

M.Ed. CURRICULUM
(TWO YEAR SEMESTER)

As per
NCTE Regulation - 2014

DEVI AHILYA VISHWAVIDYALAYA
INDORE
2015



**CURRICULUM FOR
MASTER OF EDUCATION PROGRAM: FROM SESSION 2015-16
(TWO YEAR – FOUR SEMESTERS)**

OBJECTIVES

- To help students gain a grasp of major philosophical options available in the field of education.
- To develop among students an insight into modern theories of learning and development.
- To help them understand and appreciate various social, cultural and ideological perspectives on education in a multicultural and multilingual Indian society.
- To help students to acquire research and data-analysis skills using computers essential to shape them into effective educational researchers.
- To help students to develop research and presentation skills expected for their role as prospective teacher educators and educational researchers.
- To help them to develop knowledge, skills and mind set appropriate to various specialists' roles such as curriculum developers, educational administrators, guidance counselors, designers of teaching learning resources etc.
- To motivate and empower students for undertaking research to theorize about education as also to develop creative solutions to day to day school problems.
- To initiate them into contemporary educational discourse in the context of national concerns and issues of access and quality in education.

Eligibility Criteria

As per NCTE/ University norms

Mode and Duration

M.Ed. Program will be regular. Its duration will be of four semesters covered in two years.

Attendance

As per NCTE norms

CURRICULUM PLAN

Each M.Ed. candidate shall offer following courses:

- (1) Core/Compulsory Course,
i. Perspective Courses ii. Tool Courses
- (2) Elective courses,
Advance Level Courses: **Any Two**
- (3) Practicum

One elective course will be offered by the students in the First year of the program in both semesters under First Advance level course-I and First Advance level course-II respectively. Similarly, another elective course will be offered by the students in the Second year of the program in both semesters under Second Advance level course-I and Second Advance level course-II respectively.

Total marks of the entire two year M.Ed. semesters program will be 1800. Out of these, 1200 marks will be for Theory courses, whereas 600 marks will be for Practical courses. In Theory courses, internal evaluation will be to the extent of 20% while in Practical courses it will be around 30%.

[1] CORE/COMPULSORY COURSES:**i. Perspective Courses**

Perspective Courses shall comprise of:

- Philosophical Perspectives of Education
- Sociological Perspectives of Education
- Psychological Perspectives of Education
- Contemporary & Future Perspectives of Education

ii. Tool Courses

Tool Courses shall comprise of:

- Educational Research - I
- Educational Research - II
- Information and Communication Technology
- Research Data Analysis & Interpretation - I
- Research Data Analysis & Interpretation - II

[2] ADVANCE LEVEL COURSES COURSES

From the following list of **Advanced Level Courses** a candidate will offer **any TWO** courses of his/her choice, one in each year of the M.Ed. program.

- Educational Administration
- Special Education
- Teacher Education
- Guidance and counseling
- Educational Technology
- Curriculum Studies

[3] PRACTICUM

SEMESTER IV

Area	Course No.	Course Title	Nature	Int/Ext.	Max Marks	Academic Hours/ Week
Perspectives	Course 14	Contemporary and Future Perspectives of Education	T	20/80	100	6
Tool	Course 15	Research Data Analysis and Interpretation-II	T	20/80	100	6
Specialization	Course 4/8/12/16	Second Advance Level Course- II	T	20/80	100	6
Practicum	Course 17	Dissertation	P	50/100	150	12

450

NOTE 1:

Mode of transacting the curriculum will include: Lecture cum demonstration, discussion, Individual and group assignment, tutorials, Self study, Seminar, workshops and conferences,

Observation of training programmes of different organizations / institutions. Case studies of institutions, Visit to resource centres, media production units, Computer practical, Psychological practical, Conducting tests and surveys.

NOTE 2:

- 20 internal marks in each theory course will be awarded on the basis of two separate tasks such as an assignment/ seminar/ quiz/ survey/ small project/written test etc. Records of both of these tasks will be duly maintained by the concerned faculty/ college.
- In a practical course internal marks will be awarded to students on the basis of day to day conduct of the work/practical/ activity/seminar. Students will maintain a record of the work in the form of daily diary/ reflective journal/ report to be deposited with the concerned faculty/ college.

