of Education Illinois*. The Dorsey Press.
5.   Chandra, S.S.(1996). *Sociology of Education*. Guwahati, Eastern Book House.
6.   Chesler, M.A &Cave, W.M. (1981). *Sociology of Education* New York: Macmillan Publishing Co, Inc.
7.   Coffey, A. (2001).*Education and Social Change*. Buckingham: Open University Press.
8.   Hallinan, M.T. (Eds). (1987). *Social Organisation of Schools*. New York: Plenum Press.
9.   Hallinan, M.T. (Eds). (2000). *Handbook of the Sociology of Education*. USA: Springer.
10.   Hunt, M.P. (1973). *Foundation of Education Social and Cultural Perspectives*. New York: Halt, Rinehart and Winston..
11.   Havighurst, Robert et al. (1995). *Society and Education*. Baston: Allyen and Bacon.
12.   Inkeles, Alex. (1987).*What is Sociology?*. New Delhi: Prentice Hall of India.
13.   Maunheim, K. et al. (1962).*An Introduction to Sociology of Education.* London: Routledged and Kegan Paul.
14.   Mathur, S.S. (1985). *A Sociological Approach to Indian Education*. Agra: Vinod PustakMandir.
15.   Mossish, loor. (1972). *Sociology of Education : An Introduction*. London: George Allen and Unwin.
16.   Meighan, R.A. (1986). *Sociology of Education*. London: Cassell Education Ltd.
17.   Mohanty, Jagannath. (2005). *Teaching of Sociology New Trends and Innovations*. New Delhi: Deep and Deep Publication Pvt. Ltd.
18.   Mujibul Hasan Siddiqu. (2009). *Philosophical and Sociological Perspectives in Education*. New Delhi: A.P.H Publishing Corporation.
19.   Parelius, A.P. & Parelius, T.J. (1978). *The Sociology of Education*. New Jersey: Prentice Hall Inc.

FOUNDATION COURSES
EDL–515: HISTORICAL-POLITICAL PERSPECTIVE OF EDUCATION

Credits: 4

COURSE OBJECTIVES

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

- Gain insight into the ancient Indian education system.
- Understand the general development and progress of education prior to independence and after independence.
- Familiarize with the landmarks of education structure existing in India.
- Reflect on changing political context of education and support system of education.

UNIT–I
Visions of Great Educators

   (a) Plato, Aristotle
   (b) John Dewey, Sri Aurobindo
   (c) Jiddu Krishnamurthy, Swami Vivekananda and Karl Marx

UNIT–II
Progress of Education in British Period and after Independence

   (a) Review of British period of Education, with reference to: Macaulay's Minutes, Woods Despatch, Sargent Commission.
   (b) Progress of Education after Independence
   - Constitutional Provision for Education
   - University Education Commission (1948) ,Secondary Education Commission (1952-53), Indian Education Commission (1964-66)
   (c) National Policy on Education (1986), Modified Programme of Action (1992) and NEP: salient features

UNIT–III
Educational Transformation and Political Process

   a) Dynamic relationship of education with political process.
   b) Process related to the role of educational transformation in national development, National Values as enshrined in the Indian Constitution and their educational implications.
   c) Reflection on Indian Value System and their ideal relevance (Illustration from Ancient Indian System)

SESSIONAL WORK

- Prepare a reflective report on the salient features of NPE-1986, 1992
- Critical assessment of educational implications of any one philosophy (Vedanta, Buddhism, Jainism, Islamic.)

REFERENCES:-
1. Aggarwal, J.C. (1993): Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
2. Aggarwal, J.C. (2002): Development and Planning of Modern Education. Vikas Publishing House, New Delhi
3. Baskin, Wade. (1966).*Classics in Education*. Vision: Press London.
4. Brubacher, John S. (1969).*Modern Philosophies of Education*. New Delhi: Tata McGraw Hill.
5. Broudy, H.S. (1977).*Building a Philosophy of Education*. New York: Kriager.
6. Chauble, S. P. (1955). *A History of Education.* Allahabad: Bharat Publication.
7. Dupuis, A.M.(1972).*Philosophy of Education in Historical Perspective*. New Delhi: Thomson Press.
8. Gore, M.S. (1984). *Education and Modernization In India*. Jaipur: Rawat Publishers.
9. Karbir Humayun. (1961).*Education in New India*. Asia Publishing House.
10. Kneller, George F. (1978). *Foundations of Education*. John Wiley and Sons.
11. Mukherjee, S.N. (1955). *History of Education in India*. Baroda: Acharya Book Depot. New Delhi: National Publishing House.
12. Mukerji S. N. (1960). *Education in India To-day & Tomorrow*. Baroda: Acharya Book.
13. Narvane, V.S. (1978). *Modern Indian Thought*., New York: Orient Longmans Ltd.
14. Nurullah&Naik.(1951). *History of Indian Education*. Bombay: Macmillan & Co.
15. Power, Edmund, J., Main Currents in the History of Education, McGraw Hill Book Co. Inc., New York, 1962.
16. Panday, V.C.(2005). *Value Education and Education for Human Rights*. Delhi: Isha Books.
17. Passi, B. K. (2004). *Value Education*. Agra: National Psychological Corporation.
18. Rawat, P.L. (1956). *History of Indian Education.* Arya Bhait Publication.
19. Sandeep, P. & C. Madhumathi (2008). *Philosophical and Sociological Foundations of Education*. Secunderabad: Veera Educational Services & Consultants Pvt. Ltd.
20. Shanna, Ramnath. (2000). *Textbook of Educational Philosophy*. New Delhi: Kanishka publishers.
21. Sharma, Yogendra K. (2001). *History & Problems of Education*. Vol I. New Delhi.
22. Somnath, Agrawal. (2007). *Philosophical Foundations of Education*. Authors Press.
23. Taneja, V.R. (2006): Foundation of Education. Mahindra Capital Publishers, Chandigarh.
24. Thakur, A. S. & Berwal, S. (2007).*Education in Emerging Indian Society*. Vikas Publication.
25. Wing Max (1975).*Philosophies of Education – An Introduction*, London: Oxford University Press.

M.Ed. (CBCEGS) (SEMESTER–II)

FOUNDATION COURSES
EDL–516: EDUCATION STUDIES

Credit: 4

COURSE OBJECTIVES:
On the completion of the course the students will be able to
- Understand interdisciplinary nature of education
- Explore education system in India
- Understand various types of institutions in India
- Understand Contemporary concerns of policy practices

UNIT–I

Education as a Discipline and its system in India
a) **Education as a Discipline:** Concept, parameters. , Interdisciplinary nature of education with respect to different disciplines.
b) **Education system in India:** Pre-primary, Primary, Secondary, Higher Secondary, Higher Education
c) **Types of Institutions:** Government and non-government (private, public, public private partnership and NGO) with reference to their affiliations and functions.

UNIT–II

Contemporary Concerns of Policy Practices
a) Contemporary concerns of education for marginalized groups, differently able, gender.
b) Education for Human Resource Development, excellence in quality of Life.
As reflected in educational policies (National Policy on Education (1986), Modified
Programme of Action (1992), Five year plans, RUSA, RMSA, SSA, RTE 2009.)

UNIT–III

Radical Educationist and their works: A critical Understanding
a) 'On Education' by Jiddu Krishnamurti, Bertrand Russell
b) The Education of Man by Friedrich Froebel
c) Ignited minds : unleashing the power within India' by APJ Abdul Kalam

SESSIONAL WORK
- Read and reflect on the below mentioned books
    i. Wings of Fire (APJ Abdul Kalam)
    ii. The Discovery of India (Jawaharlal Nehru)
- Presentation on the practices that can be implemented for improving the quality of life of marginalized groups.

REFERENCES:-

1. Aggarwal, J.C. (1993). *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Publishing House.
2. Aggarwal, J.C. (2004). *Development of Education system in India*. New Delhi: Shipra Publications.
3. Bhatia, K.K. (2008). *Development of Education System in India*. Ludhiana: Tandon Publications.
4. Chand, T. (2005). *Development of Educational system in India*. New Delhi: Anmol Publications.
5. Ghosh, S. (2009). *Education in Emerging Indian Society: The Challenges and Issues*. New Delhi: PHI Learning Private Ltd.
6. Gore, M.S. (1982). *Education and Modernization in India*. Jaipur: Rawat Publication.
7. Gupta, V.K. (1996). *Education in Emerging Indian Society*. Jallandhur: New Academic Publishing House.
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9. Naik J.P.(1965). *Educational Planning in India*: Allied Publishers.
10. Singh R.P. (1993). *Indian Education- In Depth Studies*. New Delhi: Commonwealth Publishers.
11. Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan& Paul.
12. Dewey, J. (1916/1977). *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
13. NCTE(2009) *National Curriculum Framework for Teacher Education*. New Delhi.
14. NCERT (2005). *National curriculum framework*, New Delhi.
15. Peters, R.S. (1967).*The Concept of education*. United Kingdom: Routledge.
16. http://en.wikipedia.org/wiki/Education_in_India
17. http://www.expatarrivals.com/india/education-and-schools-in-india
18. http://www.indiaeducation.net/cbse/objectives.aspx
19. http://www.slideshare.net/PlanComIndia/school-education-and-literacy-in-the12th-plan
20. http://www.indiaeducationreview.com/article/approach-education-twelfth-five-year-plan
21. http://mhrd.gov.in/rmsa
22. http://www.rmsaindia.org/en/
23. http://en.wikipedia.org/wiki/Right_of_Children_to_Free_and_Compulsory_Education_Act
24. http://righttoeducation.in/
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M.Ed. (CBCEGS) (SEMESTER–II)

FOUNDATION COURSES

EDL–517 TEACHER EDUCATION–I

Credits: 4

Course Objectives

On Completion of this course the students will be able to:

- Understand the concept and scope of Teacher Education in India with the Historical Perspectives.
- Understand the organisation of different components of teacher education curriculum.
- Familiarize with different modes of pre service teacher education.
- Know the different modes of in service teacher education.
- Evaluate various components of a pre-service and in-service teacher education programs.

UNIT–I
Structure, curriculum and modes of Pre- service teacher education
a) Teacher Education: Concept, Aims, Scope and problems; Historical development of Teacher Education with special reference to the recommendations of National Commission on Teachers (1983-85), Kothari Commission and NPE 1986 , Revised (1992) (w.r.t. Teacher Education).
b) Pre- service teacher education- concept, objectives, scope, structure and modes.
c) Components of pre- service teacher education- foundation courses, subject specialization and pedagogy, special fields, school based practicum and internship- weightages in course work and evaluation.

