Scheme of Examination

and

Syllabus

for

Master of Education (M. Ed.)

2012 onwards

Guru Gobind Singh Indraprastha University, New Delhi

Scheme of Examination and Syllabus
Master of Education (M. Ed.)
(Session: 2012-2013 onwards)

Semester – I

Sl. No.	Course Code **(Proposed)	Title of the Course	Teaching Hours per Week and Credits
Theory (Foundation Course)			L+T=Total Credits
1	MED 601	Philosophical and Sociological Perspective of Education	3+2=5
2	MED 603	Advance Educational Psychology	3+2=5
3	MED 605	Methodology of Educational Research	3+2=5
Electives (Any one)			
4	MED 607	Educational Technology	3+2=5
5	MED 609	Teacher Education in India: Growth and Development	3+2=5
6	MED 611	Educational Evaluation	3+2=5
7	MED 613	Environmental Education	3+2=5
8	MED 615	Educational Leadership and Management	3+2=5
Activity			
9	MED 617	Action Research / Case Study	5*

* Two hours Practical is equal to one Credit

Semester - II

Sl. No.	Course Code	Title of the Course	Teaching Hours per Week and Credits
Theory (Foundation Course)			L+T=Total Credits
1	MED 602	Curriculum and Evaluation	3+2=5
2	MED 604	Educational Management, Planning and Finance	3+2=5
Electives (Any one)			
3	MED 606	Educational and Vocational Guidance	3+2=5
4	MED 608	Education for Special Focused Groups	3+2=5
5	MED 610	Language and Communication Technology in Education	3+2=5
6	MED 612	Social Science Education	3+2=5
7	MED 614	Science Education	3+2=5
8	MED 616	Education for Human Rights, Peace, International Understanding and Value Education	3+2=5
9	MED 618	Value Education	3+2=5
11	MED 620	Dissertation	5
12	MED 622	Personality Development Project	5

* Personality Development Project emphasises upon skill development, communication, innovation, creativity and problem solving. It aims at development of critical thinking and sharpening of Research acumen amongst scholars. The areas shall be identified and subsequently pursued in the form of a project by the M. Ed. Scholars.

Scheme of Examinations

Semester I				Semester II	
Course Content	**Credit**			**Course Content**	**Credit**
Theory	20			Theory	15
Practical	05			Dissertation	05
				Personality Development	05
Total	**25**			**Total**	**25**

Number of Courses	05		Number of Courses	05

Marking Scheme
Semester I

Theory	100 marks (40 – Internal Evaluation + 60 – External Evaluation) 4 x 100 = 400 **(A)**
Activity	100 marks (40 – Internal Evaluation + 60 – External Evaluation) **(B)**
Total	**A + B = 400+100 = 500 marks**

Semester II

Theory	100 marks (40 – Internal Evaluation + 60 – External Evaluation) 3 x 100 = 300 **(C)**
Activity	100 marks (40 – Internal Evaluation + 60 – External Evaluation) **(D)**
Personality Development	100 marks (40 – Internal Evaluation + 60 – External Evaluation) **(E)**
Total	**C + D + E = 300+100+100 = 500 marks**

Grand Total = Semester I (500) + Semester II (500) = 1000 marks

Course Title: <u>Philosophical and Sociological Perspective of Education</u>

Course Code: MED 601   **Credits: 3+2**

Objectives:
- To understand the relevance of Philosophy as a discipline and a critical inquiry process.
- To undertake Philosophical enquiry as the basis of all Educational endeavors.
- To sensitize students to the concerns of human beings and the contributions of Philosophy there in.
- To appreciate the contribution of Western philosophy and Indian Philosophy to Education.
- To understand the social context of education with reference to recent changes; political, economic, social, cultural, and global order.
- To analyse the social context with respect to Indian Education.

Unit I Philosophy of Education: Its nature and function
1. A Liberal Discipline
2. An Activity
3. Its Function – Speculative, Normative, Analytical
4. Fundamental Philosophical Domains-Epistemology, Metaphysics, Ethics (Aesthetics, Logic, Axiology)
5. Indian Philosophy and Education: -
   Axiology and Education: Critical appreciation of the contribution made by Upanishads, Bhagavad Gita Buddhism, Jainism, Islam and Christianity to Education in terms of value formation.

Unit II Recent Philosophical approaches to Education
1. Positivism
2. Existentialism
3. Humanism
4. Critique of the scientific method in the context of Education
5. Thinkers and their contributions to Education: Vivekananda, Jiddu Krishnamurti, Aurobindo Ghose, S. Radhakrishnan J.P Naik, Plato, Sartre, Freire, Henry Giroux.

Unit III Sociological Perspective of Indian Education
1. Concept and nature of Sociology of Education, Difference between Sociology of Education and Educational Sociology; Social organization; social group; social stratification; factors influencing society.
2. Indian Polity, Education and Democracy. Constitutional provisions for education; Nationalism and Education; Education for national integration and international understanding.

Unit IV- Sociological Perspective of Indian Education
1. Education and Society: Socio, Economic, Political and Global order.
2. Education and inequality: - Caste, Class, Gender
3. Education, Social Changes and Modernisation: Culture, Values, Institution, Mobility and Technology.
4. Role of School and process of Socialisation.
5. The School as an instrument of State.

Sessional Assignments (Any one of the following)
1. Reflections on any one work of Paulo Freire, Henry Giroux, Vivekananda, Aurobindo Ghose, Sartre, J.Krishnamurti.
2. Reflections on the Educational Philosophy of any philosopher of your choice.
3. Study of the concerns of the implementation of the RTE Act.
4. Critical study of any social problem.

Books Recommended:

- **Giroux Henry(2011)** On Critical Pedagogy, Continuum Press
- **Noddings Nel (2012)** Philosophy of Education, WestView Press
- **Paulo Freire (1996)** Pedagogy of the Oppressed, Penguin Books
- **Brubacher (1950)** Modern Philosophics of Education, McGrawHill Book Co. N.York
- **Gallnick D.M. & Chinn P.C. (1994)** Multicultural Education In Pluralistic Society; N.Y. Merrill
- **Kilpatrick W. (1967)** Source book in Philosophies of Education an Introduction, MacMillan Company New York.
- **Navratham R. (1958)** New frontiers in east-west Philosophies of Education Orient, Bombay,
- **Park Joe (1968)** Selected readings in the Philosophy of Education, The MacMillan Co. London.
- **Ross J. (1977)** Groundwork of Educational Theory, Oxford University Press, Calcutta
- **Gore M.S. (1967)** Papers in the Sociology: A Education in India, NCERT, New Delhi

- **Gore M.S. (1994)** Indian Education: Structure & Process Rawat Publications, New Delhi.
- **Ruhela S.P. (1970)** Sociological Foundation of Education in Contemporary India, Dhanpat Rai, Delhi.
- **Shepard Jon M. (1981)** Sociology, West Publishing Co.St. Paul.
- **Shukla Sureshchandra (1985)** Sociological Perspectives in Education A Reader, Chanakya Publication, Delhi

Course Title: <u>Advance Educational Psychology</u>

Course Code: MED 603   **Credits: 3+2**

Objectives:
- To enable students to understand the relevance of Psychological perspective of Education.
- To acquaint the learner with the process of assessment of personality.
- To enable the students to understand the dynamics of intelligence and learning.
- To sensitise students to the different aspects of adjustment.