NOTE 3:

- A candidate should **pass each Theory and Practical courses separately**. To pass a theory course, a candidate must obtain a minimum of 40% marks in it, with at least 35% in external and 50% in internal evaluation. To pass a practical course, a candidate must obtain a minimum of 50% marks in it, with at least 40% marks in external and 50% in internal evaluation. Internal and external marks obtained in a course will be shown separately in the mark sheet.

To pass in M.Ed. program as a whole, the candidate must get an aggregate of 50% marks in both Theory and Practical components taken together.

- **Separate Division will be awarded in Theory and Practical Parts.** First division will be given to those candidates who secure 60% marks and above in aggregate. Second division will be awarded to those who get at least 50% but less than 60% marks. Distinction will be awarded to those who get 75% marks and above in aggregate.
- In all practical examination not more than approximately 25 students should be examined in a batch/day. External marks are to be given only by the External Examiner directly to the University.
- Students wishing to appear in a particular semester examination must have appeared in all previous semester examinations.
- **In case of Failure**, a candidate will be allowed to carry **any two courses** of a semester. If a candidate fails in more than two courses of a semester the entire semester will have to be repeated. The examination of a Carry course will be held as and when it is offered in the

subsequent semester. To pass a Carry course a candidate will get **one chance** only.

A candidate will have to pass two year M.Ed. program in **at the most three years**.

M.Ed. SEMESTER –IV

COURSE 14: CONTEMPORARY ISSUES IN INDIAN EDUCATION

OBJECTIVES

To enable prospective teacher educators/administrators to:

- Be familiar with the contemporary issues in education at various levels by accessing various types of learning resources, surveys and interactions.
- Develop understanding of the nature of the issues, factors contributing to origin of the issue and the effects within and outside the system of education.
- Develop skills to work-out solutions of the existing educational problems in the light of the contemporary socio-political framework.
- Develop professional competence to participate in the policy development for education and its implementation modalities at various levels.

UNIT I: EDUCATIONAL ACCESS, QUALITY AND EQUITY

Free, universal and compulsory school education: SSA and RMSA-provisions, crisis, challenges and remedies. Vocational education, and education for entrepreneurship. Higher Education: Access, quality and equity concerns.

UNIT II: EDUCATION FOR UNIVERSAL VALUES

Peace, environment and humanitarian concerns, Life Skills and education, Paradoxical trends (alienation-integration, local-global, altruism-consumerism, etc.), Ethics Education. Education for democratic living, Education for universal human values

UNIT III: COLLEGE CAMPUSES AND ISSUES OF PARTICIPATION

Campus disturbances: Students unrest, Menace of ragging, student entitlements. Education and the masses: Public-private partnership, Community participation in functioning of institutions- SMCs, PTAs, etc., Mass concerns (medium of education, drop-outs etc., weakening of informal agencies). Professional bodies in Teacher Education.

UNIT IV: MANAGEMENT FOR EXCELLENCE

Online provisions – Entrance, teaching learning and evaluation, Knowledge networks (NKC), Institutional websites as MIS, ODE, Quality of Education: Selection of Teachers, Examination reforms (CCE), Assessment and accreditation of institutions (NAAC), Role of statutory bodies (NCTE, RCI), autonomous bodies (NCERT, UGC) and regulation of institutions (NKC), Choice based credits, Internationalization and Credit transfer.

UNIT V: REORGANIZATION OF TEACHER EDUCATION

Effects of Globalization, Liberalization and Privatization on teacher education. Recent major policy documents in education: Reports of Yashpal committee 1998, NCF 2005, NCFTE 2009, RTE Act 2009, Teacher Education Reforms: Justice Verma Commission and Implications for teacher education.

ACTIVITIES

- Critical review of any policy document.
- Case study of Quality institution
- Study of role of SMC/ PTA

REFERENCES

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Sharma R. C., Mahajan B. Permi, K.K. Nuna S. C., Menon, P. (1974) *Source Book on Environmental Education for elementary Teacher Educators*, New Delhi: NIEPA, Pp 278.

