



TEZPUR UNIVERSITY
DEPARTMENT OF EDUCATION

MASTER OF EDUCATION
(M.Ed.) PROGRAMME

COURSE STRUCTURE AND SYLLABUS

**Syllabi of the Education courses prepared based on NCTE model curriculum 2014-15,
(NCTE Recognition Norms and Procedure 2014), UGC-Learning Outcome Based
Curriculum Framework-2020, and National Education Policy-2020**

2024

Preamble

Masters of Education (M.Ed.) is a Two-year academic Program, spread over four semesters, having a professional and academic approach to the discipline of Education as a field of knowledge in its cognitive, applied, and innovative aspects bearing in mind that the learners will have holistic and scholastic understanding of the discipline of education about the evolution of teaching-learning process, teacher's professionalism, learners' psychosocial and philosophical shaping, critical thinking and dimensions of academic foundations in both National and Global settings. Needs may range from understanding the concept of education to knowing how knowledge gets generated, preserved, and transmitted in education to acquiring a higher level of thinking skills for research and innovations in education. Syllabi of the courses of Education in the two-year program have been designed on the pattern of the UGCs Learning Outcome Based Curriculum approach and following the Conceptual underpinnings of NCTE Curriculum Framework 2015, National Education Policy-2020 focusing on the Multidisciplinary approach, Sustainable Development and Holistic outlook of Education. The Two-Year Program aims at nurturing the potentialities of an able academician, skilled professional, vibrant teacher, and ardent policymaker with a blend of National flavor and international understanding.

1. M.Ed. Program

The Master of Education (M.Ed.) program is a two-year professional program in the field of Teacher Education that aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals, and researchers. The completion of the program shall lead to an M.Ed. degree with a specialization in secondary education (classes VI-XII).

2. Graduate Attributes

The Graduate Attributes (GAs) reflect the qualities and abilities of an individual learner including knowledge, application of knowledge, professional and life skills, attitudes, and human values that are required to be acquired by Master of Education (M.Ed.) graduates of the Tezpur University. The graduate attributes include capabilities to strengthen one's professional abilities for widening current knowledge and industry-ready skills, undertaking future studies for global and local application, performing creatively and professionally, in a teaching career, and ultimately playing a constructive

role as a socially responsible global citizen. The Graduate Attributes define the characteristics of learners and describe a set of competencies that are beyond the study of a particular area and program.

Any graduate of a Master of Education (M.Ed.) should be a learner with a basic knowledge and understanding of the core concepts of Education, the role of educational institutes in nation-building, the basic knowledge of Information and communication technologies, and responsibility towards society and the Nation in general.

Knowledge

1. Knowledge of the Discipline: Acquiring knowledge of different dimensions of Education in its historical, social, philosophical, psychological, and other interdisciplinary perspectives.
2. Understanding the Role of Educational Institutions: Role of schools, colleges, universities, and other Higher Education Institutions in democratic and multicultural society along with the importance of Education and knowledge society for National Development. Education for social change, enlightenment, and Holistic Development of children.
3. Lifelong Learning: Every graduate should be a lifelong learner as Education is a process from womb to tomb. A graduate must keep himself/herself consistently updated with current knowledge, social and professional skills, and technological advancement for performing obligations aptly leading a good life with the advancement of society and the world, and guiding others too during life.

Skills

1. Research Ability: It includes curiosity for searching new ways of knowledge, an aptitude for inquiry-based learning, and capability for raising rational questions, finding out problems, and searching the means of solutions in addition to formulating hypotheses, synthesis, articulation abilities, ability to recognize cause-and-effect relationships, define problems, formulating research questions, testing hypotheses, analyzing and interpreting the data, drawing conclusions besides the ability to plan, execute and conclude the results of a research study.
2. Cooperation and Collaboration: Working amicably, efficiently, and respectfully with diverse team members in a group; collaboration and cooperation competency while working as a group member. Promoting mutual respect and a harmonious atmosphere.
3. Effective Communication Skill: Impactful and effective communication ability to ensure the exchange of thoughts, ideas, and views on certain problems or topics.

Acquiring applied skills of verbal and oral communication like writing, speaking, and presentation ability.

4. ICT Proficiency: Capability to use various devices like computers, Laptops, or smartphones. Use of ICT in Education and ability to use various software for creating e-content, using statistical software in research work, utilizing web platforms for writing, referencing, and publishing research papers, ability to use learning platforms and web portals.

Competence

1. Understanding Ethical and Moral Values: As a learner in the discipline of Education the understanding of ethical and moral values and their application in life is of utmost importance for professional and academic development. Professional Ethics and a Code of Conduct are the guiding principles, but they should be vested as innate power in the attitude of a true learner.

2. Leadership Qualities: Enhancing efficiency in multiple facets of leadership. Creating the ability to nurture the qualities to be an efficient leader. Cultivating the traits of leadership as to be visionary, Insightful, sympathetic, and wise who can inspire and lead the team for greater and constructive achievements.

3. Critical and Reflective Thinking: To develop critical and reflective thinking ability along with a sense of awareness of oneself and society. Critical understanding of the surroundings, social context, and environment in which responsibilities are to be done. Reflective thinking for creative work and constructive contribution.

3. Qualification Descriptors for the Graduates

A qualification descriptor of the Master of Education (M.Ed.) program involves the generic outcomes and graduate attributes expected for the award of the Master of Education (M.Ed.) degree program. It means the academic standard for a specific qualification in terms of the levels of knowledge and understanding, skills and competencies, and attitudes and values that the holders of the qualification are expected to attain and demonstrate, in terms of actual outputs after acquiring the degree.

The qualification descriptors reflect in particular-

- Disciplinary knowledge,
- Professional skills
- Understanding of Education as a discipline
- Generic skills
- Global competencies

Each student is expected to acquire and demonstrate them in his/her academic and professional life. The students who complete the Two years of full-time study in the Master of Education (M.Ed.) program will be awarded a Post Graduate Degree. Some of the expected learning outcomes that a student should be able to demonstrate on completion of a PG-level program in Education include the following:

1. Demonstrating a systematic, extensive, and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study; including a critical understanding of the established theories, principles, and concepts, and many advanced and emerging issues in the field of Education.
2. Reflecting Professional and communication skills in the field of School and Higher Education including communication with students, parents, and policymakers, institutional and academic communication, and social communication.
3. Updated knowledge and understanding in the emerging areas of knowledge and eLearning, Interdisciplinary and Multidisciplinary Branches of Knowledge.
4. Comprehending the current developments in the field of Educational Studies, including a critical understanding of the latest developments like Global Education, Four Pillars of Learning, and Education for Sustainable development, etc.
5. Demonstrating an ability to use established methods and techniques of research, analysis, and inquiry within the area of Education.
6. Demonstrating comprehensive knowledge about resources, including current scenarios and the latest achievement in research, access to scholarly and professional literature, e-resources, and systematic procedures relating to essential and advanced learning areas of Education.
7. Using knowledge, understanding, and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
8. Communicating the results of studies undertaken in academic research accurately in a range of different social or human contexts using the main concepts, methods, constructs, and techniques of Educational Research.
9. Addressing his/her own learning needs relating to current and emerging areas of study, making use of research, development, and professional materials as appropriate, including those related to new frontiers of knowledge.

10. Application of disciplinary knowledge and transferable skills to new and unfamiliar contexts to identify and analyze problems and to seek solutions to apply in solving real-life problems.

4. Program Outcomes

The key outcomes planned in this PG Program in Education are conceived as follows:

1. Develop a wider and more comprehensive understanding of Education as a field of Study provided with learning experiences enabling them to understand and appreciate knowledge structures and paradigms of Education.
2. Possess the theoretical and statistical knowledge and competencies required for educational research so that they can conduct research independently as well as in collaboration with National and International Agencies.
3. Enhance their professional practice through a greater theoretical understanding of the psychological, historical, philosophical, and sociological perspectives of education and the zeal for social reconstruction.
4. Develop Professional attitude, values, interests, and skills needed to function as an effective teacher educator equipped with a scientific temper, global vision, and capacity for innovative and critical thinking skills.
5. Harness ICT and technological developments for educational practice, designing, and evaluation of curriculum in the light of emerging issues such as their diverse needs, human behavior, and developmental aspects of a learner concerning their socio-economic and cultural context.

Details of the M.Ed. Program

1. Name of the Program	M.Ed. Program
2. Name of the degree	M.Ed.
3. Eligibility for admission	Bachelor's degree in B.Ed. / B.A. B.Ed. B.Sc. B.Ed./B.El.Ed. with 50% marks or equivalent grade. Any graduate with a D.El.Ed with 50% marks in each.
4. Intake	According to the norms of NCTE -50 Seats (a basic Unit)
5. Nature of the Programme	Professional Program
6. Duration of the Programme	Minimum: 4 Semesters. Maximum 8 Semesters
7. Admission procedure	As per Tezpur University rule.
8. Mode of Transaction of the Curriculum	For transacting the curriculum and for providing adequate learning experiences, the modes usually adopted by the University for academic programs

	<p>are as follows.</p> <ul style="list-style-type: none"> • Lecture-cum-discussion class of one hour duration. • Tutorial classes • Case study • Dissertation • Internship • Practicum • Group activity. • Guided reading in the library to be followed by oral/written presentation. • Written assignments and writing of term papers. • Seminar /symposium
9. Evaluation	<p>The University has a uniform system of continuous evaluation and follows the relative grading system. These will be applicable to the M.Ed. programme too. The tools for continuous evaluation are class tests (with objective type, short-answer type and essay type questions), written assignments/ writing of term papers, guided library work followed by oral/written presentation, practical/performance tests and seminars. Mid Term and End-Term Examinations are there. The ratio of weightage given to continuous evaluation and end-term test is 70:30. The same mode will be adopted for the M.Ed. program with modifications if and when necessary, with the approval of the concerned School Board and the Academic Council.</p> <p>The details are available in the Academic Regulations (Copy attached)</p> <p>Link: https://www.tezu.ernet.in/academic/2020/February/Academic_Regulation.pdf </p>

Course Category		NO. OF COURSES	CREDIT PER COURSE	TOTAL CREDITS
I.	Core Courses (CC)	13	2/4	48
II.	Programme Elective Courses (PEC)	3 (ANYONE)	4	4
III.	Specialization Elective Courses (SEC)	4	4	16
IV.	Open Elective (OE)	2	3	6
V.	Dissertation (DIS)	3	2/4	8
VI.	Internship (INTERN)	2	4	8
		27		90

Course Code	Course title	L	T	P	CH	CR
	SEMESTER-I					
MD 511	Educational Studies	2	1	1	5	4
MD 512	Psychological Perspectives of Education	2	1	1	5	4
MD 513	History, Politics and Economics of Education	2	1	1	5	4
MD 514	Introduction to Educational Research	2	1	1	5	4
MD 515	Measurement and Evaluation	2	1	1	5	4
MD 516	Indian Knowledge System (IKS)	1	0	1	3	2
	CBCT-I	3	0	0	3	3
	Total Credit					25
	SEMESTER -II					
MD 521	Philosophical Perspectives of Education	2	1	1	5	4
MD 522	Sociological Perspectives of Education	2	1	1	5	4
MD 523	Advanced Research Methodology and Statistics	2	1	1	5	4
MD 524	Teacher Education	2	1	1	5	4
MD 525	Internship-I (Specialization Area)	0	0	4	8	4
MD 526	Dissertation-Part-I	0	0	2	4	2
	CBCT-II	3	0	0	3	3
	Total Credit					25
	SEMESTER -III					
MD 533	Organizational Structure, Issues, and Concerns in Secondary Education	2	1	1	5	4
MD 534	Policies and Practices Relating to Curriculum, Pedagogy, and Assessment in Secondary Education	2	1	1	5	4
MD 535	Curriculum Studies	2	1	1	5	4
MD 536	Expository and Academic Writing	1	0	1	3	2
MD 537	Dissertation-Part-II	0	0	2	4	2
MD 538	Internship-II (Specialization Area)	0	0	4	8	4
	Total Credit					20

	SEMESTER -IV					
MD 543	Educational Planning, Administration, and Management in Secondary Education	2	1	1	5	4
MD 544	Educational Technology and ICT in Secondary Education	2	1	1	5	4
MD 545	Guidance & Counseling	2	1	1	5	4
MD 546	Human Rights & Value Education	2	1	1	5	4
MD 547	Environmental Studies	2	1	1	5	4
MD 548	Inclusive Education- Gender, Disability and Marginalization	2	1	1	5	4
MD 549	Dissertation Part-III	0	0	4	8	4
	Total Credit					20

Sl no.	Type of course	Course Code	Course title	PO1	PO2	PO3	PO4	PO5
1	CC	MD 511	Educational Studies	Y	Y	Y	Y	
2	CC	MD 512	Psychological Perspectives of Education	Y	Y	Y	Y	
3	CC	MD 513	History, Politics and Economics of Education	Y	Y	Y	Y	
4	CC	MD 514	Introduction to Educational Research		Y		Y	
5	CC	MD 515	Measurement and Evaluation	Y	Y	Y	Y	Y
6	CC	MD 516	Indian Knowledge System (IKS)	Y	Y	Y	Y	
7	OE		CBCT-I					
8	CC	MD 521	Philosophical Perspectives of Education	Y	Y	Y	Y	
9	CC	MD 522	Sociological Perspectives of Education	Y	Y	Y	Y	Y
10	CC	MD 523	Advanced Research Methodology and Statistics		Y			Y
11	CC	MD 524	Teacher Education	Y	Y	Y	Y	Y
12	INTERN	MD 525	Internship (Specialization Area)	Y	Y	Y	Y	Y
13	DIS	MD 526	Dissertation-Part-I		Y			
14	OE		CBCT-II					
15	SEC	MD 533	Organizational Structure, Issues, and Concerns in Secondary Education	Y		Y	Y	Y

16	SEC	MD 534	Policy and Practice Relating to Curriculum, Pedagogy, and Assessment in Secondary Education	Y		Y	Y	Y
17	CC	MD 535	Curriculum Studies	Y	Y	Y	Y	
18	CC	MD 536	Expository & Academic Writing	Y	Y			
19	DIS	MD 537	Dissertation-Part-II		Y			Y
20	INTERN	MD 538	Internship (Specialization Area)	Y	Y	Y	Y	Y
21	SEC	MD 543	Educational Planning, Administration, and Management in Secondary Education	Y	Y	Y	Y	Y
22	SEC	MD 544	Educational Technology and ICT in Secondary Education	Y	Y	Y	Y	Y
23	PEC	MD 545	Guidance & Counseling	Y	Y	Y	Y	
24	PEC	MD 546	Human Rights & Value Education	Y	Y	Y	Y	Y
25	PEC	MD 547	Environmental Studies	Y	Y	Y	Y	Y
26	CC	MD 548	Inclusive Education- Gender, Disability and Marginalization	Y	Y	Y	Y	Y
27	DIS	MD 549	Dissertation Part-III		Y			Y

MD 511- EDUCATIONAL STUDIES

L	T	P	CH	CR
2	1	1	5	4

Course Outcomes:

On completion of the course, the prospective teacher educator will be able to:

- 1) Explain the nature of education as a discipline.
- 2) Evaluate the impact and applicability of these educational philosophies in different socio-cultural and historical contexts.
- 3) Examine critically the theories of education drawn from various disciplines arising from the vision of school education and teacher education.
- 4) Acquaint with educational structure and various educational institutions.
- 5) Demonstrate an understanding of various alternative educational theories and models.