UNIT–II
Organisation of different components of teacher education curriculum
a) Student Teacher as an adult learner – characteristics, concept of andragogy and its principles.
b) Transactional approaches for the foundation courses- (Expository, participatory, collaborative, peer coaching, and inquiry); Transactional approaches for the skill and competency development courses- (need for awareness- modelling, analysis, practice, feedback cycle), scope and possibilities for organization and evaluation, practicum records and portfolio assessment.
c) Concept and scope of school based practicum and internship- the existing practices, their nature, objectives, organization and duration.

UNIT–III
In- service Teacher Education in India
a) In- Service teacher Education- concept, relevance and areas of professional development, strategies of professional development: workshops, symposium, seminars, panel discussions, conferences, self- study, extension lectures, refresher courses, orientation programmes: provisions made by the states for the professional development of the teachers.
b) Models of In- Service teacher education: induction, one shot, recurrent, cascade, multi-site, school based and course work, scope, merits and limitations.
c) Planning, designing and organizing In-service teacher education programme.

SESSIONAL WORK

- Critical analysis of teacher education programme implemented by NCTE.
- Record to be submitted on reflections during internship and study of the teacher education on instructional and evaluation practices.

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M.Ed. (CBCEGS) (SEMESTER–II)

FOUNDATION COURSES
EDE–518: INTERNSHIP IN TEACHER EDUCATION INSTITUTION (TEI)

Credits: 4

Duration: 4 weeks
- Internship of 4 weeks in a teacher Education institute relevant to the area of specialization (Elementary / Secondary / Senior Secondary) is compulsory.
- Interns will be evaluated at institution level by the teacher educator. The distribution of 100 marks of internship will be as under:

a) Performance in teaching B.Ed. Classes	20
b) Performance in 2 demonstration lessons.	20
c) Preparation of 10 lessons plans (5 composite + 5 based on different models) in school subjects.	20
d) Preparation of a Question paper/ Rating scale.	10
e) Resources used during teaching program. (Aids/Innovations)	10
f) Observation/Reflection of at least 10 lessons delivered by peer group.	10
g) Field report based on the area of specialization.	10

The Distribution of 4 Weeks of Internship will be as Under:
- For three days candidate will develop history of the visiting college according to NCTE norms
- Next 8 days candidate will observe lesson in working hour of teacher educators
- Prepare three days report on androgogical practices, classroom management practices.
- Then spend one day on role and responsibilities of different staff man i.e. menial staff, non-teaching staff, lab staff and library staff
- Next three days study the various activities undertaken by B.Ed. colleges i.e. curricular and co- curricular
- Next three days he will understand various field activities undertaken by various colleges of education.
- Two days they will understand question paper setting and answer sheet evaluation (what is criteria, how to prepare scoring sheet etc.)
- Then they will give presentation on two foundation paper and two in pedagogical papers

FOUNDATION COURSES

EDD–519: DISSERTATION

Credits: 2

Every candidate shall submit the synopsis on an educational problem under the guidance of supervisor, department of the university/institute/college by 10th May

M.Ed. (CBCEGS) (SEMESTER–II)

FOUNDATION COURSES

EDF–520: FIELD ENGAGEMENT WITH COMMUNITY

Credits: 1

The students will undertake the two activities related to field engagement

1. Working in social services centers like old people home, hospitals, institutions for blind, orphan houses, savera or any other social centre

2. Services to the unprivileged communities of the society

Note- each candidate will submit the progress report related to the above activities

EDL–521: ADVANCED EDUCATIONAL RESEARCH METHODOLOGY

Credits: 4

Course Objectives

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

- Understand the different research methodologies.
- Gain insight and reflect upon various issues and problems of educational research.
- Use different statistical techniques for analysis of data.

UNIT–I

Quantitative Methods

a) Types of research: survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, causal comparative studies, classification by time: cross-sectional, and longitudinal studies

b) **Experimental Research:**
   Nature of experimental research, variables in experimental research- independent, dependent and confounding variables Experimental Research Designs: Single group pre test, post tests design, pre test- post test control group design, post- test only control group design and factorial design. Quasi-experimental design: non- equivalent comparison group design, time series design. Internal and external validity of results in experimental research

UNIT–II

Qualitative Method

a) **Qualitative Research:** Meaning, Steps and Characteristics – Phenomenology, Ethno Methodology, Naturalistic Inquiry.
b) **Historical Research:** Meaning, Significance, Steps, Primary and Secondary Sources of Information, External and Internal Criticism of the Source.
c) **Note-taking References:** Encyclopedias, Dictionaries, Almanacs and yearbooks Directories, Biographical sources, Bibliographical sources. Books and monographs: Card-catalogue, book-list and reviews, Periodicals and pamphlets, News-paper, periodicals, Micro-films, Dissertations, Thesis, Research journals and Web-sites

UNIT–III

Inferential Statistics

Concept of Correlation, Rank difference and Pearson product moment coefficient of correlation (simple)

Parametric statistics- Significance of difference between two independent Means, S.Ds, Percentages and Correlation. Analysis of variance (ANOVA one way, Two Way), Regression

Non Parametric Statistics- Analysis of frequencies using chi-square inEqual probability cases, Normal distribution cases, Small cell, Contingency table (2X2)

Formulation of Research Report
Writing research report – format, style, content, chapterization, appendices and bibliography and characteristics of a good research report

Sessional Work
- Writing references according to APA style.
- Analysis of data using a statistical package SPSS.

REFERENCES:-

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EDL–522: TEACHER EDUCATION–II

Credits: 4

Course Objectives

On Completion of this course the students will be able to:
- Gain insight and reflect on policies of teacher education
- Acquainted with the approaches to teacher development
- Develop professional attitudes, values and interests needed to function as a teacher educator
- Develop understanding of various avenues of teacher's professional development
- Reflect on the issues, problems and concerns in teacher education.
- Understand the research perspective on various practices in teacher education.

UNIT–I
Perspectives and Policy on Teacher Education
a) Teacher Development – Concept, Factors influencing teacher development – personal, contextual; Teacher Expertise – Berliner's stages of development of a teacher.
b) Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.
c) Policies and implications for teacher education: NCF (2005), NCFTE (2009), NKC (2005), Justice Verma Committee Report (2012), NCTE 2014 regulations.

UNIT–II
Problems and Issues in Teacher Education
a) Challenges in professional development of teachers w.r.t. school education, quality of teacher educators, assurance of quality of teacher education programmes.
b) Issues related to enhancing teacher competence, commitment and teacher performance.
c) Partnerships in secondary teacher education – TEI with school and community, Government Agencies, with NGOs, between teacher education institutions preparing teachers for different levels of school education

UNIT–III
Research in Teacher Education
a) Paradigms for Research on Teaching- Gagne, Doyle and Shulman; Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme
b) Methodological issues of research in teacher education- direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation
c) Trends of research in teacher education – Review of a few recent research studies in teacher education with reference design, findings and policy implications

SESSIONAL WORK
- 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
- Select any one current practice in teacher education and trace the background of its formulation as a policy

REFERENCES:-

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M.Ed. (CBCEGS) (SEMESTER–III)

EDL–523: CURRICULUM STUDIES

Credits: 4

Course Objectives

On completion of this course the students will be able to:
- Understand the meaning and nature of curriculum.
- Conceptualize different perspectives of curriculum.
- Understand the epistemological, sociological and psychological foundations of curriculum.
- Develop the different skills related with different subjects.

UNIT–I

Introduction to Curriculum
a) **Curriculum:** Meaning, Nature; Need in Schools, Differentiating Curriculum Framework, Curriculum and Syllabus; their significance in school education.
b) **Four perspectives on Curriculum:** Traditionalists, Conceptual-Empiricists, Reconceptualists, Social constructivists
c) Concept of core curriculum, hidden curriculum, spiral curriculum, integrated curriculum and their relevance.

UNIT–II

Foundations of Curriculum Development
a) Epistemological foundations: Forms of Knowledge, structure of a Discipline; characteristics of different Disciplines and levels of understanding; Logical grammar of school subjects
b) Sociological foundations: societal needs and aspirations, culture and values, social changes, knowledge explosion, national concerns and goals, globalization, localization and privatization, political ideology and technological influences, economic necessities; Socio-cultural context of students - multi- cultural, multi- lingual aspects; Critical issues: environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity
c) Nature of learner and learning process: Developmental characteristics of a learner; developmental tasks; learning theories: Behaviouristic, cognitivistic and social learning (and their relevance to curriculum development).

UNIT–III

Secondary and Senior Secondary School Curriculum: Language, Social Sciences, Sciences and Mathematics
a) Language Curriculum: focus on language proficiency and communication skills such as listening, speaking, reading and writing in varying contexts and content with reference to meta linguistic awareness.
b) Social Science Curriculum: Focus on conceptual understanding of different areas of social science like Geography, History, Civics, Economics etc. at Secondary and Senior Secondary stage.
c) Science as a composite discipline focusing on experiments /use of ICT and problem solving at secondary and senior secondary stage. Special emphasis on mathematics for developing problem solving skills and analytical abilities at secondary and senior secondary stage.

Sessional Work (Any One)

- Critical appraisal of curriculum (sciences/social sciences/languages/ mathematics) either at elementary/secondary stage of school education.
- Preparation of report on issues related with existing curriculum of sciences/social sciences/languages/ mathematics at elementary/secondary stage of school education

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M.Ed. (CBCEGS) (SEMESTER–III)

Specialisation Optional Course- Curriculum Pedagogy and Assessment

EDL–524: CURRICULUM DEVELOPMENT

Credits: 2

Course Objectives

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

- Understand the concept and need for curriculum development
- Understand the process of curriculum development
- Understand the different types of curriculum with respect to their main orientation and approaches.
- Analyze various approaches to curriculum development
- Understand the various models and analyze their relevance
- Understand the steps in curriculum development

UNIT–I

Curriculum Development: Concept and Process
a) **Curriculum Development:** Concept, Principles, Need and Factors affecting curriculum development at elementary stage
b) Curriculum development as a continuous and cyclic process

UNIT–II

Curriculum Development: Types and Approaches
a) **Types of Curriculum:** Subject centered, Learner centered, Community centered and Environmental centered
b) Humanistic Curriculum and Social Reconstructionist Curriculum: Concept, characteristics, purpose, role of the teacher.

UNIT–III

Models and Steps in Curriculum Development
a) **Models:** Tylers- 1949 model, Hilda Taba model, Willes and Bondi- 1989 model , Need Assessment Model, Vocational./ training model (with special reference to analysis of needs, selection of objectives, selection and organization of content/learning experiences and evaluation)
b) **Steps in Curriculum Development:** Objectives of Education - Classification of objectives, Selection of curriculum experiences and learning experiences, Diagnosis in curriculum development, Organization of curriculum content and learning, Patterns of curriculum organization.