NCERT (1970) *Education and National Development*- Report of the Education Commission (1964-66), New Delhi: NCERT.

Singh, S.K.(2008) *Environmental Education and Ethics* , Amrit Prakashan , Varanasi, Pp.114

Singh, S.K.(2010) *Fundamentals of Environmental Education* , Sharda Pustak Bhawan , Allahabad , Pp.175

Srivastava, P. (2005) *Paryavaran Shiksha*, Madhya Pradesh Hindi Granth Academy, Bhopal, Pp. 195.

NCERT (2004) *Environmental Education in Schools*, NCERT, New Delhi, Pp.112.

NCERT (2011) *Teachers' Handbook on Environmental Education for the Higher Secondary Stage*, DESM, NCERT, New Delhi, Pp.316.

Stella,A. (2001).Quality assessment in Indian higher education:Issues of impact and future perspectives,New Delhi: Allied publishers,Pp.236.

M.Ed. SEMESTER –IV

COURSE 15: RESEARCH DATA ANALYSIS AND INTERPRETATION- II

OBJECTIVES

- To help students understand the concept of interaction of variables in factorial design ANOVA.
- To develop among students the understanding of covariate(s) in one way and factorial design ANCOVA.
- To help students develop competency and confidence in computation of statistical test measures and testing their significance.
- To enable students to make distinction between parametric and non parametric test and their applicability.
- To sensitize students about the assumptions underlying statistical tests and techniques used for analyzing and interpreting research data.
- To empower students in skills of computer applications for analyzing and interpreting data.

CONTENT

UNIT I: FACTORIAL DESIGN ANOVA

- Two way ANOVA of equal and unequal cell size
- ANCOVA- One way and two way with one or more covariates

UNIT II: NON PARAMETRIC TESTS

- Concept of non parametric tests, difference between parametric and non parametric tests
- One sample Chi square test: hypotheses of equality, proportion and normality
- Two sample chi square test, Residual analysis

UNIT III: NON PARAMETRIC TEST FOR TWO INDEPENDENT SAMPLES

- Mann Whitney U test
- one tailed and two tailed tests

UNIT IV: PAIRED SAMPLES TEST

- Wilcoxon T test
- Testing null and directional hypotheses

UNIT V: COMPUTERS IN DATA ANALYSIS

- Data entry in computer software, Microsoft Excel/ SPSS
- Data Analysis and interpretation using computes

ACTIVITIES

In relation to the Statistical Tests listed above:

- Data entry, exploring nature of data, running the tests
- Selecting, Modifying and interpreting the output

REFERENCES

Aggrawal, Y. P: Statistical Methods: Concepts, Application and Computation. New Delhi: Sterling Publishing Private Limited, 1990.

Asthana, H.S. & Bhushan, B.: Statistics for Social Sciences. New Jersey: Prentice Hall of India, 2007.

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Furlong, Nancy E. and Others: Research Methods and Statistics – An Integrated Approach. Fort Worth: Harcourt College Publishers, 2000.

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Walizer, M.H. and Wiehir, P.H.: Research Method and Analysis- Searching for Relationships. New York: Harper and Raw Publishers, 1978.

COURSE 17: DISSERTATION

M.Ed. students will submit a report of the dissertation work, carried out by them during the coursework in two typed copies. A soft copy of the same in the form of CD will necessarily be enclosed along with each hard copy of the dissertation report. At the end of the fourth semester, the student will be assessed by an external examiner on the basis of the submitted report and an open presentation of the research work, preferably through power point mode. The presentation will be open to available faculty members, fellow students, and other interested persons. The internal marks will be given by the allotted supervisor on the basis of the students' work during the entire semester.

An external examiner will not normally assess more than 25 students in a day.

M.ED. TWO YEARS

ADVANCE LEVEL COURSES

COURSE 4/8/12/16: EDUCATIONAL TECHNOLOGY-II

OBJECTIVES

- To enable the student to understand the models of teaching.
- To make the student familiar with new technological applications in education including online learning.
- To enable the student with use of computer packages in education become good practitioner of Educational technology.
- To acquaint the student with the challenges and opportunities emerging in integrating new technology in Educational process.
- To empower the student in pedagogical application of multimedia approaches.