Unit –I: Theoretical Perspective of Education

- Conceptual analysis of Education and its aims.
- Disciplinary Nature of Education
- Evolution of Education as a discipline
- Education as an Interdisciplinary Area of Study

Unit –II: Alternative Education

- De- Schooling; Ivan Illich
- Right Education; Jiddu Krishnamurti
- Diwa Swapna; Gijubhai
- Totto-Chan; Sosaku Kobayashi
- Hoshangabad Science Teaching Program (HSTP)
- Shishu Vatika and Ekal Vidyalaya Initiatives

Unit III- Policies, Reports, and Framework on Education

- Nature of Educational Policies; National Policy on Education, 1968 National Policy on Education 1986, Revised Programme of Action 1992, NEP 2020
- Reports of Educational Committees and Commissions; University Education Commission (1948-49) Secondary Education Commission (1952-53) The Education Commission (1964-66) National Knowledge Commission (2009)
- National Curricular Frameworks; NCF- 2005, National Curricular Framework for Teacher Education-2009, National Curriculum Framework for School Education 2023

Unit –IV: Recent Trends and Influences on the Discipline of Education

- Education 4.0
- Reforms in Education.
- Global Influences on Indian Education
- Internationalization of Indian education

Practicum:

- i. Critically evaluate the measures undertaken in your state for bringing equality in educational opportunities.

- ii. Prepare a profile of your institution as per the component of the teaching process as required for NAAC accreditation and suggest some best practices to be adopted therein.
- iii. Critically evaluate the present NCTE curriculum for teacher education at B.Ed./M.Ed. level.
- iv. Investigate and prepare a report on the 'Right to Information on Education' sought by the public from the school authority.
- v. Collect data from schools regarding the steps taken by each of them to contribute to the process of socialization.

Texts Books:

1. Gutek, G.L. (2009). *New Perspectives on Philosophy and Education*. USA: Pearson Education Inc.
2. Nayak, B.K. (2013). *Textbook on Foundation of Education*. Cuttack: Kitab Mahal.
3. Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.

Suggested Readings:

1. Apple, M. W. (2013). Can education change society?
2. Beckett, K. S. (2011). R. S. Peter and the Concept of Education.
3. Daniels, H., Lauder, H., and Porter, J. (2009). Knowledge, Values, and Educational Policy: A Critical Perspective.
4. Freire, P. (1970). Pedagogy of the Oppressed.
5. Illich, Ivan (2012). De-schooling Society.
6. MHRD (1992). Programme of Action.
7. NCERT (2005). National Curriculum Framework-2005.
8. NCERT (2021) National Curriculum Framework for Foundation Education
9. NCERT (2023) National Curriculum Framework for School Education
10. Ozmon, H. A., & Craver, S. M. (2008). Philosophical Foundation of Education.
11. Tilak J B (2004). Higher Education between State and the Market.
12. Tomar, Lajjaram भारतीय शिक्षा के मूल तत्त्व

MD511-EDUCATIONAL STUDIES Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3		Y			
4			Y		
5				Y	

MD512-PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

L	T	P	CH	CR
2	1	1	5	4

Course Outcomes:

On completion of the course, the prospective teacher educators will be able to:

1. Describe their understanding of psychological perspectives in education and critically analyze the various schools of psychology and their contributions to learning and development.
2. Reflect on the process of learning, and approaches to learning from different perspectives & critically analyse the various theories of learning and their implications.
3. Describe the concepts of intelligence, motivation, creativity, and strategies for their development during the growing up process of children.
4. Develop a concept map on individual differences, types, factors affecting individual differences, and its educational implications.
5. Compare the concept of personality from Indian and Western perspectives, the role of sociocultural context in personality development, & gain insight into adjusting to the dynamic society.

Unit -I: Psychological Orientation to Education

- Education Psychology: Concept, principles, scope & contribution to improve teaching and learning; Educational psychology-an Indian orientation.
- Scientific methods of studying human behaviour, merits, and limitations regarding its use in the study of behaviour.
- Contribution of major Schools of Psychology to Education: **structuralism, functionalism, behaviorism, psychoanalysis, cognitive and humanistic.**

Unit -II: Learning Process, Theories of Learning and their Educational implications

- Learning: Concept, nature, types, & approaches to learning, unique features of the learning process in ancient India, psychological process of learning in ancient India as per Upanishads and the Bhagavad-Gita.
- Learning Theories: Behaviourist, Cognitivist (Ausubel, Bruner, Piaget), Humanistic (Roger), and Constructivist (Piaget, Vygotsky) perspectives on human learning & Educational Implications.
- Motivation: meaning, types, & role in the process of learning; strategies for motivating learners.

Unit -III: Individual Differences, Creativity, Theories of Intelligence, and its implications

- Individual Differences: Concept, meaning, types, factors & its educational implications
- Creativity: Meaning, nature, components of creativity and strategies for nurturing creativity among learners
- Intelligence: Concept, Theories of Intelligence, and its educational implications

Unit- IV: Personality Development, Socio-cultural contexts, Adjustment and Mental Health

- Concept of Personality: Indian and Western Perspective, types, and traits of personality
- Assessment of Personality (Self-report and Projective techniques etc.)
- Adjustment and Mental Health: Concept, mechanism, and educational implications; Role of Home, School and Society in Promoting Adjustment and Mental Health

Practicum: The prospective teacher educators may undertake any one of the following activities:

1. Analyse the learning situation in schools using any one scientific method of studying human behaviour and prepare a report.
2. Critically analyse the any three learning theories and comprehend the relevance of theories in classroom applications.
3. Review of research related to pupil characteristics and diversity and their implications for planning further research.
4. Observe the various age group children in different/various situation like in classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, intellectual, emotional, and social domain.
5. Identify differences in socio-emotional characteristics among a group of students by using rating scales & inventories available in the psychology laboratory.
6. Visit a school (nearby school/practice teaching school) and interview five low achievers' and five high achievers' students and find out their ways of learning.
7. Administer a test and interpret any one of the following tests on peer group: Intelligence Test/ Interest Inventory / Aptitude Test / Attitude Test/Creativity Test.
8. Status of educational psychology in the general curricula of psychology and education at various academic levels in India.
9. View any two movies out of the following: 1. Smile Pinky (2008), 2. Born into Brothels (2014), 3. Salaam Bombay (1988), 4. Slumdog Millionaire (2009), 5. Gippie (2013) and 6. Mehek (2007). Discuss the content, picturization, characters and messages in the context of issues and concerns of childhood/adolescence in these movies and its educational implications.

Text Books:

1. Sharma, S.K. and Tomar, M. (eds.) (2007). Learning and Teaching: Learning Process. Delhi, Isha Books.
2. Aggarwal, J.C. (2009). Psychology of Learning & Development, New Delhi: Shipra Publication.
3. Woolfolk, A.H. & Kapur, P (2019). Educational Psychology (14th Edition). Pearson India Education Services Pvt.Ltd.

Suggested Readings

1. Mangal, S.K. (2002). Advanced Educational Psychology. New Delhi, Prentice-Hall of India Pvt. Ltd.
2. Dandapani. (2002). Advanced Educational Psychology. New Delhi, Anmol Publication Pvt. Ltd.

3. John Quay & Jayson Seaman. (2013.) John Dewey and Education outdoors. Europe, Sage Publishers.
4. Saraswathi, T.S. (1999). Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed), Culture, Social isation and Human Development: Theory, research and applications in India. New Delhi. Sage
5. Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan, Delhi.
6. Woolfolk, A., Misra, G., & Jha, A. (2012). *Fundamentals of educational psychology*. New. Delhi, India: Pearson Pub.
7. Hurlock, E.B. (2003). Child Growth and Development, Tata Mc Graw - Hill Education
8. Rao, V.K. and Reddy, R.S (ed.) (2007). Teaching and Learning. New Delhi. Commonwealth Publishers.

Online/Web Resources/Websites/eBooks (Links):

1. https://www.researchgate.net/publication/258701982_Concept_of_personality_Indian_perspective/link/57ebd9cd08ae93b7fa957206/download
2. <https://ipi.org.in/texts/ipyc/ipyc-abstracts/savitadeo.php>
3. <https://www.youtube.com/watch?v=RPWEPvqDnco>
4. [https://socialsci.libretexts.org/Bookshelves/Psychology/Book%3A_Personality_Theory_in_a_Cultural_Context_\(Kelland\)/02%3A_Culture_and_Personality/2.04%3A_Different_Cultural_Factors_Affecting_Personality](https://socialsci.libretexts.org/Bookshelves/Psychology/Book%3A_Personality_Theory_in_a_Cultural_Context_(Kelland)/02%3A_Culture_and_Personality/2.04%3A_Different_Cultural_Factors_Affecting_Personality)
5. <https://www.open.edu/openlearn/education-development/childhood-youth/introduction-child-psychology/content-section-3.1>
6. <https://kireetjoshi.in/books/articles/on-education-articles/indian-psychology-and-education>

Course:MD512-Psychological Perspectives of Education Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y		Y		
2		Y			
3					
4					
5				Y	

MD 513 - HISTORY, POLITICS AND ECONOMICS OF EDUCATION

L	T	P	CH	CR
2	1	1	5	4

Course Outcomes:

On completion of the course, the prospective teacher educator will be able to:

- 1) Critically analyze the evolution of Indian education system and educational policies in pre and post-independent India
- 2) Explain the concept and theoretical perspectives of politics of education and their implications for the education system in India
- 3) Explain cost-benefit analysis in education and its utility for educational planning
- 4) Discuss the recent trends and debates related to the history, economics, and politics of education
- 5) Formulate research questions, collect and analyze data, and conduct their inquiry in the area of history, politics, and economics of education

UNIT I- History of Education in India

- Education in Ancient India – Vedic and Post-Vedic period, Buddhist Period
- Indian Education in the Medieval Period
- Education in Pre-Independent India: Oriental V/s Anglicist Education, Macaulay's Minutes, Wood's Despatch, Indian Education (Hunter) Commission, Hartog Committee.
- Education in the Post-Independent India: Commissions & Policies

Unit II- Politics of Education

- Concept of Politics & Politics of Education.
- Interrelationship between Politics and Education
- Perspectives in the Politics of Education: Liberal, Conservative, and Critical
- Policymaking, Role of Teachers in Educational Policy Making

Unit III- Economics of Education

- Concept, Need, and Principles of Economics of Education
- Cost Benefit Analysis in Educational Planning: Meaning and Purpose.
- Economic Returns to Higher Education: Signaling Theory v/s Human Capital Theory
- Education as a means of development and as an indicator of development

Unit IV- Recent Trends and Debates

- Education and the New Imperialism
- Liberalisation, Privatisation, and Globalization in Education
- Concept of Human Development Index (HDI), Millenium Development Goals, Sustainable Development Goal (SDG)
- Global Citizenship Education for International Understanding

Practicum

- i. Visit to museum, historical places of relevance
- ii. Seminar Presentation on recent trends in education
- iii. Document analysis of govt. policies related to various aspects of history, politics, and economics of education.

TEXTBOOKS

1. Basu, Aparna (1974).The Growth of Education and Political Development in India,1898-1920.OUP: Delhi.

2. Ghosh,S.C.(2009). The History of Education in Modern India 1757-2007 (2nd Ed.): Orient Blackswan;Delhi
3. Khilnani,S. (2004).The idea of India. Penguin India.

SUGGESTED READINGS:

1. Rajput, J. S. गाँधी को समझने का सही समय NCERT
2. Adams,P. (2014). Policy and Education. Foundations of Education Studies Series: Routledge-Taylor & Francis Group, London.
3. Apple, Michael W.& Smith,Christian L.(ed.), (1991)The Politics of the Textbook, Routledge, New York
4. Chatterjee.P.(1986). Nationalist thought and the colonial world. OUP: Delhi.
5. Chatterjee.P.(1986). 'Transferring a political theory. Economic and Political Weekly.21(3):120-28
6. Giroux,H.(1981).Ideology, Culture and the Process of Schooling. Falmer Press,London.
7. Kumar, K (2004), Political Agenda of Education – a study of colonialist and nationalist ideas: Sage, New Delhi.
8. Kumar,K (2001), Prejudice and Pride: School Histories of the Freedom Struggle in India and Pakistan, Penguin,New Delhi.
9. Kumar,K (2014), Politics of Education in Colonial India, Routledge Taylor and Francis Group,New Delhi.
10. Menon,N.(2010),History,Truth and Nation: Contemporary debates on education in India in Vinayak,A.& Bhargava, R. (Eds)Understanding Contemporary India: Critical Perspectives. Orient Blackswan, New Delhi.
11. Naik,J.P. & Narula,S.(1974).Student History of Education in India: McMillan; Delhi.
12. Seal,A (1968).The Emergence of Indian Nationalism. Cambridge University Press.
13. Shahidullah,K.(1987).Pathshalas into schools, The development of indigenous elementary education in Bengal,1854-1905.Firma KLM;Calcutta.
14. Basu, Aparna (1974).The Growth of Education and Political Development in India,1898-1920.OUP: Delhi.

MD 513 - HISTORY, POLITICS AND ECONOMICS OF EDUCATION					
Matrix of Course Outcomes with Programme Outcomes					
CO. NO.	PO1	PO2	PO3	PO4	PO5
1	√		√		
2	√		√		
3	√		√		
4	√		√	√	
5		√	√		

MD 514- INTRODUCTION TO EDUCATIONAL RESEARCH

Course Outcomes:

On completion of the course, the prospective teacher educator will be able to:

L	T	P	CH	CR
2	1	1	5	4

1. Describe the fundamental concepts involved in educational research.
2. Identify variables and formulate research problem.
3. Select the most appropriate sampling technique for research study.
4. Develop appropriate research tools for research study.
5. Design research proposal on a topic of their interest.