SESSIONAL WORK (ANY ONE)

- Study of National Policies of Education- 1986, 1992(modified version) and POA on NPE-1996 in relation to National Curriculum Framework that were developed later.
- Developing curriculum for school subject at elementary stage(I-VIII)

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Specialisation Optional Course- Inclusive Education

EDL–525: INCLUSIVE EDUCATION AND ITS POLICIES

Course Objectives   Credits: 2
On completion of this course the students will be able to:
- Understand concept of inclusive education.
- Explain special education, integrated education and inclusive education practices.
- Gain insight of the recommendations of policies for inclusive education.

UNIT–I
Introduction to Inclusive Education
a) Origin of Inclusive Education- National and International.
b) Inclusive Education Vs Special Education in India.
c) Paradigm of disability perceptions about Inclusive education -Medical, Social, Political and Pluralistic.

UNIT–II
Accessing Inclusive Education
a) Fundamental elements of Inclusive school
b) Strategies for making Inclusive schools.
c) Teacher's efficiency and their attitudes towards Inclusiveness.

UNIT–III
Policies for Inclusive Education
a) National Policies and Acts.
b) International Policies.
c) National Institutes of disabilities and NGO's working for Children with disabilities (RCI).

Sessional Work
- Visit to special/integrated/inclusive classrooms-prepare a report.
- Critical analysis of any policy for children with diverse needs.

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9. Wornock, M. (1978). "*Special Educational Needs*". Report of the Committee of the Inquiry into the People, HMSO.

Specialisation Optional Course- Educational Technology and ICT

EDL–526: EDUCATIONAL TECHNOLOGY AND ICT

Credits: 2

Course Objectives

On completion of this course the students will be able to:
- Understand the role of educational technology and modern innovations in teaching-learning process.
- Analyze the relationship of teaching and learning
- Gain insight into system approach to education

UNIT–I
Educational Technology
a) Concept, importance, types and approaches
b) Historical perspective of Educational Technology

UNIT–II
Teaching and Learning
a) Concept, characteristics and Relationship between teaching and learning.
b) Variables of teaching, Phases of teaching and Levels of Teaching

UNIT–III
System approach to education
a) System approach: Concept, importance and Components
b) Instructional objectives in terms of Bloom's Taxonomy (along with revised taxonomy)

Sessional Work
- Formulate instructional objectives according to Bloom's taxonomy on any topic.

REFERENCES:-
1. Adam, D.M. (1985).*Computers and Teacher Training: A Practical guide. New York:* The Haworth Pren, Inc.
2. Behera, S.C. (1991). *Educational Television Programmes.* New Delhi: Deep and Deep Publications.
3. Coburn, P. and et. al. (1985).*Practical Guide to Computers in Education*. Addison Wesley Publishing Company, Inc.
4. Das, R.C. (1993).*Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
5. Evaut, M. *The International Encyclopaedia of Educational Technology*.
6. Graeme, K. (1969).*Blackboard to Computers: A Guide to Educational Aids,* London, Ward Lock.
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M.Ed. (CBCEGS) (SEMESTER–III)

Specialisation Optional Course- Curriculum Pedagogy and Assessment

EDL–527: CURRICULUM DEVELOPMENT

Credits: 2

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

- Understand the concept and need for curriculum development
- Understand the process of curriculum development
- Understand the different types of curriculum with respect to their main orientation and approaches.
- Analyze various approaches to curriculum development
- Understand the various models and analyze their relevance
- Understand the steps in curriculum development

UNIT–I

Curriculum Development: Concept and Process
a) **Curriculum Development:** Concept, Principles, Need and Factors affecting curriculum development at secondary stage
b) Curriculum development as a continuous and cyclic process

UNIT–II
Curriculum Development: Types and Approaches
a) **Types of Curriculum:** Subject centered, Learner centered, Community centered and Environmental centered
b) **Humanistic Curriculum and Social Reconstructionist Curriculum:** Concept, Characteristics, Purpose, Role of the Teacher.

UNIT–III
Models and Steps in Curriculum Development
a) **Models:** Tylers- 1949 model, Hilda Taba model, Wille and Bondi- 1989 model , Need Assessment Model, Vocational./ training model (with special reference to analysis of needs, selection of objectives, selection and organization of content/learning experiences and evaluation)
b) **Steps in Curriculum Development:** Objectives of Education - Classification of objectives, Selection of curriculum experiences and learning experiences, Diagnosis in curriculum development, Organization of curriculum content and learning, Patterns of curriculum organization.

SESSIONAL WORK (ANY ONE)

- Study of National Policies of Education- 1986, 1992(modified version) and POA on NPE-1996 in relation to National Curriculum Framework that were developed later.
- Developing curriculum for school subject at secondary stage (IX-X/XI-XII))

REFERENCES:-

1. Aggarwal, D. (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave.
2. Aggarwal, J.C. (1990). *Curriculum Reform in India World overviews.* Delhi: Doaba House.
3. Arora, G.L. (1984). *Reflections on Curriculum*. NCERT.
4. CIET. (2006) .*The Process of Making National Curriculum Framework 2005: A Video documentary both in Hindi and English .*New Delhi: CIET, NCERT..
5. CIET (2007). *Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF 2005 Process,* New Delhi: CIET, NCERT.
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7. Diamond, R. M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach.* California: Jossey Bass Inc. Publication.
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9. Joseph, P.B. (2000). *Cultures of Curriculum (studies in Curriculum Theory.* New York: Teacher College Press.
10. McKernan, J. (2007). *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research.* U.K.: Routledge.
11. NCERT. (2000). *National Curriculum Framework for School Education.* NCERT, New Delhi.
12. NCERT.(2005). *National Curriculum Framework 2005.* New Delhi: NCERT.
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15. Verduin J.R. (1967). *Cooperative Curriculum Improvement.* Prentice Hall Audio Video CDs

Specialisation Optional Course- Inclusive Education

EDL–528: INCLUSIVE EDUCATION AND ITS POLICIES

Course Objectives **Credits: 2**

On completion of this course the students will be able to:
- Understand concept of inclusive education.
- Explain special education, integrated education and inclusive education practices.
- Gain insight of the recommendations of policies for inclusive education.

UNIT–I

Introduction to Inclusive Education
a) Origin of Inclusive Education- National and International.
b) Inclusive Education Vs Special Education in India.
c) Paradigm of disability perceptions about Inclusive education -Medical, Social, Political and Pluralistic.

UNIT-II

Accessing Inclusive Education
a) Fundamental elements of Inclusive school
b) Strategies for making Inclusive schools.
c) Teacher's efficiency and their attitudes towards Inclusiveness.

UNIT–III

Policies for Inclusive Education
a) National Policies and Acts.
b) International Policies.
c) National Institutes of disabilities and NGO's working for Children with disabilities (RCI).

Sessional Work
- Visit to special/integrated/inclusive classrooms-prepare a report.
- Critical analysis of any policy for children with diverse needs.

REFERENCES:-
1. Ahuja. A. & Jangira, N.K. (2002). *Effective Teacher Training: Cooperative Learning based Approach*.New Delhi: National Publishing house.
2. Ainscow, M. & Booth, T. (2003). *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
3. Chintamanikar, K. (1992). *Exceptional Children-Their Psychology and Education*, New Delhi: Sterling Publishers Pvt. Ltd.
4. Dash, M. (2005). *Education of Exceptional Children*. New Delhi:Atlanic Publications and Distributors.
5. Jangira, N.K. & Mani, M.N.G. (1990). *Integrated Education for Visually Handicapped*, Gurgaon, Old Sujimandi, Academic Press.
6. Jha, M.M. (2002). *School without Walls: Inclusive Education for All*, Oxford: Heinemann Education.
7. Sharma, P.L. (2003). *Planning Inclusive Education in Small Schools*, R.IE. Mysore.
8. Sharma, P.L. (1990). *Tecahers handbook on IED-Helping children with special needs* N.C.E.R.T. Publiation.
9. Wornock, M. (1978). "*Special Educational Needs*". Report of the Committee of the Inquiry into the People, HMSO.

M.Ed. (CBCEGS) (SEMESTER–III)

Specialisation Optional Course- Educational Technology and ICT

EDL–529: EDUCATIONAL TECHNOLOGY AND ICT

Credits: 2

Course Objectives

On completion of this course the students will be able to:
- Understand the role of educational technology and modern innovations in teaching-learning process.
- Analyze the relationship of teaching and learning
- Gain insight into system approach to education

UNIT–I

Educational Technology
a) Concept, importance, types and approaches
b) Historical perspective of Educational Technology

UNIT–II

Teaching and Learning
a) Concept, characteristics and Relationship between teaching and learning.
b) Variables of teaching, Phases of teaching and Levels of Teaching

UNIT–III

System approach to education
a) **System Approach:** Concept, importance and Components
b) Instructional objectives in terms of Bloom's Taxonomy (along with revised taxonomy)

Sessional Work
- Formulate instructional objectives according to Bloom's taxonomy on any topic.

REFERENCES:-

1. Adam, D.M. (1985).*Computers and Teacher Training: A Practical guide. New York:* The Haworth Pren, Inc.
2. Behera, S.C. (1991). *Educational Television Programmes.* New Delhi: Deep and Deep Publications.
3. Coburn, P. and et. al. (1985).*Practical Guide to Computers in Education*. Addison Wesley Publishing Company, Inc.
4. Das, R.C. (1993).*Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
5. Evaut, M. *The International Encyclopaedia of Educational Technology*.
6. Graeme, K. (1969).*Blackboard to Computers: A Guide to Educational Aids,* London, Ward Lock.
7. Haas, K.B. and Packer, H.Q. (1990). *Preparation and Use of Audio Visual Aids,* 3rd Edition, Prentice Hall, Inc.
8. Kumar, N. and Chandiram, J. (1967). *Educational Television in India*, New Delhi: Arya Book Depot.
9. Kumar, K.L. (2008).*Educational Technology*.New Delhi: New Age International Pvt. Ltd. Publishers.
10. Sharma, B.M. (1994).Media *and Education*. New Delhi: Commonwealth Publishers.
11. Sharma, B.M. (1994). *Distance Education*. New Delhi: Commonwealth Publishers.
12. Sharma, K.D. and Sharma, D.V. (1993).*Open Learning System in India*. New Delhi: Allied Publishers Ltd.
13. Venkataiah, N. (1996). *Educational technology*. New Delhi: APH Publishing Corporation

M.Ed. (CBCEGS) (SEMESTER–III)

EDF–530: INTERNSHIP IN A SCHOOL WITH STAGE SPECIFIC SPECIALIZATION

Credits: 4

DURATION:- 4 week

- Internship of 4 weeks in a School relevant to the area of specialization (Elementary / Secondary / Senior Secondary) is compulsory.
- Interns will be evaluated at institution level by the teacher educator. The distribution of 100 marks of internship will be as under:

Sr. No.	Activity	Marks
1.	Interns will prepare an observation Matrix and thereafter will observe at least 15 observations each in two pedagogy subjects, evaluate the lessons and give feedback (Record to be maintained)	30
2.	Interns will observe at least 5 good lessons and will give reflections w.r.t the quality of the lesson delivery.	10
3.	Interns will prepare at least one case study of a learner with deviant behavior.	10
4.	Research related with the classroom problem will be undertaken by the interns.(Action Research)	10
5.	Interns will also develop teaching learning resources relevant to the needs of the learners in a subject of his/her choice.(Two topics each in Two pedagogy papers)	10
6.	Interns will prepare A-V Aids (demo aids – 2)	10
7.	Interns will prepare lesson plan (Two lessons : One Model based, One Value based)	10
8.	Interns will deliver Demonstration lessons (Two) and maintain records of lesson plans and video recording in a CD.	10

Submit a reflective journal at the last.
Note:-
　　　Mapping of all the activities will be done by the interns and file to be submitted for evaluation.