Unit I: Psychological perspective of education
1. Nature, meaning and scope of Educational Psychology, Methods of psychology, Experimental, Clinical and Differential.
2. Human Development: Concept, principles, sequential stages of development with special reference to Adolescence, factors influencing development and their relative roles, general characteristics.
3. Problems of Indian Adolescent including Delinquency: theories and remedial steps.

Unit II: Personality and Adjustment
1. Concept and nature of personality.
2. Role of heredity and environment in the development of Personality.
3. Theories of personality with special references to developmental and factor-analytical approaches.
4. Assessment of Personality: subjective, objective, and projective methods.
5. Personality Inventories.
6. Psychology of Adjustment: integrative and disintegrative adjustment; causes of disintegration and their control.

Unit III: Psychology of Learning and Intelligence
1. Learner and Learning:
   (a) Nature, meaning and scope
   (b) Approaches to learning: Behaviouristic, Cognitive, Humanistic and Neuropsychological.
   (c) Constructivism and Learning,
   (d) Role and Function of Educational Technology for effective learning.

Unit IV:
1. Outline of Pavlov's, Skinner's, Gestalt and Hebb's theories of learning.
2. Detailed study of:
   (a) The Social Cognitive Theory with special reference to Bandura, Dollard and Miller.

(b) The Information Processing Theory with special reference to Norman, Ausubel and Bruner.

(c) Piaget's Genetic Epistemological Approach to Cognitive Development.

(d) Gardner's Multiple Intelligence Theory.

3. The role of environment-related factors in the development of intelligence.
4. Measurement of Intelligence.
5. Implications of Intelligence Testing.

Sessional Assignments: (Any one of the following)

1. Administration & interpretation of an individual (performance) & group test of intelligence.
2. Administration and interpretation of a personality or adjustment inventory and an anxiety scale.

Books Recommended (Latest Editions)

- Ausubel. & Robinson F.G. (1969) School learning-An Introduction to Educational Psychology, New York, Holt, Rinehart & Winston Inc..
- Bany And Johnson (1964) Classroom Group Behaviour, New York, The MacMillan Co.
- Bernard, H.W. (1972) Psychology of learning & Teaching, New York, Macgraw-Hill Company Third Edition.
- Bigge, M.L. Hunt M.P. (1962) Psychological Foundations of Education, New York, Harper & Brothers, Publish.
- Davis, Gary, Psychology of Education
- Deese, James & Holse (1967) The Psychology of learning New York, McGraw - Hill Book
- Fontane, David (1981) Psychology for teachers, London, Mcmillan Press Ltd.
- Gage and Berlinger (1984) Educational Psychology, Boston, Houghton Miffinb Co.
- Hayes, J.R. (1978) Cognitive Psychology: Thinking and creating, Homewood, Illiois, The Dorsey Press
- Henson K.T. & Eller B.F. (1999) Educational Psychology for Effective Teaching" Wadsworth, Publishing Co. Belmont (U.S.A.)
- Lahey B.B. (1998) "Psychology: An Introduction" Tata McGraw-Hill Publishing Co. Ltd. New Delhi,
- Pringle, M.K. Verma V.P. (1974) Advances in Educational Psychology, LONDON, Press Ltd. University of Lon
- Salvin R.E. (1997) Educational Psychology (Theory & Practice): London, Allan & Bacon
- Santrock John W. (2001) Educational Psychology, McGraw Hill (International Edition) Boston
- Travers Robert M.W. (1973) Educational Psychology, New York, The McMillan Co.
- Wads Worth B.J. (1989) Piaget's Theory of Cognitive and Affective Development, New York, Longman Incorporated Fourth Edition.

Course Title: Methodology of Educational Research

Course Code: MED 605   **Credits: 3 + 2**

Objectives:

- To develop conceptual understanding of the basic research process.
- To acquaint the students with respect to different techniques of research.
- To enable students to understand the dynamics of different research methods
- To understand the application of statistical techniques in Educational Research.

Unit I: Techniques of Research
1. Educational Research; Meaning, Nature, Type and Scope and Limitation
2. Scientific inquiry: concept and assumptions and their role, scope and limitations, The Scientific method
3. Positivist and Non-positivist paradigms, Approaches: Qualitative Vs Quantitative
4. Major orientations in Educational research: Philosophical, Sociological and Psychological.

5. Types of Educational Research: Descriptive, Evaluative, Historical, Philosophical, Developmental, Correlational research, Ethnographic Research, Experimental research, Ex-Post Facto Research, Action research etc

Unit II: Research Methods, Data and its analysis
1. Survey, Case Study, Experimental method etc
2. Use of technology in conducting research.
3. Skills required for conducting research.
4. Sources of educational data: primary sources and secondary sources (interdisciplinary approach)
5. Sampling techniques: concept, need, probability and non-probability samples, sampling errors and their control.
6. Techniques and tools of data collection: observation, interview, questionnaire, scale, inventory, checklist, content analysis, reliability and validity of tools
7. Analysis and interpretation of data. Computer application (Use of computer in statistical analysis)

Unit III: Research Process
1. Formulating research proposal: identification of a research problem
2. Review of related research and literature
3. Formulation of hypotheses
4. Research design and procedure
5. Data analysis techniques
6. Time scheduling
7. Chapterisation, Writing, Evaluating and Reviewing research reports and papers.

Unit IV: Elementary Statistical Methods for Educational Research
1. Tabulation and graphical representation of data; Measures of Central Tendency and Variability; Percentiles and Percentile Ranks.
2. Normal probability curve- its important properties and simple applications. Correlation and regression: product moments and rank difference co-efficient of correlation, regression equations.
3. Inferential statistics: sampling distributions, hypotheses testing, interval estimation.
4. Inference about population means: inference about co-efficient of correlation of a large sample and a small sample.
5. Frequency comparison: Chi-square, T ratio and Variance analysis.

Sessional Assignments: (Any one of the following)
1. Reviewing a research paper, an M.Ed./M.Phil. dissertation and a chapter from a research textbook.
2. Formulating a research proposal as part of the course requirements.
3. Selecting and/ or developing a need-based research tool or schedule for a technique.
4. Writing and presenting assignments and papers and participation in discussion.

Books Recommended:
- Best, John W. & James Kahn Research in Education (1986) 5th Edition New York, Prentice Hall,
- Borg, Walter R. (1981) Applying Educational Research: A practical guide for teachers, New York Longman.
- Borg, Walter R. & Meridith, D. Gall (1979) Educational Research An introduction, New York, Longman
- Engelhart, Max D. (1972) Methods of Educational Research. Chicago, Rand Mc Nally & Co..
- Fox, David J. (1969) The Research Process in Education. New York, Holt, Rinchart & Winston. Inc.
- Guilford J.P. Fundamental Statistics in Psychology and Education, Mc. Graw Hill, New York

- Garrett H.E. (1967) Statistics in Psychology of Education. Vakils Peffer and Simons Private Ltd. Bombay.
- Good, Carter V. (1959) Introduction to Educational Research New York, Appleton Century Crofts, Inc.
- Koul, Lokesh (1984) Methodology of Educational Research, New Delhi, Vikas Publishers
- Mouly, George J. (1970) The Science of Educational Research 2nd Edition, New York, Van Nostrand Reinhold Company,
- Sheffer, Sheldon Eds. (1983) Educational Research Environments in the Developing Countries. Ottawa, International Development Research Centre.
- Sukhia, S.P., P.V.Mehrotra & R.N. Mehrotra (1974) Elements of Educational Research, 3rd Revised Edition, New Delhi, Allied Publishers Pvt. Ltd..
- Travers, Robert M.W. (1958) An Introduction to Educational Research New York, Macmillan & Co..
- Turney, B.L. & George Robb (1971) Research in Education, Replinois, Dryde.

