

Scheme and Syllabi

Master of Education (M.Ed) (2008-09)



**University School of Education
Guru Gobind Singh Indraprastha University**

**University School of Education
Master of Education (M.Ed)**

COURSE OUTLINE

SEMESTER - I

S. No.	Course Code	Title of the Course	Teaching Hours per Week and Credits
Theory			L+T= Total Credits
1	MED 601	Philosophical and Sociological Perspective on 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 Management, Planning and Finance	3+2=5
	MED 609	Educational Evaluation	3+2=5
	MED 611	Teacher Education in India: Growth and Development	3+2=5
	MED 613	Educational & Vocational Guidance	3+2=5
Practical for the Core Papers			
5	MED 651	Philosophical and Sociological Perspective on Education	Credits - 2*
6	MED 653	Advance Educational Psychology	Credits - 2*
7	MED 655	Methodology of Educational Research	Credits - 2*
Practical for the Elective (The one corresponding to the elective chosen)			
8	MED 657	Educational Management, Planning and Finance	Credits - 2*
	MED 659	Educational Evaluation	Credits - 2*
	MED 661	Teacher Education in India: Growth and Development	Credits - 2*
	MED 663	Educational & Vocational Guidance	Credits - 2*

**Note: Two hours Practical is equal to one Credit*

SEMESTER - II

S. No	Course Code	Title of the Course	Teaching Hours per Week and Credits
Theory			L+T= Total Credits
1	MED 602	Curriculum Development	3+2=5
Electives (Any One)			
2	MED 604	Educational Technology	3+2=5
	MED 606	Science Education	3+2=5
	MED 608	Social Science Education	3+2=5
	MED 610	Language Education	3+2=5
	MED 612	Special Education	3+2=5
Dissertation and Seminars etc.			
3	MED 614	Dissertation	6**
4	MED 616	Seminar / Viva / Project Work	4
Practical for the Core Paper			
5	MED 652	Curriculum Development	Credits - 2*
Practical for the Elective (The one corresponding to the elective chosen)			
6	MED 654	Educational Technology	Credits - 2*
	MED 656	Science Education	Credits - 2*
	MED 658	Social Science Education	Credits - 2*
	MED 660	Language Education	Credits - 2*
	MED 662	Special Education	Credits - 2*

Note: *Two hours Practical is equal to one Credit.

** A teacher would supervise student attached to him/her for five hours per week for dissertation work

*** The Dissertation is a compulsory component of M.Ed programme. It aims at providing students with an academic space to explore study and reflect the upon a chosen theme in Education. The theme is usually related to any of the courses which the student is studying. The identified theme is then consolidated into a research proposal and pursued by the student throughout the academic year.

**** Total Credits for the course = 52; the student shall have to earn all the credits.

THE DESIGN OF THE COURSE CONTENT FOR THEORY PAPERS:

The course content for each paper would comprise four inter-related units.

PROGRAMME TRANSACTION

The M.Ed Programme involves lectures, discussions, practicum, sessional tasks and seminars.

SCHEME OF EXAMINATION

Theory

1. Each paper would have five questions in all. The student shall have to attempt all the five questions. All questions will be of twelve marks each.
2. Question no. 1 would be of objective/short question answer type and would cover all the four units of the course content in each paper. It will have eight sub parts out of which the students would be required to attempt any four parts choosing atleast one from each unit.
3. Question no. 2 to 5 shall be essay type questions covering each unit of the course content.
4. Each essay type question, based on each unit will be set so as to give internal choice to the students.
5. The pattern of model test paper along with relevant instruction for paper setters shall be supplied by the school to the examination branch.

University School of Education
Course Content for Master of Education (M.Ed)
Semester I

PAPER CODE:

MED 601

NOMENCLATURE OF THE PAPER:

**PHILOSOPHICAL AND
SOCIOLOGICAL PERSPECTIVES
ON EDUCATION.**

**Lectures: 3, Tutorial: 2, Practical: 2
Total Credits: 7**

PAPER I:

Unit I: Philosophical Perspective on Education

1. (a) Philosophy of Education: Its nature and Distinctive Features, Method, Content.

(b) Educational Theory: Various Contentions, Reflections on the viewpoints held by Plato, Kant, Dewey, Freire.
2. Evolution of Educational thought: The Philosophico-Religious Traditions:-
(a) Ancient Indian - Vedantic, Buddhist, Islamic.
3. Recent Philosophical Approaches to Education:
(a) Positivist.
(b) Existential Phenomenological.
(c) Analytical (Philosophical and Linguistic).
4. Assumptions and Operations:
(a) Ontological Alternatives.
(b) Epistemological (Methodological) Options.