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EDD–531: Dissertation (Data Collection)

Credit: 2

Candidate will go for fieldwork and collect the data for dissertation in Semester–III preferably during four weeks of internship.

SPECIALISATION–OPTIONAL COURSES
CURRICULUM PEDAGOGY AND ASSESSMENT
EDL–532 ADVANCED CURRICULUM THEORY

Credits: 4

Course Objectives:-
On completion of this course the student will be able to:
- Reflect upon the curriculum theory.
- Understand the various models of curriculum theory
- List and explain different curriculum patterns and designs.
- Gain insight into models of curriculum change and innovation.
- Explain diffusion theory and model of dissemination of curriculum change and innovation.

UNIT–I
Curriculum Theory
a) **Curriculum Theory:** Meaning, Types of curriculum theory
b) Curriculum Theorist – Mental Disciplinarians (Charles Eliot), Social Meliorists (John Dewey), Social Efficiency (Franklin Bobbitt), Developmentalists (G. Stanley Hall).
c) Models of Curriculum Theory- Johnson's Model and McDonald's Model

UNIT–II
Curriculum Design
a) **Curriculum Design:** Concept and Steps
b) Patterns of curriculum design (centralized, decentralized, coordinated)
c) Models of curriculum design: objective model, process model, Tyler model, wheeler model, and Kerr's model.

UNIT–III
Curriculum Change and Innovation- Concept, Theory and Model
a) Curriculum change and innovation: concept, and difference between curriculum change and curriculum innovation
b) Theory of curriculum change and innovation: Diffusion theory (Roger); Models of Dissemination (Schon's model, Havlock's models).
c) Recent developments and trends in Curriculum designing: National Curriculum Framework-2005 and National Curriculum Framework for Teacher Education-2009, Lifelong learning, Futuristic education, ICT-based education.

SESSIONAL WORK (ANY ONE)
- Comparative study of different curriculum theory models and seminar presentation
- Comparison between the curriculum of two board of Education (Punjab Board of School Education and Central Board of School Education) at Elementary stage

REFERENCES:-

1. Aggarwal, J.C (1990). *Curriculum Reform in India- World overviews*, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.

2. Arora, G.L. (1984).*Reflections on Curriculum*. NCERT

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4. Bruner. J.S. (1966) Towards a teory of Instruction. Cambridge. Harvard University Press.

5. Dewey, J.(1966). *The Child and the Curriculum.* The University of Chicago Press.

6. Diamond Robert M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach.* California, Jossey-Bass Inc. Publication.

7. Duyilemi, B.O.(2000).*Introduction and understanding curriculum studies*. Ado-Ekiti:Selak educational publishers.

8. Joseph, P.B.(2000).*Cultures of Curriculum (studies in Curriculum Theory).* New York. Teacher College Press.

9. Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.

10. Kelly, A.V.(2004).*The curriculum theory and practice.*Sage publication London.

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12. NCERT (2000). *National Curriculum Framework for School Education*, NCERT, New Delhi.

13. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri AurobindoMarg, New Delhi.

14. NCTE (2009) National Curriculum Framework for Teacher Education

15. Oliva, Peter F. (1988).Developing the Curriculum.Scott, and Foresman and Co.

16. Reddy, B. (2007). Principles of curriculum planning and development.

17. Taba Hilda.(1962) .Curriculum Development: Theory and Practice. New York, Harcourt Brace, Jovanovich Inc.

SPECIALISATION-OPTIONAL COURSES
CURRICULUM PEDAGOGY AND ASSESSMENT

EDL–533 CURRICULUM TRANSACTION

Credits: 4

Course objectives:-
On completion of this course the students will be able to:
- Understand the process of curriculum transaction
- Describe various methods/media for transaction.
- Understand the role of ICT in curriculum Transaction
- Understand the various approaches involved in curriculum transaction.
- Understand the role of communication in curriculum transaction
- Visualize the role of teachers and educational practitioners at different levels in implementing curriculum

UNIT–I

Understanding Curriculum Transaction
a) Meaning of curriculum transaction, minimum requirement for transaction of curriculum at Elementary stage: duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities, institutional facilities, classroom climate.
b) Curricular materials: Textbooks, presentation of content, language, illustrations, episodes, stories and practical exercise etc.; Teacher's guide: its role in transaction at Elementary stage
c) ICT in transaction of curriculum at Elementary stage, its importance and role

UNIT–II

Frameworks for teaching and learning
a) Learning environments in school contexts: Classroom spaces, laboratory, resource room, library, and outdoor spaces.
b) Selecting and organizing subject- matter and practices associated with standard child centered learning (' Learning by discovery'; 'Joyful learning'; 'Playway method'; ' Activity-based learning'; ' Project based learning')
c) Curriculum transaction in multicultural and multilingual classrooms and multigrade classrooms at Elementary stage

UNIT–III

Role of Communication and Support system in Transaction
a) Concept of Communication in transaction and its importance and elements, various communication means and media, Necessary requirement for proper communication.
b) Role of school administration in implementation process; Role of a teacher in operationalizing the curriculum at Elementary stage
c) Role of external agencies (National, Regional and state/local) in curriculum implementation; planning of in-service programs to empower teachers for implementing curriculum.

Sessional Work (Any one)

- Students will prepare an observation schedule for curriculum transaction in any one-school subject at Elementary stage.
- Students will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject at Elementary stage.

References:
1. Aggarwal, D. (2007): *Curriculum development: Concept, Methods and Techniques.*
2. Aggarwal, J.C (1990*). Curriculum Reform in India* World overviews, Doaba World Education Series 3 Delhi, Doaba House, Book seller and Publisher.
3. Arora, G.L. (1984): *Reflections on Curriculum*. NCERT.
4. CIET (1984), Krishnan and the Magic Chariot: A Video Documentary on school Practices, CIET, NCERT, New Delhi
5. CIET (1988), Creative and Aesthetic Development: A video documentary on Planning and organising ECCE curriculum, CIET, NCERT, New Delhi
6. CIET (2006).*The Process of Making National Curriculum Framework 2005: A Video*
7. CIET (2007) *Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF2005 Process*, CIET, NCERT, New Delhi.
8. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
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10. *documentary both in Hindi and English,* CIET, NCERT, New Delhi.
11. Doll Ronald C. (1986) Curriculum Improvement: Decision Making Process, London, Allyon and Bacon Inc.
12. Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts
13. Erickson, H.L (2002), Concept based Curriculum and Instruction: Teaching beyond the facts, Corsion Press Inc (a sage publication company), California
14. Henson, Kenneth. T (1978): Curriculum development for Education reform. Harper Collins College publishers
15. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York Teacher College Press.
16. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi
17. NCERT (2005). National Curriculum Framework2005, NCERT, Sri Aurobindo Marg, New Delhi.
18. New Delhi. Book Enclave.
19. Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
20. Padma M. Sarangapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi.
21. Reddy, B. (2007): Principles of curriculum planning and development.
22. Reports prepared by Regional Institute of Education on training the teachers in implementing the new curriculum and text books of NCERT.
23. Srivastava, D.S and SaritaKumari (2005) Curriculum and Instruction, Isha Books, D-43, Prithviraj Road, Adarsh Nagar, Delhi-110033.
24. Srivastava, D.S. and Sarita Kumari (2005), Curriculum and Instruction, Isha Books, Delhi
25. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
26. Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
27. Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press. • Whecker D.K. (1967), Curriculum Process, University of London press

M.Ed. (CBCEGS) (SEMESTER–IV)

SPECIALISATION-OPTIONAL COURSES
CURRICULUM PEDAGOGY AND ASSESSMENT
EDL–534 CURRICULUM EVALUATION

Credits: 4

Course Objectives

On completion of this course the students will be able to:
- Understand the process and need for curriculum evaluation
- Understand various approaches to evaluation
- Understand the process of diagnosis in curriculum evaluation
- Analyze the models of curriculum evaluation
- Recognize the stages of programme evaluation
- Differentiate between formative and summative evaluation
- Understand the different types of assessment techniques
- Analyze the textbooks and other curricular materials using appropriate criteria.
- Analyze the techniques and issues in Curriculum evaluation

UNIT–I

Introduction to Curriculum Evaluation

a) Curriculum Evaluation: Concept, Nature, Need and Principles.
b) Approaches to Evaluation: Scientific and Humanistic, Intrinsic and Pay-off, Formative and Summative evaluation.
c) Diagnosis in Curriculum Evaluation.

UNIT–II

Models and Role of Assessment in Teaching and Learning
a) Models of Evaluation: Metfessel - Michael Evaluation Model, Provus's Discrepancy Evaluation Model, Stufflebeam's Macro Evaluation Model and Stake's Responsive Evaluation Model.
b) Stages of programme evaluation
c) Formative and summative evaluation: Concept, scope and importance, collection of appropriate evidences- during designing of curriculum, and trying out of curriculum.