Course Title: <u>Educational Technology</u>

Course Code: MED 607   **Credits: 3+2**

Objectives: To enable the student to:
- appreciate the relevance of Information and Communication Technology in Education
- develop an understanding of Media Technology and Instructional System for use in Education
- be acquainted with the nature, forms, research trends and applications of Educational Technology

Unit I: Instructional Technology
1. Educational Technology (E.T.): Historical development. Concept, Types and Scope.
2. Teaching: different concepts and their implications.
3. Various levels of Teaching and Learning.
4. Instructional Theory: Concept, nature and types, with special reference to Cognitive Construct Theories (Bruner and Ausubel), Task Analysis Theory, Systems Approach and Information Processing Theory.
5. Instructional Procedures:.Teaching of Concepts and Principles. Teaching for problem solving.
6. Models of Teaching: Concept, nature and major types, with special reference to CAM, A OM, ITM (Suchman), Jurisprudential Inquiry.

Unit II: Instructional Media and Theory
1. Communication: (i) concept, process and components: Unidirectional and interactive communication. (ii) Teaching-learning as a communication process, factors influencing classroom communication.
2. Media: Concept, characteristics, uses and limitations of various media. Media-selection and integration, Multi-media packages and their uses in formal, non-formal and distance education. Media development policy, programmes and strategies.

Unit III
1. Instructional Design: Concept and componel1ts. Individualized Instruction (Programmed instruction, Keller's plan, Mastery learning), small-group instruction, Large-group instruction.
2. Teacher Behavior Modification: Micro-teaching, Simulation, Interaction Analysis, Competency Based Teacher Education.

3. Open/Distance learning systems –Concept, need characteristics and scope, nature of learning materials, evaluation and feedback.

Unit IV
1. Research in Educational Technology -trends and priority areas.
2. Information Technology in Education
3. Development of Teaching Learning Material, Development of self-learning material and audio video material
4. Interactive multimedia and their use,
5. Role of CIET, UGC, IGNOU etc in promoting education technology
6. New development and trends in education technology.

Sessional Assignments: Anyone of the following:
1. Designing an instructional programme based on Systems Approach.
2. Preparation of instructional material based on CAM/ AOM/ITM/JIM.
3. Preparation and use of instructional material for teaching at various levels of teaching and learning.
4. Preparation of instructional material for teaching of concepts/ principles/ problem solving.

Books Recommended
- Alexis, Leon & others (1999). Fundamentals of Information Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Babola, Danial T. (1998). Microsoft World. New Delhi: Prentice Hall of India Pvt. Ltd.
- Basandra, Suresh K. (2001). Computers Today. New Delhi: Galgotia Publishers Pvt. Ltd.
- Bharihoke, Deepak (2000). Fundamental of Information Technology. New Delhi: Pentagon Press.
- Bloom, R. S., (1974). Taxonomy of Educational Objectives: New Delhi. Mckay co., Inc.
- Chauhan, S. S., (1983). Innovations in Teaching Leaving Process: New Delhi.Vikas Publishing House Pvt. Ltd.
- Das, B. C., (2000). Educational Technology: Cuttack. Kalyani Publications.
- Honcok, A, (1977). Planning for Educational Mass Media: New York. Lougman Group Ltd.
- Kovalchick, Anna and Dawson, Kara (2005). Encyclopedia of Education and Technology: New Delhi. Vol 1 and 2 Pantagon Press..
- Kumar, Keval. J.(2006). Mass Communication in India. Mumbai.
- Kumar, K. L., (1996). Educational Technology: New Delhi. New Age International (P) Ltd.
- Mohanti, J. (1992). Educational Technology. New Delhi Deep and Deep Publication Co.
- Percival, Fred, Ellington, Henry (1984). A Hand book of Educational.

FIRST SEMESTER

Course Title: <u>Teacher Education in India: Growth and Development</u>

Course Code: MED 609   **Credits: 3+2**

OBJECTIVES

- To sensitise students to the aims and development of teacher education in India.
- To develop an understanding of the teacher education curriculum in India.
- To acquaint students about the competencies essential for a teacher for effective transaction.
- To equip students with the skills to become effective and efficient teachers and teacher-educators.

Unit I: Teacher Education in India: Historical Perspective
1. Teacher Education – Concept, aims and scope; Need and significance of Teacher Education, Aims & Objectives of Teacher Education at various levels.
2. Teacher Education in the Post-Independence Period
3. Approaches to Teacher Education
4. Recent Trends in Teacher Education

Unit II: Teacher Education Programmes and Institutions
1. Teacher Education Programmes
2. Institutions and Agencies of Teacher Education
3. Centrally Sponsored Schemes in Teacher Education
4. Pre-service and In-service Teacher Education in India: Need, concept, objectives, techniques and evaluation.

Unit III: Teacher Education Curriculum and Transaction
1. Analysis of Teacher Education Curriculum at different stages Pre-primary, Elementary, Secondary and Higher Education: Approaches to Teacher Education–consecutive and integrated.
2. Qualities of a good teacher-cognitive, affective and psychomotor skills.
3. Competency-based teacher education: Quality assurance in teacher education.
4. Initial and Continuing Education of Teachers and Teacher Educators.

Unit IV: Teacher Education Through Open and Distance Learning & Innovations in Research
1. Open and Distance Learning: Need, Scope, Types and Characteristics.
2. Innovations in Use of Training Technology / Media

3. Innovation Programmes in Recurrent Training of School Teachers
4. Research in Teacher Education

Sessional Assignments: (Any one of the following)
1. A survey of research in Teacher Education conducted during last two years on school teachers, or on higher education teachers, or on teacher educators.
2. Preparation of Teaching and learning resource materials in Teacher Education (on any teaching unit).
3. A work study project related to Teacher Education.
4. Examining teaching competency and effectiveness of prospective teachers with reference to teaching methods and skills used and giving feedback.