Unit-I: Introduction to Educational Research

- Educational Research: Meaning, Characteristics, importance, and Scope.
- Types of Educational Research
- Identification and Statement of Research Problem
- Reviewing the Literature
- Identification of Variables and writing of Hypotheses
- Preparation of Research Proposal

Unit-II: Sampling Techniques

- Concept of Universe, Population and Sample
- Sampling Techniques - Probability and Non-Probability
- Sampling Frame, Sample Size, Sampling Error

Unit III: Tools, Techniques and Analysis of Educational Research

- Tools of Research: Questionnaire, Checklist, Rating Scale, Tests, Interview Schedule, Observation Schedule and Focus Group Discussion etc.
- Data analysis skills; Content analysis, Thematic analysis, Textual Analysis, Visual Analysis and Discourse Analysis, Coding Methods; Coding data, Pattern recognition, and data reassembly Data displays

Unit IV: Qualitative Research Paradigm and Designs

- Paradigms of Qualitative Educational Research; Ontology and Epistemology
- Major assumptions in qualitative research: Subjectivism, Interpretivism, Social Constructionism
- Saunder's research onion; the role of theory in the research process
- Qualitative Research Design; Case Study, Phenomenology, Ethnography, Grounded Theory.

PRACTICUM

Note: Only one activity to be selected /assigned and the same be presented as a seminar

- i. Develop a research proposal in your area of Interest.
- ii. Framing of research question/ Statement of research/ null hypotheses on a defined research problem.
- iii. Write of review of research on a particular area of research problem.
- iv. Construct and validate any one research tool.
- v. Qualitative Data Analysis Tools -NVivo, Atlas ti

Textbooks:

1. Gay, L.R. (1992), *Educational Research Competencies for Analysis and Application (4th Edition)* Macmillan Publishing Company, New York.
2. Creswell, John W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. New Delhi: SAGE Publication.
3. Anfara, Vincent & Mertz Norma T. (2006). *Theoretical Frameworks in Qualitative Research*. New Delhi: SAGE Publication.

Suggested Readings

1. Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
2. Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
3. Clive Opie (2004). *Doing Educational Research- A Guide for First-time researchers*. New Delhi: Vistar Publications.
4. Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Routledge.
5. Shank, G.D. (2002). *Qualitative Research*. Columbus, OH: Merrill, Prentice Hall.
6. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
7. Koul, L. (2002). *Methodology of Educational Research (3rd Ed.)*. Vikas Publishing House, New Delhi.
8. Best J.W. (1999). *Research in Education*, Prentice Hall of India Pvt. Ltd. New Delhi
9. Kerlinger, F.N. (1986). *Foundations of Behavioral Research*. Fort Worth, TX: Harcourt Brace Jovanovich.

MD 514- INTRODUCTION TO EDUCATIONAL RESEARCH					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome	PO1	PO2	PO3	PO4	PO5
1		Y			
2		Y			
3		Y			
4		Y			
5		Y		Y	

MD 515-EDUCATIONAL MEASUREMENT AND EVALUATION

Course Outcomes:

L	T	P	CH	CR
2	1	1	5	4

On completion of the course, the prospective teacher educator will be able to:

1. Describe the fundamental concepts and practices employed in educational measurement and evaluation.
2. Articulate the relationship between measurement and evaluation within the context of education, discerning their roles and significance.
3. Develop various tools and techniques used in measurement and evaluation.
4. Develop skills and competencies in constructing and standardizing a test.
5. Examine the essential characteristics and determine the norms of a measuring tool.

Unit-I: Fundamental concepts of Educational Measurement and Evaluation

- Meaning, Principles and Purposes of Measurement, Assessment and Evaluation
- Assessment of Learning; Assessment for Learning; Assessment as Learning
- Forms of Assessment based on
 - purpose : prognostic, formative, diagnostic and summative
 - nature of information gathered : qualitative, quantitative
 - nature of interpretation : norm referenced, criterion referenced
 - nature of administration: internal and external
- Choice Based Credit System (CBCS), Continuous and Comprehensive Evaluation (CCE) Assessment, Grading - direct and indirect
- Recent approaches in assessment practices - online assessment, authentic assessment, open book exam, participatory assessment, performance based assessment

Unit- II: Measurement Theories and Tools

- Theories of Measurement: Classical theory, Item Response theory, and Generalizability theory
- Tools: Questionnaire, Rating scale, Check list, Standardized Tests, Differential Test Batteries, Personality Tests, Inventory, Anecdotal records
- Techniques: Self-report, Interviews, Observation, Document Analysis, socio-metric technique
- Developing and maintaining a comprehensive learner profile

Unit-III: Construction and standardization of a Test

- General principles of test construction and standardization of Test
- Writing test items – supply response and select response type
- Item analysis
- Achievement test and Diagnostic test

Unit-IV: Validity, Reliability and Norms of a measuring tool

- Methods of ascertaining Validity and Reliability of a tool, Relationship between Reliability and Validity, Factors Affecting Reliability.
- Scaling methods: purpose and dimensions of scaling, Construction of Attitude Scales by Thurston Method, Likert Method and Guttman Method
- Meaning and Significance of Norms and standards
- Types of Norms
 - Developmental norms- Age norms, Grade Norms, Ordinal scale
 - Within group norms -Percentiles, z scores, T score, and stanine-score

Practicum

1. Construction of attitude scale using Thurston Method/ Likert Method or Guttman Method.
2. Seminar Presentation on various topics of Measurement and Evaluation.
3. Construction of different types of Items.

Text Books

1. Dash, B.N. and Dash, N.(2003).Educational Measurement, Statistics and Guidance Services, New Delhi: Dominant Publisher and Distributor
2. Handbook on Measurement, Assessment, and Evaluation in Higher Education. (2017). United Kingdom: Taylor & Francis.
3. Mohan, R. (2016). Measurement, Evaluation and Assessment in Education. India: Prentice Hall India Pvt., Limited.

Suggested Readings

1. Agrawal, J.C. (2004). Essential of Examination System. New Delhi: Vikash publishing House.
2. Asthana, B. (2005). Measurement and Evaluation in psychology and Education. Agra: Vinod Pustak Mandir.
3. Berk, R.A. (1984). A Guide to Criterion Referenced Test Construction. Baltimore: The Johns Hopkins University Press.
4. Cohen, R. J., Swerdlik, M. E., Sturman, E. (2022). Psychological Testing and Assessment: An Introduction to Tests and Measurement. United States: McGraw-Hill.
5. Grunlund, Norman, E. (1976). Measurement and Evaluation Testing (3rd edition) New York: Mc Millan.
6. Linn, R.L. and Miller, M.D. (2005). Measurement and Assessment in Teaching. New Jersey: Pearson Prentice Hall.
7. NCF (1975, 1988, 2000, 2005, 2023) on Assessment , MHRD, India
8. Osterluid, S.J. (ed.) (2006) Modern Measurement: Theory, Principles and Applications of Mental Appraisal. Upper saddle River, NJ. Pearson-Merrill. Prentice Hall
9. Smith, D. (2005) Measurement and Evaluation in Secondary Schools. New Delhi: Commonwealth publisher.

Online/Web Resources/eBooks (Links)

- Suen, H.K., & Lei, P.W. (2007). Classical versus Generalizability theory of measurement. *Educational Measurement*, 4, 1-13.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.207.6432&rep=rep1&type=pdf>
- DeMars, C.E. (2018). Classical Test Theory and Item Response Theory. In *The Wiley Handbook of Psychometric Testing* (eds P. Irwing, T. Booth and D.J. Hughes).
<https://doi.org/10.1002/9781118489772.ch2>
- Suen, H.K., & Lei, P.W. (2007). Classical versus Generalizability theory of measurement. *Educational Measurement*, 4, 1-13.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.207.6432&rep=rep1&type=pdf>
- DeMars, C.E. (2018). Classical Test Theory and Item Response Theory. In *The Wiley Handbook of Psychometric Testing* (eds P. Irwing, T. Booth and D.J. Hughes).
<https://doi.org/10.1002/9781118489772.ch2>

MD 515-EDUCATIONAL MEASUREMENT AND EVALUATION					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome	PO1	PO2	PO3	PO4	PO5
1	Y				
2			Y	Y	Y
3			Y		
4			Y	Y	Y
5					Y

MD 516 INDIAN KNOWLEDGE SYSTEM (IKS)

Course Outcomes:

On completion of the course, the prospective teacher educator will be able to:

L	T	P	CH	CR
1	0	1	3	2

1. Explain the concept of Indian Knowledge System (IKS)
2. Describe the historicity of IKS
3. Explain the role of IKS in Holistic development
4. Elaborate on the strategies and techniques for inculcating values

Unit 1 Indian Knowledge System – An Introduction

- What is IKS?
- Why do we need IKS?
- Organization of IKS
- Historicity of IKS
- Some salient aspects of IKS

Unit 2: Holistic Development in IKS

- IKS based approaches on Knowledge Paradigms
- IKS in ancient India and in modern India with reference to Arts, Science, Literature Dance and Music

Unit-3: Indian Education System and Values

- The concept and types of values
- Role of Educational Institutions, Family, Peer-group, Religious and Social Organisations towards Indian values.
- Strategies and Techniques for inculcating Values
- Human Values for promoting National Integration and International Understanding.

Practicum:

1. Visit to local library or museum with collections of Indian art, literature, philosophy.
2. Heritage walks and studies on tangible and intangible UNESCO sites.
3. Sensitization, awareness camps and documentations for IKS.
4. Translations from ancient texts and researches based on the knowledge in ancient texts.
5. Documentation/infographics of traditional arts and practices with chronology of transfer of knowledge through family and vansha.

Textbooks

1. Indian Knowledge Systems - Vol 1 & 2 Avadhesh K. Singh, Kapil Kapoor
2. Pachaury, Girish. (2006): Udayman Bharatiye Samaj main Shikshak, Meerut: International Publishing House

Suggested Readings

1. Chaube, S. P. and Chaube, Akhilesh. (2013): Philosophical and Sociological Foundations of Education, Agra: Vinod Pustak Mandir.
2. Gupta, S. (2007): Education in Emerging India (Second Edition), New, Delhi: Shipra Publications, Vikas Marg.
3. Jha Arbind Kumar, (2009): Constructivist Epistemology and Pedagogy (Insight into Teaching Learning and Knowing), New Delhi: Atlantic Publishers.

Web Resources

- <https://www.youtube.com/@SUFDIlectures/>

MD 516- INDIAN KNOWLEDGE SYSTEM (IKS)					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y	Y		
3			Y	Y	

MD 521-PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Course Outcomes:

On completion of the course, the prospective teacher educator will be able to:

L	T	P	CH	CR
2	1	1	5	4

- 1) Explain the concept, branches, and scope of philosophy, and how education is a by-product of philosophical ideas.
- 2) Explain various schools of philosophy and their application in the field of educational practices.
- 3) Compare the Indian and Western philosophy and their relevance in the field of the present education system.
- 4) Explore the different philosophers (both Indian & Western) and their ideals in the field of education.
- 5) Explain the modern concept of philosophy and different values, and how these may apply in the field of the present education system.

Unit -I: Educational Philosophy

- Meaning of philosophy and scope of philosophical inquiry
- Basic branches of philosophy (1) Metaphysics (2) epistemology (3) Axiology
- Relationship of Education and Philosophy
- Meaning, Nature, and Scope of Educational Philosophy
- Functions of Philosophy of Education

Unit-II: Schools of Philosophy

- Indian Perspective:
 - Sankhya, Vedanta, Buddhism, Jainism, & Islamic traditions
- Western Perspective:
 - Idealism, Realism, Naturalism, Pragmatism, Existentialism, & Maxism

Unit -III: Educational Philosophy

- Indian Thinkers:
 - Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo, M.K. Gandhi; and J. Krishnamurthy,
- Western Thinkers:
 - Jean-Jacques Rousseau, John Dewey, Bertrand Russell, Ivan Illich, and Paulo Freire

Unit –IV: Modern Concept of Philosophy

- Modern concept of Analytic Philosophy - logical analysis; logical positivism and positive relativism.
- Values: Meaning and Hierarchies of Values, National values as enshrined in the Indian Constitution and their Educational Implications

Practicum:

- i. The critical appraisal of the ideas of any one of the great educators.
- ii. Self-reading of literature on an identified theme and presentation of a paper in Seminar followed by critical discussion.
- iii. The critical appraisal of any one of the schools of philosophy of education

Textbooks:

1. Chube, S. P. (1981) Philosophical & Sociological Foundation of Education, Agra: Vinod Pustak Mandir.
2. Sharma, S. N. (1995) Philosophical & Sociological foundations of education, New Delhi: Kanishka Publishers.
3. Saxena, N.R.Swaroop & Kumar, Sanjay_(2016) Philosophical and Sociological foundations of education, New Delhi, R. Lall Publisher.

Suggested Readings

1. Dewey, J. (1977). Democracy and Education: An Introduction to the Philosophy of Education. New York: Macmillan.
2. Kneller, G.F. (1955). Introduction to the Philosophy of Education. New York: John Wiley & Sons

MD 521-PHILOSOPHICAL PERSPECTIVES OF EDUCATION					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3			Y	Y	
4		Y			
5				Y	Y

MD522- SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Course Outcomes:

On completion of the course, the prospective teacher educator will be able to:

L	T	P	CH	CR
2	1	1	5	4

1. Describe the relevance of sociological perspective of education.
2. Analyze social structure, culture, and social inequality in Indian society.
3. Discuss the role of Education in relation to social stratification and social mobility.
4. Contextualize education as a social system and describe the inter relationship between education with other key social institutions.
5. Collect and analyze data and conduct their own inquiry from sociological perspective of education.

COURSE CONTENT:

Unit –I: Sociological Perspectives of Education

- Relationship between Sociology and Education
- Sociology of Education: Nature and Scope
- Functionalist, Conflict, and Interactionist Theory
- New Sociology of Education: Knowledge selection and transmission in school

Unit –II: Education and Social Structure

- Meaning and nature of culture, Education and Culture
- Multilingualism, Multiculturalism and Education
- Concept, nature, and agents of socialization
- School as a social system

Unit –III: Changing Socio-Cultural Context of Education

- Social Stratification and Education
- Social Mobility and Education
- Meaning and nature of social change
- Role of education in Sanskritization, Westernization and Modernization

Unit –IV: Education and Society in India

- Concept of Equality and Equity
- Equality of educational opportunities in the context of constitutional values and provisions
- Education for socially and economically disadvantaged sections of society with special reference to Scheduled Caste, Scheduled Tribes, Women, Transgender and Rural population.
- Liberalization, Privatization, and Globalization: Concept and Overview of their impact on education and society

Practicum:

- i. Visit to schools located in rural/tribal contexts and preparation of report based on observation and experiences
- ii. Project work on identified themes in the area of sociology of education.
- iii. Preparation of status report on education (elementary/secondary) of socially disadvantaged groups in a district/state region.

