

## M. Ed. Semester- IV

Session 2018-20

S. No.	Course Credit	Course Code	Course Title	Total Marks	Credits (Theory/ Tutorial/ Practicum)	Practical	Class Teaching / Field Based Activity Hours per week	Internal Assessment Weightage	External Assessment Weightage
25	4	SOE010426C3014	Recent Trends in Teacher Education	100	4	0	4	30%	70%
26	4	<b>Elective Course-I (Choose any one)</b>		100	4	0	4	30%	70%
		SOE010427DCEC3014	Educational Technology						
		SOE010428DCEC3014	Education of the Disadvantaged Groups						
		SOE010429DCEC3014	Personality Development and Communication Skills						
		SOE010430DCEC3014	Educational Measurement and Evaluation						
27	4	<b>Specialization of course -Elective-II (Choose any one)</b>		100	4	0	4	30%	70%
		SOE010431DCEC3014	Educational Policy, Economics and Planning at Elementary Level						
		SOE010432DCEC3014	Educational Policy, Economics and Planning at Secondary Level						
28	4	<b>Specialization of course -Elective-III (Choose any one)</b>		100	4	0	4	30%	70%
		SOE010433DCEC3014	Educational Management, Administration & Leadership at Elementary Level						

		SOE010434DCEC3014	Educational Management, Administration & Leadership at Secondary Level						
29	4	<b>Elective Course-IV (Choose any one)</b>		100	4	0	4	30%	70%
		SOE010435DCEC3014	Value Education						
		SOE010436DCEC3014	Distance and Open Learning						
		SOE010437DCEC3014	Comparative Education						
		SOE010438DCEC3014	Guidance and Counselling						
30	4	SOE010439C3014	Dissertation	100	0	4	8	60%	40%
<b>Total</b>	<b>24</b>			<b>600</b>	<b>20</b>	<b>4</b>	<b>28</b>		

- 1 credit Theory/ Tutorial/ Practicum=16 hours in a semester
- 1 credit=25 Marks
- Viva-Voce exam for course 30 will be conducted by the external examiner at the end of the semester
- Generic Elective Courses offered by M.Ed. to other department
  - Introduction to Counselling (4 Credits)
  - Inclusive Education (4 Credits)

## RECENT TRENDS IN TEACHER EDUCATION

**COURSE CODE:SOE010425C3014**

**Year : II**

**Credit : 4**

**Semester : IV**

**Marks : 100(Theory: 70 + Internal: 30)**

**Objectives:**On the completion of this course the students will -

- toacquaint with various policies on teacher education and their implications.
- familiarized with the concept of professional competencies and ways to develop it.
- Discuss and appreciate various issues related to teacher education
- Identify gaps in research on teachers and teacher education
- Appreciate the need and importance of in-service teacher education for professional development of teachers
- Identify and discuss the current problems in the field of teacher education.

Teaching Scheme				L+T+P	Examination Scheme		
Unit	Lecture (L)	Tutorial (T)	Practicum (P)		Internal Assessment	External Assessment	Total Marks
I	12	4	0	16	30 Marks	70 Marks	100
II	12	2	1	15			
III	12	3	2	17			
IV	12	3	1	16			
Total	48	12	04	64			

## Course Content / Syllabus

### Unit -1 : Teacher Education Post-Independence

- National Commission on Teachers (1999)
- National Curriculum Framework (2005) and National Curriculum Framework for Teacher Education (2009)
- Justice Verma Committee Report (2012) and NCTE Regulations (2014)
- Draft of National Education Policy (2019)

### Unit -2 :Understanding knowledge Base and Models of Teacher Education

- Understanding knowledge base of teacher education from the view point of Schulman, Deng and Luke &Habermas
- Meaning of Reflective Teaching and Strategies for promotion of Reflective Teaching
- Models of Teacher Education- Behaviouristic, Competency based and Inquiry oriented Teacher Education

### Unit -3 : Teacher Competency and Accountability

- Personal and contextual factors affecting teacher development
- Competency based teacher education and Core competencies of teacher educators
- Roles and accountability of teacher educators and characteristics of effective teacher educators

### Unit -4 : Emerging Issues in Teacher Education

- Digital Initiatives:MOOCsand Online faculty development programmes
- Maintaining standards in teacher education: Admission policies and procedures, recruitment of teacher educators and service conditions of teacher educators.
- Innovative practices/approaches in teacher education: Constructivist and ICT Integration approach
- Qualityenhancement for professional of teacher education and research priorities in teacher education

**Transactional Strategies:** The course would be transacted through participatory approach including lecture cum group discussion; self-study, seminar/presentations by students etc.

**Evaluation strategies:**

Identify gaps in research on teacher education, design a program for teachers' professional development, organize a workshop on teacher's personality development and communication skills.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted	Test	20
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom.	Assignment & Presentation (PPT)	05
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>

**Suggested Readings:**

- Arora, G.L. (2002). *Teachers and their teaching*. Delhi: Ravi Books.
- Chaurasia G. (2000). *Teacher education and professional organizations*. Delhi: Authors Press.
- Chauhan, S.S. (2018). *Professional ethics and accountability in education*. New Delhi: APH Publications
- Day, C. & J. Sachs, J. (2004). *International handbook on the continuing professional development of teachers*. Maidenhead: Brinks Open University Press.
- Dillon J. & Maguire, M. (1997). *Becoming a teacher: Issues in secondary teaching*. Buckingham: Open University Press.
- Dunking, Michael, J. (1987). *The international encyclopedia of teaching and teacher education*. Oxford: Pergamon Press.

- Elahi, N. (1997). *Teacher's education in India*. New Delhi: APH Publishing Corporation
- Kundu, C.L. (1998). *Indian year book on teacher education*. New Delhi: Sterling Publishers Privatization Ltd.
- McNergney, Robert F. and Herbert, Joanne M. (2001). *Foundations of education: The challenge of professional practice*. Boston: Allyn and Bacon.
- Misra, K.S. (1993). *Teachers and their education*. Ambala Cantt.: The Associated Publishers.
- Mohammad Miyan (2004). *Professionalization of teacher education*. New Delhi: Mittal Publications.
- Murray, Frank B. (1996). *Teacher educator's handbook: Building a base for preparation of teachers*. San Francisco: Jossey-Bass Publishers.
- Sen.S. (2018). *Teachers in 21st century characteristics and role performance*. New Delhi: APH Publishing House
- National Council for Teacher Education (1998). NCTE Document. New Delhi: Member Secretary, NCTE.
- NCTE. (1998). *Policy perspective in teacher education-Critique and documentation*. New Delhi: NCTE.
- Reimers, E.V. (2003). *Teacher professional development: An international review of the literature*. UNESCO Paris: IIEP.
- Siddiqui, M.A. (1993). *In-service education of teachers*. New Delhi: NCERT.
- Wasnik (2018). *Skilling training: A complete guide for trainers and learners*. New Delhi: APH Publications

**EDUCATIONAL TECHNOLOGY****COURSE CODE:SOE010426DCEC3014****Year : II****Credit : 4****Semester: IV****Marks :100 (Theory: 70, Internal: 30)****Objectives:**On completion of this course the students will be able to:

- Explain the concept, nature, forms and historical development of educational technology.
- Describe significance and stages of development of Instructional Design.
- Apply the models of Instructional design
- Develop E- portfolios and E- assessment tools
- Elaborate the significance, applications and current trends in educational technology.
- Critically analyse the uses of E-Learning, M-Learning, Blended learning, and Virtual Learning Communities.
- Adopt ethical issues for e-learner and e-teacher.

Teaching Scheme				L+T+P	Examination Scheme		
Unit	Lecture (L)	Tutorial (T)	Practicum (P)		Internal Assessment	External Assessment	Total Marks
I	12	4	0	16	30	70	100
II	12	2	1	15			
III	12	3	2	17			
IV	12	3	1	16			
<b>Total</b>	<b>48</b>	<b>12</b>	<b>04</b>	<b>64</b>			

## Course Content / Syllabus

### Unit-1 : Educational Technology: An Overview

- Educational Technology: Concept, nature, components (hardware & software), scope, forms and historical development
- Application of educational technology in Formal, Non-formal (open and distance learning), Informal and Inclusive Education systems
- Systems Approach to education

### Unit-2 : Instructional Objectives and Instructional Design

- Overview of Behaviourist, Cognitive, and Constructivist theories and their implications to instructional design
- Instructional Design: Concept, significance, process and stages of development of Instructional Design.
- Overview of Models of Instructional Design- ADDIE, ASSURE, DICK and CAREY Model.
- Gagne's Nine events of instruction and Nine Elements of Constructivist Instructional Design

### Unit-3 : Emerging Trends in e-learning

- Concept of e- learning and approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended Learning, Mobile learning).
- Recent Digital Initiatives- e-PG Pathshala, MOOCs, SWAYAM, Open Educational Resources (OERs).
- Social learning- Concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum.
- Quality of e-learning and ethical issues for e-learner & teacher

### Unit-4 : ICT in Education

- ICT in Education: Concept, significance and applications of ICT tools
- E-portfolios and Online Assessment- concept and development.
- E- inclusion- Concept, Assistive technology in e-learning.
- Major issues and concerns in use of ICT in education.