Recommended Books:
- Desai D..M.: New directions in the Education of Indian teachers Baroda, M.S. University 1971
- Gupta Arun K.: Teacher Education: Current & Prospects New Delhi, Sterling Publications 1984
- India, Ministry of Education; Report of the Education Commission (1964-66) Education & Nationaldevelopment New Delhi publication division 1966.
- Jangira N.K.: Teacher training & teachereffectiveness an experience in teacher, behaviour New Delhi, National Publishing House, 1979.
- Khan Mohd Sharif: Teacher education in India & aborad New Delhi, Ashish Publishing House 1983
- Kochar S.K.: Methods & techniques of teaching 2nd & rev & enlarged edition, New Delhi, Sterling Publishers 1985
- NCF 2000, NCF 2005-NCERT Publication, New Delhi
- NCFTE-2009-NCTE Publication, New Delhi
- Regional colleges of: New dimensions in teachers Education, New Delhi, NCERT.
- Uday Shankar: Education of Indian Teachers, New Delhi, Sterling publishers, 1984
- UNESCO: Regional office for Education in Asia, Bangkok, Exploring, New dimensions in Teacher Education, Bangkok, Unesco, 1976:
- UNESCO: A System approach to teaching & learning procedures a guide for teacher Educators, Paris: Unesco 1981
- Upasani N.K.: Effective college Teaching, Mumbai S.N.D.T Women's University, 1988
- Upasani N.K.: Planning for better learning Mumbai, S.N.DT. Women's University, 1988

Course Title: <u>Educational Evaluation</u>

Course Code: MED 611   **Credits: 3+2**

Unit I: Basic Concepts in Educational Evaluation
      1. Places of Educational Objectives in Evaluation Process
      2. Evaluation as Integral Part of Teaching-Learning Process
      3. Evaluation – A Dynamic Process
      4. Different Types of Evaluation

Unit II: Tools and Techniques of Evaluation – An Overview
      1. Basic Techniques and Tools of Evaluation of Cognitive Outcomes
      2. Basic Techniques and Tools of Evaluation of Non-Cognitive Outcomes
      3. Qualities of a Good Evaluation Instrument
      4. Framing of Competency Based Questions
      5. Development and Use of Class Room Tests

Unit III: Construction of Achievement and Selection Tests
      1. Construction of Achievement Tests
      2. Standardization of Achievement Tests
      3. Improving Quality of Test Scores Through Item Analysis
      4. Construction and standardization of Selection Tests

Unit IV: Psychological Testing and Measurement
      1. Measurement of Intelligence
      2. Measurement of Aptitudes
      3. Measurement of Attitudes and Interests
      4. Measurement of Personality

Unit V: Recent Trends and Innovative Practices in Evaluation
      1. Increasing Emphasis on Institution-Based Assessment (IBA)
      2. Introduction of Grading System
      3. Question Banks for Better Testing
      4. Use of Computers in Testing
      5. Integrating Pupil, Curriculum and Programme Evaluation
      6. Emerging Trends in Educational Evaluation

Practical MED 659 (The course content to be decided by the concerned teacher in consultation with Head/Dean)

Course Title: <u>Environmental Education</u>

Course Code: MED 613   **Credits: 3+2**

OBJECTIVES: - To enable the students to:
- understand the relationship between Humans Beings and their Environment.
- develop sensitivity towards Environmental Disaster
  Management.
- acquire an understanding of the process of Environmental Education.
- develop skills and competencies as teachers for Management of Environmental
  Awareness Programmes
- acquire.a critical understanding of the different curriculum transaction and evaluation
  strategies for environmental education.

Unit- I Environment, Initiatives for Protection and Disaster Management
1. Environment: Meaning & types
   Natural, Social & Economic environment: interdependence & interaction among them,
   Relationship between Man and Environment
2. International Conferences For Environmental Protection:
   Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference
   (2002)
3. United Nations Environmental Programme (UNEP) –Objectives & Functions
   Environmental Disasters: meaning, natural & manmade disasters and their management,
   Natural Disasters and their Management: Earthquake, Volcano, Cyclones, Flood &
   Drought.
4. Management of Pollution as a Manmade Disaster: Causes, effects & control of- Air
   pollution, Water pollution, Land pollution and Sound pollution

UNIT- II Education for Conservation of Natural Resources and Sustainable Development
1. Conservation of Natural Resources: Concept, need and Importance
   Ways of Conservation of Natural Resources: Refuse, Reuse, Recycle, Reduce, Replace,
   Restore, Regenerate, and Reshape.
2. Environmental Movements: -Chipko, Silent Valley, Narmada Bachao.
3. Role of Environmental Movements in Environmental Conservation
4. Role of Education in Conservation of Natural Resources
5. Sustainable Development: Meaning & dimensions (natural, social & economic)
6. Strategies For Sustainable Development: suggested in Agenda –Guiding Principles for
   Sustainable Development

7. Environmental Impact Assessment (EIA) – meaning, steps, principles & importance of EIA in Sustainable Development
8. Role of Environmental Education in Sustainable Development-Need of an Inter-disciplinary Approach.

Unit- III Environmental Education: Need and Scope
1. Environmental Education: Meaning, need and scope
2. Need of Environmental Education for School Teachers and Teacher Educators
3. Guiding Principles of Environmental Education
4. Place of Environmental Education in National Curricular Framework (2000) given by NCERT and Environmental Education Curriculum Framework For Teachers and Teacher Educators (2005) given by NCTE

Unit- IV Environmental Education: Transaction and Evaluation
1. Teaching – Learning Strategies For Environmental Education: Field visits, Experimentation, Demonstration, Observation, Group- Discussion, Dramatization and Games
2. Evaluation in Environmental Education Use of Observation,
3. Self-reporting techniques (attitude scale, interview and questionnaire) and Projective Techniques in Environmental Education.
4. Training For Environmental Education – (Preparing an Environmental Education Teacher), Major components of the Training Programme, Role of Central & State Government in Environmental Education
5. Role of NGOs in Environmental Education (with reference to two National & two Local NGOs)
6. Role of Media in Environmental Education – Print Media, Posters, Slides, Television, Radio and Computer (Internet)

SESSIONAL ASSIGNMENTS (Any one of the following)
1. Preparation and Use of a strategy for teaching Environmental Education at school level / college level.
2. In connection with sessional assignment 1.
3. Preparation & use of an Evaluation Tool (no standardization) for measuring the attainment of the teaching objectives.
4. Planning & Conducting an Environmental Awareness Programme for a class (5th to 12th std.) in any one school or college.

References:
- Datta Amol K., (2000). Introduction to Environmental Science & Engineering. NewDelhi- 110 001: Raju Primlani for Oxford & IBH Publishing, Co. Pvt. Ltd., 66, Janpath.
- Dayani, S. N., (1993). Management of Environmental Hazards. New Delhi: 110 014.Vikas Publishing House, Pvt. Ltd. 576, Masjid Road, Jangpura.

- Iyer, Gopal (1996). Sustainable Development Ecological & Socio-cultural Dimension. New Delhi: Vikas Publishing House Ltd.
- James, George (1999). Ethical Perspectives on Environmental Issues in India. NewDelhi- 100 002: APH Publishing, Corporation, 5 Ansari Road, Darya Ganj,
- Karpagam, M. (1999). Environmental Economics. Sterling Publisher Pvt. Ltd.
- Mukherjee, Biswarp (1996). Environmental Biology, Tata-Mc-Graw, New Delhi: Hill, Publishing Co. ltd.
- Nasrin, (1999). Environmental Education. New Delhi - 110 002: APH Publishing Corporation, 5 Ansari Road, Daryaganj.
- Rao, Digmurti Bhaskar (1998). Earth Summit, Discovery. New Delhi - 110 002.: Publishing House, 4831/ 24, Ansari Road, Pralhad Street, Daryaganj.
- NCERT, (2000). National Curriculum Framework 2000. New Delhi: NCERT Press.
- NCTE, (2005). Environmental Education Curriculum Frame working for Teachers& Teacher Education. New Delhi: NCERT Press.