Textbooks:

1. Thapan, M. (Eds). (2015). Education and Society. UK: Oxford University Press.
2. Shukla, S. & Kumar, K. (Eds). (1985). Sociological Perspectives in Education: A Reader. Delhi: Chanakya Publications.
3. Sharma, Chandra Bhushan (2017) शिक्षा समाज और राजनीति Kautilya Publications, Delhi

Suggested Readings

1. Ballantine, H.J., Hammack, M.F. & Stuber, J. (2017). *The Sociology of Education: A Systematic Analysis*. New York: Routledge
2. Haralambos, M. & Heald, R.M. (2010). *Sociology Themes and Perspectives*. New York: Oxford University Press
3. Young, M.F.D. (1971). (ed.) *Knowledge and Control: New Directions for the Sociology of Education*. London: Collier Macmillan.
4. Kumar, K (2005). Political agenda of education. A Study of Colonialist and Nationalist Ideas. 2nd Edition. New Delhi: Sage.
5. Gupta, D. (2004). Social stratification. New Delhi: Oxford University Press.
6. Kamat, A.R. (1982). Education and Social Change. A Conceptual Framework. *Economic and Political Weekly*, 17(31), 1237-1244.
7. Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum
8. Beni, V. (2009). *Schooling in India: Hindus, Muslims and the forging of citizens*. New Delhi: Orient Longman,
9. Chandra, K. Socialization, education, and women: Explorations in gender identity. New Delhi: Orient Longman.
10. Coleman, J.S. (1968). The concept of equality of educational opportunity. *Harvard Education Review*, 38(1):7-22.
11. Maubnhein K. (1962) *An Introduction to Sociology of Education*, Routledge and Kegan Paul, London.
12. M.H.R.D. (1990) *Towards an Enlightened and Human Society*. Department of Education, New Delhi
13. Dewey, J. (1989). *The School and Society: Being Three Lectures*. Chicago, IL: The University of Chicago Press.
14. Banks, O. (1971). *Sociology of Education*. New Delhi: Sage.
15. Pathak, A. (2002). *Social Implications of Schooling. Knowledge, Pedagogy, and Consciousness*. New Delhi: Rainbow.
16. Anand, C. L. et. al. (1983). *The Teacher and Education in Emerging Indian Society*, NCERT, New Delhi.
17. S.S. Mathur (1973): *Sociological Approach to Indian Education*. Agra: Vinod Pustak Mandir.
18. Jayaram, N. (1990). *Sociology of Education in India*, Jaipur: Rawat Publications.

MD522: SOCIOLOGICAL PERSPECTIVES OF EDUCATION					
Matrix of Course Outcomes with Programme Outcomes					
CO. NO.	PO1	PO2	PO3	PO4	PO5
1	√		√		
2			√	√	
3			√		
4			√		
5		√	√	√	

MD 523- ADVANCED RESEARCH METHODOLOGY AND STATISTICS

COURSE OUTCOMES:

On Completion of this Course, the Prospective Teacher Educators will be able to

L	T	P	C H	CR
2	1	1	5	4

- 1) Explain the designs of educational research.
- 2) Select the method appropriate for a research study.
- 3) Estimate the characteristics of populations based on their sample data.
- 4) Test specific hypotheses about populations based on their sample data.
- 5) Utilize appropriate procedures to analyze qualitative data.

Unit I Basics of Statistics

- Basics of Statistics in Educational Research
- Scales of Measurement-Continuous and discrete; Nominal, Ordinal, Interval and Ratio
- Organizing Data into Frequency Distributions
- Graphical and Diagrammatical Representation of Data: Histogram, Frequency Curve, Ogive, Pie Diagram

Unit II Descriptive Statistics

- Parametric and Non-Parametric Statistics
- Measures of Central Tendency: Mean, Median, and Mode, Computation, and Uses
- Measures of Dispersion: Range, Average Deviation, Quartile Deviation, and Standard Deviation Computation and Uses
- Computation of Percentiles and Percentile Ranks

Unit III Inferential Statistics

- Normal Probability Curve-Concept, Characteristics and Applications
- Tests of Significance
- Tests of Significance of Difference (t-test)
- Correlations-concept and computation by rank difference and product movement method

Unit IV: Advanced Statistics

- Analysis of Variance (ANOVA), ANCOVA -concept and computation (one way)
- Chi-Square Test, Regression and Factor Analysis

PRACTICUM

Note: Only one activity is to be selected /assigned and the same be presented as a seminar

- i. Comparison of various types of research about design, sample, tools, analysis, and results
- ii. Choose a topic of your choice and state Directional, Non-Directional and Null hypotheses indicate the type of statistical analysis required for testing the statistical hypotheses.

- iii. Writing of references in APA style.
- iv. Based on the data obtained prepare Tables and Graphs
- v. Collection of secondary data from different aspects of education.
- vi. Collection of data on students' academic achievement, intelligence, height, weight, SES, etc., and examining the same in terms of its skewness and kurtosis.
- vii. Taking academic achievement data from two schools or two sections of the same class from one school and applying a t-test to test the significance of differences.
- viii. Collection of data in relation to opinions on certain issues (in terms of Agree, Undecided, and Disagree) and applying „Chi-square Test“ to test the hypothesis of equal probability.
- ix. Any other activity that the in-charge course instructor recommends.

Textbooks:

1. Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
2. Garrett, H.E. (2005): *Statistics in Education and Psychology*, Paragon International. New Delhi.
3. Kerlinger, F.N. (1986). *Foundations of Behavioral Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.

Suggested Readings

1. Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.
2. Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.
3. Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row.
4. Asthana, H.S. & Bhushan, B. (2007): *Statistics for Social Sciences*. New Delhi: Prentice Hall.
5. Best & Kahn (2011). *Research in Education*. New Delhi: PHI.
6. Gay, L.R. (1992), *Educational Research Competencies for Analysis and Application (4th Edition)* Macmillan Publishing Company, New York.

MD 523-ADVANCED RESEARCH METHODOLOGY AND STATISTICS					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome	PO1	PO2	PO3	PO4	PO5
1		Y			
2		Y			
3		Y			
4		Y			
5		Y			Y

MD 524-TEACHER EDUCATION

L	T	P	CH	CR
2	1	1	5	4

Course Outcomes:

On completion of this course the prospective teacher educators will be able to:

1. Explain the changing concept of teacher education and its historical perspective.
2. Analyze Teacher Education programmes at different levels – their objectives, structure, curriculum, role and competencies.
3. Comprehend the various components of Pre-service Teacher Education programme.
4. Discuss the importance of in-service teacher education programmes and develop capacity to plan and execute it as per specific need and purpose.
5. Critically reflect on the need and modalities for continuing professional development of a teacher.

Unit-I: Understanding Teacher Education

- Teacher Education: Concept, Aims and Scope.
- Changing concepts of teacher education- historical perspective, Development of Teacher Education in pre-independence period and post-independent period
- Teacher Education programmes at different levels – their objectives, structure, curriculum, role and competencies

Unit-II: Teacher Education Programmes

- Pre-service teacher education – concept, nature, objectives
- Components of Pre-service Teacher Education- Common core (foundation courses), Specialization and pedagogy, school based practicum and internship, relationship and weightage given to theory and practical work.
- Quality Assurance and Accreditation for Pre- Service Teacher Education Programmes
- In-Service Teacher Education- concept, objectives and modes different agencies of in-service education
- Agencies and Institutions of pre service and In-service Teacher Education at District, State and National levels

Unit-III: Perspectives to understand Theory and Practice in Teacher Education

- Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas.
- The concept of andragogy and its principles
- Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching
- Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Unit IV: Professional Development in Teacher Education

- Preparing Teacher for different context of school education-structural and substantive arrangement in teacher education programme.
- Need and modalities for continuing professional development of a teacher.

- Professional ethics and code of conduct for Teacher education.
- Preparation of teacher for art, craft, music, physical education and inclusive education.

Practicum:

1. A comparative study of state and national curricula of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis.
2. Critical study of an in-service teacher education program in terms of their need and relevance, duration, planning organization & outcomes – document analysis.
3. A review of a research article in teacher education and write implications for practitioner.

Text Books:

1. Mohanty, J.(2003).Teacher education. Deep & Deep publication, New Delhi.
2. Rao, D. (2002). Teacher Education in India. New Delhi: Discovery Publishing House.
3. Rajput, J.S &Walia,K.(2002). Teacher Education in India, New Delhi: Sterling Publishers Pvt.Ltd.

Suggested Readings:

1. Marsh, C. (2000).Handbook for Beginning Teachers. Second Edition, Pearson Education, Australia.
2. McClelland V. A. and Varma V. P. (1989). Advances in Teacher Education. Routledge: London.
3. NCTE (2009). NCF for Teacher Education: New Delhi
4. Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.

Web-references

1. http://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf.
2. <https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%203rd%20Semester/EDCN-906E-Teacher%20Education.pdf>.
3. https://ddceutkal.ac.in/Syllabus/MA_Education/Paper-4.pdf.
4. https://www.researchgate.net/publication/264310207_Becoming_a_Teacher_Educator_Theory_and_Practice_for_Teacher_Educators.

MD 524 TEACHER EDUCATION
Matrix of Course Outcomes with Programme Outcomes

Course Outcome	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y		Y	
3					
4	Y		Y		
5		Y		Y	Y

MD-525: Internship-1 (Specialization Area)

L	T	P	CH	CR
0	0	4	8	4

Course Outcomes:

On completion of the course, the prospective teacher educators will be able to:

1. Develop insight into the multiple roles of teacher educators and understand the processes related to various kinds of activities performed by the pre-service and in-service programmes.
2. Analyse the involvement of pupil teachers in organizing various curricular activities in a teacher education institution.
3. Develop competencies in organizing various kinds of teacher education curriculum-related specific activities.
4. Acquire an understanding of the needs, and relevance of in-service teacher education practices and design an in-service teacher professional development programme (research-based) keeping in view the latest policy documents.
5. Develop professional attitudes, values, interests, and skills needed to function as a teacher educator.

Essence of the Internship Programme

A prospective teacher educator is supposed to be acquainted with different curricular practices involved in the transaction of secondary/senior secondary/ elementary, pre-service, and in-service teacher education. The prospective teacher educator competencies in the organization of various kinds of teacher education programs need to develop through hands-on experiences in the concerned institution of teacher education. He /She shall participate in various activities with a view to facilitating teacher education course-related activities performed by the pupil teachers/ participants trainees of pre-service and in-service programs. A prospective teacher educator needs to understand the roles and functions expected of them by observing and analyzing the various activities performed by the teacher educators in a training institute. Given this, the prospective teacher educator shall perform various institution-based internship activities under this course.

Contents

Internship activities will be divided into three sections.

Part A: Observation of activities such as

1. Observation of transactional approaches followed by teacher educators during training of pre-service teacher.
2. Micro teaching practice
3. Preparation of unit plans/lesson plans
4. Presentation of Model lesson/ Innovative Lesson Plans

5. Assembly organisation
6. Organization of Co-curricular activities
7. Seminar presentation
8. Student council
9. Community Engagement
10. Organisation of In-service education programme

Part B: Assisting B.Ed. students.

- 1) Assisting B.Ed. students in lesson plan preparation
- 2) Assisting B.Ed. students in the development of teaching-learning strategies
- 3) Assisting B.Ed. students in giving seminar paper presentations
- 4) Assisting B.Ed. students in TLM preparation
- 5) Assisting B.Ed. students in work Education
- 6) Assisting B.Ed. students in organizing exhibitions/exhibits

Part C: Interviews of pupil teachers, in-service teacher trainees, teacher educators, school management heads, administrative authorities, etc.

Transactional Strategies

- The interns shall be divided into groups based on their specialization/ areas of interest.
- The teacher educators shall facilitate the internship programs in consultation with the Heads of the teacher education institutions.
- They will monitor the in-service activities on a day-to-day basis and maintain diaries/records.
- They will assess training needs through observation and interview trainee teachers/ In-service teachers.
- Interns will make interview schedules for the school Heads/ In-service teachers at different levels in the context of their continuous professional development/ or professional journey.

Sessional Activities

- The internship activities will be planned, executed, and monitored by the prospective teacher educators under the guidance of the teacher educator (M.Ed.) and the mentor teacher educators B.Ed/D.El.Ed institutions.
- The prospective teacher educator shall maintain the diaries daily and submit the report to the teacher educator through the mentor teacher.
- The internship program reports shall include visual and audio database support like photographs, videography, projects, and review of activities.

Assessment Rubrics

- Assessment of daily diaries of student teachers.
- Observation of activities
- Cumulative Assessment by the mentor teacher

- Records submitted on reflections during the internship.
- Submission of reports.
- Study of teacher education institutions on instructional and evaluation practices.

MD525 Internship-1 (Specialization Area)					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2			Y		
3					
4		Y			
5				Y	Y

MD 526 DISSERTATION- I

L	T	P	CH	CR
0	0	2	4	2

COURSE OUTCOMES:

On completion of the course, the prospective teacher educators will be able to:

1. Identify the research problem.
2. Develop detailed research proposal.
3. Explain the different components of the research proposal.
4. Elaborate the significance of preparing a research proposal.
5. Execute the research proposal.

BRIEF OVERVIEW

This component of work relating to a dissertation is of 2 credits and carries 100 marks. Students are expected to undertake the relevant readings and activities relating to the finalization of their topic and writing of a research proposal for their dissertation.

SELECTION OF TOPIC FOR DISSERTATION

The topic of the dissertation should preferably be in specialization that a student opts for or in the areas introduced in the perspective courses. In case the student decides to undertake a topic from the perspective or any other areas it must be ensured that the topic selected for the dissertation has a direct bearing on the area of his/her specialization.