UNIT–III

Curriculum Evaluation: Techniques and Issues
a) Techniques of Evaluation: Observation, interview, questionnaire and rating scales, Semester System , CCE – Marks, Grading system, types of Grading and their relative advantages and Computer in Evaluation.
b) Criteria involved in textbook evaluation and other curricular materials used at Elementary stage
c) Issues in Curriculum evaluation at Elementary stage (lack of balance between theory and practice, systematic follow up activity after curriculum implementation, Need for research studies, Role specification of Stakeholders)

SESSIONAL WORK (ANY ONE)
- Identify various criteria to evaluate textbook / programme/ curriculum and based on the criteria, evaluate textbook /programme/curriculum at Elementary stage
- Identify various issues involved in evaluation of programme/ curriculum at Elementary stage

REFERENCES:-
1. Apple, M. W. (1979). *Ideology and Curriculum.* New York: Routledge.

2. Arichlency. (1977).*Handbook of curriculum evaluation.* International Institute for Educational planning, Paris, UNESCO,

3. Connelly, F. M. (2008).*The Sage Handbook of Curriculum and Instruction*. New Delhi: Sage Publication.

4. Doll, R. C. (1986). *Curriculum Improvement: Decision Making Process.* London: Allyon and Bacon Inc.

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6. Kelly, A.V. (2006). *The Curriculum: Theory and Practice.* London: Sage Publications.

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M.Ed. (CBCEGS) (SEMESTER–IV)

SPECIALISATION-OPTIONAL COURSES
INCLUSIVE EDUCATION
EDL–535 EDUCATION FOR SPECIAL CHILDREN

Credits: 4

Course Objectives:
On completion of this course the students will be able to:
- Understand concept, and educational implications of visual impairment.
- Understand the concept, classification and educational provision for children with hearing impairment.
- Learn about the concept, identification and intervention strategies for children with autism and speech impairment.
- Familiarize them with the concept of mental retardation.

UNIT–I

Differently challenged
a) Physically and orthopedically challenged-definition, characteristics, causes, problems.
b) Visual Impairment and Hearing Impairment-Definition, characteristics, causes, types, prevention and problems.
c) Educational provisions including equipments, role of technology in education and mobility, Curriculum adaptation and Role of teacher for educating children.

UNIT–II

Speech Impairment and Autism
a) **Speech Impairment:** Concept, classification, causes and available intervention and equipments.
b) **Autism:** Concept, Nature, Identification, Educational Provision and Intervention.
c) Curriculum adaptation and Role of teacher for educating children with speech impairment and autism.

UNIT–III

Mental Retardation
a) Definition, characteristics, causes and classification.
b) Prevention and educational provision up to the extent of educability.
c) Cerebral Palsy and multiple disabilities.

SESSIONAL WORK

- Report on visit to a special school.

REFERENCES
1. American Association on Mental Retardation, (2002). *Mental retardation: Definition, classification, and systems of supports*. (10th ed.). Washington: DC.
2. Mani, M. N. G. (2000). *Inclusive education in Indian context.* Coimbatore: International Human Resource Development Centre for the Disabled, Sri Ramakrishna Mission Vidyalaya.
3. Man, K, & Hailahan, M. J. (1992). *Exceptional children: Introduction to special education.* New Jersey: Prentice Hall Inc.
4. Nirman, P. (2007). *Encyclopedia of Special Education.* New Delhi: Anmol publication.
5. Narayanaswamy, S., &Kansara, J. (2006).*Family, Community and Hearing Child.* New Delhi: Kanishka Publishers.
6. Orlansky, W. D. (1992). *Exceptional children: An inventory survey of special education.* New York: Macmillan Publishing Company.
7. Premavathy, V., & Nagomi, V. G. (2005). *Handbook: Education of children with low vision, rehabilitation council of India.* New Delhi: Kanishka Publishers.
8. Reddy, G. L. (2004). *Hearing impairment: An educational consideration.* New Delhi: Discovery Publishing House.
9. Venkatesan, S. (2003). *Children with developmental disabilities: A training guide for parents, teachers and care givers.* New Delhi: Sage Publications.

M.Ed. (CBCEGS) (SEMESTER–IV)

SPECIALISATION-OPTIONAL COURSES
INCLUSIVE EDUCATION
EDL–536 GENDER, SCHOOL AND SOCIETY

Credits: 4

Course Objectives

On completion of this course students will be able to:

- Understand the present approach of education of children with special needs.
- Explore the possibility of change through inclusive education
- Develop a comprehensive and critical understanding on disability and marginalization.
- Understand inequality and diversity in Indian classroom.

UNIT–I

Inclusive Education

a) Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
b) Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns.
c) Different category of children with disabilities- ADHD, Cerebral Palsy, Dyslexia, learning disabled.

UNIT–II

Inclusion of Children with Disabilities in Education

a) Identifying special needs of children with disabilities
b) Curriculum Adaptations, inclusive infrastructure and Use of Technology.
c) Major components of successful change toward Inclusion
    - Communication
    - Interpersonal skills
    - Positive attitudes
    - Flexibility
    - Success Stories, Financial Resources and Infrastructure.

UNIT–III

Competencies development for Inclusive Education

a) Attitude and positive behavior for Inclusion.
b) Developing attitude and social skills for Inclusion.
    i. Attitude
    ii. Self- Efficacy
    iii. Skill
    iv. Ideologies
c) Status of enrolment at elementary stage.

SESSIONAL WORK

- Conduct a survey in the local area to ascertain the prevailing attitudes/ practices towards social, emotional and academic inclusion of children with diverse needs.

REFERENCES:-

1. Baquer, A. and Sharma, A. (1998). *Disability Vs Challenges*. New Delhi: Can Publishers.

2. Bhattacharjee, N. (1999*). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India.* New Delhi: Sag

3. Ghai, A. (2001). *Marginalization and Disability: Experiences from the Third World in M. Priestly (ed.) Disability and the Life Course: Global Perspectives* Delhi:Cambridge University Press.

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M.Ed. (CBCEGS) (SEMESTER–IV)

SPECIALISATION-OPTIONAL COURSES
INCLUSIVE EDUCATION
EDL–537: INCLUSIVE EDUCATION AND ITS PRACTICES

Credits: 4

Course Objectives
On completion of this paper, the student-teachers will be able to:
- Understand Inclusive School Education Concept and nature.
- Develop awareness of learner towards inclusive education and its practices.
- Enable the student to organize inclusive classroom.

UNIT–I
Special education needs (SEN) and EFA
a) NPE-1986 and POA-1992 recommendations.
b) Salamansa statement on SEN, IEDSS, UDISE, SEMIS.
c) Interventions for enhancing teacher skills.

UNIT–II
Inclusive Schooling
a) The integrated education for the disabled children (IEDC) scheme of MHRD.
b) Qualities of an Inclusive Teacher.
c) Training Programmes for Inclusive Teachers.

UNIT–III
Inclusive Instruction Strategies at School Level
a) Remedial Help, Team Teaching, Co- Teaching, Student assistance teams, Buddy system, Circles of Friends, Parent Involvement.
b) Differentiating Instruction.
  - Peer Tutoring and Peer mediated Instruction and Interventions,
  - Co-operative learning and Co-operative teaching Arrangements,
  - Self regulated learning
  - Inclusive lesson planning

SESSIONAL WORK
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of inclusive schools.

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M.Ed. (CBCEGS) (SEMESTER–IV)

SPECIALISATION-OPTIONAL COURSES
EDUCATIONAL TECHNOLOGY and ICT
EDL–538 INSTRUCTIONAL TECHNIQUES AND EVALUATION IN CLASSROOM
Credits: 4

Course Objectives
- Understand the concept of Instructional System Design.
- Gain insight into the concept and types of programmed learning
- Understand different types assessment and their concept
- Gain insight into various evaluation in classroom

UNIT–I

INSTRUCTIONAL SYSTEMS DESIGN
a) Concept of ISD: meaning and Nature Principles and Assumptions
b) Need, importance and Advantages of ISD, Stages of Development of ISD
c) Components of an instructional system design, Difference between Education, Training and Instruction

UNIT–II

Programmed Learning
a) Programmed Learning- Concept, Principles and assumptions
b) Types of Programmed Learning (Linear, Branching, Mathetics)
c) Stages of Programme Development

UNIT–III
Evaluation in Classroom
a) **Assessment:** concept, types (formative, summative and diagnostic), e-rubrics and e-portfolio
b) Norm-referenced test, Criterion-referenced test (Meaning, Characteristics and Significance)
c) Construction of achievement test with special reference to Content area, objectives and design (Blue Print)

SESSIONAL WORK
- Prepare a blue print of achievement test

REFERENCES:-

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2. Chauhan S S: A Text Book of Programmed Instruction. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.

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4. Goldberg, Alvin and Carl E.; Larson: Group Communication, Prentice Hall, Inc. New Jersey.

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M.Ed. (CBCEGS) (SEMESTER–IV)

SPECIALISATION-OPTIONAL COURSES
EDUCATIONAL TECHNOLOGY and ICT
EDL–539 MODELS OF TEACHING AND BEHAVIOUR MODIFICATION STRATEGIES

Credits: 4

Course Objectives
On completion of this course the students will be able to:
- Understand the concept of action research and team teaching
- Gain insight in to the recent development in the field of interaction analysis
- Understand the models of teaching and its types
- Gain insight in to different teaching models

UNIT–I
Models of teaching
a) Models of Teaching: Meaning, Assumptions and Fundamental Elements & Classification of models of teaching
b) Models of instructional systems: mastery learning model, Synectic model
c) Skinner's operant conditioning teaching model

UNIT–II
Models of Teaching
a) Benjamin's social inquiry Model
b) Bruner's concept attainment model
c) Ausubel 's Advance organiser Model

UNIT–III
Behaviour Modification Strategies
a) Action Research as a tool of solving educational problems related with teaching learning: Process, Objectives, and Steps of Action Research.
b) Recent development in the field of Interaction analysis. Application of Interaction analysis to Teaching.
c) Team Teaching: concept, principles and process

SESSIONAL WORK
- Prepare a matrix table using Flander's Interaction Analysis

REFERENCES

- Apter, Michel, J. (1968). The New Technology of Education. London: MacMillan.
- Bhatia, K.K. &Sidhu, H.S. (1994). Foundations of Teaching Learning Process, Ludhiana: Tandon Publication.
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- Chauhan, S.S. (1978). A Textbook of Programmed Instruction. New Delhi: Sterling.
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- Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
- Parmaji, S. (1994): *Distance Education*, New Delhi: Sterling Publishers.
- Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.
- Sampathet. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.