PAPER: Educational Leadership and Management

PAPER CODE: MED 615   **Credits: 3 + 2**

Objectives:
- To sensitize the students with respect to emerging trends in Educational Leadership and Management
- To develop an understanding of Globalization and its impact on Education
- To enable students to appreciate the role of PPP in Education
- To acquaint the students with respect to the dynamics of Total Quality Management in Education.

Unit I Educational Management: Concept and Scope

1. Concept of Educational Management and Stages in the Management Process
2. Theories of Management (Classical, Neo-Classical and Modern and their implications for Education
3. Administrative Structure of Education at different levels
4. Total Quality Management in Education:Concept and Function.

Unit II Management of Resources in Organisations

1. Management of Physical Resources
2. Human Resource Management (The concept of human relations in educational organizations: group dynamics, motivating people, Communication.)
3. Financial Management and Budgeting
4. Office Management (overview of office functions, record management and material management, work simplification.)

Unit III Leadership: Functions and Dynamics
1. Concept and functions of Leadership
2. Theories of leadership and management in educational organizations
3. Theories of leadership and management styles including emotional intelligence
4. Theories and models of educational leadership (including curriculum, professional, academic, instructional and student-centered leadership)

Unit IVTrends in Educational Leadership and Management
1. Globalisation: Concept and Scope
2. Impact of Globalisation on Education
3. Privatisation of Education: Status and Problems
4. Public-Private Partnership in education:Need and Scope.
5. Institutional Accountability: Types and Procedures
6. Transformational Leadership: Concept and Scope

Sessional Assignments (Any one of the following)

1. Detailed study of any one PPP model in Education
2. Case study of a Global School from the Educational Management perspective.
3. Study the Quality Control Practices in Educational Institutions in Delhi.

References:

1.Harbison, I.F. (1967). Educational Planning and Human Resource Development. Paris: UNESCO.
2. Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
3. Hatehy, H.J. (1968). Educational Planning, Programming, Budgeting – A Systems Approach, New Jesry: Printice Hall.
4. Kingrough, R.B. and Nunnery, M.Y. (1983). Educational Administration – An Introduction. N.Y.: MacMillan.
5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988). Human Resource Development. Bombay: Dhruv & Deep.
6. Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas.
7. Sinha, P.S.N. (ed.) (2002). Management and Administration in Govt. New Delhi: Commonwealth Publishers.
8. Spears, H. (1955). Improving the Supervision of Instruction, N.Y.: Prentice Hall.
9. Wiles Kimbal (1955). Supervision for better Schools. N.Y. : Prentice Hall.

Course Title: <u>Curriculum and Evaluation</u>

Course Code: MED 602   **Credits: 3+2**

<u>Objectives:</u>
- To enable students to understand the significance of curriculum as a field of study in Teacher Education.
- To sensitize students to curriculum as a process, product and praxis.
- To develop critical understanding on various issues of Curriculum as a discipline and across disciplines.
- To acquaint students with the different aspects of Curriculum Evaluation.

<u>Unit I: Curriculum-Meaning and Foundations</u>

1. Concept of Curriculum
2. Curriculum as a field of study and its evolution
3. Psychological foundations of the curriculum
4. Societal needs and the Curriculum
5. Types of Curriculum with special reference to Hidden Curriculum, Humanistic Curriculum: Characteristics, purpose, role of teacher, Psychological basis of humanistic curriculum
6. Social reconstructionist curriculum: characteristics, purpose, role of teacher in reconstructionist curriculum
7. Curriculum change (Determinants and the role of a teacher)

<u>Unit II: Curriculum Planning and Designing</u>

1. Concept of Curriculum Planning and steps involved
2. Levels of Curriculum Planning
3. Curriculum Planning Framework: Need and Relevance
4. Brief overview of Curriculum Planning Frameworks in India with reference to NCFSE-2000 and NCF-2005
5. Sources of Curriculum Design
6. Components of Curriculum Design
7. Approaches to Curriculum Development-Subject centered, Learner centred, Community centered.
8. Principles of Curriculum Development

Unit-III Curriculum Transaction
1. Meaning of Curriculum Transaction: Means and Media
2. Role of Communication in Curriculum Transaction
3. Factors influencing Curriculum Transaction
4. Approaches for Curriculum Transaction: Collaborative Learning, Cooperative Learning.

Unit IV Assessment and Evaluation:
1. Curriculum Evaluation: Concept and Purpose
2. Curriculum Evaluation Phase: Formative, Diagnostic and Summative
3. Types: Formative and Summative
4. Norm-referenced and Criterion -referenced.
5. Continuous Comprehensive Evaluation
6. Transparency and Objectivity in Evaluation

Tools for Assessment and Evaluation
1. Types of questions
2. Portfolios
3. Rubrics
4. Self-Assessment
5. Peer Assessment
6. Grading
7. Computer Assisted Assessment

Sessional Assignments (Any One)
1. Critical Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005) /NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.
2. Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum. They will identify various components of Curriculum.
3. Prepare a rubric for evaluation of workshop/ seminar/one microteaching skill.
4. Analyze one question paper of B.Ed./M.Ed.

Books Recommended:
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
- Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- Reddy, B. (2007): Principles of curriculum planning and development.

- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.

Course Title: <u>Educational Planning, Management and Finance</u>

Course Code: MED 604   **Credits: 3+2**

Objectives:
- To sensitise students to the factors affecting Educational Planning in India.
- To develop critical understanding of the dynamics of Educational Management.
- To examine the process and procedures related to financing of Indian Education.
- To analyse the recent trends in Educational Management in India.

Unit I: Educational Planning
1. Concept, Scope and Dimensions of Educational Planning
2. Approaches to Educational Planning
3. Educational Planning at the National, State, District and Institutional Level
4. Policy Formulation and Analysis, Issues and Policy change at national and global level.

Unit II: Educational Management: Meaning and Scope
1. Nature, Scope and Functions of Educational Administration and Management, Models of Governance.
2. Historical Perspective of Educational Management in India post independence.
3. Theories of Management and their Implications for Education.
4. Total Quality Management in Education: Concept and Approaches; Quality Control and Assurance.

Unit III: Financing of Education
1. Education as Investment
2. Financing of Education in India since Independence
3. Sources of Finance
4. Budgeting of Education: Types and Procedures

Unit IV: Recent Trends in Educational Management in India
1. Globalization and Internationalization and their Impact on Educational Policy
2. Decentralized Planning and Management: Problems and Issues
3. Institutional Autonomy and Accountability
4. Recent Trends in Educational Management, Research and Innovation.

<u>Sessional Assignments (Any one of the following)</u>

1. Analyzing own time management & writing report.
2. Preparing a tool for performance appraisal.

3. Study an institute & prepare a plan for Organizational Development.
4. Critical study of the Five Year Plans pertaining to Education in India.

Books Recommended(Latest Editions)

- Kimbrough, S.Ralph, Michall & Nunnery. *Educational Administration.* New York: Mc Millan Company.
- Robin Stepher P. *Organizational Behaviour*. Prentice Hall Pub. Pvt. Ltd.
- Adolph and Turner Harold, E. *Supervision for change & Innovation*. Houghton Miffin Company.
- Simon, Herbart A. *Administrative Behaviour*. New York: McMillan Company.
- Bhatnagar and Verma. *Educational Supervision*. Meerut: International Pub. House.
- *The process of Management: Concept, Behaviour and Practice*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Waber, Clarence A. *Fundamentals of Educational Leadership*. New York: Exposition Press.
- Mukerji, S.N.. *Administration of Educational Planning and Finance*. Baroda: Acharya Book Depot.