FRAMEWORK/STRUCTURE OF RESEARCH PROPOSAL

The prospective teacher educators are expected to develop a detailed research proposal of 20-30 pages which shall comprise of:

1. Conceptual/ Theoretical Framework
2. Justification/Need/Rationale of the Study
3. Scope of Study
4. Review of Related Studies
5. Research Questions
6. Objectives of the Study
7. Hypotheses to be Tested.
8. Research design/ method of research.
9. Statistical Techniques for Data Analysis
10. Tentative chaptalisation

LEARNING ACTIVITIES:

- i. Preparing of a framework for writing of research proposal
- ii. Sources of review of related studies
- iii. Development of research questions
- iv. Referencing in APA style
- v. Establishment of linkages between research questions, objectives, and hypotheses
- vi. Development of guidelines for writing of a research abstract
- vii. Writing of research abstract from a dissertation/research paper
- viii. Types of hypotheses, research questions and objectives Need and

ASSESSMENT CRITERIA:

The evaluation of this component be done through the presentation of the research proposal before the board of internal examiners comprising of at least three members. The board of examiners will be constituted by the university department/ institution. The broader criteria for the evaluation of research proposal will be as follows:

Criteria and Marks Distribution for Evaluation of Dissertation Part-I

Sl. No.	Criteria for Assessment/Evaluation	Marks
1	Originality and relevance of research problem	20
2	Conceptual/ Theoretical understanding about the problem	10
3	Number and quality of research questions Conceptual/ Theoretical understanding about the problem	10
4	Justification/Need/Rationale of the Study	10
5	Comprehensiveness of objectives	20
6	Proposed Methodology	30
Total		100

Note: In case of any variation in the nature of the research problem, especially in qualitative research problems, the board of examiners may suitably adapt the said scheme of evaluation.

Textbooks:

1. Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
3. Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.

Suggested Readings

1. Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
2. Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.
3. Good, Carter, V. (1897) Methodology of Educational Research. New York: Appleton Century Crafts.
4. Gupta, Santosh (1983). Research Methodology and Statistical Techniques. New Delhi: Deep and Deep Publisher.
5. Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
6. John W. Creswell (2012) Educational research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th Edition), PHI Learning Private Limited, New Delhi
7. Kerlinger, F.N. (1973). Foundations of Behavioural Research. New York: Holt, Rinehart, and Winston.

8. Kaul, Lokesh (1997). Methodology of Educational Research. New Delhi: Vikas Publications.
9. Lichtman, Marilyn (2006). Qualitative Research in Education User Guide. SAGE Publication
10. Mertens, D.M. (1998) Research Methods in Education and Psychology. New Delhi: Sage Publications.
11. Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. London. Washington D.C.: The Falmer Press.
12. Salkind, N.J. (2006). Exploring Research (6th Edition) NJ: Pearson Prentice Hall.
13. Scott, David & Usher, Robin (1996). Understanding Educational Research. Routledge. London and New York.
14. Sharma, Bharti. (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
15. Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
16. Sidhu, K.S. (1987). Methodology of Research in Education. New Delhi: Sterling Publishers Pvt. Ltd.
17. Srivastava, G.N.P. (1994) Advanced Research Methodology. New Delhi: Radha Publications.
18. Stake, Robert E. (1995). The Art of Case Study Research. SAGE Publications.
19. Tuckman, B.W. (1969) An Introduction to Educational Research. New York: The MacMillan Company.
20. Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: McMillan Publishers.
21. Van Dalen, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill Co.
22. Wiersma, W. (2000). Research Methods in Education. (7th edition). Allyn & Bacon.
23. Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication.

Course Code: MD 526 DISSERTATION PART-I Matrix of Course Outcomes with Programme Outcomes					
Course Outcome	PO1	PO2	PO3	PO4	PO5
1		Y			
2		Y			
3		Y			
4		Y			
5		Y			

MD 533- ORGANISATIONAL STRUCTURE, ISSUES AND CONCERN IN SECONDARY EDUCATION

Course Outcomes:

On completion of the course, the prospective teacher educator will be able to:

L	T	P	CH	CR
2	1	1	5	4

1. Explain the status of secondary and higher secondary education in India.
2. Identify the issues of secondary and higher secondary education in India.
3. Elaborate policy perspectives in decentralization of administration and management of secondary and senior secondary education.
4. Analyze the role of various organizations, institutions, and agencies in secondary education.
5. Evaluate the organizational structure and functions of institutions in the administration and management of secondary and higher secondary education.

Unit-I: Secondary and Higher Secondary Education: An Introduction

- Concept, Need, and Objectives of Secondary and Higher Secondary Education.
- Growth and Development of Secondary and Higher Secondary Education in India.
- Structure, Approaches, and Policy perspectives for Secondary and Higher Secondary Education.

Unit-II: Secondary Education; Organizations, Institutions and Agencies

- Administration and management of secondary education at the national level
- Administration and management of secondary education at the state level
- Administration and management of secondary education at district and sub-district levels
- International Agencies, NGOs, Civil Society, and Advocacy groups

Unit-III: Secondary Education in Practice

- Universalization of Secondary Education - Universal access, retention, and success
- Secondary Education in 5-year Plans
- Governmental Programmes and Strategies for Secondary Education

Unit-IV: Secondary Education; Issues and Concerns

- Quality concerns– classroom processes, learning achievement.
- Equity and Equality, Inclusiveness and Access
- Professional development, Voice, and Agency of Teachers

Practicum:

- i. Formulation of a school mapping exercise for the location of schools in an identified area.
- ii. Preparation of a plan for instructional management in a secondary school.
- iii. Critical analysis of the issues and concerns of secondary education as an educational project.

Textbooks:

1. Khan, A. (2006) Education in the Modern Indian Context. New Delhi: Arisep.
2. Nagpure, V., (1982), Teacher Education at Secondary Level. Bombay: Himalaya Publishing House.
3. Kumar, I., and Kumar R. (2006): Development of Educational System in India. 21st century Publication, Patiala.

Suggested Readings

1. Child Rights Convention – UNICEF – 2000
2. Chopra, R.K. (1993). Status of Teachers in India, New Delhi: NCERT
3. Coombs P.H. (1985): World Crisis in Education: The View Form Eighties, Oxford University Press, New York.
4. Education for All (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India
5. Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
6. Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
7. Govt. of India, MHRD (2005). Universalization of Secondary Education: Report of the CABE Committee, New Delhi
8. Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
9. Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
10. Kundu, C.L. (Ed) (1984) Indian yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi. 76
11. Kochhar S.K. (1981) Pivotal issues in Indian education
12. MacBeth, J (1999). Schools must speak for themselves. Routledge, UK
13. Mukerji, S.N. (1963), Secondary School in Administration
14. Mukherjee, S.N. (1964) Education in India, Today and Tomorrow. Baroda: Acharya Book Depot.
15. Malhotra, P.L. (1986) School Education in India: Present status and Future Needs, NCERT, New Delhi.
16. Mohanty, J. (1994) Indian Education in the Emerging Society, New Delhi: Sterling Publishers Pvt. Ltd.
17. Naik, J.P., (1975): Some Perspective on Non-Formal Education, Allied Publishers, New Delhi.
18. National Curriculum Framework for School Education (2000) NCERT: J.J. Offset Printers.

MD 533-ORGANISATIONAL STRUCTURE, ISSUES AND CONCERN IN SECONDARY EDUCATION Matrix of Course Outcomes with Programme Outcomes					
Course Outcome	PO1	PO2	PO3	PO4	PO5
1			Y		
2					Y
3	Y				
4				Y	Y
5				Y	

**MD 534- POLICIES AND PRACTICES RELATING TO CURRICULUM,
PEDAGOGY AND ASSESSMENT IN SECONDARY EDUCATION**

L	T	P	CH	CR
2	1	1	5	4

Course Outcomes:

On completion of the course, the prospective teacher educator will be able to:

1. Develop comprehensive understanding of appropriate approaches and planning of curriculum at secondary level.
2. Apply implementation strategies of curriculum construction at secondary level to meet the diverse needs of all learners.
3. Recognizing the significance of transitions of learners and imply suitable pedagogical practices and skills relevant to the secondary level.
4. Acquire the technological competencies needed for formal learning and assessment practices across curricular areas at secondary level.
5. Examine the national and international policies and practices relating to curriculum, pedagogy and assessment at secondary level.

Unit-I: Approaches, Planning, and Implementation of Curriculum at Secondary Level

- Principles of Curriculum Construction at Secondary Level
- Concerns for developing the Curriculum and implementation
- Provisions of Secondary Education in NCF 1975, 1988, 2000, 2005, 2023
- Approaches to Curriculum Development: Learner and activity centred, Constructivist, Knowledge Construction

Unit II: Pedagogical Practices at Secondary Level

- Understanding the learners and learner background at secondary Level
- Understanding teaching and learning strategies at secondary Level
- Approaches of Teaching :Multidisciplinary and Interdisciplinary Approaches
- Pedagogical practices relevant at the secondary education level- Discussion, Assignment, Project, Laboratory Work, Demonstrations, Seminar, Field Work
- Types of pedagogy at the Secondary education level

Unit-III: Assessment and Evaluation at Secondary Education Level

- Formal learning and assessment practices across Curricular Areas
- Competency based assessment
- Formative assessment techniques : projects, debates, presentations, experiments, investigations, role plays, journals portfolios, open-book tests, case-based questions and simulations
- Continuous and Comprehensive Assessment (CCE)
- Examination reforms at Secondary education level.

Unit IV: Policy recommendation on Curriculum, Pedagogy and Assessment

- Secondary and Higher Secondary Education during the British Period

- Commissions and Policies on Secondary and Higher Secondary Education: Secondary Education Commission (1952-53), Kothari Commission (1964-66), Rashtriya Madhyamik Shiksha Abhiyan (RMSA)- 2009
- National Policy on Education (1968,1986, 1992),National Education Policy NEP2020
- National Curricular Frame Work (NCF 2005), National Curricular Frame Work (2023)
- National Assessment Centre, PARAKH

Practicum:

1. Survey on the opinion of secondary school teachers on the policy and recommendation relating to curriculum, pedagogy and assessment at secondary level.
2. Report on implementation strategies of curriculum construction at secondary level to meet the diverse needs of all learners.
3. Construct assessment tools for understanding assessment practices across curricular areas at secondary level.
4. Review report on the national and international policies and practices relating to curriculum, pedagogy and assessment at secondary level.

Textbooks

1. Poddar.A (2019). Teaching To Transform - Child Development, Pedagogy & Teaching Aptitude. Blue Rose publishers
2. Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. India: Pearson Education India.
3. Rao, V.K. (2008). Secondary Education. APH Publishing Corporation. India

Suggested Readings

1. Education for All (1993). Government of India.
2. India: Education for All – Towards Quality with Equity(2014). NEUPA, MHRD, New Delhi
3. Indian Education Commission (1964-66) Report. Government of India.
4. Jain, C., Prasad, N. (2017). Quality of Secondary Education in India: Concepts, Indicators, and Measurement. Singapore: Springer Nature Singapore.
5. Kochhar, S. K. (1995). Pivotal Issues in Indian Education. India: Sterling Publishers Private Limited.
6. Kumar, I. & Kumar R. (2006): Development of Educational System in India. 21st century Publication, Patiala
7. National Curriculum Framework on School Education, (2000, 2023). Government of India.
8. National Education Policy NEP2020. Government of India.
9. National Plan of Action for Children, (2005) Govt. of India
10. National Policy of Education, (1986/1992) Govt. of India
11. Samgra Shiksha Abhiyan, Framwork For Implementation (2022). Government of India
12. Tilak J. B. G. (2020). Universal Secondary Education in India: Issues, Challenges and Prospects. Germany: Springer Nature Singapore.

13. Universal Secondary Education in India: Issues, Challenges and Prospects. (2020). Germany: Springer Nature Singapore.

MD 534-POLICIES AND PRACTICES RELATING TO CURRICULUM, PEDAGOGY AND ASSESSMENT IN SECONDARY EDUCATION Matrix of Course Outcomes with Programme Outcomes					
Course Outcome	PO1	PO2	PO3	PO4	PO5
1	Y				
2			Y		Y
3			Y	Y	
4				Y	Y
5		Y		Y	Y

MD 535 CURRICULUM STUDIES

Course Outcomes:

On completion of the course, the prospective teacher educator will be able to:

L	T	P	CH	CR
2	1	1	5	4

- 1) Explain the concept and dimensions of Curriculum Development and the different foundations of Curriculum Development.
- 2) Describe how to design the curriculum with the help of theoretical knowledge gained from the course.
- 3) Explain the process and construction of curriculum development and how to identify learning activities & experiences of curriculum.
- 4) Explore the context of curriculum development and Some Innovative Curriculum Models.
- 5) Analyse the practical experience in developing, Designing, and Evaluating, Reviewing Curriculum

UNIT -I: Introduction to Curriculum Development

- Concept and Meaning of Curriculum and Curriculum Development
- History of Curriculum Development in India and Abroad
- Nature and Scope of Curriculum Development
- Foundation of Curriculum Development: Philosophical Foundation, Psychological Foundation, Socio-Cultural Foundations

UNIT -II: Curriculum Design

- Components and Sources of Design
- Design Dimension/Criteria, Scope, Integration, Sequence, Continuity, Articulation and Balance
- Principles and Models of Curriculum Development
- Approaches/ Types of Curriculum Design

UNIT -III: Process and Construction of Curriculum Development

- Curriculum as a Discipline
- Different models and principles of Curriculum Development
- Analysis of Aims and Objectives
- Identification of learning activities & experiences and their organization

UNIT –IV: Curriculum Evaluation

- Concept, Need aspects of Curriculum Evaluation
- Formative and Summative Evaluation
- Models of Curriculum Evaluation
- Criteria for Curriculum Evaluation & Factors Influencing Change in Curriculum Evaluation

Practicum

- i. Evaluation of School Curriculum
- ii. Designing a Curriculum in each condition
- iii. Reviewing of Syllabus/Books
- iv. Review of National Curriculum Framework of Teacher Education
- v. Review of NCF 2000 and NCF 2005

Textbooks:

1. Aggarwal, Deepak (2007) Curriculum development: Concept, Methods and Techniques, New Delhi
2. Taba, H. (1962) Curriculum Development P: theory and Practice, Brace and World, New York,
3. Taylor, R (1949) Basic Principles of Curriculum, Chicago University Press, Chicago

Suggested Readings:

1. Book Enclave, 2007. Aggarwal, J.C: Curriculum Reform in India- World overviews, Doaba House Book seller and Publisher, Delhi. 1990.
2. Breut, A (1978) Philosophical Foundations for the Curriculum, Allen and Union, Boston.
3. Oerr, J.F. Ed, (1968) Changing the Curriculum, University of London Press, London.
4. Ragan, W.B (1982): Modern Elementary Curriculum, Holt Rinchard and Winston INC., U.S.A.
5. Sais, R.S (1976) Curriculum Principles and Foundation, Thomas Y. Crowdl Company, New York.
4. Biswas, N.B (1999) Curriculum Studies: A model for SAARC Countries, Indian Publishers Distributors, Delhi.
5. NCERT (1980) School Curriculum Some Problems and Issues, NCERT, New Delhi,

MD 535 CURRICULUM STUDIES					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y	Y		
3				Y	
4		Y			
5				Y	

MD 536 EXPOSITORY AND ACADEMIC WRITING

L	T	P	CH	CR
1	0	1	3	2

Course Outcomes:

On completion of the course, the prospective teacher educator will be able to:

1. Explain various styles of academic writing.
2. Organize simple academic representations to express and appreciate the use of effective writing.
3. Practice writing skills and perform good academic writing.
4. Evaluate academic writing critically.
5. Develop the ability to write good research reports/thesis.