M.Ed. (CBCEGS) (SEMESTER–IV)

SPECIALISATION-OPTIONAL COURSES
EDUCATIONAL TECHNOLOGY and ICT
EDL–540 ICT in education

Course Objectives
On completion of this course the students will be able to:
- Apply ICT into teaching learning process
- Analyze the paradigm shift from teaching to learning due to ICT
- Explore the tools for offering and creating ICT content
- Explore the recent e-Learning Trends

UNIT–I

ICT in Teaching and Learning
Introduction to ICT
a) Teaching Learning contexts and need for ICT devices,
b) Critical analysis of teaching aids and their application in instruction in learning, Classroom and ICT
c) Paradigm Shift due to I C T from 'Teaching' to 'Learning'.
   - Curriculum
   - Methods of Teaching
   - Role of Teacher
   - Classroom Environment
   - Evaluation procedure
   - Education Management

UNIT–II
Tools in E-Learning
a) Pedagogical Approaches to E-Learning, E-Learning Technologies, e- library and web 2.0 technology
b) Tools for Offering E-Learning: Web Servers, LMS (Learning Management System), LCMS (Learning Content Management System), KMS (Knowledge Management System), Collaboration Authoring Tools (eXe-Learning, Xerte), Media Server
c) Tools for Creating E-Learning Contents-   Course Authoring Tools (Web CT, Moodle)

UNIT–III
Technology Integration: Policies, Promises, Challenges and Trends

a) International Scenario- UNESCO transforming Education: The power of ICT Policies, ICT policies and Practices- Case Studies from European and Asian Countries
b) National Scenario- MHRD's National Policy on ICT, ICT in CABE Report, National Curriculum Framework-2005 and ICT, National knowledge Network
c) Global ICT Policies and Strategies and Indian Perspective

SESSIONAL WORK

- Identifying appropriate ICT media and material for effective use in the transaction of a lesson.

REFERENCES:-

1. Apter, Michel, J. (1968). The New Technology of Education. London: MacMillan.

2. Bhatia, K.K. &Sidhu, H.S. (1994). Foundations of Teaching Learning Process, Ludhiana: Tandon Publication.

3. Bhushan, A. and Ahuja, M. (1992). Educational Technology. Patiala: Bawa Publishers.

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EDD–541 Dissertation

Credits: 4

a) Dissertation shall be submitted Up to 30th April. Under ordinary circumstances extension after semester IV will not be granted. However, one month extension under extra ordinary circumstances without late fee may be granted by Dean Academic Affairs and Student Welfare GNDU, Amritsar. This extension will be granted under specific reasons to be recorded by the HOD of the department as well as supervisor of the candidate/es

b) Every candidate shall be examined in viva-voce on his/her dissertation by Internal as well as External examiner appointed for the purpose.

c) When a candidate/es has failed in the examination but has obtained pass marks in the dissertation, dissertation marks may be carried forward at his option for two subsequent years without fresh assessment of the dissertation. After two years the candidate/es may revise the dissertation and resubmit it for the assessment.

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EDD–542: Academic Writing

Credits: 2

Course Objectives
On completion of this course the students will be able to:
- Understand writing and various styles of writing
- Perform good academic writing
- Distinguish a good academic writing from others
- Develop reports and thesis

UNIT–I

Introduction to Academic Writing
a) Concept of Writing and Styles of Writing
b) Concept and Scope of Academic Writing
c) Essentials of good Academic Writing

UNIT–II

Developing Reports
a) Editing and Proof Reading
b) Referencing
c) Paraphrasing and Acknowledging
d) Reporting
d) Footnotes

Note: The Course may be taught through Workshops on the aforesaid topics and allied areas

REFERENCES:-
1. Canagarajah, A. Suresh (2002): A Geopolitics of Academic Writing (Pittsburgh: University of Pittsburgh Press)
2. Clare, Judith, and Helen Hamilton (2003): Writing Research: Transforming Data into Text (Edinburgh: Churchill Livingstone)
3. Coinam, David (2004). 'Concordancing Yourself: A Personal Exploration of Academic Writing', Language Awareness, 13, 1, pp. 49–55
4. Creme, Phyllis, and Mary R. Lea (2008): Writing at University: A Guide for Students, 3rd edn (Maidenhead: McGraw-Hill; Open University Press)
5. Hyland, Ken (2004): Disciplinary Discourses: Social Interactions in Academic Writing, Michigan classics edn.
6. Northedge, A. (2005): The Good Study Guide (New Edition), The Open University.
7. Richards, Janet C., and Sharon K. Miller (2005). Doing Academic Writing in Education: Connecting the Personal and the Professional (Mahwah, NJ: Lawrence Erlbaum)
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9. Strunk, W. (2006): The Elements of Style, Filiquarian Publishing, LLC.

M.Ed. (CBCEGS) (SEMESTER–IV)

EDF–543: Field Engagement with Community

Credit: 1

ACTIVITIES DURING ONE WEEK FIELD ENGAGEMENT PROGRAMME

The Department will plan one week programme to address to the societal concerns and curriculum and pedagogic concerns. In this program, the department must ensure that all the students select work and engaged in activities like –

- One week programme for Swachh Guru Nanak Dev University Abhiyan
(Organizing plantation, cleanliness, road safety, environment awareness, legal awareness, child right drive etc. for developing awareness among society)

The students will prepare a Report of the activities undertaken and submit it to the Department.

EDP–544: PRACTICAL

Credit: 3

CURRICULUM PEDAGOGY AND ASSESSMENT

1) Analysis of National Curriculum Framework (1988, 2000, and 2005) with respect to various aspects of foundation, concerns and the changes made with important considerations at elementary stage.
2) Comparative study and analysis of curricular frameworks of other countries- US, UK and Australia with respect to their priorities, concerns and goals towards elementary education.
3) Development of a plan for curriculum evaluation for a school subject at elementary stage.

OR

INCLUSIVE EDUCATION

- A case study in any area of disability in prescribed format with short term and long term plan.(provided by the department)
- Field visit to elementary school promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
    - Infrastructure available
    - Use of various material resources
    - Different teaching strategies being used like IEPs.
- Preparation of status report on education (elementary) of socially disadvantaged groups in a government school.
    - Retention in the schools
    - Review of Disability Act by Lok Sabha, 2016.
    - Access to various schemes provided by the government

OR

Educational Technology and ICT

- Develop a programmed learning module on linear programming (on topic of student's choice)
- Preparation of a criterion referenced test (on topic of student's choice)
- Conduct an action research project
- Preparation of digital lesson plan using web2.0 tools
- Usage of e-rubrics with the help of tool rubistar

M.Ed. (CBCEGS) (SEMESTER–IV)

SPECIALISATION-OPTIONAL COURSES
CURRICULUM PEDAGOGY AND ASSESSMENT
EDL–545 ADVANCED CURRICULUM THEORY

Credits: 4

Course Objectives:-
On completion of this course the student will be able to:
- Reflect upon the curriculum theory.
- Understand the various models of curriculum theory
- List and explain different curriculum patterns and designs.
- Gain insight into models of curriculum change and innovation.
- Explain diffusion theory and model of dissemination of curriculum change and innovation.

UNIT–I
Curriculum Theory
a) **Curriculum Theory:** Meaning, Types of curriculum theory
b) Curriculum Theorist – Mental disciplinarians (Charles Eliot), Social Meliorists (John Dewey), Social Efficiency (Franklin Bobbitt), Developmentalists (G. Stanley Hall).
c) Models of Curriculum Theory- Johnson's Model and McDonald's Model

UNIT–II
Curriculum Design
a) Curriculum design: concept and steps
b) Patterns of curriculum design (centralized, decentralized, coordinated)
c) Models of curriculum design: objective model, process model, Tyler model, wheeler model, Kerr's model.

UNIT–III

Curriculum Change and Innovation- Concept, Theory and Model
a) **Curriculum Change and Innovation:** Concept and Difference between Curriculum Change and Curriculum Innovation
b) **Theory of Curriculum Change and Innovation:** Diffusion Theory (Roger); Models of Dissemination (Schon's model, Havlock's models).
c) **Recent Developments and Trends in Curriculum Designing:** National Curriculum Framework-2005 and National Curriculum Framework for Teacher Education-2009, Lifelong learning, Futuristic education, ICT-based education.

SESSIONAL WORK (ANY ONE)
- Comparative study of different curriculum theory models and seminar presentation
- Comparison between the curriculum of two board of Education (Punjab Board of School Education and Central Board of School Education) at Elementary stage

REFERENCES:-

1. Aggarwal, J.C (1990). *Curriculum Reform in India- World overviews*, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.

2. Arora, G.L. (1984). *Reflections on Curriculum*. NCERT

3. Beauchamp, G.A (1981): Curriculum theory (4th edition.). Itasca, II: Peacock Publishers

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5. Dewey, J.(1966). *The Child and the Curriculum.* The University of Chicago Press.

6. Diamond Robert M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach.* California, Jossey-Bass Inc. Publication.

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9. Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.

10. Kelly, A.V.(2004).*The curriculum theory and practice.* Sage publication London.

11. McKernan, James. (2007). Curriculum and Imagination: Process, Theory, Pedagogy and Action Research.

12. NCERT (2000). *National Curriculum Framework for School Education*, NCERT, New Delhi.

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14. NCTE (2009) National Curriculum Framework for Teacher Education

15. Oliva, Peter F. (1988).Developing the Curriculum. Scott, and Foresman and Co.

16. Reddy, B. (2007). Principles of curriculum planning and development.

17. Taba Hilda.(1962) .Curriculum Development: Theory and Practice. New York, Harcourt Brace, Jovanovich Inc.

SPECIALISATION-OPTIONAL COURSES
CURRICULUM PEDAGOGY AND ASSESSMENT
EDL–546 CURRICULUM TRANSACTION

Credits: 4

Course objectives:-
On completion of this course the students will be able to:
- Understand the process of curriculum transaction
- Describe various methods/media for transaction.
- Understand the role of ICT in curriculum Transaction
- Understand the various approaches involved in curriculum transaction.
- Understand the role of communication in curriculum transaction
- Visualize the role of teachers and educational practitioners at different levels in implementing curriculum

UNIT–I
Understanding Curriculum Transaction
a) Meaning of curriculum transaction, minimum requirement for transaction of curriculum at Elementary stage: duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities, institutional facilities, classroom climate.
b) Curricular materials: Textbooks, presentation of content, language, illustrations, episodes, stories and practical exercise etc.; Teacher's guide: its role in transaction at Elementary stage
c) ICT in transaction of curriculum at Elementary stage, its importance and role

UNIT–II
Frameworks for teaching and learning
a) Learning environments in school contexts: Classroom spaces, laboratory, resource room, library, and outdoor spaces.
b) Selecting and organizing subject- matter and practices associated with standard child centered learning (' Learning by discovery'; 'Joyful learning'; 'Playway method'; ' Activity-based learning'; ' Project based learning')
c) Curriculum transaction in multicultural and multilingual classrooms and multigrade classrooms at Elementary stage

UNIT–III
Role of Communication and Support system in Transaction
d) Concept of Communication in transaction and its importance and elements, various communication means and media, Necessary requirement for proper communication.
e) Role of school administration in implementation process; Role of a teacher in operationalizing the curriculum at Elementary stage
f) Role of external agencies (National, Regional and state/local) in curriculum implementation; planning of in-service programs to empower teachers for implementing curriculum.