Course Title: <u>Educational and Vocational Guidance</u>

Course Code: MED 606   **Credits: 3+2**

UNIT I
1. Concept, importance and areas of guidance –educational guidance, vocational guidance and personal guidance.
2. Organization of guidance services in schools-need, principles and mechanism of organizing guidance functions.
3. Occupational information- meaning and need, method of imparting occupational information, sources of occupational material in India.

UNIT II
1. Group Guidance – Meaning, advantages, principles and kinds of group Guidance.
2. Guidance of Exceptional Children – Physically Handicapped, Gifted Children with behavioral Problems.

UNIT III
1. Job Analysis – Meaning, types and purposes of job Analysis.
2. Placement Services-Meaning, functions and principles
3. Follow –up Service – Meaning, purposes and characteristics.

UNIT IV
1. Study of the individual, data collecting techniques of information.
   Standard and Non-standardized Techniques, Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation, Interview and Commulative Records.
2. Counselling-Meaning, Need and Principles
   Directive Counselling: Concept, Procedure, advantages and limitations.
   Non-Directive Counselling: Concept, Procedure, advantages and limitations.
   Eclectic Counselling**:** Concept, Procedure, advantages and limitations.

Practical MED 663 (The course content to be decided by the concerned teacher in consultation with Head/Dean)

Course Title: <u>Education for Special Focus Groups</u>

Course Code: MED 608   **Credits: 3+2**

Objectives:
- To understand the concept of Exceptionality.
- To develop an understanding about the meaning and scope of special education in India.
- To identify various types of Exceptional children.
- Acquaint with the various types of disabilities and their causes.
- To prepare for providing guidance in handling economically disadvantaged children.
- Understand various educational intervention programmes for meeting the needs of disadvantaged learners.

<u>Unit 1</u>
<u>A: Inclusion in Indian Context</u>
1. Inclusion- Concept, meaning, scope
2. Diversity- Parameters, Individual Characteristics, Psychological Aspects
3. Exceptionality and its management
4. Disadvantage and its repercussions, special educational needs, implications and management

<u>B. Education of Children with Special Needs</u>
1. Historical perspectives, model, human rights.
2. Defining special educational needs, their implications for teaching learning process, implications for development of school plans.
3. Good inclusive practices.
4. Legal aspects of disability at the national and international level.
5. Support Services and technological aids.
6. Examination related provisions.

<u>Unit II: Education of persons with specific disabilities</u>
1. Education of persons with intellectual disabilities, identification, classification, early interventions, etiology, teaching methods, support requirements.
2. Education of persons with visual impairments and low vision- characteristics, identification, classification, early interventions pedagogical implications, educational programmes, ICT and other support services.

3. Education of persons with hearing impairment- characteristics, identification, early interventions, etiology, pedagogical implications, support services required.
4. Education of persons with learning difficulties- types of learning difficulties and their implications for teaching learning process, early interventions, provisions and support services required.
5. Education of children with multiple disabilities and other disabilities (as per persons with Disability Act, 1995 as per revision) causes and nature of problems pedagogical and managerial requirements etiology.
6. Education of gifted and creative children
   - Characteristics
   - Identification
   - Problems
   - Educational Programmes

Unit III: Education of socially and economically disadvantaged children
1. Deprivation and disadvantage, psychological implications, how do they affect learning.
2. Short term and long term deprivations and its impact on personality and learning.
3. Defining economical, and other disadvantages, resultant problems, coping strategies, educational interventions, teaching strategies.
4. Implications for development of school development plans.

Unit IV: Guidance and counselling for children with disadvantage
1. Nature of problems, and its management.
2. Relevance for adjustment and total personality development.
3. Role of teacher, counsellor and school administration.
4. Emerging Trends in Guidance and Counselling.

Sessional Tasks:
1. Report submission after special school visit
2. Preparation of one teaching aid (model) to teach special needs children.
3. Preparation of an educational programme for the Gifted and Creative Child.

Books Recommended:
- Bernard H.W. Mental Hygiene for Class-room Teachers, McGraw Hill Book, Co, 1952.
- Bender W. N. Learning Disability, Allyn & Bacon, London, 1995
- Berdine W.H. & Blackhurst Q.E. (eds.), An Introduction to special Education, Harpers Collins Publishers, Boston, 1980
- Crow and Crow. Mental Hygiene, McGraw Hill Book Co. New York, 2009.
- Dunn, L. & Bay, D.M. (Ed.): Exceptional Children in the Schools, Holt, Rinehart, Winston, New York, 2008
- Hallahar D.P. & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusets, 1991

- Hewett frank M. & Foreness Sreven R., Education of Exceptional Learners, Allyn & Bacon, Massachusets, 1984
- Jordern, Thomas E. The Exceptional Child, Ohio: Merril, 2007
- Kirk S.A. & Gallagher J.J. Education of Exceptional Children; Houghton Miffin Co., Boston, 2008
- Magnifico, L.X.: Education of the Exceptional Child, New York, Longmen, 1958
- Shanker, Uday: Exceptional Children, Sterling Publisher, New Delhi, 1976.
- Singh, N.N. and Beale, I.L. (eds.) Learning Dishabilles – Nature, Theory and Treatment, Springer – Verlag, New York, Inc: 1992
- Smith, C.R. Learning Disabilities- The Interaction of Learner, Task and setting Allyn & Bacon, Massachusets, 1991
- Strange, Ruth: Exceptional Children & Youth, J.J.: Prentice Hall, New Delhi, 2004

Course Title: Language and Communication Technology in Education

Course Code: MED 610   **Credits: 3+2**

Objectives:
- To develop an understanding of the nature, function and implication for planning and teaching language.
- To help the students to know the psychology of teaching language learning.
- To acquaint the student with pedagogy of language learning and language teaching.
- To orient the student with individualization of language learning, PSI, programmed learning etc. in language learning.
- To develop understanding and skill in differentiating between teaching and teaching literature in the context of L_1 and L_2.
- To acquaint the student with various areas of research in language education.

Unit-I Language: Nature, Functions and Approaches
1. Language: Nature, Function and Types
2. Features of Human Languages
3. Languages as a process of Communication: Verbal and Non-Verbal
4. Linguistics as a discipline of Study of Human Languages
5. Approaches to study Language: Philosophical, Sociological and Psychological
6. Indian Tradition: Yaska, Panini, Patanjali, and Bhatihari
7. Western Tradition: Behaviouristic Vs Cognitive.
8. Phonological, Morphological and Syntactic aspects of Language

Unit – II
1. Principles of Language Teaching and Learning
2. Teaching and Learning of language as a Mother Tongue
3. First Language, Second Language and Other Language
4. Language Learning and Learning Acquisition
5. Language Skills: Nature and Pedagogical Issues
6. Teaching and Learning of Language and Literature: Nature, Interrelationship and Techniques
7. Evaluation in Language Teaching and Learning with special reference to Continuous and Comprehensive evaluation.