### Transactional Strategies

Lecture-cum- demonstration and hands on experiences on the production of audio-visual material; observation of various modes of training programmes by the different organizations / institutions and analyzing the different instructional designs.



### Internal Assessment Strategies :

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted	Test	20
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom	Assignment & Presentation (PPT)	05
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>

### Suggested Readings:

- Apple, M. (1991): The new technology: Is it part of the solution or part of the problem in education? Computers in the Schools, 8(2), 59-81.
- Ahuja, M. (2007). *Mastery learning- A practical approach*. Meerut: Vivek Publishers.
- Behera, S.C. (1991). *Educational television programmes*. New Delhi: Deep and Deep Publications.
- Bhushan, A & Ahuja, M. (1992). *Educational technology*. Meerut: Vikas Publication.
- Bloom, B.S. (1972). *Taxonomy of educational objectives. A hand book- I (cognitive domain)*. New York: DevidMokey Campo.
- Das, R.C. (1993). *Educational technology– A basic text*. New Delhi: Sterling Publishers Pvt. Ltd.
- Flanders, Ned A. (1978). *Analyzing teacher behavior*. London: Addison Wesley Publishing Co.
- Goel, S. (2019). *ICT waves in education: challenges for 21st century teachers*. New Delhi; Atlantic publishers
- Haas, K.B. and Packer, H.Q. (1990). *Preparation and use of audio visual aids*. New York: Prentice Hall.
- Jena, S.S. (2018). *ICT in Education*. New Delhi: Shipra Publication.
- Joyce, B. Weil, M. & Showers, B. (1985). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Kumar, K.L. (2008). *Educational technology*. New Delhi: New Age International Pvt. Ltd. Publishers.
- Kumar, N. and Chandiram, J. (1967). *Educational television in India*, New Delhi: Arya Book Depot.
- Ledford, B.R. & Sleeman, P.J. (2001). *Instructional Design: A Primer*. Greenwich: Information Age Publishing.
- Mohanty, J. (2007). *Modern trends in educational technology*. Hyderabad: Neelkamal Publications.
- Mukhopadhyay, M. (1990). *Educational technology challenging issues*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mukhopadhyay, M. (1990). *Educational technology*. New Delhi: Shipra Publication.

- Narang, V.K. (2015). *Modern trends in educational technology*. New Delhi: Astha Publishers.
- Pandey, S. (2018). *A textbook of educational technology*.New Delhi: Pearson
- Pathak, R. P. (2007): *ShaikshikProdyogikiKeinNayeAayaam*. Delhi: S. M. Books.
- Ray, P.K.S. (2012). *Educational technology*. Delhi: Dominant Publishers.
- Roy, R. (2011). *Educational technology in changing society*. Delhi: Shipra Publication.
- Saxena, P. K. (2008): *ShaikshikProdyogikievamKakshaPrabandh*. Delhi: KK Publications.
- Sharma, S. & Gupta, N. (2007): *ShaishikTaknikiAvamKakshaKakshPrabandhan*. Jaipur: ShyamPrakashan.

## EDUCATION OF THE DISADVANTAGED GROUPS

**COURSE CODE:SOE010427DCEC3014**

**Year :II**

**Credit : 4**

**Semester: IV**

**Marks: 100 (Theory: 70, Internal: 30)**

**Objectives :**After the completion of this course, the students will be able to

- Understand the policy perspectives related to education of socially disadvantaged section in India,
- Analyze the status of education of the socially disadvantaged children in the country,
- Develop knowledge and skill to address social group inequality in school and, society,
- Understand the schemes and programmes of education of socially disadvantaged group,
- Identify research priorities and conduct researches in the area of education of socially disadvantaged groups.

Teaching Scheme				L+T+P	Examination Scheme		
Unit	Lecture (L)	Tutorial (T)	Practicum (P)		Internal Assessment	External Assessment	Total Marks
I	12	4	0	16	30	70	100
II	12	2	1	15			
III	12	3	2	17			
IV	12	3	1	16			
<b>Total</b>	<b>48</b>	<b>12</b>	<b>04</b>	<b>64</b>			

## Content / Syllabus

### Unit-1 : Conceptual Understanding of Education of the Disadvantaged Groups

- Disadvantaged Sections of India: Scheduled Castes, Scheduled Tribes, Educationally backward minorities, girls, children from rural and slum children.
- Constitutional Provisions for social group equity and education of socially disadvantaged sections of India
- National Policy on Education (1986), POA (1992), and National Curriculum Framework, 2005.
- International initiatives: Dakar Framework of Action (2000) and Millennium Development Goals (2000).

### Unit-2 : Status of School Education of Disadvantaged Section in India

- Status of enrolment at elementary and secondary stage with reference to social group equity, different access in habitations, class, caste, tribe and other disadvantages groups.
- Achievement of disadvantaged children.
- Education of gifted and underachievers of disadvantaged group
- Remedial measures for disadvantaged section of society

### Unit-3 : Problems in education of disadvantaged section and addressing inequality

- Problems in education of socially disadvantaged children.
- Multicultural education, multi-grade teaching in rural context.
- Organization and management of school to address socio-cultural diversity, bias in textbooks, hidden curriculum (teacher attitude, expectations).
- Teaching learning process and support materials, addressing language issues, curriculum and curricular activities for meeting diverse needs of children- socio-cultural and linguistic.

### Unit-4 : Research priorities in the area of education of disadvantaged section

- Evaluation of centrally sponsored schemes of education of SCs, STs, girls and Minorities.
- Status study of education of SCs, STs, girls, and Minorities and other marginalized groups.
- Study of teaching learning practices and social inclusion.
- Case studies on innovative institutional practices-NVS, KGVs, Madrasahs etc.

**Transactional Strategies:** Discussions, debates, research trends analysis, case studies

**Internal Assessment Strategies :**

**A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.**

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted	Test	20
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom .	Assignment & Presentation (PPT)	05
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>

**Practicum:**

- Preparation of status report on education (elementary/secondary) of socially disadvantaged groups in a district/state region.
- Evaluation of text books from the social group equality perspective.
- Critical analysis of NCF, 2005 (Focus group report).
- Field visit to residential/ ashram schools and minorities institutions and preparation of report.
- Identification of research topic in the area of education of socially disadvantaged sections and preparation of proposals.
- Documentation/preparation of report on institutions/school practicing innovations.
- Analysis of status report on girls' education-access, enrolment etc from selected educational statistics (MHRD), Report cards (NUEPA) and All India Survey Report (NCERT).
- Evaluation/Analysis of school textbooks from gender perspective.
- Visit to state Project office/DPO, discussion with members of girls' education cell and preparation of report

**Suggested Readings:**

- Bank, B.J. (2007). *Gender and education: An encyclopedia*. Westport, London: Praeger.
- Bhatt, B.D. & Sharma, S.R. (1992). *Women's education and social development*. Delhi: Kanishka.
- Fredman, S. (2018). *Human rights and equality in education: comparative perspectives on right to education of minorities and disadvantaged groups*. Germany: Lambert publications.
- Government of India (1986). *National policy on education*. New Delhi. Department of Education.
- Government of India (1992). *Programme of action*, New Delhi: MHRD, Department of Education.

- Mehrotra, S. (2006). Child malnutrition and gender discrimination in south Asia. *Economics and political weekly*.
- NCERT (2005): *National curriculum framework*. New Delhi: NCERT.
- NCERT (2006). *National focus group report on education of SCs and STs*. New Delhi: NCERT.
- Ramchandran, V. (1998). *Girls and women education: policies and implementation mechanism*. Case study: India, Bangkok, UNESCO.
- Scot Danforth & Terry J.S. (2005). *Engaging Troubling Students-A Constructivist Approach*.
- Sharma, M.C. & Sharma, A.K. (2003). *Discrimination based on sex, caste, religion and disability: Addressing through educational interventions; A handbook for sensitizing teacher and teacher educators*. New Delhi: NCTE & NHRC.
- ShehVimal P (1982). *The educational problems of scheduled caste and scheduled tribe school and college students in India*
- Subramanyam, R. (2003): Gender equality in education: Definitions and measurements. *International Journal of Educational Development*.
- Thamasseri, I. (2018). *Elementary education of socially disadvantaged groups*. Germany: Lambert Publications

**PROFESSIONAL DEVELOPMENT AND COMMUNICATION SKILLS****COURSE CODE:SOE010428DCEC3014****Year :II****Credit : 4****Semester: IV****Marks: 100 (Theory: 70, Internal: 30)****Objectives** :After the completion of this course, the students will-

- Practice all communication skills
- Learn the art of effective communication
- Understand the 7C'S of effective communication
- Understand the 4C'S of effective teaching
- Be aware about the various techniques of stress management

**Course Content / Syllabus****Unit-1 : Communication Skills**

- Listening
- Speaking
- Reading
- Presenting
- Writing

**Unit-2 : Art of Communication**

- Importance of Effective Communication
- 7Cs of Effective Communication
- Verbal and Non-verbal Communication
- Group Discussion
- Body language and Gestures