UNIT –I: Expository Writing

- Meaning and purpose of expository writing
- Types and forms of expository writing
- Steps in Expository Writing
- Styles of writing needed/required for writing research articles, dissertations/thesis/ seminar paper.

UNIT–II: Academic Writing

- Concept of Writing and Styles of Writing
- Concept and Scope of Academic Writing
- Essentials of Good Academic Writing
- Referencing as per an accepted referencing style guide (APA 7th edition)

UNIT–III: Developing Reports

- Editing and Proof-reading
- Paraphrasing and Acknowledging
- Reporting
- Footnotes

Practicum

- i. Critically evaluate articles, research papers and dissertations.
- ii. Preparing evaluation reports and presentation in small group.

Textbooks:

1. Creme, Phyllis, and Mary R. Lea (2008): Writing at University: A Guide for Students, 3rd edn (Maidenhead: McGraw-Hill; Open University Press)
2. Richards, Janet C., and Sharon K. Miller (2005). Doing Academic Writing in Education: Connecting the Personal and the Professional (Mahwah, NJ: Lawrence Erlbaum)
3. Strunk, W. (2006): The Elements of Style, Filiquarian Publishing, LLC.

Suggested Readings

1. APA (2012) style Manual USA, American Psychological Association
2. Brown, Kristine and Susan Hood (2002) Academic Encounters. Cambridge University Press.

3. Coinam, David (2004). 'Concordancing Yourself: A Personal Exploration of Academic Writing', *Language Awareness*, 13, 1, pp. 49–55
4. Murray, R (2004) *Writing for Academic Journals*, Maidenhead: Open University Press.
5. Northedge, A. (2005): *The Good Study Guide (New Edition)*, The Open University.
6. Strunk William and Whyte C.B. (Ed.) (1959). *The elements of style*.

MD 536-EXPOSITORY AND ACADEMIC WRITING					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3	Y	Y			
4		Y			
5	Y				

MD 537 DISSERTATION PART-II

L	T	P	CH	CR
0	0	2	4	2

COURSE OUTCOMES

After completing this component of dissertation, the prospective teacher educators will be able to:

1. Explain the purpose and importance the review of related studies in any kind of research.
2. Analyse the existing research, organize the review chapter/section and be able to establish the need of their study in the background of studies reviewed.
3. Elaborate the basic criteria for selection of tool(s) from the available standardized tools.
4. Learn guidelines, principles and procedures for the development of various tools.
5. Tabulate data according to the objectives of the study

BRIEF OVERVIEW

This component of work relating to dissertation will be of 2 credits and carry 100 marks.

Teachers-educators are expected to undertake the relevant readings and activities relating to the writing of the review of related literature, development of tools and collection of data for their dissertation.

FRAMEWORK/STRUCTURE OF REPORT ON REVIEW AND DATA COLLECTION

The prospective teacher educators are expected to undertake the following activities and write a report covering the following aspect:

- i. A brief write up on need for and importance of review of related studies.
- ii. Writing and classifying the research abstracts under different variables of study.
- iii. Analysis of studies reviewed.
- iv. Relevance of the study in hand in relation to the studies reviewed.
- v. Justification and description of various tools and techniques adopted/ developed for collection of data.
- vi. Methods and procedures adopted for collection of primary and secondary data.
- vii. Tabulation of data and titles of tables.

SUGGESTED ACTIVITIES:

- i. Collection of related studies and writing of their abstracts.
- ii. Analysis of related studies and establishing the need of one's study in the background studies already conducted.
- iii. Organization of a group discussion on the need for and importance of literature review.
- iv. Arranging debates on different styles/approaches on the organization of review chapter/section
- v. Listing of various sources of review of related studies.
- vi. Organization of seminar on tools and techniques of data collection in quantitative and qualitative research.
- vii. Development/construction of tools for collection of data.
- viii. Defining strategies for collection of primary and secondary data.
- ix. Collection of data and tabulation as per objectives of the study.

ASSESSMENT CRITERIA:

The evaluation of this component shall be done through a presentation before the board of internal examiners comprising of at least three members. The board of examiners will be constituted by the department/ institution. The major criteria for evaluation of this component will be as follows:

Criteria and Marks Distribution for Evaluation of Dissertation Part II

Sl. No	Criteria for Evaluation	Marks
1	Number of related studies collected, and the period covered.	20
2	Organizational arrangement of studies reviewed.	10
3	Analysis of the studies reviewed and discussion on the relevance of the study in the background of the review	10
4	Establishment of linkages between the findings of studies reviewed and hypotheses of study in hand.	10
5	Appropriateness of tools adopted for data collection.	10
6	Number of tools developed and the appropriateness of procedures applied for the construction/ development of tools.	20
7	Reliability and validity of tools developed or adopted for data collection.	10
8	Expertise in tabulation data and titles of statistical tables	10
Total Marks		100

Note: In case of any variation like the research problem, especially qualitative research problem, the examiner (s) may suitably adapt the said scheme of evaluation

Textbooks:

1. Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
2. Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
3. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
4. Clive Opie. (2004). Doing Educational Research- A Guide for First-time Researchers. New Delhi: Vistar Publications.
5. Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.
6. Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: SAGE Publication.
7. Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
8. Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.

Suggested Readings:

1. Gupta, Santosh (1983). Research Methodology and Statistical Techniques. New Delhi: Deep and Deep Publisher.
2. Good, Carter, V (1897). Methodology of Educational Research. New York: Appleton Century Crafts.

3. Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
4. John W. Creswell (2012) Educational research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th Edition), PHI Learning Private Limited, New Delhi
5. Kerlinger, F.N. (1973). Foundations of Behavioural Research. New York: Holt, Rinehart and Winston.
6. Kaul, Lokesh (1997). Methodology of Educational Research. New Delhi: Vikas Publications.
7. Lichtman, Marilyn (2006). Qualitative Research in Education User Guide. SAGE Publication
8. Mertens, D.M. (1998) Research Methods in Education and Psychology. New Delhi: Sage Publications.
9. Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. London. Washington D.C.: The Falmer Press.
10. Salkind, N.J. (2006). Exploring Research (6th Edition) NJ: Pearson Prentice Hall.
11. Scott, David & Usher, Robin (1996). Understanding Educational Research. Routledge. London and New York.
12. Sharma, Bharti. (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
13. Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
14. Sidhu, K.S. (1987). Methodology of Research in Education. New Delhi: Sterling Publishers Pvt. Ltd.
15. Srivastava, G.N.P. (1994) Advanced Research Methodology. New Delhi: Radha Publications.
16. Stake, Robert E. (1995). The Art of Case Study Research. SAGE Publications.
17. Tuckman, B.W. (1969) An Introduction to Educational Research. New York: The MacMillan Company.

MD 537 DISSERTATION PART-II					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome	PO1	PO2	PO3	PO4	PO5
1		Y			
2		Y			
3		Y			
4		Y			
5					Y

MD 538 Internship-II (Specialisation Area)

L	T	P	CH	CR
0	0	4	8	4

Course Outcomes:

On completion of the course, the prospective teacher educators will be able to:

1. Develop insight into the multiple roles of teacher educator by getting first-hand experience in the field concerning their areas of specialization viz., elementary, or secondary level of education.
2. Critically analyze the competencies and deficiencies of trainee teachers of B.Ed. & ITEP during their school internship period.
3. Exhibit knowledge and skills necessary for carrying out the programme effectively, manage & organize various components/activities of school internship, field experience & community engagement etc.
4. Critically analyze the content & organization of teacher education curriculum, infrastructure, resources required; issues, problems, and challenges related to teacher preparation in present context.
5. Develop professional attitude, values, interests, and skills needed to function as teacher educator.

Internship Activities:

Prospective teacher educators will visit secondary/elementary level schools in the vicinity of teacher education institutions. They will do observations of institutional activities. They will interview the stakeholders' viz., students, teachers, and parents about different school activities. They will conduct assessment studies. The group-based project can be taken. The internship shall focus on any specific area of studies like:

1. Development of school curriculum and curriculum transaction.
2. Development of teaching-learning materials.
3. Use of ICT integrated teaching and evaluation system.
4. Innovative practices in pedagogy and assessment
5. Implementation of innovative practices in educational management.
6. Programme evaluation studies.
7. Design and development of e-content and its use in real school situations.
8. Study of micro-planning exercises in the school system.
9. Observation of Classroom Practices of the trainee teacher (during the internship period) and preparation of a report reflecting on the trainee teacher's professional competencies developed.
10. Assessment of issues, problems, challenges, and training needs of Pre-service teachers in teacher preparation program.

Internships in specialization could also engage with in any thematic area (s) of knowledge focusing on different focal areas in education amongst which the student chooses for in-depth engagement:

1. Curriculum, pedagogy, and assessment
2. Education policy, economics, and planning

3. Educational management, administration, and leadership
4. Education Technology/ICT
5. Equality and Education
6. Inclusive Education
7. Social theory of education
8. Comparative and International Education
9. Other theme-based areas are based on institutional orientations and strengths.
10. Study of curriculum making process at elementary/secondary stage through document analysis and interview with the concerned

Assessment Criteria

1. Field work
2. Reflective Journal reports
3. Presentation

MD 538 Internship-II (Specialisation Area)					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3				Y	
4			Y		
5					Y

MD 543-EDUCATIONAL PLANNING, ADMINISTRATION AND MANAGEMENT

Course Outcomes:

On completion of the course, the prospective teacher educators will be able to:

L	T	P	CH	CR
2	1	1	5	4

1. Describe the concept and process of educational management and administration.
2. Explain the concept, approaches and process of Educational Planning and Educational Financing
3. Explain the various theories and styles of education leadership and elaborate the various styles of Educational Leadership
4. Describe various issues in educational administration

Unit I: Educational administration and Management: Concept and Scope

- Concept of Educational Administration, Scope and function of Educational Administration
- Concept of Educational Management and Stages in the Management Process
- Theories of Management (Classical, Neo-Classical and Modern and their implications for Education
- Difference between Administration and Management

Unit II: Educational Planning and Finance

- Meaning, Need, nature scope and principles of Educational Planning.
- Different approaches of Educational Planning
- Process of Educational Planning
- Educational Finance-Sources of income, centre, state and local bodies
- National Educational Policy, 2020
- Educational Financing in Vedic Period, Indian Knowledge System

Unit III: Educational Leadership Supervision and Monitoring

- Concept, and qualities of Educational Leadership
- Theories and Styles of educational leadership
- Leader as a teacher and Teacher as a leader
- Role of School Principal and Head master
- code of conduct and professional ethics
- Academic Support Structure: CTEs, IASE, RIE, NCERTs, BRCs, CRCs etc.

Unit IV: Issues and Problems of Educational Administration

- Organizational Structure at Centre, State, district and sub-district level in Secondary Education
- Educational Management Information System (EMIS), Unified District Information System of Education (U-DISE)
- Centrally sponsored schemes and programmes for improvement of quality education at Secondary Education
- ICT initiative, Inclusive and Accessible Education

Practicum

- i. Critically analyse the contribution of academic support institutions situated in your city, district, and state institutions in terms of quality education.
- ii. Take a sample of five governments and five private school and do a field-based study about constitution and effectivity of School management committee in the development of the sample schools.
- iii. Collect the data through school as well as stakeholders about any one centrally sponsored scheme lunched by government for benefiting the children.
- iv. Critically review the policy documents of NEP 2020 to trace the changing emphasis.
- v. Writing the abstract of five researchers related to educational planning administration and management supervision in Secondary Education field
- vi. Critically Analyse the Management and Organization component of National Curriculum Framework for School Education, 2020 and NCF2023.

Textbooks

1. Bhatnagar, R.P. & Agrawal, V. *Educational Administration Supervision, Planning and Financing*. Meerut: R. Lall Book Depot.
2. Tilak, J.B.G. (1992). *Educational planning at Grassroots*. New Delhi: Ashish Publications.

Suggested Readings

1. Bray Mark, (2000). Double Shift Schooling: Design and Operation for Cost-effectiveness (2nd ed), Paris: UNESCO, IIEP. 132
2. Gronn, Peter (2003), New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform, London: Paul Chapman.
3. Hoffman, Allan M. And Summers Randal W (eds.) (2000). Managing Colleges and Universities: Issues for Leadership, Westport: Bergin and Avery.
4. Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V. (2001). Management, Processes in Elementary Education: A Study of Existing Practices in Selected States in India. New Delhi: The European Commission.
5. Koontz, H. And O'Donnel, C. (1968), Principles of Management, an Analysis of Management Functions. USA : McGraw Hill Book Company
6. Kowalski, Theodore, J (2001). Case Studies on Educational Administration (3rd ed.) New York, Longman.
7. Latchem, C. And Hanna, D (2001). Leadership for 21st Century Learning: Global Perspectives from Educational Innovations, London: Kogan Page.
8. Mathur S.S (1990). Educational Administration and Management, The Indian Publications, India.
9. Owings, William A and Kaplan, Leslie S (2003). Best Practices, Best Thinking, and Emerging Issues in School Leadership. California: Sage.
10. Pareek, Udai. (1977) Institution Building: the Framework for Decision-making in Ravi Mathai, Udai
11. Pareek and T.V. Rao (eds.) (1977). Institution Building in Education and Research: From Stagnation to Self-Renewal, All India Management Association, New Delhi.
12. Ramachandran Padma and R. Vasantha (2005). Education in India. New Delhi, National Book Trust.