Unit II:

1. Science: Its Impact on Education (Critique of Scientific Method in the Context of Education).
2. Educational ideas of Tagore, Gandhi, Sri Aurobindo, J. Krishnamurthi and Zakir Hussain

Unit III: Sociological Perspective on Education

Education and society:

1. Education and society under Colonisation- In a Comparative Context
2. Education and Inequality- Caste, Class, Gender.
3. Education, Social Changes and Modernisation: - Culture, Values, Institutions, Mobility and Technology.
4. Education and Society: The Socio- Economic, Political, Cultural order.

Sociology of the School:

5. Socialization into a Moral Civilization.
6. The School as an Instrument of the state.
7. The School as an Agent of Cultural Reproduction and Resistance.

Unit IV: Socialization of Teaching and Curriculum:

1. Teacher Expectation and Performance
2. Curriculum: Organization and Representation.
3. Evaluation and the Examination System.
4. Issues and problems in Education.

Practical MED 651 (The course content to be decided by the concerned teacher in consultation with Head/Dean)

University School of Education
Course Content for Master of Education (M.Ed)
Semester I

PAPER CODE:

MED 603

NOMENCLATURE OF THE PAPER:

**ADVANCED EDUCATIONAL
PSYCHOLOGY**

**Lectures: 3, Tutorial: 2, Practical: 2
Total Credits: 7**

Unit I: Psychological perspective of education

- (a) Nature, meaning and scope of Educational Psychology
Methods of psychology
Experimental, Clinical and Differential. Theories of human nature.
- (b) Indian Adolescent: A psychological perspective
Nature of Indian Adolescence, their growth and development
Adolescence their problems and its management.

Delinquency: theories and remedial steps.

Unit II: Personality and Adjustment

Concept and nature of personality.

Theories of personality with special references to developmental and factor-analytical approaches.

Role of heredity and environment in the development of Personality.

Assessment of Personality: subjective, objective, and projective methods.

Personality Inventories.

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:

- (i) The Social Cognitive Theory with special reference to Bandura, Dollard and Miller.
- (ii) The Information Processing Theory with special reference to Norman, Ausubel and Bruner.
- (iii) Piaget's Genetic Epistemological Approach to Cognitive Development.
- (iv) 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.

6. Skills of learning, transfer of learning

7. Motivation of learning

Practical MED 653 (The course content to be decided by the concerned teacher in consultation with Head/Dean)

University School of Education
Course Content for Master of Education (M.Ed)
Semester I

PAPER CODE:

MED 605

NOMENCLATURE OF THE PAPER:

**METHODOLOGY OF
EDUCATIONAL RESEARCH**

**Lectures: 3, Tutorial: 2, Practical: 2
Total Credits: 7**

Unit I: Techniques of Research

Educational Research; Meaning, Nature, Type and Scope and Limitation

Scientific inquiry: role of assumption, paradigms and approaches in research, positivist and non-positivist paradigms.

Research Paradigms; Qualitative and Quantitative research

Major orientations in educational research: philosophical, sociological and psychological.

Unit II:

(a)Methods and Types of Research

Fundamental research, applied research, normative survey, survey, evaluative, historical, developmental, case study, documentary, action research.

Use of technology in conducting research.

Skills required for conducting research.

(b)Research data and its analysis

Sources of educational data: primary sources and secondary sources (interdisciplinary approach)

Sampling techniques: concept, need, probability and non-probability samples, sampling errors and their control.

Techniques and tools of data collection: observation, interview, questionnaire, scale, inventory, checklist, content analysis, reliability and validity of tools

Analysis and interpretation of data. Computer application (Use of computer in statistical analysis)

Unit III:

Formulating research proposal: identification of a research problem; review of related research and literature; Tuckman's; formulation of hypotheses; research design and procedure ; data analysis techniques; time scheduling ; chapterisation. Writing, evaluating and reviewing research reports and papers.

Unit IV: Elementary Statistical Methods for Educational Research

Tabulation and graphical representation of data; Measures of Central Tendency and Variability; Percentiles and Percentile Ranks.

Normal probability curve- its important properties and simple applications. Correlation and regression : product moments and rank difference co-efficient of correlation, regression equations.