### **Unit-3 : Personality Development**

- Development of Self: Physical development, Spiritual development, Emotional development, Social development, Moral Development
- Time Management
- Basic Personality Traits: Values, Beliefs, Interactions, Experience and Environmental Influence
- Personality and Career choice (Teaching)
- SWOT analysis

### **Unit-4 : Development of Teaching Proficiency**

- Ethics of teaching as a profession
- Mental Health and Adjustment
- Preparation for facing interviews and Mock Interview
- Simulation
- Managing Anxiety and Conflict
- 4Cs of Effective Teaching: Choice, Critical Thinking, Creativity and Care

**Transactional Strategies :**Discussions, debates, research trends analysis, case studies

**Internal Assessment Strategies :**

**A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.**

### **Practicum:**

- Case study of one student with adjustment problems
- Studying the personality characteristics of some successful individuals.
- Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report
- Project work on identified themes.
- Visit to schools and classroom located in rural/urban/tribal contexts- exposure, observation, critical analysis of events and presentation before a small group

### **Suggested Readings:**

- Atkinson, Richard C., et.al (1983). *Introduction to Psychology*. New York: Harcourt Brace Jorovich Inc.,
- Bandura, A. (1977). *Social learning theory*. Cliff. N. J: Prentice Hall.
- Bickhard, M.H. & Christopher, J.C. (1994). *The influence of early experience on human personality development. New ideas in psychology*.



- Bickhard, M.H. (1992). How does the environment affect the person? In L.T. Winegar, J. Valsiner (Eds.). *Children's development within social contexts: Meta theory and theory*. Erlbaum.
- Bourne, L.E. (1985). *Psychology: Its principles and meaning*. New York: Holt, Rinehart and Winston.
- Brown, R. (2000). *Group processes: Dynamics within and between groups*. (2<sup>nd</sup> Ed). New York: Blackwell Publishers.
- Cole, R. (1997). *Themoral intelligence of the children*. London: Bloomsbury.
- Cruickshank, W.M. (1980). *Psychology of exceptional children and youth*. N.J.: Prentice Hall.
- Dutt, Suresh (1997). *Society and education*. New Delhi: Anmol Publications.
- Erickson, E.H. (1968). *Identity, youth and crisis*. New York: W.W. Norton.
- Klausmeier, H. (1985). *Educational psychology*. New York: Harper and Row, Publication.
- Singh, K.K. (2018). *The art of public speaking*. New Delhi: APH Publishing House.
- Usha, R. (2018). *Life skills*. New Delhi: Sankalp Publications

**MEASUREMENT & EVALUATION****COURSE CODE:SOE010429DCEC3014****Year : II****Credit: 4****Semester: IV****Marks: 100 (Theory : 70, Internal : 30)****Objective : On the completion of this course the students will be able to:**

- Understand the meaning, concept, trends and functions of measurement & evaluation.
- Relates educational objectives with evaluation.
- Plan, prepare, administer researcher made test.
- Use appropriate statistical concepts for analysis of test scores.
- Get acquainted with various examination reforms and alternative assessment.
- Get develop ability to apply theoretical knowledge gained through the course.
- Familiarize the students with theoretical background of educational measurement and evaluation.
- Develop competencies in standardizing different types of measuring instrument.

				<b>L+T+P</b>			
	<b>Lecture (L)</b>	<b>Tutorial (T)</b>	<b>Practicum (P)</b>		<b>Internal Assessment</b>	<b>External Assessment</b>	<b>Total Marks</b>
I	12	4	0	16	30	70	100
II	12	2	1	15			
III	12	3	2	17			
IV	12	3	1	16			
<b>Total</b>	<b>48</b>	<b>12</b>	<b>04</b>	<b>64</b>			

**Course Content / Syllabus**

**Unit-1 : Basics of Measurement and Evaluation**

- Concept, meaning, types and importance of measurement and evaluation.
- Differentiation between measurement and evaluation
- Role of measurement and evaluation in education
- Scales of measurement –ordinal, nominal, interval and ratio

**Unit-2 : Characteristics of Good Measuring Instruments**

- Validity: concept and types, factors affecting validity of test
- Reliability: concept and types, factors affecting reliability of test
- Objectivity: concept and techniques of maintain objectivity
- Norms: Meaning and significance, developmental-norms, age-norms, grade-norms

**Unit-3 : Test Construction &Standardization**

- Norms and Criterion referenced test: Concept, difference and applications.
- Teacher made and standardized test: Concept, difference and applications.
- Steps involved in the standardization of an achievement test.
- Basic requirement in preparing a test, test specification and table of specifications, planning about constructing a test- blue print.
- Preparation of norms for the final test, preparation of manual and reproductions of test.

**Unit-4 : Recent trends in Evaluation**

- Grading, marking and credit system.
- Alternative assessment strategies – rubric, performance based assessment.
- Question Bank.
- Continuous and comprehensive evaluation.
- Moderation and revaluation.
- Online assessment tools.

**Transactional Strategies Lectures, Assignments, Projects, Power Point Presentations, Survey, Test Construction.**

**Internal Assessment Strategies :**

**A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.**

**Practicum:**

- 1.Prepare an evaluation tool for any of the variables related to cognitive domain.

2. Prepare an evaluation tool for any of the variables related to affective domain.
3. Make a survey on problems in continuous and comprehensive Evaluation.

### Suggested Readings:

- Allen, M.J. & Yen, W.M. (2004). *Introduction to measurement theory*. Illinois: Waveland Press, INC.
- Anastasi, A. & Urbina, S. (1997). *Psychological testing*. (7<sup>th</sup>ed.). New Delhi: PHI Learning Pvt. Ltd.
- Anastasi, A. (1976). *Psychological testing*. (4<sup>th</sup>ed.). New York: McMillan Publishing Company.
- Cronbach, L.J. (1970). *Essentials of psychological testing*. (3rd. ed.). New York: Harper & Row Publishers.
- Garrett, H. E. (2005). *Statistics in psychology and education*. New Delhi: Paragon International Publishers.
- Guba, E.G. & Lincon, Y.S. (1989). *Fourth generation evaluation*. London: Sage Publications.
- Guilford, J. P. & Fruchter, B. (1978). *Fundamental statistics in psychology and education*. New York: McGraw Hill.
- Guilford, J.P. (1979). *Psychometric methods*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Gupta, S. P. & Gupta, A. (2004). *Statistical methods*. New Delhi: Sultan Chand and Sons.
- Hinkle, D.E., Wiersma, W. & Jurs, S.G. (1994). *Applied statistics for behavioral sciences*. Boston: Houghton Mifflin Company.
- Kanvaria, V. K. (2011). *Developing a standardized achievement test*. Germany: LAP.
- Kault, D. (2003). *Statistics with common sense*. Westport: Greenwood Press.
- Mangal, S. K. (2009). *Statistics in psychology and education*. New Delhi: PHI Learning Pvt. Ltd.
- Marshall, H. & Addison, W. (1971). *Classroom test construction*. London: Publishing Company
- Murphy (2018). *Psychological testing: principle and applications*. New Delhi: Pearson Educations
- Nunnally, J.C. (1981). *Psychometric theory* (2<sup>nd</sup>ed.). New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Popham, J.W. & Sirotnik, K.A. (1996). *Understanding statistics in education*. Illinois: F.E. Peacock Publishers, Inc.
- Rathore (2019). *Anusandhanvidhi evam taknik*. New Delhi: Sankalpprakashan.
- Robson, C. (1994). *Experiment, design and statistics in psychology* (3rd ed.). England: Penguin Books.
- Sani, F. & Todman, J. (2006). *Experimental design and statistics for psychology: A first course*. MA, USA: Blackwell Publishing.
- Sethi, M.K. (2018). *Measurement and evaluation in education*. New Delhi: APH Publications
- Sharma, R. A. (2004). *Essentials of scientific behavioural research*. Meerut: Surya Publication.
- Singh, A. K. (1992). *Research methods in psychology, sociology and education*. Delhi: Motilal Banarasisdas.
- Singh, A. K. (2001). *Test, measurements and research methods in behavioural sciences*. Delhi: Bharati Bhawan.
- Singh, K. (2007). *Quantitative social research methods*. Los Angeles: SAGE Publications.
- Thorndike, R. L. (1951). Reliability. In E. F. Lindquist (Ed), *Educational measurement*. Washington DC: American Council on Education.
- Wiersma, W. (1991). *Research methods in education*. Boston: Allyn and Bacon.



**(Elective-II)****(At any one of the school stages–Elementary and Secondary)****EDUCATIONAL POLICY, ECONOMICS AND PLANNING AT ELEMENTARY LEVEL****COURSE CODE:SOE010430DCEC3014****Year II****Credit:4****Semester IV****Marks :100 (Theory: 70, Internal: 30)****Objectives : On the completion of this course the students will be able to:**

- Know and appreciate the policies related to education in India at central and state level
- Understand the financing of education in India.
- Understand the concept and nature of educational planning.
- Define education as an investment
- Understand issues pertaining to the issues of quality at secondary level.
- Critically analyze some of governmental plans and policies of education.