13. Shukla P.D. (1983). Administration of Education in India, New Delhi: Vikas Publishing House.
14. Tilak, J.B.G. (1993). External and Internal Resource Mobilization for Education for All; Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.
15. National Education Policy, 2020
16. National Curriculum Framework FS 2022 and NCF 2023.
17. National Professional Standards for Teachers (NPST)
18. National Curriculum Framework for Teacher Education, 2009

MD – 543 EDUCATIONAL PLANNING, ADMINISTRATION AND MANAGEMENT Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y	Y	Y	Y	
2	Y	Y			
3		Y	Y		
4		Y	Y		

MD 544-EDUCATIONAL TECHNOLOGY AND ICT IN SECONDARY EDUCATION

L	T	P	CH	CR
2	1	1	5	4

Course Outcomes:

On completion of the course, the prospective teacher educators will be able to:

1. Differentiate various terminologies associated with educational technology.
2. Describe the emergence and evolution of various educational media and various approaches to educational technology.
3. Analyse and apply principles and practices associated with technology enhanced learning.
4. Critically evaluate ICT related policies and plans
5. Assess various problems and issues related to information and communication technologies and their integration in education.

Unit: I- Evolution of Educational Media

- Emergence and evolution of educational radio, educational television, Trends in educational radio and television
- Emergence of new information technology- the convergence of computing and telecommunications
- Various online Technologies: flexible learning, Blended learning, Mobile learning.
- Concept of Open Educational Resources & Various Usage, Massive Open Online. Course (MOOC), Flipped classroom, social networking, web 2.0 & web 3.0
- Emergence and evolution of transmission technology - Face-to-face, co-axial cable distribution, optical fiber, satellite, infrared, Bluetooth, internet, Wi-Fi, 3g, 4g, 5g
- Cyber Threats and Internet Security and Safety Awareness

Unit: II-Introduction to Audio and Video Production

- Script Writing
- Hardware and software requirements
- Multimedia Systems and Software
- Required Hardware: Voice Recorder, Camera, Camcorder, Scanner, Interactive White Board, Multimedia Projector
- Integration Strategies for Video Production and Editing System

Unit III: E-resources

- Reusable Learning Objects (RLO): meaning, characteristics, and need, RLO repositories.
- Open Educational Resources (OER): meaning, need and importance, sources of OER, adoption, adaption –openness, relevance, and accessibility.
- Intellectual property right and creative commons license, OER policy
- Open textbooks: meaning and features.
- OER graphics, videos, audio/music, courses, etc., and its sources
- Evaluating e-resources- criteria

Unit IV: Practicum: Design and Development (How to Develop)

- Design of e-Content
- Development of e-Content

- Editing of e-Content
- Evaluation of e-Content

Practicum:

- i. Seminar presentation on the usability of OERs
- ii. Developing a multimedia e-content on an educational topic
- iii. Project on evaluating any e-resource using standard criteria.
- iv. Any other related activity

Textbooks:

1. Mohit K (2003). Design and implementation of Web-enabled Teaching Tools: IRM Press, UK
2. Viva Lachs (2000). Making Multimedia in the Classroom Teacher's Guide. Routledge Farmer: London
3. Kumar, K.L. (2008): Educational Technology. New Delhi: New Age International Pvt. Ltd.

Suggested Readings

1. Mukhopadhyay, M. (1990). Educational technology: challenging issues. New York: Sterling.
2. Sampath, K.&Paneerselvam A.(2006).Introduction to Educational Technology. New Delhi: Sterling Publishers Pvt. Ltd.
3. Roblyer, M.D. (2008). Integrating educational technology into teaching. New Delhi: Pearson.
4. Web Resources: <http://audacityteam.org/> <https://lmms.io/> <https://musescore.org/>
5. <http://getsongbird.net/> <http://www.avidemux.org/> <http://www.openshot.org/>
6. <https://www.techsmith.com/camtasia.html>
<http://www.smartdraw.com/timeline/timeline-software.htm> <https://www.gimp.org/>
7. http://freemind.sourceforge.net/wiki/index.php/Main_Page <http://exelearning.org/>
<http://sigil.en.softonic.com/>
8. Das, R. C. (1993). Education technology: a basic text. New Delhi: Sterling.

MD 544-EDUCATIONAL TECHNOLOGY AND ICT IN SECONDARY EDUCATION Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y	Y			
2		Y			
3			Y	Y	
4					Y

MD-545: Guidance and Counselling

L	T	P	CH	CR
2	1	1	5	5

Course Outcomes:

On completion of the course, the prospective teacher educators will be able to:

1. Describe the concept, nature, need, types, principles, and scope of guidance & counselling and discuss some issues & problems of school guidance which are pertinent at the present.
2. Compare the various approaches to counselling & theories of counselling; become acquainted with the counselling process, skills, and qualities of an effective counsellor.
3. Prepare a plan for organizing a guidance programme in school & describe the procedure for evaluation of a guidance programme.
4. Describe the use of different tools, techniques of guidance & counselling for a holistic understanding of the learner and demonstrate skills for administering, scoring, interpreting and analysing test results for providing guidance and counselling to the students.
5. Explain counselling techniques, intervention strategies and modern research trends in guidance and counselling.

Unit -I: Fundamentals of Guidance and Counselling

- Guidance and Counselling: Concept, Nature, Need, Principles, and Scope of Guidance & Counselling
- Types and Areas of Guidance and Counselling: its implication in global context; Issues and Problems of Guidance & Counselling
- Relationship between Guidance & Counselling, Agencies of Guidance & Counselling

Unit -II: Counselling Skills, Approaches, Process & Theories

- Counselling Process: Stages of Counselling Process, Basic Counselling Skills of an Effective Counsellor, Characteristics of Good Counselling, Professional Ethics
- Major Approaches to Counselling
- Counselling Theories: Behavioural theory, Cognitive theory, Psychoanalysis/Psychodynamic theory, Humanistic theory etc.

Unit -III: Guidance & Counselling Services

- Planning & Organization of School Guidance Programme in Schools-Activities, Resources; Evaluation of Guidance Programme
- Guidance Services: concept, types of services i.e. orientation, individual inventory, information, counselling, placement, follow-up, research & evaluation etc.
- Guidance for Differently Abled Students for Solving their Educational, Vocational Problems & Special Needs

Unit- IV: Assessment, Interventions Strategies, Trends in Guidance and Counselling

- Tools for Guidance and Counselling, Ethical & Social Issues in Testing: Testing Techniques i.e. Psychological Tests (Intelligence Tests, Aptitude Tests, Attitude Scale, Achievement Test, Autobiography, Interest Inventory, Study Habit inventory, and Personality Test etc.
- Non-Testing Techniques: Anecdotal Record, Cumulative Record, Rating Scale, Observation, Role play, Case study, Questionnaire, and Interview etc.
- Counselling techniques, Intervention strategies, Recent Research Trends and issues in Guidance and Counselling

Practicum:

The prospective teacher educators may undertake any one of the following activities:

1. Conduct a survey of the problems that are most prevalent in schools which need the immediate attention of a guidance counsellor and prepare brief report.
2. Visit schools of different nature and observe the culture of the school, identify the specific guidance needs of the learners and prepare guidance & counselling programme keeping in view the needs of the learners.
3. Visit a guidance center and write a report about its organization and functions.
4. Identify topics for a class talk and prepare a detailed outline of the class talk.
5. Design a questionnaire for conducting follow-up study of school dropouts or occupational survey and report with your suggestive career choice about ten to fifteen students.
6. Identify personal-emotional/social cases for group counselling/individual counselling and plan the counselling sessions.
7. Administer a test and interpret any one of the following tests on students/peer group: Intelligence Test/ Interest Inventory / Aptitude Test / Attitude Test/Creativity Test etc.
8. Interact with the counsellor to understand the process of the counselling, nature of problems of the students and prepare a report.
9. Collect articles related to problems of students such as aggression, violence, crime, rape, suicide, drug abuse, HIV/AIDS, conflict within families or neglect due to single or divorced parents etc. Highlight the proactive role of parents, teachers, and counselling by counsellors.
10. Plan career information activities for students of secondary and higher secondary level.

Text Books

1. Chauhan, S.S. (2004). Principles and Techniques of Guidance. New Delhi: Vikash Publishing House.
2. Shrivastava, K.K. (2003). Principles of Guidance and Counselling. New Delhi: Kaniska Publication.
3. Ramesh. Chaturvedi (2013). Guidance and counselling Techniques. Neha publisher and distributors, New Delhi

Suggested Readings

1. Gururani, G.D. (2006). Guidance and Counselling: Educational, Vocational, Career Planning. Akanksha Publisher.

2. Robyn.S.Hess; Magnuson, S. and Beeler, L. (2012).Counselling Children and Adolescents in Schools.New Delhi: Sage Publications India Pvt.Ltd.
3. Kochhar, S. K. (2006). Educational and Vocational Guidance in Secondary Education. New Delhi: Sterling Publications.
4. Mangal, S.K. (2007). Educating Exceptional Children: An Introduction to Special Education, New Delhi: Prentice Hall of India Private Limited.
5. Chaturvedi, R. (2013). Guidance and Counselling Techniques. Neha Publisher and Distributors.
6. Gupta, M. (2003). Effective Guidance and Counselling Modern Methods and Techniques. Jaipur: Mangal Deep Publication.
7. Aggarwal, R. (2010). Elementary Guidance and Counselling. New Delhi: Shipra Publication.
8. Jones, Nelson (2005). Practical Counselling and Helping Skills, 5th Edition, London: Sage Publications.
9. Robert L. Gibson and Marianne H. Mitchell, (2006). Introduction to Counselling and Guidance, New Delhi, Prentice Hall of India Private Limited.
10. Indu Dave, (1984). The Basic Essentials of Counselling. New Delhi: Sterling Publishers Pvt Ltd.
11. Rao, S.N. (2001). Counselling Psychology. New Delhi: Tata McGrawHill Publishing Co Ltd.

Online/Web Resources/Websites/eBooks (Links):

1. https://www.researchgate.net/publication/258701982_Concept_of_personality_Indian_perspective/link/57ebd9cd08ae93b7fa957206/download
2. www.researchgate.net/publication/340389534_School_Counselling_in_India/link/5e863af392851c2f527793ba/download
3. <https://youtu.be/GAcmqpFERzs>
4. <https://youtu.be/T6gTX08fpIM>
5. <https://online.marquette.edu/education/blog/what-are-the-five-theories-of-counseling>

MD545: Guidance and Counselling					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	P01	P02	P03	P04	P05
1	Y				
2			Y		
3				Y	
4		Y		Y	
5					

MD 546-HUMAN RIGHTS AND VALUE EDUCATION

L	T	P	CH	CR
2	1	1	5	4

Course Outcomes:

On completion of this course the prospective teacher educators will be able to:

- 1) Explain the meaning, characteristic and need of human rights education & value education.
- 2) Critically Analyse the role and functions of international and national level institutions to enforce human rights and develop values.
- 3) Analyse Curriculum, Methods of Teaching and Agencies of Human Rights Education
- 4) Illustrate the role of various agencies in promoting human rights education and value education
- 5) Critically evaluate the role of Parents, Teachers, Society, Government etc in protecting human rights and fostering values.
- 6) Discuss the role of education in promoting human rights and value education

Unit-I: Introduction to Human Rights and Value Education

- Human Rights – Meaning, Nature and Characteristics, Need and significance of Human Rights Education.
- Indian Culture and Human Values: values in Ancient, Medieval and emerging modern Indian society
- Value Education – Meaning, aims and objectives, and significance at school and higher education levels.
- Human Rights and Indian Constitution- Constitutional Values of India, Promotion of social justice and human welfare.

Unit II: Curriculum, Methods of Teaching and Agencies of Human Rights Education

- Human Rights in national and international context.
- Human Rights Education at various levels- primary, secondary, higher secondary, university levels in 21st century.
- Methods and Techniques of Teaching Human Rights: Lecture, Discussion, Case Study, Role Play and Simulation, Mock Trials, Cooperative Learning, Social Activities.
- Agencies for protection and promotion of human rights including UN, central and state governments, NGOs etc.

Unit III: Teaching Approaches and Strategies for Inculcation of Values

- Need of Orientation in Value Education to Prospective Teachers.
- Different approaches to Value Education- Direct, Indirect and Integrated approaches.
- Contribution made by some eminent leaders of the India to Value Education.

- Educational Programmes for Developing Social Values (NSS, NCC, Scouts and Guides, Social Service activities).

Unit IV: Human Rights and Value Education towards Development

- Role of Educational Institutions, Family, Peer-group, Religious and Social Organisations towards human rights.
- Role of Educational Institutions, Family, Peer-group, Religious and Social Organisations towards values.
- Strategies and Techniques for Human Rights and Value Education.
- Human rights and Values for promoting National Integration and International Understanding.

Practicum:

- Write a report on educational implications of Constitutional provisions ensuring equity and protection of human rights.
- Seminar/project on human rights related issues highlighted in recent news.
- Conduct a debate/seminar/panel discussion on a human rights violations and the society.
- Develop/ compile stories with values from different sources and cultures.
- Write a report on values promoted through textbooks of various schools.

Text Books:

1. Aggarwal, J.C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
2. Jagannath, M. (2005). Teaching of human rights. New Delhi: Deep & Deep Publications (p) Ltd.
3. S.P Ruhela and Raj Kumar Naik (2011). Value Education and Human Rights Education, Neelkamal Publications Pvt. Ltd., Hyderabad.

Suggested Readings:

1. Dhand, H. (2000). Teaching Human Rights: A Handbook for Teacher Educators. Bhopal: Asian.
2. Dhokalia, R.P. (2001). External Human Values and world Religions, New Delhi, NCERT.
3. Micheline, R. I. (2008). The history of human rights: From ancient times to the globalization era. London : Orient Longman Limited.
4. B.K Passi and Prabhakar Singh (1991). Value Education, National Psychological Corporation. Agra.
5. Mehta, P.L. and Neena Verma, (1995). Human rights under the Indian constitution. New Delhi: Deep and Deep Publications.
6. Shukla, R.P. (2004). Value Education and Human Rights. New Delhi: Sarup and Sons
7. V.T Patil (2008). Value Education and Human Rights Education, GNOSIS Delhi.

Online/Web Resources/eBooks (Links)

1. <http://hrlibrary.umn.edu/edumat/pdf/hreh.pdf>
2. http://syllabus.b-u.ac.in/syl_college/ug_ve.pdf
3. [http://www.stjosephstup.org/naac/1.3.1.Syllabus\(3Papers\).pdf](http://www.stjosephstup.org/naac/1.3.1.Syllabus(3Papers).pdf)
4. https://ncert.nic.in/pdf/publication/otherpublications/Framework_educationCOMPLETEBOOK.pdf
5. https://ncert.nic.in/depfe/pdf/Framework_educatioSn.pdf
6. http://cbseacademic.nic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf

MD 546-HUMAN RIGHTS AND VALUE EDUCATION Matrix of Course Outcomes with Programme Outcomes					
Course Outcome	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3		Y		Y	
4			Y		
5			Y		
6	Y				

MD547 ENVIRONMENTAL STUDIES

Course Outcomes:

On completion of the course, the prospective teacher educator will be able to:

L	T	P	CH	CR
2	1	1	5	4

- 1) Describe the renewable and non-renewable resources and develop an insight into equitable use of resources and individual role in its conservation.
- 2) Explain the biodiversity and threats to it and conservation of Biodiversity.
- 3) Elaborate the causes, effects and control measures for different types of environmental pollution.
- 4) Explain the social issues, legal acts, ethics concerning the environment.