Inferential statistics: sampling distributions , hypotheses testing, interval estimation. Inference about population means : inference about co-efficient of correlation of a large sample and a small sample.

Frequency comparison: Chi-square, T ratio and Variance analysis.

Practicum MED 655:

- (a) Reviewing a research paper, an M.Ed./M.Phil. dissertation and a chapter from a research textbook.
- (b) Formulating a research proposal as part of the course requirements.
- (c) Selecting and/ or developing a need-based research tool or schedule for a technique.
- (d) Writing and presenting assignments and papers and participation in discussion.

University School of Education
Course Content for Master of Education (M.Ed)
Semester I

PAPER CODE:	MED 607
NOMENCLATURE OF THE PAPER:	Educational Management, Planning and Finance
	Lectures: 3, Tutorial: 2, Practical: 2 Total Credits:7

Unit I: Educational Management: Meaning and Scope

1. Nature, Scope and Functions of Educational Administration and Management
2. Historical Perspective of Educational Management in India
3. Theories of Management and their Implications for Education
4. Total Quality Management in Education: Concept and Approaches

Unit II: Educational Planning

1. Concept and Scope of Educational Planning
2. Approaches to Educational Planning
3. Educational Planning at the National and State Levels
4. Educational Planning at District and Institutional Levels
5. Educational Planning in India: Progress, Problems and Prospects

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 Policies, Planning, Financing and Management
2. Decentralized Planning and Management: Problems and Issues
3. Quality Assurance in Educational Management: Monitoring and Evaluation System
4. Institutional Autonomy and Accountability

Practical MED 657 (The course content to be decided by the concerned teacher in consultation with Head/Dean)

University School of Education
Course Content for Master of Education (M.Ed)
Semester I

PAPER CODE:

MED 609

NOMENCLATURE OF THE PAPER:

Educational Evaluation

Lectures: 3, Tutorial: 2, Practical: 2
Total Credits: 7

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)

University School of Education
Course Content for Master of Education (M.Ed)
Semester I

PAPER CODE:

EMED 611

NOMENCLATURE OF THE PAPER:

**Teacher Education in India:
Growth and Development**

**Lectures: 3, Tutorial: 2, Practical: 2
Total Credits: 7**

Unit I: Teacher Education in India: Historical Perspective

1. Teacher Education: Concept, Nature, Aims and Scope
2. Teacher Education in Changing Indian Society: Ancient, Medieval and Modern Period
3. Teacher Education in the Post-Independence Period
4. Approaches to Teacher Education

Unit II: Teacher Education Programmes and Institutions

1. Teacher Education Programmes
2. Specific Programmes for Teacher Preparation
3. Initial and Continuing Education of Teachers and Teacher Educators
4. Institutions and Agencies of Teacher Education
5. Centrally Sponsored Schemes in Teacher Education

Unit III: Teacher Education Curriculum and Transaction

1. Teacher Education Curriculum at Different Stages
2. Strategies of Transaction
3. Quality Enhancement of Teacher Education Curriculum
4. Professional Development of Teacher Educators

**Unit IV: Teacher Education Through Open and Distance Learning & Innovations
in and Research**

1. Historical Development: National and International
2. Design, Development and Delivery of Programmes
3. Information and Communication Technology in Distance Teacher Education
4. Quality Assurance and Accreditation
5. Innovations in Use of Training Technology / Media
6. Innovation Programmes in Recurrent Training of School Teachers
7. Research in Teacher Education

Practical MED 661(The course content to be decided by the concerned teacher in consultation with Head/Dean)

University School of Education
Course Content for Master of Education (M.Ed)
Semester I

PAPER CODE:	MED 613
NOMENCLATURE OF THE PAPER:	EDUCATIONAL AND VOCATIONAL GUIDANCE
	Lectures: 3, Tutorial: 2, Practical: 2 Total Credits: 7

COURSE CONTENT

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)

University School of Education
Course Content for Master of Education (M.Ed)
Semester II

PAPER CODE:

MED 602

NOMENCLATURE OF THE PAPER:

CURRICULUM DEVELOPMENT

Lectures: 3, Tutorial: 2, Practical: 2
Total Credits: 7

Unit - I Curriculum - its Meaning and Foundations

(a) The Meaning and Concept of Curriculum

1. Principles of curriculum development
2. Meaning and concept of curriculum, Curriculum as a Field of Study
3. Types of Curriculum,
4. Evolution of Curriculum.