Teaching Scheme				L+T+P	Examination Scheme		
Unit	Lecture (L)	Tutorial (T)	Practicum (P)		Internal Assessment	External Assessment	Total Marks
I	12	4	0	16	30	70	100
II	12	2	1	15			
III	12	3	2	17			
IV	12	3	1	16			
<b>Total</b>	<b>48</b>	<b>12</b>	<b>04</b>	<b>64</b>			

## Course Content / Syllabus

### Unit-1 : Educational Policy at Elementary Level

- Concept and Types of Educational Policy- State level Institutional ,Short –term, Long- term at Elementary Level
- Need and Importance of Educational Policy at Elementary Level
- Linkage between national Educational Policy and State Development Policy at Elementary Level
- Constitutional Provisions for Education and significance
- Government Initiatives: NPE (1986); POA (1992); DPEP (1994); SSA; RTE; LokJumbish Projects, ShikshaKarni Projects, Kasturba Gandhi ShikshaYojana, Sharde Hostels)

### Unit -2 : Economics of Education

- Meaning, Significance and Scope
- Education as Consumption
- Education as investment and Cost Analysis in Education
- Education and Economic Development
- Financing of Education in India: Center- State relationship, mobilization of resources
- Financial Contribution of community to school.
- Central and State Level Expansion on Elementary Education w.r.t. SC, ST, Minority Groups and Girls
- Models of development based on free market economies

### Unit -3 : Educational Planning at Elementary Level

- Concept, needs and goals of Educational Planning
- Principles of Educational Planning.
- Approaches of Educational Planning
- Educational Planning in India since independence at elementary stage

### Unit- 4 : Inspection, Supervision and Monitoring

- Monitoring and Supervision at Elementary Level
- Research and Evaluation of specific schemes like Mid-Day Meals, establishments of Village Education Committee and different incentive schemes and achievement levels
- Quality concern at elementary Education and assessment of quality
- Factors affecting quality and literacy achievement

**Transactional Strategies:** Discussions, debates, analysis of plans and policies, suggestions for improvement

**Internal Assessment Strategies :**

**A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.**

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Better one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>

**Practicum :**

- Preparation of research design on a theme, discipline and RTE act. 2009
- Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.
- Critical Analysis of Research Studies on programs and policies related to elementary education (Survey a Govt school nearby and Prepare of report on critically analyze the SSA and Mid May Meal programme)
- Any other assignment/ project given by the Institute.
- Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratiche Report on Education; Global Monitoring; Report of UNESCO



### Suggested Readings:

- Althusser, L. (1971). Ideology and ideological state apparatuses, in L. Althusser (eds), *Lenin and philosophy and other essays*. London: New Left Review.
- Apple, M. (2004). *Ideology and curriculum*. New York: Routledge Falmer.
- Banerjee, S. Cole, E. Duflo and L. Linden. (2003). *Improving the quality of education in India: Evidence from three randomized experiments*. NBER mimeo.
- Becker, Gary (1993). Nobel Lecture: The Economic Way of Looking at Behavior. *Journal of Political Economy* 101, pp. 385-409.
- Becker, Gary S. (1964). Human capital (eds). *Investment in Human Capital: Effects on Earning*. NBER: New York.
- Belfield, Clive. (2000). *Economic principles for education*. Edward Elgar.
- Blaug, Mark. (1970). Where are we now in Economics of Education?. *Economics of Education Review*.
- Blaug, Mark. (1972). *An introduction to economics of education*. London: Penguin.
- Caplin, B. (2018). *The case against education: why education is waste of time and money*. USA: Princeton university press.
- Chattopadhyay, S. (2012) *.Education and Economics*. London: Oxford University Press.
- Clarke, S. (2005). The neoliberal theory of society, In A. Saad-Filho& D. Johnston (eds.) *Neoliberalism: A Critical Reader*. Ann Arbour, MI: Pluto Press, 50-59.
- Coombs, P.H. (1969). *What is Educational Planning?*. Paris: International Institute of Educational Planning (IIEP).
- Fereeti, R. (2018). *Teachers, teaching and reforms; perspectives on reforms to improve educational outcomes*. India: Routledge.
- Giroux, H. (2005). *The terror of neoliberalism: cultural politics and the promise of democracy*. Boulder: Paradigm Publishers.
- H. Levin.(1987). Education as a Public and Private Good. *Journal of Policy Analysis and Management*, Summer.
- Harvey, D. (2005). *A brief history of neoliberalism*. New York: Oxford University Press.
- Hayek, F. A. (1979). *Law, legislation and liberty: a new statement of the liberal principles and political economy; the political order of a free people*, (3<sup>rd</sup> ed.). London: Routledge.
- Naik, J.P.(1975) *.Equality, quality and quantit: The elusive triangle in Indian education*.Bombay:Allied.
- Oreopoulos, P.,&Kjell S. (2011). Priceless: the non-pecuniary benefits of schooling. *Journal of Economic Perspectives* 25(1), 159-184.
- Padmanabhan,C.B.(1986). *Economics of Educational planning in India*. New Delhi: Arya Book Depot.
- Palley, T.I. (2005). From Keynesianism to Neoliberalism: shifting paradigms in economics,' in A. Saad-Filho& D. Johnston (eds.) *Neoliberalism: A critical Reader*. Ann Arbour, MI: Pluto Press.
- Parkash S. (1999). *Educational planning*. New Delhi: Gyan Publishing House.
- Prakash, V. &K. B. (2008). *Perspectives on Education and Development*. Delhi: NUEPA.
- Psacharopoulos, George. (1996). *The profitability of investment in education: Concepts and methods, human development and operations policy*, working Paper No. 15280. Washington, DC: The World Bank.
- Psacharopolous, G. (1985). *Planning of education: Where do we stand?*. Washington: World Bank.
- Saad-Filho, A. & D. Johnston. (eds.) (2005). *Neoliberalism: A critical reader*. Ann Arbour, MI: Pluto Press.

- Schultz, T.W. (1961). Investment in Human Capital, *American Economic Review*.
- Sen, Amartya and Dreze. (1996). *India: Economic development and social opportunity*. Oxford: University Press.
- Tilak, Jandhyala B. G. (2002). Education and Poverty. *Journal of Human Development (New York: UNDP)*, 3 (2), 191-207.
- Tilak, Jandhyala B.G. (2006). Economics of Human Capital in India. *Indian Economic Journal*, 3(20).
- Tilak, Jandhyala B.G. (2008). “Education, Growth and Development, Keynote Address”. 91<sup>st</sup>IEA Annual Conference 705 (19).

**M.Ed. Semester-IV****EDUCATIONAL POLICY, ECONOMICS AND PLANNING (SECONDARY LEVEL)****COURSE CODE:SOE010431DCEC3014****Year: II****Credit : 4****Semester: IV Marks: 100 (Theory: 70, Internal: 30)****Objectives :**On the completion of this course the students will be able to:

- Know and appreciate the policies related to education in India at central and state level
- Understand the financing of education in India.
- Understand the concept and nature of educational planning.
- Define education as an investment
- Understand issues pertaining to the issues of quality at secondary level.
- Critically analyze some of governmental plans and policies of education

Teaching Scheme				L+T+P	Examination Scheme		
Unit	Lecture (L)	Tutorial (T)	Practicum (P)		Internal Assessment	External Assessment	Total Marks
I	12	4	0	16	30	70	100
II	12	2	1	15			
III	12	3	2	17			
IV	12	3	1	16			
<b>Total</b>	<b>48</b>	<b>12</b>	<b>04</b>	<b>64</b>	<b>30</b>	<b>70</b>	<b>100</b>

## Course Content / Syllabus

### Unit-1: Educational Policy at Secondary Level

- Concept and Types of educational policies- National, State Level Institutional ,Short–Term and Long- Term at Secondary Level
- Need and Importance of Educational Policy at Secondary Level
- Linkage between Educational Policy and National Development Policy at Secondary Level
- Constitutional Provisions for Education and significance
- Govt initiatives (Draft NEPNPE, 1986; POS, 1992; DPEP, 1994; SSA; RMSA; RTE; Lok-Jumbish Projects, ShikshaKarni Projects, Kasturba Gandhi Shiksha Yojana, Sharde Hostels)

### Unit-2 : Economics of Education: Meaning, aims, scope and significance

- Education as Consumption and Investment
- Cost Benefit Analysis Vs Cost Effective Analysis in Education.
- Education and Economic Development; Signalling theory Vs Human Capital theory
- Financing of Education in India: Center- National Relationship, Mobilization of Resources.

### Unit-3 : Educational Planning and Five-Year Plan in Education at Secondary Level

- Concept, needs, goals and principles of Educational Planning at Secondary Level
- Main features of five year plans with special reference to education, impact of five year plans
- Perspective planning at central, state and local levels: concepts of macro, and micro level planning.
- Priorities to be given at central and state levels.
- Perspective plan for education in the 12th Five Year plan.
- Recent initiatives in educational planning.