SESSIONAL WORK (ANY ONE)
- Students will prepare an observation schedule for curriculum transaction in any one-school subject at Elementary stage.
- Students will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject at Elementary stage.

REFERENCES:-
1. Aggarwal, D. (2007): *Curriculum development: Concept, Methods and Techniques.*
2. Aggarwal, J.C (1990*). Curriculum Reform in India* World overviews, Doaba World Education Series 3 Delhi, Doaba House, Book seller and Publisher.
3. Arora, G.L. (1984): *Reflections on Curriculum*. NCERT.
4. CIET (1984), Krishnan and the Magic Chariot: A Video Documentary on school Practices, CIET, NCERT, New Delhi
5. CIET (1988), Creative and Aesthetic Development: A video documentary on Planning and organising ECCE curriculum, CIET, NCERT, New Delhi
6. CIET (2006).*The Process of Making National Curriculum Framework 2005: A Video*
7. CIET (2007) *Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF2005 Process*, CIET, NCERT, New Delhi.
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20. Padma M. Sarangapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi.
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22. Reports prepared by Regional Institute of Education on training the teachers in implementing the new curriculum and text books of NCERT.
23. Srivastava, D.S and SaritaKumari (2005) Curriculum and Instruction, Isha Books, D-43, Prithviraj Road, Adarsh Nagar, Delhi-110033.
24. Srivastava, D.S. and Sarita Kumari (2005), Curriculum and Instruction, Isha Books, Delhi
25. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
26. Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
27. Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press. • Whecker D.K. (1967), Curriculum Process, University of London press

M.Ed. (CBCEGS) (SEMESTER–IV)

SPECIALISATION-OPTIONAL COURSES
CURRICULUM PEDAGOGY AND ASSESSMENT
EDL–547 CURRICULUM EVALUATION

Credits: 4

Course Objectives

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

- Understand the process and need for curriculum evaluation
- Understand various approaches to evaluation
- Understand the process of diagnosis in curriculum evaluation
- Analyze the models of curriculum evaluation
- Recognize the stages of programme evaluation
- Differentiate between formative and summative evaluation
- Understand the different types of assessment techniques
- Analyze the textbooks and other curricular materials using appropriate criteria.
- Analyze the techniques and issues in Curriculum evaluation

UNIT–I
Introduction to Curriculum Evaluation

a) Curriculum Evaluation: Concept, Nature, Need and Principles.

b) Approaches to Evaluation: Scientific and Humanistic, Intrinsic and Pay-off, Formative and Summative evaluation.

c) Diagnosis in Curriculum Evaluation.

UNIT–II

Models and Role of Assessment in Teaching and Learning

a) **Models of Evaluation:** Metfessel - Michael Evaluation Model, Provus's Discrepancy Evaluation Model, Stufflebeam's Macro Evaluation Model and Stake's Responsive Evaluation Model.
b) **Stages of Programme Evaluation**
c) **Formative and Summative Evaluation:** Concept, Scope and Importance, Collection of Appropriate Evidences- During Designing of Curriculum, and Trying Out of Curriculum.

UNIT –III

Curriculum Evaluation: Techniques and Issues

a) **Techniques of Evaluation:** Observation, Interview, Questionnaire and Rating Scales, Semester System, CCE – Marks, Grading System, Types of Grading and their relative Advantages and Computer in Evaluation.
b) Criteria involved in textbook evaluation and other curricular materials used at Elementary stage
c) Issues in Curriculum evaluation at Elementary stage (lack of balance between theory and practice, systematic follow up activity after curriculum implementation, Need for research studies, Role specification of Stakeholders)

SESSIONAL WORK (ANY ONE)

- Identify various criteria to evaluate textbook / programme/ curriculum and based on the criteria, evaluate textbook /programme/curriculum at Elementary stage
- Identify various issues involved in evaluation of programme/ curriculum at Elementary stage

REFERENCES:-
1. Apple, M. W. (1979). *Ideology and Curriculum.* New York: Routledge.
2. Arichlency. (1977).*Handbook of curriculum evaluation.* International Institute for Educational planning, Paris, UNESCO,
3. Connelly, F. M. (2008).*The Sage Handbook of Curriculum and Instruction*. New Delhi: Sage Publication.
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5. Ebel, R. L. (1991). *Essentials of Educational Measurement.* Prentice Hall of India.
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9. NCTE (2009). *National Curriculum Framework for Teacher Education.*
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M.Ed. (CBCEGS) (SEMESTER–IV)

SPECIALISATION-OPTIONAL COURSES

INCLUSIVE EDUCATION
EDL–548 EDUCATION FOR SPECIAL CHILDREN

Credits: 4

Course Objectives:
On completion of this course the students will be able to:
- Understand concept, and educational implications of visual impairment.
- Understand the concept, classification and educational provision for children with hearing impairment.
- Learn about the concept, identification and intervention strategies for children with autism and speech impairment.
- Familiarize them with the concept of mental retardation.

UNIT–I

Differently challenged
a) Physically and orthopedically challenged-definition, characteristics, causes, problems.
b) Visual Impairment and Hearing Impairment-Definition, characteristics, causes, types, prevention and problems.
c) Educational provisions including equipments, role of technology in education and mobility, Curriculum adaptation and Role of teacher for educating children.

UNIT–II

Speech Impairment and Autism
a) **Speech Impairment:** Concept, Classification, Causes and Available Intervention and Equipments.
b) **Autism:** Concept, Nature, Identification, Educational Provision and Intervention.
c) Curriculum adaptation and Role of teacher for educating children with speech impairment and autism.

UNIT–III

Mental Retardation
a) Definition, characteristics, causes and classification.
b) Prevention and educational provision up to the extent of educability.
c) Cerebral Palsy and multiple disabilities.

SESSIONAL WORK

- Report on visit to a special school.

REFERENCES:-

1. American Association on Mental Retardation, (2002). *Mental retardation: Definition, classification and systems of supports*. (10th ed.). Washington: DC.

2. Mani, M. N. G. (2000). *Inclusive education in Indian context.* Coimbatore: International Human Resource Development Centre for the Disabled, Sri Ramakrishna Mission Vidyalaya.

3. Man, K, & Hailahan, M. J. (1992). *Exceptional children: Introduction to special education.* NewJersey: Prentice Hall Inc.

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M.Ed. (CBCEGS) (SEMESTER–IV)

SPECIALISATION-OPTIONAL COURSES
INCLUSIVE EDUCATION
EDL–549 GENDER, SCHOOL AND SOCIETY

Credits: 4

Course Objectives

On completion of this course students will be able to:
- Understand the present approach of education of children with special needs.
- Explore the possibility of change through inclusive education
- Develop a comprehensive and critical understanding on disability and marginalization.
- Understand inequality and diversity in Indian classroom.

UNIT–I

Inclusive Education
a) Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
b) Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns.
c) Different category of children with disabilities- ADHD, Cerebral Palsy, Dyslexia, learning disabled.

UNIT–II

Inclusion of Children with Disabilities in Education
a) Identifying special needs of children with disabilities
b) Curriculum Adaptations, inclusive infrastructure and Use of Technology.
c) Major components of successful change toward Inclusion
- Communication
- Interpersonal skills
- Positive attitudes
- Flexibility
- Success Stories, Financial Resources and Infrastructure.

UNIT–III

Competencies development for Inclusive Education
a) Attitude and positive behavior for Inclusion.
b) Developing attitude and social skills for Inclusion.
    i. Attitude
    ii. Self- Efficacy
    iii. Skill
    iv. Ideologies
c) Status of enrolment at elementary stage.

SESSIONAL WORK

- Conduct a survey in the local area to ascertain the prevailing attitudes/ practices towards social, emotional and academic inclusion of children with diverse needs.

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M.Ed. (CBCEGS) (SEMESTER–IV)

SPECIALISATION-OPTIONAL COURSES
INCLUSIVE EDUCATION
EDL–550 INCLUSIVE EDUCATION AND ITS PRACTICES

Credits: 4

Course Objectives
On completion of this paper, the student-teachers will be able to:
- Understand Inclusive School Education Concept and nature.
- Develop awareness of learner towards inclusive education and its practices.
- Enable the student to organize inclusive classroom.

UNIT–I
Special education needs (SEN) and EFA
a) NPE-1986 and POA-1992 recommendations.
b) Salamansa statement on SEN, IEDSS, UDISE, SEMIS.
c) Interventions for enhancing teacher skills.

UNIT–II
Inclusive Schooling
a) The integrated education for the disabled children (IEDC) scheme of MHRD.
b) Qualities of an Inclusive Teacher.
c) Training Programmes for Inclusive Teachers.

UNIT–III
Inclusive Instruction Strategies at School Level
a) Remedial Help, Team Teaching, Co- Teaching, Student assistance teams, Buddy system, Circles of Friends, Parent Involvement.
b) Differentiating Instruction.
   - Peer Tutoring and Peer mediated Instruction and Interventions,
   - Co-operative learning and Co-operative teaching Arrangements,
   - Self regulated learning
   - Inclusive lesson planning

SESSIONAL WORK
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of inclusive schools.