CONTENTS

UNIT- I: TECHNOLOGY OF TEACHING

Models of teaching: meaning, characteristics and types

- Concept Attainment Model
- Advance Organizer Model
- Inquiry Training Model
- Role Play Model
- Value Analysis Model

Modification of teacher behaviour: Flanders Interaction Analysis Category System (FIACS) Simulation.

UNIT II: ICT IN EDUCATION

Computer assisted instruction, Web based instruction: uses, web links, online learning, m-learning, flipped classroom, blended learning, Virtual classrooms, computer based assessment system, Computer mediated communication. Uses of teleconferencing, interactive video and computer conferencing, Massive open online courses (MOOCS)

UNIT III: MULTIMEDIA APPROACH

Meaning, characteristics, usage, Multimedia Development Process, Instructional Design for Multimedia: Models of designing multimedia: Reeves Multimedia Design Model, ADIE Model, Script writing for multimedia.

UNIT – IV: DISTANCE EDUCATION & MASS MEDIA

Distance Education: Concept, Different contemporary system, viz., Correspondence, distance and Open: Student support services: Evaluation Strategies in Distance, Education; Counselling Methods in Distance Education. Mass Media: Media – Educational TV and Radio as mass media.

UNIT V: PROBLEMS AND CHALLENGES

Problem of sub-optimal use of technology in education, Attitudinal problems and challenge of adapting to fast emerging technologies in education, Poor maintenance of infrastructure and lean technical support system, Challenge of faculty empowerment in technology of teaching.

ACTIVITIES

- Development of e-content in an area.
- Construction of profile on wiki-educator
- Development of lessons using models of teaching
- Script writing for multimedia program

REFERENCES

Agrawal, R: Educational Technology Management & Evaluation. Delhi: Shipra Publications, 2009.

Anand, S : Educational Development and Technology. New Delhi: Anmol Publications Pvt. Ltd, 2007.

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- Yadav, N. (2008). A Handbook of Educational Technology. New Delhi: Anmol Publications Pvt. Ltd, 2008.

COURSE 4/8/12/16: CURRICULUM STUDIES-II

OBJECTIVES

- To enable the student teachers to develop understanding about strategies of curriculum implementation.
- To familiarise students with the importance and dynamics of curriculum evaluation for curriculum development.

- To sensitize the student teachers about various issues in curriculum development and need to address them.
- To help them identify recent trends in curriculum designing and development.
- To develop among students a comparative understanding of their own curriculum and curricula of some select countries.

CONTENT

UNIT I: CURRICULUM IMPLEMENTATION STRATEGIES

Role of Curriculum support Materials, Preparation for implementation, Models of implementation

UNIT-II: CURRICULUM EVALUATION

Concept, Need, Importance and Aspects: Formative, Summative curriculum evaluation, NRT and CRT Testing, Models of Curriculums evaluation, Interpretation of evaluation results and method, and reconstruction of curriculum

UNIT III: ISSUES IN CURRICULUM DEVELOPMENT

Centralized vs. Decentralized curriculum, Diversity among teachers in their competence, Problem of curriculum load, Participation of functionary and beneficiaries in curriculum development

Unit IV: CURRICULUM FOR TWENTY FIRST CENTURY

Open Distance Learning Curriculum (ODL)
Recent Curriculum Trends: National Curriculum Frameworks for School Education and Teacher Education
Social Reconstructionist curriculum: characteristics, purpose, role of the teacher in Reconstructionist curriculum, Future Trend in Curriculum
Curriculum researches in India: Trend report

Unit V: COMPARATIVE CURRICULUM

Comparative study of curricula of different countries: India, UK, USA, USSR

ACTIVITIES

- Term paper on comparative studies of curricula of any two Nations
- Case study of process of development of B.Ed. curriculum of the University

- Study of stakeholders feedback on B.Ed./ M.Ed. curriculum
- Study of curriculum of an Open University

REFERENCES

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

Aggarwal, J.C: Curriculum Reform in India- World overviews, Doaba House Book seller and Publisher, Delhi. 1990.