### Unit-4 : Educational Expenditure

- Availability of educational statistics at central, state and district levels.
- Educational Expenditure and its Source of finance Government grants (central, state, local) Tuition fee, Taxes Endowment Donation and gifts, Foreign aids.
- School Budgetary and accounting procedure. Central grants, state grants and allocation of grants by U.G.C. Grant-in-aid policy in India and the states. Monitoring of expenditure control and utilization of funds, accounting and auditing. Central-State Relationship in Financing of Education.
- Financial estimates by Tapas Mazumdar Committee (GoI, 1998)

**Transactional Strategies:** Discussions, debates, analysis of plans and policies, suggestions for improvement

**Tasks and Assignment : Any one of the Following:**

- Estimation of opportunity cost on a sample of working school age children.
- Preparation of a blue-print for expenditure control in a school
- Preparation of a school budget
- Any other given assignment by the teacher educators

**Suggested Readings :**

- Becker, Gary (1993). Nobel Lecture: The Economic Way of Looking at Behavior. *Journal of Political Economy* 101, pp. 385-409.
- Becker, Gary S. (1964). Human capital (eds). *Investment in Human Capital: Effects on Earning*. NBER: New York.
- Belfield. Clive. (2000). *Economic principles for education*. Edward Elgar.
- Blaug, Mark. (1970). Where are we now in Economics of Education?. *Economics of Education Review*.
- Blaug, Mark. (1972). *An introduction to economics of education*. London: Penguin.
- Caplin, B. (2018). *The case against education: why education is waste of time and money*. USA: Princeton university press.
- Chattopadhyay, Saumen. (2012) .*Education and Economics*. London: Oxford University Press.
- Clarke, S. (2005). The neoliberal theory of society, in A. Saad-Filho& D. Johnston (eds.) *Neoliberalism: A Critical Reader*. Ann Arbour, MI: Pluto Press, 50-59.
- Coombs, P.H. (1969). *What is Educational Planning?*. Paris: International Institute of Educational Planning (IIEP).
- Fereeti, R. (2018). *Teachers, teaching and reforms; perspectives on reforms to improve educational outcomes*. India: Routledge.
- Giroux, H. (2005). *The terror of neoliberalism: cultural politics and the promise of democracy*. Boulder: Paradigm Publishers.
- H. Levin.(1987). Education as a Public and Private Good. *Journal of Policy Analysis and Management*. Summer.
- Harvey, D. (2005). *A brief history of neoliberalism*. New York: Oxford University Press.
- Hayek, F. A. (1979). *Law, legislation and liberty: a new statement of the liberal principles and political economy; the political order of a free people*,(3<sup>rd</sup> ed.). London: Routledge.
- Naik, J.P.(1975) .*Equality, quality and quantity: The elusive triangle in Indian education*.Bombay:Allied.
- Oreopoulos, P.,&Kjell S. (2011). Priceless: the non-pecuniary benefits of schooling.*Journal of Economic Perspectives* 25(1), 159-184.
- Padmanabhan,C.B.(1986). *Economics of Educational planning in India*. New Delhi: Arya Book Depot.
- Palley, T.I. (2005). From Keynesianism to Neoliberalism: shifting paradigms in economics,' in A. Saad-Filho& D. Johnston (eds.,) *Neoliberalism: A critical Reader*. Ann Arbour, MI: Pluto Press.

- Parkash S. (1999). *Educational planning*. New Delhi: Gyan Publishing House.
- Prakash, V. &K. B. (2008). *Perspectives on Education and Development*. Delhi: NUEPA.
- Psacharopoulos, George.(1996). *The profitability of investment in education: Concepts and methods, human development and operations policy*, working Paper No. 15280. Washington, DC: The World Bank.
- Psacharopolous, G. (1985). *Planning of education: Where do we stand?.* Washington: World Bank.
- Saad-Filho, A. & D. Johnston. (eds.) (2005). *Neoliberalism: A critical reader*. Ann Arbour, MI: Pluto Press.
- Schultz, T.W. (1961). Investment in Human Capital, *American Economic Review*.
- Sen, Amartya and Dreze. (1996). *India: Economic development and social opportunity*. Oxford: University Press.
- Tilak, Jandhyala B. G. (2002). Education and Poverty. *Journal of Human Development (New York: UNDP)*,3 (2), 191-207.
- Tilak, Jandhyala B.G. (2006). Economics of Human Capital in India.*Indian Economic Journal*, 3(20).
- Tilak, Jandhyala B.G. (2008). “Education, Growth and Development, Keynote Address”. 91<sup>st</sup>IEA Annual Conference 705 (19).

## **(Elective-III)**

**(At any one of the school stages–Elementary and Secondary)**

**M.Ed. Semester-IV**

**EDUCATIONAL MANAGEMENT, ADMINISTRATION & LEADERSHIP AT ELEMENTARY LEVEL**

**COURSE CODE:SOE010432DCEC3014**

**Year : II**

**Credit: 4**

**Semester: IV**

**Marks: 100 (Theory: 70, Internal: 30)**

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

- Know and understand the concepts of educational management, administration and leadership
- Understand various styles of leadership
- Develop some leadership qualities in themselves
- Understand educational administration in India at local, state and central level

**Course Content / Syllabus**

**Unit- 1: Educational Management & Educational Planning and Supervision**

- Concept, Needs, Objectives and Scope of Educational Management
- Approaches and Principles of Educational Management
- Concept of Educational Management Human Beings as inputs, Process & Product inputs
- Educational Manager: Functions, Roles, Skills&Competencies
- Managerial Creativity, Managerial Ethics
- Role and functions of Headmaster/ Principal/ Teacher: Basic functions of Administration, Planning, Organizing, Directing and Controlling in School Management & Administration
- Meaning, Nature and Approaches of Educational Planning
- Institutional Planning and Perspective Planning at Elementary Level
- Meaning , Nature and Scope of Educational Supervision
- Educational Supervision as : Service Activity, Process, Functions, Planning, Organizing and Implementing Supervisory Programmes at Elementary Level

## **Unit-2 : Introduction to Educational Administration & Communication in Educational Management & Administration**

- Concept, Scope, Principles of Educational Administration
- Educational Administration Approaches and Emerging Trends
- Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as a Process, Human Relations Approach to Administration.
- Types of Communication
- Methods and Devices of Communication
- Selection of Appropriate Communication Strategies
- Barriers of Communication

## **Unit-3 : Leadership in Education & Theories of Leadership**

- Concept of Leadership, Leader and Manager,
- Leadership Traits and Skills
- Functions and Styles of Leadership
- Measurements of Leadership
- Approaches of Leadership: Trait, Transformational, Transactional, Value -Based, Cultural, Psychodynamic, Charismatic, Community based and Social.
- Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tridimensional Model
- Hersey and Blanchard's Situational Theory

## **Unit-4 : Educational Administrative Bodies in India at State & Local Level : Role & Functions**

- State Bodies: State Council of Educational Research & Training (SCERT),
- State Institute of Education Technology (SIET),
- District Institute of Education & Training (DIET),
- Institute of Advance Studies in Education (IASE)
- Local Bodies: Municipal Councils/Corporation, Zilla Parishads, Panchayats.

**Transactional Strategies:** Lectures, field visits to various educational institutions, case studies, assignments, discussions

### **Internal Assessment Strategies :**

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

### **Practicum :**

- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central & state Govt. for Elementary Education. Prepare a report of entire activity.



- Review research on educational management or management of elementary schools
- Evaluation of management of SSA activities in a district.
- Collect data from relevant sources on student & teachers ratio at elementary level. Is it according to provision of RTE act? Prepare a report on it.
- Examine the effectiveness of any one programme run by central Govt. for elementary students. Present the report in a classroom seminar.
- Analyze quality & quantity of Mid-day meal in any rural school.

### Suggested Readings:

- Altrichter, H. & Elliot, J. (2000). *Images of educational change. England:* Buckingham Open University.
- Bhattacharya, D.K. (2001). *Managing people*, New Delhi: Excel Books.
- Bush T., L. B. (2003). *The principles and practice of educational management*, (Eds.). New Delhi: Sage Publications.
- Bush, T. (2013). *Educational management, administration & leadership*. New Delhi: Sage Publications.
- Chauhan, S. (2012). *Educational management*. New Delhi: Pearson Publication.
- Dawra, S. (2003). *Management thought*. New Delhi: Mohit Publication.
- Dhillan, S.S. (2019). *Educational administration: management and leadership*. New Delhi: GyanGeeta Publications.
- Harigopal, K. (2001). *Management of organizational change*. New Delhi: Response Books.
- Lunenburg, F.C. & Orenstein, A.C. (2012). *Educational administration- Concept & practices*. Canada, USA: Wadsworth, Cengage Learning Solutions.
- Luthans, F. (2005). *Organisational behavior*. New York: McGraw-Hills Inc.
- McCaffery, P. (2004). *The higher education manager's handbook*. New York and Canada: Routledge.
- Nair, S.R. (2004). *Organizational behaviour- Texts and cases*. Mumbai: Himalaya Publication.
- Nangia, S.B. (2009). *Educational administration*. New Delhi: APH Publishing Corporation Publishing House.
- Northouse, P. (2018). *Leadership theory and practice*. New Delhi: Sage Publications.
- Owens, R.C. (2001). *Organizational behaviour in education*, Boston: Allyn and Bacon.
- Prasad, A. (2007). *University education administration and the law*. New Delhi: Deep & Deep Publications.
- Punia, V. (2004). *Managerial skills in educational administration*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Rita, S. (2004). *Assessment and accreditation in higher education*. New Delhi: Association of Indian Universities.
- Sayeed, O. B. and Pareek, U. (2000). *Actualizing managerial roles*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Sharma, R. A. (2009). *Educational administration & management*. Meerut: R Lal Book Depot.
- Sindhu, I.S. (2012). *Educational administration & management*. New Delhi: Pearson Publications
- Srivastav, A.K. (2009). *Educational administration policy, planning and survey*. New Delhi: Kunal Books.

**EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP AT SECONDARY LEVEL**

**COURSE CODE:SOE010433DCEC3014**

**Year: II**

**Credit : 4**

**Semester: IV**

**Marks: 100 (Theory: 70, Internal: 30)**

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

- Know and understand the concepts of educational management, administration and leadership
- Understand various styles of leadership
- Develop some leadership qualities in themselves
- Understand educational administration in India at local, state and central level

Teaching Scheme					Examination Scheme		
Unit	Lecture (L)	Tutorial ( T )	Practicum (P)	Total Lecture	Internal Assessment	External Assessment	Total Marks
I	12	4	0	16	<b>30</b>	<b>70</b>	<b>100</b>
II	12	2	1	15			
III	12	3	2	17			
IV	12	3	1	16			
<b>Total</b>	<b>48</b>	<b>12</b>	<b>04</b>	<b>64</b>			

## Course Content / Syllabus

### Unit-1 : Educational Management, Educational Planning & Supervision

- Concept, Needs, Objectives & Scope of Educational Management
- Approaches and Principles of Educational Management
- Concept of Educational Management Human Beings as inputs, Process & Product inputs
- Educational Manager: Functions, Roles, Skills& Competencies
- Managerial Creativity, Managerial Ethics
- Role and functions of Headmaster/ Principal/ Teacher: Basic functions of Administration, Planning, Organizing, Directing and Controlling in School Management and Administration
- Meaning, Nature and Approaches of Educational Planning
- Institutional Planning and Perspective Planning at secondary level
- Meaning , Nature and Scope of Educational Supervision
- Educational Supervision as : Service Activity, Process, Functions, Planning, Organizing and Implementing Supervisory Programmes at secondary level.

### Unit-2 : Introduction to Educational Administration & Communication in Educational Management and Administration

- Concept, Scope, Principles of Educational Administration
- Educational Administration Approaches and Emerging Trends
- Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as a Process, Human Relations Approach to Administration.
- Types of Communication
- Methods and Devices of Communication
- Selection of Appropriate Communication Strategies
- Barriers of Communication

### Unit-3 : Leadership in Education & Theories of Leadership

- Concept of Leadership, Leader and Manager,
- Leadership Traits and Skills
- Functions and Styles of Leadership
- Measurements of Leadership
- Approaches of Leadership: Trait, Transformational, Transactional, Value -Based, Cultural, Psychodynamic, Charismatic, Community based and Social.
- Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tridimensional Model

- Hersey and Blanchard's Situational Theory.

#### **Unit- 4 : Educational Administrative Bodies in India at National Level: Role & Functions**

- University Grant Commission (UGC)
- National Council of Educational Research and Training (NCERT)
- National University of Educational Planning and Administration (NUEPA)
- Ministry of Human Resource Development (MHRD)
- National Council for Teacher Education (NCTE)
- Central Advisory Board For Education (CABE)

**Transactional Strategies :**Lectures, field visits to various educational institutions, case studies, assignments, discussions

#### **Internal Assessment Strategies :**

**A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.**

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Better one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>

**Practicum :**

- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central and state Govt. for secondary education. Prepare a report of entire activity.
- Review research on educational management or management of secondary schools which are used in other countries but not in India.
- Evaluation of management of SSA activities in a district.
- Collect data from relevant sources on student & teachers ratio for secondary level school of your district. Is it according to provision of RTE act? Prepare a report and send it to authorities.
- Examine the effectiveness of any one programme run by central Govt. for secondary students. Present the report in a classroom seminar.

**Suggested Readings:**

- Altrichter, H. & Elliot, J. (2000). *Images of educational change*. England: Buckingham Open University.
- Bhattacharya, D.K. (2001). *Managing people*. New Delhi: Excel Books.
- Bush T., L. B. (2003). *The principles and practice of educational management*, (Eds.). New Delhi: Sage Publications.
- Bush, T. (2013). *Educational management, administration & leadership*. New Delhi: Sage Publications.
- Chauhan, S.(2012). *Educational management*.New Delhi: Pearson Publication.
- Dhillan, S.S. (2019). *Educational administration: management and leadership*. New Delhi: GyanGeeta Publications.
- Dawra, S. (2003). *Management thought*, New Delhi: Mohit Publication.
- Harigopal, K. (2001). *Management of organizational change*. New Delhi: Response Books.
- Lunenburg, F.C. & Orenstein, A.C. (2012). *Educational administration- Concept & practices*. Canada, USA: Wadsworth, Cengage Learning Solutions.
- Luthans, F. (2005). *Organizational behavior*. New York: McGraw-Hills Inc.
- McCaffery, P. (2004). *The higher education manager's handbook*. New York and Canada: Routledge.
- Nair, S.R. (2004). *Organizational behaviour-Texts and cases*. Mumbai: Himalaya Publication.
- Nangia, S.B. (2009). *Educational administration*. New Delhi: APH Publishing Corporation Publishing House.
- Northouse, P. (2018). *Leadership theory and practice*. New Delhi: Sage Publications.
- Owens, R.C. (2001). *Organizational behaviour in education*, Boston: Allyn and Bacon.
- Prasad, A. (2007). *University education administration and the law*. New Delhi: Deep & Deep Publications.
- Punia, V. (2004). *Managerial skills in educational administration*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Rita, S. (2004). *Assessment and accreditation in higher education*. New Delhi: Association of Indian Universities.
- Sayeed, O. B. and Pareek, U. (2000). *Actualizing managerial roles*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Sharma, R. A. (2009). *Educational administration & management*. Meerut: R Lall Book Depot.
- Sindhu, I.S. (2012). *Educational administration & management*. New Delhi: Pearson Publications
- Srivastav, A.K. (2009). *Educational administration policy, planning and survey*. New Delhi: Kunal Books.

**(Elective-IV)**  
**(At any one of the school stages–Elementary and Secondary)**

**M.Ed. Semester-IV**

**VALUE EDUCATION**

**COURSE CODE:SOE010434DCEC3014**

<b>Year</b>	<b>II</b>		<b>Credit</b>	<b>4</b>
<b>Semester</b>	<b>IV</b>		<b>Marks</b>	<b>100 (Theory: 70, Internal: 30)</b>

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

- Understand importance and need for value education
- Appreciate various activities organized by the schools to develop desirable values in the students
- Conduct various talks and programs for value education
- Gain knowledge of various models for value education
- Understand role of teachers for inculcation of values in the students

Unit	Lecture (L)	Tutorial (T)	Practicum (P)	L+T+P	Internal Assessment	External Assessment	Total Marks
I	12	4	0	16	30	70	100
II	12	2	1	15			
III	12	3	2	17			
IV	12	3	1	16			

Total	48	12	04	64	30	70	100
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### Course Content / Syllabus

#### Unit-1 : Value Education & Need

- Concept of Values and Value Education; Historical Background of Value Education
- Aims and Objectives of Value Education
- Need, Importance and Role of Value Education in the present emerging Indian society
- Classification of Values

#### Unit-2 : Theories & Model of Value Development

- Theories of Value Development: Psycho-analytic, Learning theory – social learning Cognitive development , Piaget and Kohlberg
- Models of Value Development : Value Analysis, Rationale Building, Social Action , The Consideration Model

#### Unit-3 : Types of Values & Profession

- Constitutional or national values - Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity.
- Professional Values-Knowledge thirst, sincerity in profession, regularity, punctuality and faith.
- Religious Values - Tolerance, wisdom, character.
- Modernity vs. Value crisis, Issues and challenges
- Value orientation of Teacher education curricula in India

#### Unit-4 : Value & Character Building

- Concept of Morality and Moral Judgment
- Aspects of Moral Education – Liberal, Social, Religious, Psychological
- Development of Moral Character And Attitude
- Role of Media in developing values and morality

**Transactional Strategies :** Discussions, lectures, debates, workshops, conduct of various speeches and talks etc.

#### Internal Assessment Strategies :

**A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.**

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Better one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>

**Practicum :**

- Organize any programme (Morning Assembly, Celebration of Important Days etc.) for school children for inculcating different values.
- Create a programme for awareness among the school/college students about value education.
- Study of the comparison of values among students of one urban school with one rural school.
- Making a project report on role of formal and informal agencies for inculcating values among children

**Selected Readings:**

- Goel (2018). Value education and spiritual elevation. New Delhi: Khandelwal publications.
- Guber, F.C.(1963). *Aspects of value*. Philadelphia: University of Pennsylvania Press.
- Josta,H.R.(1991).*Spiritual values and education*. Ambala Cantt: Associated Publishers.
- Jamal, N. (2018). *Baudhikevamnaitikshiksha*. New Delhi: DPS Publishers.
- Kluckhohn, C.(1961). *The Study of Values*. In D.N. Barrett (ed), *value in America*. Norte Dame: University of Norte Dame Press.
- Kothari D.S. Education and Values, Report of the orientation course-cum-workshop on Education in Human Values. New Delhi.
- Malhotra P.L. *Education, Social Values and Social Work-the Task for the New Generation*, New Delhi: NCERT.