Unit-III   Individualization of Language learning
1. Need and Dimensions.
2. Innovative Techniques with special reference to Audio-Lingual and Communicative approaches.
3. Programmed Material
4. Language Disorders with special reference to Dyslexia and Aphasia
5. Diagnostic and Remedial Process.

Unit-IV   Issues related to language policies in India

1. Multilingual context of Language Learning and Teaching in India.
2. Constitutional Provisions in relation to Language Policy in India.
3. Language Curricular Developments: Problems and Dimensions
4. Preparation of Language Teachers: Purpose and Dimensions: Pre Service.
   In service programmes, Distance Learning Programs and other alternative course designs.
5. Various Educational Agencies: Central Institute of English and Foreign languages, Central Institute of Indian Languages, Kendriya Hindi Sansthan and Rashtriya Sanskrit Sansthan.
6. Teaching and Learning of Language for special purpose.
7. Problems related to Policy Formulation with special reference to Three Language Formula.

Sessional Tasks (Any one of the following)

1. Survey of any Institute of language, such as CIEFL, Nagari Pracharini Sabha for Hindi or the same for any other language
2. Multilingual classroom: Survey Study/Case Study.
3. Preparation of a Language game

Books Recommended:

- **Blake, R. J. & Chun, D. M. (2008).** *Brave new digital classroom: Technology and foreign language learning.* Georgetown University Press.
  ISBN-10: 1589012127, ISBN-13: 978-1589012127.
- **Levy, M. J. & Stockwell, G. (2006).** *Call dimensions: Options and issues in computer assisted language learning.* Lawrence Erlbaum Associates.
  ISBN-10: 080585634X, ISBN-13: 978-0805856347.
- **Fotos, S. & Browne, C. M. (Eds.) (2004).** *New perspectives on CALL for second language classrooms.* Mahwah, NJ: Lawrence Erlbaum.
  ISBN-10: 0805844058, ISBN-13: 978-0805844054.
- **Beatty, K. (2003).** *Teaching and researching computer-assisted language learning.* Pearson ESL.
  ISBN-10: 0582329000, ISBN-13: 978-0582329003.
- **Chapelle, C. & Jamieson, J. (2008).** *Tips for teaching CALL.* Pearson ESL.
  ISBN-10: 0132404281, ISBN-13: 978-0132404280.
- **Dudeney, G. (2007).** *The Internet and the language classroom* (2nd ed.). Cambridge, UK: Cambridge University Press.
  ISBN-10: 0521684463, ISBN-13: 978-0521684460.
- **De Szendeffy, J. (2005).** *A practical guide to using computers in language teaching.* University of Michigan Press.
  ISBN-10: 0472030485, ISBN-13: 978-0472030484.

- **Kaufman, D. & Crandall, J. (Eds.) (2005).** *Content-based instruction in primary and secondary school settings.* Alexandria, VA: TESOL.
  ISBN-10: 1931185174; ISBN-13: 978-1931185172
- **Crandall, J. & Kaufman, D. (Eds.) (2002).** *Content-based instruction in higher educationsettings.* Alexandria, VA: TESOL.
  ISBN-10: 0193118505, ISBN-13: 978-0193118508.
- **Cole, D., Hood, P. & Marsh, D. (2010).** *Content and language integrated learning.* Cambridge, UK: Cambridge University Press.
  ISBN-10: 0521130212, ISBN-13: 978-0521130219
- **Beckett, G. & Miller, P. (Eds.) (2006).** *Project-based second and foreign language education: Past, present and future.* Information Age Publishing.
  ISBN-10: 1593115059, ISBN-13: 978-1593115050
- **Brinton, D. M., Snow, M. A., & Wesche, M. B. (2003).** *Content-based second language instruction* (Michigan Classics Edition). Ann Arbor, MI: University of Michigan Press.
  ISBN-10: 047208917X, ISBN-13: 978-0472089178.
- **Mehisto, P., Frigols, M.J. & Marsh, D. (2008).** *Uncovering CLIL: Content and language integrated learning and multilingual education.* MacMillan Education.
  ISBN-10: 0230027199, ISBN-13: 978-0230027190
- **Murphy, J. & Byrd, P. (Eds.) (2001).** *Understanding the courses we teach: Local perspectives on English language teaching.* Ann Arbor: University of Michigan Press.
- **Pally, M. (Ed.) (2000).** *Sustained content teaching in academic ESL/EFL: A practical approach.* Boston: Houghton Mifflin.
  ISBN-10: 0395960762, ISBN-13: 978-0395960769

Course Title: <u>Social Science Education</u>

Course Code: MED 612   **Credits: 3+2**

Unit I: The Conceptual Framework
1. The traditional normative disciplines: Philosophy; Law and Humanities: their genesis and points of view.
2. New Social Sciences -Economics, Sociology, Political Science, Social Psychology, History, Human Geography, Education: their genesis and point of view.

Unit II: Social Sciences – Relation with other Discipline and its Dimensions
1. Distinction and dichotomies between natural sciences and social sciences.
2. Dimensions in social sciences: social thought, social change, social continuity and social progress.

Unit III: Contributions to Human Knowledge
1. Study of the contribution of the following to the development of social -sciences: Herodotus, Machiavelli, Gibbon, Locke, Adam Smith, Marx, Manu, Kautilya, Gandhi and Confucius.
2. Development of social science education in schools
3. Problems in various social science areas, with reference to the Indian situation.

Unit IV: Research and Skills in Social Science
1. Method of research in social science: Analysis, synthesis, inference, model building and prediction
2. Skills required in learning and teaching social science in schools
3. Inter-disciplinary nature of Social Science research

Practical MED 658 (The course content to be decided by the concerned teacher in consultation with Head/Dean)

Course Title: <u>Science Education</u>

Course Code: MED 614   **Credits: 3+2**

Unit I: History and Nature of Science Education

1. Historical Evolution of Science: Pre-scientific era, emergence of modern science, significant developments in natural science.
2. Nature of Science and Scientific Inquiry
    (a) Science as a body of knowledge
    (b) Science as method.
    (c) Science as social enterprise.

Unit II: Theoretical Bases of Science Education

1. Philosophical Context of Science Education;
    (a) Epistemological bases of Science: Intuition, reason and observation (experimentation)
    (b) Theory building in Science.
2. Psychological Context of Science Education:
    (a) Science education in relation to cognitive development and approaches to learning.
    (b) Instructional design in science education -concept attainment (Ausubel, Brunet), inductive thinking (T3ba), inquiry training (Suchman).
3. Sociological Context of Science Education: (a) Science, technology and society: a critical appraisal of their interface. (b) Science education in the context of developing countries.
4. Creativity in Science:
    (a) Meaning and scope -role of creativity in science education.
    (b) Science education and enhancement of creative thinking.

Unit III: Practical Aspects of Science Education

1. Critical review of the recommendations of the Tara Devi Seminar. Kothari commission, and Science Policy (1958) and NPE (1986) with regard to-Science Education and Science Curricula followed thereafter
2. Objectives of Teaching Science at different levels.
3. Problems in Science Education related to areas like administration, teacher, curriculum, etc.
4. (a) Curriculum Design in Science Education.
    (b) Curricular innovations in Science: a detailed study of anyone science curriculum with a view to improve our present curricula (indigenous or from abroad).