Arora, G.L.: Reflections on Curriculum. NCERT, Delhi, 1984.

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COURSE 4/8/12/16: EDUCATIONAL ADMINISTRATION-II

OBJECTIVES

- To develop among the students understanding and appreciation of the theories of Educational Administration.
- To develop among students the concept of competence in Educational Administration.
- To help the students to understand the nature of Educational Planning and Finance.
- To acquaint them with the theory and Practice of Educational Finance.
- To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of Educational Administration.
- To help them gain an understanding of Financing in Education in India.
- To sensitize students about underlying issues in Educational Administration.
- To develop among students an insight about the modern trends and related concepts of Educational Administration.
- To acquaint student with the knowledge of Human Resource Management.

CONTENT

UNIT I: THEORIES OF EDUCATIONAL ADMINISTRATION

Conflicts- Gatzel's Theory, Motivation-Theory of Organizational Equilibrium, Decision Making- Griffith Theory and Administrative Behavior, Systems Analysis: An approach to Educational Administration.

UNIT II: ISSUES IN EDUCATIONAL ADMINISTRATION

Centre, state and local bodies, centralization and decentralization in India, State and Private enterprise, existing problems of administration in India, External and Internal controls, Factors influencing the system of Educational Administration (Political, Social, Cultural and Economic).

UNIT III: EDUCATIONAL FINANCE

Importance of Financing in Education, Sources of Income, Cost of Education and Expenditure on Education. Resource Mobilisation and Allocation, Preparation of budget, Role of central and state governments, local authorities, Private Agencies, Voluntary Organization

Unit IV: HUMAN RESOURCE MANAGEMENT

Staff selection; Personnel development, Performance appraisal systems; Motivation and job satisfaction, Organisational climate; Team building

UNIT V: MODERN TRENDS IN EDUCATIONAL ADMINISTRATION

Decision Making, Organization Compliance, Organizational Development, PERT/CPM, PPBS system approach, Management Information Systems: Database: Concept and Management, Office Management, Management of Physical Resources

ACTIVITIES

- Critical Account of Educational Administration and Management in India
- Critical Appraisal of Educational Planning and Finance in India
- Assignment on Sources of Educational Finance in India

REFERENCES

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Saxena, C. C: Prabhandhan ke Sidhant . Agra: Sahitya Bhavan Publication

COURSE 4/8/12/16: SPECIAL EDUCATION -II

OBJECTIVES:

- To enable the prospective teacher to acquire knowledge and understanding of Special education and its curriculum.
- To enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Mentally Retardation, Learning Disability, Gifted, Creative children, Backward Children).
- To acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for education of the disabled.
- To acquaint the prospective teacher with the role of Formal, Informal and Nonformal in the context of Special children.
- To aware the students with the various trends in the area of Special Education.

CONTENT

UNIT I: CURRICULUM PLANNING IN SPECIAL EDUCATION

(a) Meaning of curriculum (b) Difference in General and Special curriculum,(c) Foundations of curriculum (d) Components of curriculum (e) Curriculum Adaptation For Visually Impaired, Hearing Impaired, Learning Disable ,Current Issues in Special Education: (a) Cross Disability Approach. (b) Role of Formal and Informal agency in dealing with special children.

UNIT II: EDUCATION OF MENTALLY RETARDED

(a) Concept, (b) Definition,(c) Classification, (d) Characteristics, (e) Causes, (f) Educational Programmes.

UNIT III: EDUCATION OF BACKWARD CHILD

Concept of Backward children Causes of backwardness and Education Programmes.

UNIT IV: EDUCATION OF GIFTED AND CREATIVE CHILD

(a) Concept, (b) Definition, (c) Characteristics, (d) Identification, (e) Educational Programmes.

UNIT V: EDUCATION OF LEARNING DISABLE

(a) Concept, (b) Definition, (c) Classification, (d) Characteristics, (e) Causes, (f) Educational Programmes.