- Morris, C. (1956). *Varieties of human values*. Chicago: University of Chicago press.
- Mukerjee, R. K. (1969). *Social structure of values*. New Delhi: S. Chand and Co.
- NCERT (1992). *Education in values*, New Delhi.
- Rokeach, M. (1978). *The nature of human values*. New York: Jessy Brass.
- Ruhela, S.P. (1986). *Human values and education*. New Delhi: Sterling Publications,
- Sprod, T. (1998). *Philosophical discussion in moral education, the community of ethical inquiry: Routledge International Studies in the Philosophy of Education*. New York: Routledge.
- Venkataiah. N. (1998). *Value Education*. Delhi: APH Publishing.

**DISTANCE & OPEN LEARNING****COURSE CODE:SOE010435DCEC3014****Year II****Credit 4****Semester IV  
: 30)****Marks 100 (Theory : 70, Internal****Objective :**To enable the pupil teachers to :

- Understand the philosophy of open and distance learning.
- Understand the distance and open modes of learning
- Differentiate different modes of learning.
- Understand the need and importance of distance and open learning.
- Understand the role of mass media and various other technologies in distance and open learning.
- Understand the procedure of self-instructional material development and student support services for open and distance learning.
- Develop the understanding of management of open and distance learning.
- Know various evaluation techniques in distance education.

	<b>Lecture (L)</b>	<b>Tutorial (T)</b>	<b>Practicum (P)</b>	<b>L+T+P</b>	<b>Internal Assessment</b>	<b>External Assessment</b>	<b>Total Marks</b>
I	12	4	0	16	30	70	100
II	12	2	1	15			
III	12	3	2	17			
IV	12	3	1	16			
<b>Total</b>	<b>48</b>	<b>12</b>	<b>04</b>	<b>64</b>	<b>30</b>	<b>70</b>	<b>100</b>

## **Course Content / Syllabus**

### **Unit – I : Growth & Philosophy of Distance Education**

- Concept, meaning, nature of distance and open learning.
- Growth and philosophy of distance education and open learning – International and National.
- Need, importance, scope, advantages and limitations of distance and open learning.
- Correspondence and open education: Development, objectives and modes.
- Param Inter University: An Indian Perspective of open learning.

### **Unit – II : Communication aspects of Distance & Open Learning**

- Communication Technology for Distance Education.
- Audio Technology, Video Technology, satellite based communication system, Mobile Technology.
- Role of Mass Media.
- Computer Technology.

### **Unit –III : Instructional Process of Distance & Open Learning**

- Research for distance education.
- Curriculum Development for distance education.
- Distance Education: Economic perspective.
- Staff training and Development in Distance Education, Professional Training in Distance Education.

### **Unit – IV : Evaluation Procedure in Distance Education**

- Learner Support Services.
- Management of Distance Education.
- Recommendations of NPE (1986) and NKC (2005) regarding distance education and recent developments in Distance Education.
- Evaluation techniques in Distance Education.
- Comprehensive and continuous evaluation in Distance Education & Open Learning.

**Transactional Strategies Web based learning, Lectures, Debates, Assignments, Projects, Power Point Presentations, and Demonstration.**

### **Internal Assessment Strategies :**

**A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.**

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Better one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>

**Practicum :**

- Review of a book on distance education.
- Assignment on the need and relevance of distance education system, in India at elementary/secondary/higher levels.
- Review of CIET/UGC/IGNOU TV Programmes, and preparation of report.

**Suggested Readings:**

- Crompton, H. (2018). *Mobile learning and higher education: challenges and context*. India: Routledge
- Criscito Pat (2004). *Barron's guide to distance learning*. London: Barron's E. Publisher.
- Garrison, D. R. (1989). *Understanding distance education framework for future*. Chapman and Hall, London: Routledge.
- Holmberg, B. (1985). *Status and structure of distance education* (2<sup>nd</sup> Ed.). Lector Publishing.
- IGNOU (1988). *Growth and philosophy of distance education*, (Block 1, 2 & 3). New Delhi: IGNOU.
- Mohanty, J. (2001). *Studies in distance education*. New Delhi: Deep & Deep Publication.

- Nandra, I.S. (2010): *Distance and open education*; Patiala: Century Publication.
- Pandey, U. (2017). *Optimizing open and distance learning in higher education institutions*. New Delhi. IPI Global
- Prasad D. Chandra (2007). *Distance education*. New Delhi: K.S.K. Publishers.
- Race, Phil (1994).*The open learning handbook*, Second Edition. London: Kogan Page.
- Rathore, H.C.S. (1993).*Management of distance education in India*. New Delhi: Ashish Publishing House.
- Sharma S. (2002).*Modern methods of lifelong learning and distance education*. Meerut: International Publishing House
- Sharma, R.A. (2008). *Distance Education*. Meerut: International Publishing House.

**COMPARATIVE EDUCATION**

**COURSE CODE:SOE010436DCEC3014**

**Year            II**

**Credit            4**

**Semester        IV**

**Marks            100 (Theory: 70, Internal: 30)**

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

- Acquaint the student with concept, scope, Need, History and development of Comparative Education.
- Acquaint the student with the methods of Comparative Education
- Study the Problems of Education in World perspective.
- Understand the factors and forces and forces influencing practice of Education.
- Create awareness and develop understanding of system of Education in developing and developed countries.
- Develop the sense of international understanding.
- Acquaint the students with the current trends and problems in world in world Education.

	<b>Lecture (L)</b>	<b>Tutorial (T)</b>	<b>Practicu m (P)</b>	<b>L+T+P</b>	<b>Internal Assessment</b>	<b>External Assessment</b>	<b>Total Marks</b>
I	12	4	0	16	30	70	100
II	12	2	1	15			
III	12	3	2	17			
IV	12	3	1	16			
<b>Total</b>	<b>48</b>	<b>12</b>	<b>04</b>	<b>64</b>	<b>30</b>	<b>70</b>	<b>100</b>

## **Course Content / Syllabus**

### **Unit -1 : Conceptual Understanding of Comparative Education & Historical Development**

- Concept, scope and aims of Comparative Education.
- Principles behind analysing educational system of different countries
- Historical development of comparative Education
- Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach
- Factors influencing Education system in any country

### **Unit-2 : Elementary Education and secondary Education (U.K., U.S.A. and India)**

- Salient Features of Pre-Primary Education in UK, USA and India
- Salient Features of Elementary Education in UK, USA and India
  - Aims, content, Methods of Instructions and Evaluation strategies
  - Concept of Universalization of Elementary Education in India and its implementation, SSA and DPEP
- Salient Features of Secondary Education in UK, USA and India
  - Aims, Content, Methods of Instructions and Evaluation strategies
  - RastriyaMadyamikSikhsha Abhiyan
- Educational Administration in UK, USA and India

### **Unit-3 : Higher Education and Distance Education and Continuing Education**

- Salient Features of Higher Education in UK, USA and India
  - Aims, content, Methods of Instructions and Evaluation strategies
  - RUSA
- Salient Features of Distance and continuing Education in UK, Australia and India
  - Aims, Content, Methods of Instructions, Modes of Communication and Evaluation strategies
  - Its Need and Various Concepts

### **Unit 4 : Teacher Education and Vocationalization of Education**

- Salient Features of Teacher Education in Finland and India
  - Aims, content, Methods of Instructions and Evaluation strategies
- Salient Features of Vocationalization of Education in UK, USA and India

- Meaning and Needs of Vocationalization of Education
- Aims, Content, Methods of Instructions and Evaluation strategies
- Research trends in Comparative Education

**Transactional Strategies      Internal Assessment Strategies :**

**A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.**

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Better one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>

- Develop comparative chart in elementary school with help of their teachers, students and community.
- Critical appraisal/analysis of existing syllabi and textbooks on elementary level at national levels.
- Make a study of the evaluation practices in selected schools critical analysis of facilities provided in elementary levels.

**Suggested Readings:**

- Cramer, J.F. & Browne, C.S. (1965). *Contemporary education: A comprehensive study of national system*. New York: Brace and world, Inc.