REFERENCES:-
1. Loreman, Deppeler and Harvey- Inclusive Education, AllwenandUnwin Australia.
2. Felicity Armstrong and Michele Moore(2004). *Action Research for Inclusive Education.* Routledge Falmer, .
3. Mike Adams and sally Brown(2006). *Towards Inclusive Learning in Higher Education.* Routledge.
4. Peter Mittler(2000). *Working towards Inclusive Education,* David Fulton Publishers.
5. Nind, Sheehy and Simmns, Inclusive Education (2006) –Learners and Learning Context, Devid Fulton Pub.`17) Integrated and Inclusive Education, Premavathyand Mittal, R C I.
6. Advani, Lal. and Chadha, Anupriya (2003). You and Your Special Child, New Delhi: UBS Publishers.
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M.Ed. (CBCEGS) (SEMESTER–IV)

SPECIALISATION-OPTIONAL COURSES
EDUCATIONAL TECHNOLOGY and ICT
EDL–551 INSTRUCTIONAL TECHNIQUES AND EVALUATION IN CLASSROOM

Credits: 4

Course Objectives
- Understand the concept of Instructional System Design.
- Gain insight into the concept and types of programmed learning
- Understand different types assessment and their concept
- Gain insight into various evaluation in classroom

UNIT–I

INSTRUCTIONAL SYSTEMS DESIGN

a) **Concept of ISD:** Meaning and Nature Principles and Assumptions
b) Need, Importance and Advantages of ISD, Stages of Development of ISD
c) Components of an Instructional System Design, Difference between Education, Training and Instruction

UNIT–II

Programmed Learning

a) Programmed Learning- Concept, Principles and assumptions
b) Types of Programmed Learning (Linear, Branching, Mathetics)
c) Stages of Programmed Learning Material Development

UNIT–III

Evaluation in Classroom

a) **Assessment:** concept, types (formative, summative and diagnostic), e- rubrics and e-portfolio
b) Norm-referenced test, Criterion-referenced test (Meaning, Characteristics and Significance)
c) Construction of achievement test with special reference to Content area, objectives and design (Blue Print)

SESSIONAL WORK

- Prepare a blue print of achievement test

M.Ed. (CBCEGS) (SEMESTER–IV)

REFERENCES:-

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2. Chauhan, S.S: A Text Book of Programmed Instruction. (2ndEd). Sterling Publishers Pvt. Ltd., New Delhi /Bangalore.

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5. HarunArrasjid and DorineArrasjid: Media – A pocket Guide, MSS Information Corporation, New York.

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7. Khanna S.D et.al: Technology of Teaching and Teacher Behavior, Doaba House, New Delhi, 1984. Four Author: Technology of Teaching.

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11. Sharma R A: Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).

12. Sharma R.A: Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.

M.Ed. (CBCEGS) (SEMESTER–IV)

SPECIALISATION-OPTIONAL COURSES
EDUCATIONAL TECHNOLOGY and ICT
EDL–552 MODELS OF TEACHING AND BEHAVIOUR MODIFICATION STRATEGIES

Credits: 4

Course Objectives
On completion of this course the students will be able to:
- Understand the concept of action research and team teaching
- Gain insight in to the recent development in the field of interaction analysis
- Understand the models of teaching and its types
- Gain insight in to different teaching models

UNIT–I

Models of teaching
a) **Models of Teaching:** Meaning, Assumptions and Fundamental Elements & Classification of Models of Teaching.
b) **Models of Instructional Systems:** Mastery Learning Model, Synectic Model
c) Skinner's Operant Conditioning Teaching Model

UNIT–II

Models of Teaching

a) Benjamin's Social Inquiry Model
b) Bruner's Concept Attainment Model
c) Ausubel's Advance Organiser Model

UNIT–III

Behaviour Modification Strategies

a) **Action Research as a Tool of Solving Educational Problems Related with Teaching learning:** Process, Objectives, and Steps of Action Research.
b) Recent Development in the field of Interaction Analysis. Application of Interaction Analysis to Teaching.
c) **Team Teaching:** Concept, Principles and Process

SESSIONAL WORK
- Prepare a matrix table using Flander's Interaction Analysis

REFERENCES:-

1. Apter, Michel, J. (1968). The New Technology of Education. London: MacMillan.

2. Bhatia, K.K. &Sidhu, H.S. (1994). Foundations of Teaching Learning Process, Ludhiana: Tandon Publication.

3. Bhushan, A. and Ahuja, M. (1992). Educational Technology. Patiala: Bawa Publishers.

4. Chauhan, S.S. (1978). A Textbook of Programmed Instruction. New Delhi: Sterling.

5. Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.

6. Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.

7. Parmaji, S. (1994): *Distance Education*, New Delhi: Sterling Publishers.

8. Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.

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M.Ed. (CBCEGS) (SEMESTER–IV)

SPECIALISATION-OPTIONAL COURSES
EDUCATIONAL TECHNOLOGY and ICT
EDL–553 ICT in education

Course Objectives

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

- Apply ICT into teaching learning process
- Analyze the paradigm shift from teaching to learning due to ICT
- Explore the tools for offering and creating ICT content
- Explore the recent e-Learning Trends

UNIT–I

ICT in Teaching and Learning

Introduction to ICT

a) Teaching Learning contexts and need for ICT devices,
b) Critical analysis of teaching aids and their application in instruction in learning, Classroom and ICT
c) Paradigm Shift due to I C T from 'Teaching' to 'Learning'.
   - Curriculum
   - Methods of Teaching
   - Role of Teacher
   - Classroom Environment
   - Evaluation procedure
   - Education Management

UNIT–II

Tools in E-Learning

a) Pedagogical Approaches to E-Learning, E-Learning Technologies, e- library and web 2.0 technology
b) **Tools for Offering E-Learning:** Web Servers, LMS (Learning Management System), LCMS (Learning Content Management System), KMS (Knowledge Management System), Collaboration Authoring Tools (eXe-Learning, Xerte), Media Server
c) Tools for Creating E-Learning Contents- Course Authoring Tools (Web CT, Moodle)

UNIT–III

Technology Integration: Policies, Promises, Challenges and Trends

International Scenario- UNESCO transforming Education: The power of ICT Policies, ICT policies and Practices- Case Studies from European and Asian Countries
a) National Scenario- MHRD's National Policy on ICT, ICT in CABE Report, National Curriculum Framework-2005 and ICT, National knowledge Network
b) Global ICT Policies and Strategies and Indian Perspective

SESSIONAL WORK:

- Identifying appropriate ICT media and material for effective use in the transaction of a lesson.

REFERENCES:-

1. Apter, Michel, J. (1968). The New Technology of Education. London: MacMillan.

2. Bhatia, K.K. &Sidhu, H.S. (1994). Foundations of Teaching Learning Process, Ludhiana: Tandon Publication.

3. Bhushan, A. and Ahuja, M. (1992). Educational Technology. Patiala: Bawa Publishers.

4. Chauhan, S.S. (1978). A Textbook of Programmed Instruction. New Delhi: Sterling.

5. Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.

6. Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.

7. Parmaji, S. (1994): *Distance Education*, New Delhi: Sterling Publishers.

8. Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.

9. Sampathet, et. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.

EDD–554: DISSERTATION

Credits: 4

a) Dissertation shall be submitted Upto 30thApril. Under ordinary circumstances extension after semester IV will not be granted. However, one month extension under extra ordinary circumstances without late fee may be granted by Dean Academic Affairs and Student Welfare GNDU, Amritsar. This extension will be granted under specific reasons to be recorded by the HOD of the department as well as supervisor of the candidate/es

b) Every candidate shall be examined in viva-voce on his/her dissertation by Internal as well as External examiner appointed for the purpose.

c) When a candidate/es has failed in the examination but has obtained pass marks in the dissertation, dissertation marks may be carried forward at his option for two subsequent years without fresh assessment of the dissertation. After two years the candidate/es may revise the dissertation and resubmit it for the assessment.

M.Ed. (CBCEGS) (SEMESTER–IV)

EDD–555: Academic Writing

Credits: 2

Course Objectives
On completion of this course the students will be able to:
- Understand writing and various styles of writing
- Perform good academic writing
- Distinguish a good academic writing from others
- Develop reports and thesis

UNIT–I

Introduction to Academic Writing
a) Concept of Writing and Styles of Writing
b) Concept and Scope of Academic Writing
c) Essentials of good Academic Writing

UNIT–II

Developing Reports
a) Editing and Proof Reading
b) Referencing
c) Paraphrasing and Acknowledging
d) Reporting
d) Footnotes

Note: The Course may be taught through Workshops on the aforesaid topics and allied areas

REFERENCES:-

1. Canagarajah, A. Suresh (2002): A Geopolitics of Academic Writing (Pittsburgh: University of Pittsburgh Press)

2. Clare, Judith, and Helen Hamilton (2003): Writing Research: Transforming Data into Text (Edinburgh: Churchill Livingstone)

3. Coinam, David (2004). 'Concordancing Yourself: A Personal Exploration of Academic Writing', Language Awareness, 13, 1, pp. 49–55

4. Creme, Phyllis, and Mary R. Lea (2008): Writing at University: A Guide for Students, 3rd edn (Maidenhead: McGraw-Hill; Open University Press)

5. Hyland, Ken (2004): Disciplinary Discourses: Social Interactions in Academic Writing, Michigan classics edn.

6. Northedge, A. (2005): The Good Study Guide (New Edition), The Open University.

7. Richards, Janet C., and Sharon K. Miller (2005). Doing Academic Writing in Education: Connecting the Personal and the Professional (Mahwah, NJ: Lawrence Erlbaum)

8. Ritter, R. M. (2005): New Hart's Rules: The handbook of style for writers and editors, Oxford University Press, Oxford.

9. Strunk, W.(2006): The Elements of Style, Filiquarian Publishing, LLC.

M.Ed. (CBCEGS) (SEMESTER–IV)

EDF–556: Field Engagement with Community

Credit: 1

ACTIVITIES DURING ONE WEEK FIELD ENGAGEMENT PROGRAMMNE

The Department will plan one week programme to address to the societal concerns and curriculum and pedagogic concerns. In this program, the department must ensure that all the students select work and engaged in activities like –

- One week programme for Swachh Guru Nanak Dev University Abhiyan
(Organizing plantation, cleanliness, road safety, environment awareness, legal awareness, child right drive etc. for developing awareness among society.)

The students will prepare a Report of the activities undertaken and submit to the Department.

EDP–557: PRACTICAL

Credit: 3

CURRICULUM PEDAGOGY AND ASSESSMENT

1) Analysis of National Curriculum Framework (1988, 2000, 2005) with respect to various aspects of foundation, concerns and the changes made with important considerations at secondary stage.
2) Comparative study and analysis of curricular frameworks of other countries- US, UK and Australia with respect to their priorities, concerns and goals towards secondary education.
3) Development of a plan for curriculum evaluation for a school subject at secondary stage.

OR

INCLUSIVE EDUCATION

- A case study in any area of disability in prescribed format with short term and long term plan (provided by the department)
- Field visit to secondary school promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
    - Infrastructure available
    - Use of various material resources
    - Different teaching strategies being used like IEPs.
- Preparation of status report on education (secondary) of socially disadvantaged groups in a government school.
    - Retention in the schools
    - Review of Disability Act by Lok Sabha, 2016
    - Access to various schemes provided by the government

OR

EDUCATIONAL Technology and ICT

- Develop a programmed learning module on linear programming (on topic of student's choice)
- Preparation of a criterion referenced test (on topic of student's choice)
- Conduct an action research project
- Preparation of digital lesson plan using web2.0 tools
- Usage of e-rubrics with the help of tool rubistar