(b) Foundations of Curriculum

1. Psychological and Sociological Foundations of Curriculum,
2. Basic Human Needs and Curriculum
3. Curriculum and the Role of Teachers, Curriculum Change

Unit - II Curriculum Planning and Designing

(a) Curriculum Planning

1. Levels of Curriculum Planning,
2. Principles of Curriculum Planning
3. Defining Curriculum Planning,
4. Curriculum Planning Framework
5. Development of Specific Curriculum Plans,
6. Learner Involvement in Curriculum Planning
7. Improvement of Curriculum Planning,
8. Trends and Issues in Curriculum

(b) Curriculum Designing

1. Components of Curriculum Design,
2. Sources of Curriculum Design
3. Dimensions of Curriculum Design,
4. Curricular Approaches
5. Models of Curriculum Development,
6. Basic Tasks of Curriculum Development
7. Hidden Curriculum

Unit III Curriculum Transaction

1. Relationship between Curriculum Transaction and Instruction.
2. Instructional Design and Instructional System.
3. Enhancing Curricular Transactions.
4. Role of aids, Instructional Techniques and Technology in transacting curriculum.

Unit IV Curriculum Evaluation

1. Curriculum Evaluation: Nature and Purpose,
2. Approaches to Curriculum Evaluation
3. Curriculum Evaluation Models,
4. Curriculum Evaluation Phases
5. Techniques and Tools of Evaluation.
6. Constructing an Evaluation Tool.
7. Comparative study of curriculum at elementary and secondary level - India, UK and USA.

Practical MED 652 (The course content to be decided by the concerned teacher in consultation with Head/Dean)

University School of Education
Course Content for Master of Education (M.Ed)
Semester II

PAPER CODE:

MED 614

NOMENCLATURE OF THE PAPER:

DISSERTATION

Credits: 6

The Dissertation is a compulsory component of M.Ed programme. It aims at providing students with an academic space to explore study and reflect the upon a chosen theme in Education. The theme is usually related to any of the courses which the student is studying. The identified theme is then consolidated into a research proposal and pursued by the student throughout the academic year.

PROGRAMME TRANSACTION

The M.Ed Programme involves lectures, discussions, practicum, sessional tasks and seminars.

University School of Education
Course Content for Master of Education (M.Ed)
Semester II

PAPER CODE:

MED 616

NOMENCLATURE OF THE PAPER:

Project Work

Credits: 4

Project Work

Project work will be compulsory for all students. It will be evaluated jointly by external and internal examiners. External evaluation will be done on the basis of:

- a) Detailed case study of an institution
- b) Any other work as decided by the School.

University School of Education
Course Content for Master of Education (M.Ed)
Semester II

PAPER CODE:

MED 604

NOMENCLATURE OF THE PAPER:

EDUCATIONAL TECHNOLOGY

Lectures: 3, Tutorial: 2, Practical: 2
Total Credits: 7

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, AOM, ITM (Suchman), Jurisprudential Inquiry.

Practicum: Anyone of the following:

- a) Designing an instructional programme based on Systems Approach.
- b) Preparation of instructional material based on CAM/ AOM/ITM/JIM.
- c) Preparation and use of instructional material for teaching at various levels of teaching and learning.
- d) Preparation of instructional material for teaching of concepts/ principles/ problem solving.

Unit II: Instructional Media and Theory

- a) Communication: (i) concept, process and components: Unidirectional and interactive communication. (ii) Teaching-learning as a communication process, factors influencing classroom communication.
- b) 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.

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

- c) Open/Distance learning systems -Concept, need characteristics and scope, nature of learning materials, evaluation and feedback.

Unit IV

- a) Research in Educational Technology -trends and priority areas.
- b) Information Technology in Education
- c) Development of Teaching Learning Material, Development of self-learning material and audio video material
- d) Interactive multimedia and their use,
- e) Role of CIET, UGC, IGNOU etc in promoting education technology
- f) New development and trends in education technology.