ACTIVITIES

- Visit to Special School
- Project on any one disability area
- Preparation of Learning Material
- Curriculum planning for special children
- Test preparation for Learning Disabled

REFERENCES

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Cruschan, W. M: Psychology of Exceptional Children and Youth, Engelwood Cliffs. N.J.: Prentice Hall, 1975.

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COURSE 4/8/12/16: GUIDANCE AND COUNSELLING- II

OBJECTIVES

- To acquaint students with need of guidance at different educational levels and techniques collecting and disseminating educational as well as vocational information.
- To familiarize students with concepts like vocational development, vocational maturity, vocational adjustment and their relationship.
- To make student understanding self concept and aspiration and importance of studying these concepts for guidance worker.
- To familiarize students with meaning, need , methodology and strategies of personal guidance.
- To make student aware about personality development skills.
- To familiarize students with training of personal involved in guidance activities.
- To acquaint students with concept objectives and organization of educational clinic.
- To make student aware about the researchers conducted in the area, needed areas of research and issues and challenges in guidance.
- To familiarize students with intervention programme as relaxation strategies, Critical analysis of problems and understanding of behavior pattern of special children.

CONTENT

UNIT I: EDUCATIONAL GUIDANCE

Meaning, Guidance and Curriculum, Principles and Examples of Guidance oriented Curriculum. Special Need and Specific Nature of Guidance at different educational stages, viz. Primary, Secondary, Higher Secondary, College entrance, University and Professional Courses/Colleges.

Educational Information – Importance, Techniques of collecting and disseminating Educational Information.

UNIT II: VOCATIONAL GUIDANCE

Meaning, Theories of Vocational Development, Vocational Development, Vocational Maturing and Vocational Adjustment Occupational Information – Nature and Importance/ Significance, Classification of Occupations, Sources of Occupational Information, Collection, Analysis and Filing of Occupational Information, Dissemination and use of Occupational Information, Job Analysis and Job Profiles.

Theories of career development (some basic concepts, applicability and limitations of each theory) - Trait Factor Theory , Roe's theory of personality development and career choice , Holland's career theory of personality types and work environment , Super's life span/life space approach to career development

UNIT III: PERSONAL GUIDANCE

Meaning and Definition of Personal Guidance, Need of Personal Guidance, Methodology and Strategy of Personal Guidance, Various Possible Areas of Problems- Viz. Physical Health, Social Relationship, School Life, Home and Family, Sex, Ideals, Financial Status, Morals, Religion etc. Various areas of Deviancy viz. – Physical, Mental, Intellectual, Academic, Emotional, Psychoneurotic etc. Cause effect Relationship,

Personality Development : Skills for developing personality: Self Confidence, coping with stage fear, preparing for interview, Communication skill, Self exploration, etc.

UNIT VI: GROUP GUIDANCE

Concept and Need of Group Guidance, Specific need of Group Guidance in Indian Situations, Group Dynamics and Group Guidance, Group Guidance and Individual Counseling. Techniques of Group Guidance.

Researches in Guidance Types and Areas of Researches conducted. Needed Areas of Research in Guidance and Counseling. Issues and challenges in Guidance.

UNIT V: INTERVENTION PROGRAMMES

Role of relaxation strategies, yoga & meditation therapies for children and adolescents for reducing stress and problems. Personal management skills (Time, self management)

Critical Analysis of different Types of problems -Academic Problems, Class room problems, Personal, Vocational, Emotional/social problem (Adjustment) , and Problem of Decision making .

Behaviour Patterns of Gifted, underachiever, Slow learner/educationally backward child, Attention deficit hyperactive (ADH) Children, ,Visual/ auditory/ Speech, Orthopedic and Mentally challenged.

ACTIVITIES

- Sources and Disseminating Information: Educational and Vocational Job Analysis
- Trend Report on Researches of Guidance and Counseling
- Group Assessment- Tools: Administration and Report.
- Relaxation strategies, yoga & meditation therapies for children and adolescents for reducing stress and problems.
- Critical Analysis of different types of Problems of Students
- Study of Behaviour Pattern of any special child

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