Unit I: Renewable and Non-renewable Resources

- Natural resources: Forest resources, Water resources, Mineral resources, Food resources, Energy resources, Land resources and its associated problems
- Role of an individual in conservation of natural resources
- Equitable use of resources for sustainable lifestyles

Unit II: Biodiversity and its conservation

- Biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflict
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity
- Sustainable development and Indian Knowledge System

Unit III: Environmental Pollution

- Causes, effects and control measures for: Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards
- Solid waste management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution.

Unit IV: Environment: Social Issues and Human Population

- Sustainable development
- Environmental ethics: Issues and possible solutions, Environmental Protection Act
- Population growth, variation among nations, Population explosion – Family Welfare Programmes, Women and Child Welfare

Practicum:

- i. Visit to a local area to document environmental assets - river/forest/grassland/hill/mountain
- ii. Visit to a local polluted site – Urban / Rural / Industrial / Agricultural
- iii. Study of common plants, insects, birds
- iv. Study of simple ecosystems-pond, river, hill slopes, etc.
- v. Critically review the policy documents of NEP 2020 to trace the changing emphasis on environmental Education and Sustainable development

- vi. Critically Analyse the Management and Organization component of National Curriculum Framework FS, 2022 and NCF2023 with reference to environmental Education.

Textbooks:

1. Basu M, Xavier S. (2016). *Fundamentals of Environmental Studies*, Cambridge University Press, 1st Edition
2. Rajagopalan R.(2015). *Environmental Studies: From Crisis To Cure*, OUP India, 3rd Edition

Suggested Readings:

1. Desai R. G. (2014). *Environmental Studies*, Himalaya Publication House
2. Mishra D.D. (2014). *Fundamental Concepts In Environmental Studies*, S.Chand & Company Ltd.
3. Palanisamy et al. (2014). *Environmental Studies*, Pearson Education India,2nd Edition
4. Chawla S.(2012). *A Textbook Of Environmental Studies*, McGraw Hill Education
5. Basak A. (2009): *Environmental Studies*, Pearson India
6. Kaushik A., Kaushik C.P. (2009). *Perspectives In Environmental Studies*, New age publisher
7. Joseph B. (2008). *Environmental Studies*, McGraw Hill Education, 2nd Edition
8. National Education Policy, 2020
9. National Curriculum Framework FS 2022 and NCF 2023.
10. National Professional Standards for Teachers (NPST)
11. National Curriculum Framework for Teacher Education, 2009

MD 547 ENVIRONMENTAL STUDIES Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y	Y	Y		
2		Y	Y		
3			Y	Y	
4			Y	Y	

MD 548- Inclusive Education

L	T	P	CH	CR
2	1	1	5	4

Course Outcomes:

On completion of the course, the prospective teacher educator will be able to:

1. Explain the philosophical, sociological, and human rights perspective of inclusive education.
2. Identify the ways and means of inclusion of the excluded categories to minimize the existing inequalities.
3. Implement a wide range of instructional strategies to assist every student to learn effectively.
4. Apply appropriate framework while investigating inclusion issues in education.
5. Design models of Inclusive School.

Unit I: Understanding Diversity

- Theoretical Perspectives and Approaches - Historical, Dialectical, Subaltern, Social Justice
- Socio-Economic Disadvantaged Groups (SEDG): Poverty, Religion, Race, Caste, Ethnicity, Gender, Disability, Class, Region, Culture, Language, Migrants and Refugees as a dimension of social exclusion.
- International Declarations: UNCRPD 2006, National Policies: NEP2020, RPWD 2016, IEDSS (2013), RCI Act 1992, Salamanca Statement, Rights of Children.

Unit II: Understanding Inclusion

- Philosophical, social, and human rights perspectives of Inclusive Education.
- Models of Disabilities: Human Rights Models and Social Role Models, Social Role Valorisation, International classification of Impairments, Disabilities and Handicaps (ICIDH), ICFDH, ICFDH-CY
- National institutes for different disabilities in India
- Role of different stakeholders (Role of the parent, community, peers, resource person, teachers towards the process on inclusion)
- Barriers to Inclusion- Attitudinal, Systemic and Structural

UNIT III: Process of Inclusion

- Identification and assessment of functional abilities and skills with various tools
- Curriculum Adaptation in Inclusive Education, Whole school approach, VAKT approach, Response to Intervention (RTI)
- Pedagogical strategies: Individualized Educational Program, cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching
- 360-degree Assessment of student achievement in classroom and beyond
- Assistive Technology, Accessibility: Digital and Physical, UDL, ICT support software, Teaching, and functional aids.

Unit IV: Assessing Inclusion

- Education of Socially and economically deprived SC/ST's/OBC children
- Delinquent children, Girls, Specific Learning Disability
- Research on best practices associated with inclusive education in India and globally.

PRACTICUM

1. Critically review educational issues by compiling articles from newspapers, magazines, or web-based resources and prepare a report.
2. Conduct a survey in the local area to ascertain the prevailing attitudes and practices towards social and academic inclusion of children with diverse needs.
3. Visit the family of a girl child with a disability and briefly describe her/his problems and suggest remedies also.
4. Design a blueprint of Inclusive School.
5. Seminar presentation on various issues related to inclusion.

TEXTBOOKS:

1. Alur, M. & Bach, M. (2012). The Journey for Inclusive Education in the Indian SubContinent. Routledge 27
2. Alur, M. & Timmons, V. (2009). Inclusive Education Across Cultures: Crossing Boundaries, Sharing Ideas. Sage India
3. Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational Publishers, Multivista Global Ltd, Chennai: India.

SUGGESTED READINGS:

1. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education
2. NCERT (2006). National Focus Group Report on Education of SC and ST, New Delhi.
3. Sharma P.L. (2003) Planning Inclusive Education in Small Schools, R. I. E. Mysore
4. Armstrong, A. C., Armstrong, D., & Spandau, I. (2010). Inclusive education: International policy and practice. London: Sage.
5. Department for Education and Skills (DfES) (2001b) Inclusive Schooling: children with special educational needs, London, DfES.
6. Central Board of Secondary Education (2020). Handbook of Inclusive Education, New Delhi.
7. Fimain, M.J., Fafard, M., and Howell, K.W. (1984) A. Teacher's guide to Human Resources in Special Education: Paraprofessionals, Volunteers, and peer tutors. Boston: Allyn and Bacon, Inc
8. Sharma, P.L. (1990), Teacher's handbook on IED-Helping children with special needs N.C.E.R.T. Publication.
9. Sharma P.L. (2003) Planning Inclusive Education in Small Schools, R.I.E. Mysore.
10. . Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based approach: National Publishing House, New Delhi.
11. Hallahna, D.P., and Kauffman, J.K. (1988). Exceptional Children: Introduction to special Education. N.J.: Englewood Cliffs.

MD 548-INCLUSIVE EDUCATION- GENDER, DISABILITY AND MARGINALIZATION Matrix of Course Outcomes with Programme Outcomes					
Course Outcome	PO1	PO2	PO3	PO4	PO5
1			Y		
2		Y			
3		Y			
4	Y			Y	
5	Y				Y

MD 549 DISSERTATION PART-III

L	T	P	CH	CR
0	0	4	8	4

Course Outcomes:

On completion of the course, the prospective teacher educator will be able to:

1. Establish linkages between education theory (transacted through taught courses) and research.
2. Develop various skills of articulating and formulating a research problem and research questions.
3. Articulate and formulate a research problem, Formulate objectives, hypotheses, and research questions.

Framework

1. Design and execute the research plan, which includes engaging with the relevant body of literature and theories.
2. Develop various tools and techniques for data collection.
3. Understand the primary and secondary sources of data.
4. Learn the techniques and strategies for the analysis and interpretation of data in quantitative and qualitative research.
5. Learn the intricacies of writing of research report including footnotes, references, and bibliography etc.
6. Take up independent research projects.

BRIEF OVERVIEW

The dissertation is a compulsory course of 8 credits and 400 marks, however, 2 credits 100 marks each have been earmarked for dissertation related work in Second and Third Semesters. Thus, the course on dissertation in Fourth Semester will carry the remaining 4 credits and 200 marks. The purpose of dissertation is to provide basic understanding to prospective teacher-educators (under close mentorship/guidance of a faculty member) in how 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.

COURSE CONTENT

The specialization area or perspectives or teacher education from which the topic for dissertation has been selected will broadly constitute the content area for the dissertation paper. Besides, the content will also include all topics covered under two courses on research methods and statistics covered in the first and third semester.

SELECTION OF TOPIC FOR DISSERTATION

The dissertation should preferably be in specialization that a student opts or in the areas introduced in the perspective courses. In case the student decides to undertake a topic from perspective or any other areas it must be ensured that the topic selected for dissertation has a direct bearing on the area of his/her specialization. Selection of topic for dissertation should be done in the beginning of Second Semester.

PROCESS OF CONDUCT OF DISSERTATION

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. Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory (ies), analyzing, and writing the findings in an academic fashion, and presenting the work. However, this should not be seen as implying that the dissertation must be field based. It may be a long essay/treatise.

SUBMISSION OF DISSERTATION

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 as suggested below:

i) SECOND SEMESTER

Students are required **to** select a topic for their dissertation and prepare & present a detailed research proposal in the second semester which will carry 2 Credits and 100 marks. Evaluation of the research proposal will be done internally by board examiners comprising of at least two faculty members from within the institution.

ii) THIRD SEMESTER

Review of Related literature and Development of Tools carrying 2 Credits, and 100 marks. This component should also be examined by a board of at least two to three members.

iii) FOURTH SEMESTER

Conducting of Field Study/ Intervention Study/Literary Work, Data Analysis, Interpretation and Writing of research Report (4 Credits and 200 marks).

SUPPORT TO STUDENTS

For successful completion of dissertation within the time frame the department/institution offering the M.Ed. programme should apart from mentoring and supervision should also organize the following:

- a) Orientation programme to explain the expectations, processes, roles of the prospective teacher educators and research mentors,
- b) Workshops on developing research proposals, doing fieldwork, taking field-notes, referencing and editing, etc.
- c) Research seminars (where the M.Ed. student's present work-in-progress, and other researchers are invited to present their work) should be organized.
- d) Sessions guiding students to understand the interfaces between theory (transacted through taught courses) and the dissertation must also be planned. These could be in the form of special tutorials on relevant courses.

CONCEPT NOTE

It is strongly recommended that a department/institution offering the M.Ed. programme, develops a concept note on the dissertation component that clearly specifies the expectations, assessment rules and procedures, and guidelines for students. This note should also include aspects like style sheet, and the word limit for the dissertation (ideally between 15,000 to 20,000 words). While a set of clearly laid guidelines should be put in place for this

component, there should be an openness in terms of allowing and encouraging various research styles, areas, kinds of problems, and writing styles.

EVALUATION OF DISSERTATION

The evaluation of the dissertation in fourth semester be done by an external examiner to be decided by the university from the panel of examiners approved by its academic bodies. The evaluation of the dissertation shall be based on the quality of research report carrying 200 marks. The distribution of marks under various criteria for the evaluation of dissertation by the external Examiner is given as below. The same may be sent by the Examination Branch of Tezpur University to the External Examiner along with the dissertation.

Criteria and Marks Distribution for Evaluation of the Dissertations

Sl.No.	Criteria for Assessment/Evaluation	Marks
1	Originality and relevance of topic	20
2	Conceptual clarity as shown in first Chapter through theoretical framework	20
3	Number and quality of research questions and Comprehensiveness of objectives and appropriateness of hypotheses	20
4	Justification/Need/Rationale and Importance of the study	20
5	Number of studies reviewed, and period covered. Establishment of the need of the study in the background of studies reviewed. Innovativeness in the organization of review chapter.	20
6	Appropriateness of Methodology (Sampling, Tools, Statistical Techniques, Research Design etc.)	40
7	Analysis and Interpretation of Data (Appropriateness of statistical tables, and their titles. Quality data analysis and Interpretation of findings. Discussion of findings in the background of the findings of existing research, suggestions for further research, recommendations, and attainment of objectives)	40
8	References, Bibliography, Appendices, Quality of Typing, Typological Errors, Get-up of Dissertation etc.	20
Total		200

Note: *In case of any variation in research problem, especially qualitative research problem, the board of examiners may suitably adapt the said scheme of evaluation.*

Textbooks:

1. Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
2. Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.
3. Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: SAGE Publication.

Suggested Readings

1. Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
2. Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.

3. Good, Carter, V (1897). Methodology of Educational Research. New York: Appleton Century Crafts.
4. Gupta, Santosh (1983). Research Methodology and Statistical Techniques. New Delhi: Deep and Deep Publisher.
5. Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
6. Kerlinger, F.N. (1973). Foundations of Behavioural Research. New York: Holt, Rinehart, and Winston.
7. Kaul, Lokesh (1997). Methodology of Educational Research. New Delhi: Vikas Publications.
8. Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide. SAGE Publication
9. Mertens, D.M. (1998) Research Methods in Education and Psychology. New Delhi: Sage Publications.
10. Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. London. Washington D.C.: The Falmer Press.
11. Salkind, N.J. (2006). Exploring Research (6th Edition) NJ: Pearson Prentice Hall.
12. Scott, David & Usher, Robin (1996). Understanding Educational Research. Routledge. London and New York.
13. Sharma, Bharti. (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
14. Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
15. Sidhu, K.S. (1987). Methodology of Research in Education. New Delhi: Sterling Publishers Pvt. Ltd.
16. Srivastava, G.N.P. (1994) Advanced Research Methodology. New Delhi: Radha Publications.
17. Stake, Robert E. (1995). The Art of Case Study Research. SAGE Publications.
18. Tuckman, B.W. (1969) An Introduction to Educational Research. New York: The MacMillan Company.
19. Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: McMillan Publishers.
20. Van Dalen, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill Co.
21. Wiersma, W. (2000). Research Methods in Education. (7th edition). Allyn & Bacon.
22. Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication.

MD 549 DISSERTATION PART-III					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome	PO1	PO2	PO3	PO4	PO5
1		Y			
2		Y			
3		Y			
4		Y			
5					Y