Practicum MED 654:

1. Developing an instructional programme.
2. Evaluation of a media-based educational programme.

University School of Education
Course Content for Master of Education (M.Ed)
Semester II

PAPER CODE: MED 606

NOMENCLATURE OF THE PAPER: SCIENCE EDUCATION

Lectures: 3, Tutorial: 2, Practical: 2
Total Credits: 7

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 instructional 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)

University School of Education
Course Content for Master of Education (M.Ed)
Semester II

PAPER CODE:

MED 608

NOMENCLATURE OF THE PAPER:

SOCIAL SCIENCE EDUCATION

Lectures: 3, Tutorial: 2, Practical: 2
Total Credits: 7

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)

University School of Education
Course Content for Master of Education (M.Ed)
Semester II

PAPER CODE: MED 610

NOMENCLATURE OF THE PAPER: LANGUAGE EDUCATION

Lectures: 3, Tutorial: 2, Practical: 2
Total Credits: 7

Unit I: Perspectives in Language Education

1. Language: nature and functions.

Linguistics: nature, functions, major branches.
Structural linguistics, applied linguistics and their relevance in and contribution to language teaching and learning.

Principles of Language and Language Learning:

- a) the Indian tradition: Yask, Panini, Patanjali, Bhatrihari
- b) the Western tradition: the behavioristic and the cognitive-code. Psychology of Language Learning: principle, psycho-linguistic aspects, the nature and acquisition of grammar .

Unit II. Language Teaching and Learning:

Language Learning and Language Acquisition :

- a) Teaching the first language, the second language and other languages. Factors affecting teaching and learning of languages.
- b) Language syllabus and curriculum: influences, dimensions, objectives, selection of content, transaction and evaluation.
- c) Theoretical and pedagogic aspects of language skills with particular reference to reading and writing.
- d) Evaluation of Language Learning: discrete vs. wholistic approach, innovative techniques.
- e) Pedagogy of Language Teaching-Learning: Grammar Translation, Various Audio-lingual and Communicative innovative techniques.

Unit III

1. Individualization of Language Learning

- need, various techniques including programmed material.
- Teaching Language and Teaching Literature: nature, inter-relationship, differences, techniques, evaluation.
- Creativity in Language Education
- Research in Language Education: Status, trend gaps and priorities.

2. Problems of Language Learning in India

- Multilingual context of India.
Provisions in the Indian Constitution.
Various Language Education Institutions in India: CIEFL, CIIL, KHS etc;

- Problems related to (a) status and objectives and (b) medium of education.

Unit IV

- Curriculum development, pedagogy of language education, development of instructional material and evaluation.
- Preparation of language teachers Pre-service, In service programmes: Distance Education Programmes, problems and alternative course designs.
- Policy formulation and Language Education: National level, status and need survey, trend analysis, three-language formula; lessons from other multi-lingual countries viz; Russia, Israel, Canada etc.

Practical MED 660 (The course content to be decided by the concerned teacher in consultation with Head/Dean)

University School of Education
Course Content for Master of Education (M.Ed)
Semester II

PAPER CODE:

MED 612

NOMENCLATURE OF THE PAPER:

SPECIAL EDUCATION

Lectures: 3, Tutorial: 2, Practical: 2
Total Credits: 7

COURSE CONTENTS

UNIT I

(a) CONCEPT OF EXCEPTIONALITY:

1. Positive, Negative and Multiple deviations.
2. Needs and problems of Exceptional Children

(b) NATURE OF SPECIAL EDUCATION

1. Objectives
2. Historical Perspective
3. Special Education - alternatives/programmes
4. Integrated/ Inclusive Education.

UNIT II

(a) EDUCATION OF LEARNING DISABLED

1. Characteristics
2. Types
3. Identification
4. Educational and intervention Programmes

(b) EDUCATION OF MENTALLY RETARDED

1. Concept
2. Classification
3. Ethology
4. Educational Programmes for Trainable Mentally Retarded.
5. Educational Programmes for Educable Mentally Retarded.

UNIT III

(a) EDUCATION OF VISUALLY IMPAIRED

1. Characteristics
2. Degree of Impairment
3. Ethology and Intervention
4. Educational Programmes

(b) EDUCATION OF HEARING IMPAIRED

1. Characteristics
2. Degree of Impairment
3. Ethlogy
4. Educational and intervention Programmes.

UNIT IV

(a) EDUCATION OF GIFTED, CREATIVE CHILDREN

1. Characteristics
2. Identification
3. Problems
4. Educational Programmes

(b) GUIDANCE AND COUNSELLING FOR EXCEPTIONAL CHILDREN

1. Meaning and Need
2. Role of Teachers and other Specialties.

Practical MED 662 (The course content to be decided by the concerned teacher in consultation with Head/Dean)