- Humberson, T.H. (2018). A short history of education in great britain and ireland. England: Forgotten books.
- Karen M., Kathy B. &Hayhoe R. (2017). *Comparative and International Education, (2<sup>nd</sup> Eds.)*. Canada: Canadian Scholars' Press
- Naseema, C. &Jibin, V.K. (2012). *Comparative education*. Shipra Publication.
- Sharma, Y. K. (2004). *Comparative education-Comparative study of educational system*. Guwahati: Eastern Book House.
- Sodi, T.S. (2018). *Textbook of Comparative Education (6thEd.)*, New Delhi: Vikas Publication.
- UNESCO (1971). *Developing of Education in Asia*.Paris: Unesco, Mineda's.
- Young, D. (1995).*Introduction of American public education*. New York: McGraw-Hills Inc.
- TulanatmakShikshan – Dr. Seeteram Jaiswal, Dr. RamdasBarkale, Dr, NaliniPichad

**GUIDANCE AND COUNSELLING****COURSE CODE:SOE010437DCEC3014****Year II****Credit 4****Semester IV  
Internal: 30)****Marks 100 (Theory: 70,****Objectives : On the completion of this course the students will be able to:**

- Know the history of guidance and counseling in India
- Realize the importance of guidance and counseling
- Understand various techniques adopted for guidance and counseling
- Be sensitized to the need and importance of mental health
- Gain knowledge of various techniques and tools for assessing mental health of learners

	<b>Lecture (L)</b>	<b>Tutorial (T)</b>	<b>Practicum (P)</b>	<b>L+T+P</b>	<b>Internal Assessment</b>	<b>External Assessment</b>	<b>Total Marks</b>
I	12	4	0	16	30	70	100
II	12	2	1	15			
III	12	3	2	17			
IV	12	3	1	16			
<b>Total</b>	<b>48</b>	<b>12</b>	<b>04</b>	<b>64</b>	<b>30</b>	<b>70</b>	<b>100</b>

## Course Content / Syllabus

### Unit -1 : Introduction to Guidance

- Concept, Principles & Functions of Guidance
- Types of Guidance: Educational, Vocational, Social, Personal, health and Social Guidance.
- Contemporary Models of Guidance; Mathewson Model, Sholen's Model

### Unit -2 : Introduction to Counseling

- Concept, Principles, Techniques & Procedure of Counseling
- Counselor: Characteristics, Functions & Ethics
- Skills of Counseling: Building Trust, Listening, Observation & Empathy

### Unit -3 : Approaches and theories of counselling

- Approaches of Counseling: Directive, Non-Directive, Eclectic Counseling, Cognitive-behavioural approach, Albert Ellis-REBT, Humanistic (Rogers)
- Theories of Counseling: Freud's Psychoanalytic, Behaviouristic, Emotive

### Unit 4: Mental Health and Hygiene

- Concept of Well Being
- Concept of Mental Health
- Factor Affecting Mental Health
- Role of Guidance in Personnel in Promoting Positive Mental Health at Work Place

**Transactional Strategies :** Lectures, discussions, use of psychological tests, observation of students, conducting career guidance in the schools, counsel students by identifying their mental health problems such as lack of concentration, anxiety, anger etc.

**Internal Assessment Strategies :**

A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Better one will be considered)	Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) & Practicum	Assignment & Presentation (PPT)	05+10
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>

**Practicum :**

- Draw a plan for the assessment of ability, aptitude, interest or personality of students. Explore two tests
- One each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups.
- Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session.
- Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in details the group climate.

**Suggested Readings:**

- Aggarwal, J.C. (2005). *Career information in career guidance theory & practice*. Delhi: Doaba House.
- Aggarwal, R. (2010). *Elementary guidance and counselling*. New Delhi: Shipra Publication.

- Bala, Rajni. (2007). *Guidance and counselling: Modern Review*. New Delhi: Afa Publication.
- Burnard, P. (2005). *Counselling Skills Training*. New Delhi: Viva Book Private Limited.
- Chandra, R. (2009). *Career information and guidance and counselling*. Delhi: Isha Books.
- Chandanpat (2018). *Guidance and counselling*. ND: Educational Publisher & Distributor.
- Chauhan, S.S. (2007). *Principle and techniques of guidance*. New Delhi: Vikas Publishing House.
- Dev, K. (2005). *Educational guidance*. New Delhi: Pragun Publication.
- Gibson, R. L. & Mitchell, M. (2008). *Introduction counselling and guidance*. New Delhi: PHI Learning Pvt. Ltd.
- Gibson, Robert L. & Mitchell, Marianne, H. (2016). *Introduction to counselling and guidance*. New Delhi: Pearson Prentice Hall in India.
- Gladding, R. (2018). *Introduction to counselling*. ND: Pearson.
- Gupta, M. (2005). *Effective guidance & counselling*. Jaipur: Mangaldeep publications.
- Kochhar, S. K. (2006). *Educational and vocational guidance in secondary education*. Delhi: Sterling Publications.
- Kochhar, S.K. (2009). *Guidance & counselling in colleges & universities*. New Delhi: Sterling Publishers Pvt Ltd.
- Koshy, J. (2007). *Guidance and counselling*. New Delhi: Dominant Pub. & Distributors.
- Kottler, J. A. & Shepard, D. S. (2008). *Counselling theories & practices*. Cenage Learning: 1st Edition.
- Madhukumar, I. (2007). *Guidance and counselling*. New Delhi: Authors Press.
- Mathur, S. S. (2008). *Fundamentals of guidance & counselling, (2<sup>nd</sup>ed.)*. Agra: Aggarwal Publication.
- Mishra, R.C. (2004). *Guidance & counselling*. New Delhi: APH Publishing Corporation.
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan publishers.
- Pandey, V.C. (2006). *Educational guidance & counselling*. Delhi: Isha Books.
- Rao, S N. (2006). *Counselling and guidance*. Delhi: McGraw hill Publication.
- Rao, S. N. & Hari, H. S. (2004). *Guidance and counselling*. New Delhi: Discovery Pub. House.
- Safaya, B.N. (2002). *Guidance & counselling*. Chandigarh: Abhishek Publications.
- Saxena, A. (2006). *Organization of Guidance Service*. Delhi: Rajat Publications.
- Saxena, A. (2007). *Introduction to educational & vocational guidance*. Delhi: Rajat Publications.
- Sexena, A. (2007). *Modern techniques of counselling*. New Delhi: Rajat Publications.
- Sharma, R. A.(2011). *Fundamentals of guidance and counselling*. Meerut: R. Lal Book Depot.
- Sharma, S.P. (2008). *Career guidance & counselling*. New Delhi: Kanishka Publishers & Distributors.
- Sharma, T.C. (2002). *Modern methods of guidance & counselling*. New Delhi: Sarup& Sons.
- Sharma, Y.K. (2005). *Principles of educational & vocational guidance*. New Delhi: Kanishka Publishers.
- Shrivastava, K.K. (2003). *Principles of guidance & counselling*. New Delhi: Kanishka Publishers.
- Singh, R. (2002). *Educational & Vocational Guidance*. New Delhi: Commonwealth Publishers.
- Varky, B. G. & Mukhopadhyay, M. (2006). *Guidance and Counselling*. New Delhi: Sterling Publications.
- Vashist, S.R. (2004). *Evaluation of Guidance*. New Delhi: Anmol Publications Pvt. Ltd.
- Yadav, R.H. (2012). *Guidance & Counselling*. New Delhi: APH Publishing Corporation.

**DISSERTATION****COURSE CODE:SOE010438C0044**

<b>Year</b>	<b>II</b>	<b>Credit</b>	<b>4</b>
<b>Semester</b>	<b>IV</b>	<b>Marks</b>	<b>100</b>

**Objectives : After the completion of the dissertation work , students will be able to:**

- Understand the process of conducting research.
- Know various statistical techniques used for analysing the data.
- Critically analyse the related literature
- Contribute to new knowledge.
- Learn the process of publishing research output
- Suggest desirable changes in their area of study.

60	40 (Report Presentation & Viva-Voce)	100
<b>60</b>	<b>40</b>	<b>100</b>

● **Transactional Strategies :** The dissertation is a compulsory 4 credit component of the M.Ed. programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved therein. It is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor:

(i.)Related to specialization / foundations Students (in close mentorship of a faculty member) learn to plan and conduct a research, and write a thesis.

(ii.)The word limit for the dissertation may be between 15,000 to 20,000 words.

(iii.)Each student has to submit a Dissertation on a topic, preferably from the Specialization Courses or in the areas introduced in the perspective courses at the end of the M.Ed. course before the commencement of the Theory Examination.

- While a dissertation may be submitted at the end of the Semester 4 of the programme, the process of arriving at it should begin early on, ideally in the Semester 1 onwards. This also means that the assessment of this component should be spread over various stages in this process, viz., developing a research proposal, presenting it, conducting the research, developing the first draft, finalizing the dissertation and presenting it in a viva-voce situation. All these stages should be given due weightage in the assessment of the dissertation.

#### **Internal Assessment Strategies :**

**A total of thirty marks have been allotted under Internal Assessment. The nature of the activity, mode and weightage of marks are as follows.**

<b>S. No.</b>	<b>Activity</b>	<b>Mode</b>	<b>Weightage of Marks</b>
1	Report Writing	Report Writing	40
2	Presentation	PPT	10
3	Viva-Voce		10
<b>Total Marks</b>			<b>60</b>