Unit IV: Role of Education Institutions and Research in Science Education

1. Role of NCERT, SCERTs, DIETs, Directorates of Education and Colleges of Education for quality science education, with special reference to pre-service and in-service science teacher education programmes.
2. Role of administrators, supervisors, inspectors and science counselors for the improvement of science education.
3. Development of auto-"u1structional material in a specific area of science.
4. Research in Science Education: (a) Survey of recent researches. (b) Possible areas of research in science education.

Practical MED 656 (The course content to be decided by the concerned teacher in consultation with Head/Dean)

Course Title: <u>Education for Human Rights, Peace and International Understanding</u>

Course Code: MED 616   **Credits: 3+2**

Objectives:

Students will be able to –

- Understand concept of Human Rights Education.
- Appreciate the need & importance of Human Rights Education.
- Understand correlative nature of Peace, Human Rights and International Understanding.
- Analyse the need for Peace Education to foster National and International Understanding
- Reflect on the recommendations of Delor's Commission report with respect to values to foster International understanding.

<u>Unit I Human Rights Education: an introduction</u>

1. Need and importance of Human rights in existing social scenario
2. History of Human Rights development
3. Human Rights Education: Meaning, need and scope.
4. Agencies of Human rights Education – School, Family, Community, Teacher.
5. Teaching Learning Process in Human Rights Education through Curricular and co-curricular activities.
6. Role of different Government and non-government organizations in Human Rights Education.

<u>Unit II Peace Education: Concept and Scope</u>

1. Peace – Meaning, nature and its relevance relating to the present global scenario,
2. Different sources of peace: Philosophical, Religious, Social and Psychological.
3. Classification of peace- Positive and negative peace, concept, characteristics,
4. Role of different organizations like UNESCO in Peace Education.
5. NCF 2005 recommendations on Peace Education.

<u>Unit III Peace Education: Agencies and methods</u>

1. Role of community, school and family in the development of values for Peaceful coexistence..
2. Peace education – Teaching, objectives, scope and its relevance.
3. Methods for peace education.
4. Ongoing researches in the field of peace education – present scenario and suggestions.

Unit IV Education to foster International Understanding

Study of the Report of the International Commission on Education for the Twenty-first Century(known as the Delors Report) with respect to the following dimensions:

1. awareness of human rights combined with a sense of social responsibilities;
2. value of social equity and democratic participation;
3. understanding and tolerance of cultural differences and pluralism;
4. a caring, co-operative and enterprising spirit;
5. creativity;
6. sensitivity to gender equality;
7. open-mindedness to change; and
8. obligation to environment protection and sustainable development.

Sessional Tasks: (Any one of the following)

1. Reflecting and preparing a report on Conflict resolution in a classroom through Peaceful negotiation.
2. Study of the Delors Commission Report for conceptual understanding of the four pillars.
3. Preparing a activity chart for Primary/Secondary/Senior Secondary/Higher Education stage to impart Human rights and Peace Education through the Curriculum.
4. A Book or Documentary Film review in the area of Peace and Human Rights education.

Books recommended:

- Delors J., Learning the Treasure within, UNESCO, 1997
- Falk, Richard A.; Johansen, Robert C.; Kim, Samuel S., editors. Constitutional Foundations of World Peace. Albany: State University of New York Press, 1993.
- Galtung, Johan. Peace by Peaceful Means: Peace and Conflict, Development and Civilization. London: SAGE Publications, 1996.
- Goldstein, Tara; Selby, David, editors. Weaving Connections: Educating for Peace, Social and Environmental Justice. Toronto: Sumach Press, 2000.
- Hicks, David, editor. Education for Peace: Issues, Principles, and Meyer-Bisch, Patrice. Paris, UNESCO, 1995. 143 p., illus. (Cultures of peace.) (Eng) Practice in the Classroom. London: Routledge, 1988. **Human Rights Education Resource Guide: The 4th R**, Vol. 6, No. 1 Summer 1994. Amnesty International-USA Educators Network. Language: English. [http: //www.umn.edu/humanrts/education/4thR-sm94/toc-4thr-sm94.htm]

Course Title: <u>Value Education</u>

Course Code: MED 618   **Credits: 3+2**

OBJECTIVES

- To enable students to understand the need and importance of Value-Education.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such form religious education, moral training or moral indoctrination.
- To sensitise students to the importance of Value Education in Personality development.
- To acquaint students to the National and International values for Global development.

UNIT I: Conceptual Framework: Value Education

1. Need and Importance of Value Education.
2. Objectives of value education.
3. Types – competent, instrumental, terminal, extrinsic & intrinsic values; hierarchy of values; dysfunctionality of values.
4. Basis of values: Philosophical, Psychological and socio-cultural.
5. Valuation of culture: Indian Culture and Human Values

UNIT II: Nature and Concept of Morality and Moral Education

1. Moral Education vis-à-vis religious education; moral instruction, moral training and moral indoctrination.
2. Language of moral educationist, form and context characteristics of a morally educated person.
3. Justice and Care-the two dimension perspectives in Morality – Dichotomy between reason and passion.
4. Moral Judgement and Moral Action

UNIT III: Personal Development through Value Education:

1. **Character Formation Towards Positive Personality:** Truthfulness, Constructivity, Sacrifice, Sincerity, Self Control, Altruism, Tolerance, Scientific Vision.
2. **Theories, Models and Approaches of Value Development**: Theories of Value Development Psycho- analytic, - Learning theory – social learning, Cognitive development – Piaget and Kohlberg.
3. **Models of Value Development:** Value Analysis, Inquiry, Social Action Approaches
4. Direct and Indirect Approach
5. Integrated Concurrent Approach (ICA)

UNIT IV: Value Education Towards National and Global Development: National and International Values

1. Constitutional or national values - Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity.
2. Social Values - Pity and probity, self control, universal brotherhood.
3. Professional Values - Knowledge thirst, sincerity in profession, regularity, punctuality and faith.
4. Religious Values - Tolerance, wisdom, character.
5. Aesthetic values - Love and appreciation of literature and fine arts and respect for the same.
6. National Integration and international understanding.

SESSIONAL TASKS (Any one of the following)

1. Content Analysis of Morning assemblies in institutions
2. Interview of any Spiritual Leader.
3. Self Analysis and Introspection vis-a vis Values.

BOOKS RECOMMENDED:

- Carey, S.M. "Attitudes and Values", Education Forum, Vol. VII, No. 3, 1962.
- Guber, F.C. Aspects of Value. University of Pennsylvania Press, Phildelphia, 1963.
- Kluckhokhn, C. " The Study of Values". In D.N. Barett (ed), value in America, Norte Dame, University of Norte Dame Press, 1961.
- Kothari D.S. "Education and Values", Report of the orientation coursecum-workshop on Education in Human Values. New Delhi.
- Malhotra P.L. Education, Social Values and Social Work – the Task for the New Generation, N.C.E.R.T., New Delhi.
- Morris, Charles, Varieties of Human Values Chicago University of Chicago press, 1956.
- Mujeeb, M. Education and Traditional Values. Meenakshi Prakashan, Meerut, 1965.
- Mukerjee, R.K., Social Structure of Values. S. Chand and Co., New Delhi, 1969.
- Rokeach, M. The Nature of Human Values, Jessy Brass, New York 1978.