



GAUTAM GROUP OF INSTITUTIONS

Affiliated to Magadh University, Bodh Gaya

M. Ed. SYLLABUS

Duration of Course

- The M.Ed. programme shall be of two academic years (having four semesters of six months each).
- A University examination shall be held after completing every semester on the dates notified by the University.
- The minimum attendance of student shall have to be 80% for all course work and 90% for field attachment.

Scheme of Study

Scheme of Study for Two-Year M.Ed. Programme [Semester Wise Distribution of the Courses]					
SEMESTER -I (July to December)					
COURSE NO.	COURSE NAME	CREDIT	Theory	Practicum	FULL MARKS
C.C. 1	Psychology of Learning & Development	4	80 marks	20 marks	100 marks
C.C. 2	Historical/Political Economy Perspectives of Education	4	80 marks	20 marks	100 marks
C.C.3	Relevance of Teachers Education in Changing Times	4	80 marks	20 marks	100 marks
C.C.4	Fundamentals of Educational Research	4	80 marks	20 marks	100 marks
*EPC 1	A. Communication and expository writing B. Personality Development	1 1		50 marks	50 marks
	Total	18			450 marks
*EPC will be done during inter semester break.					
SEMESTER - II (January to June)					
COURSE NO.	COURSE NAME	CREDIT	Theory	Practicum	FULL MARKS
C.C.5	Sociological & Philosophical Perspectives of Education	4	80 marks	20 marks	100 marks
C.C. 6	Teacher Education-Issues and Challenges	4	80 marks	20 marks	100 marks
C.C. 7	Curriculum Studies	4	80 marks	20 marks	100 marks
C.C. 8	Innovative Teaching - Learning	4	80 marks	20 marks	100 marks
*C.C. 9	Dissertation (V2)	2	40 marks	10 marks	50 marks
EPC 2	Internship in a Teacher Education Institution	4	32 hrs.	50 marks	50 marks
	Total	22			500 marks
*Dissertation will be done during inter semester break.					

SEMESTER-III (July to December)					
COURSE NO.	COURSE NAME	CREDIT	Theory	Practicum	FULL MARKS
S.C. 1	Elementary(VMYSecondary (IX-XII) Education for differently abled	4	80 marks	20 marks	100 marks
S.C. 2	Curriculum Pedagogy and Assessment (Elementary/S econdary)	4	80 marks	20 marks	100 marks
C.C.10	Advanced Research Methodology	4	80 marks	20 marks	100 marks
C.C.11	Creativity & Value Education	4	80 marks	20 marks	100 marks
ECP 3	Internship	4		50 marks	50 marks

*C.C. 12	A. Dissertation (V2) B. Environment & Education	2 2	80 marks	20 marks	100 marks
	Total	24			550marks

***Dissertation will be done during inter semester break.**

SEMESTER-IV (January to June)					
COURSE NO.	COURSE NAME	CREDIT	Theory	Practicum	FULL MARKS
S.C.3	Policy, Economics and Planning (Elementary/S econdary)	4	80 marks	20 marks	100 marks
S.C. 4	Educational Management and Admini strati on (Elementary/S econdary)	4	80 marks	20 marks	100 marks
S.C. 5	Educational Technology & ICT	4	80 marks	20 marks	100 marks
C.C.13	Dissertation	4	32 hrs.	100 marks	100 marks
EPC 4	Seminar/Group Activities, Laboratory work, Field work/Workshop (16 weeks)	4		100 marks	100 marks
	Total	20			500 marks
Grand Total -					2000marks

C.C. = Core Course

S.C. = Special Course

EPC = Enhancing Professional Capacity

A candidate for Master of Education degree shall be examined in 22 (twenty two papers) carrying total of 2000 marks.

- There shall be 44 credits for core papers, 20 credits for specializations, 12 credits for field internship (4 credits in teacher education institution, 4 credits in specialization and 4 credits for different practical activities throughout the course) and 8 credits for research leading to dissertation.
- Each credit in a taught course is credited to one hour of teaching or two hours of seminar/group/work/laboratory work/field work/workshop per week for sixteen weeks.
- Among 13 core papers, 11 papers carrying 100 marks and 2 papers carrying 50 marks each.
- Among 4 EPC papers, one paper carrying 100 marks & 3 papers carrying 50 marks. All the 4 papers will be evaluated internally.
- There are 5 special papers each carrying 100 marks (80% marks for external & 20% marks for internal assessment)
- Total dissertation will be carrying 200 marks

1st Year
Semester-I (July to December)

C.C. 1 : Psychology of Learning & Development

UNIT - 1

- 1.1 Educational Psychology: Concept, Nature, Aspects, Scope and its Contributions.
- 1.2 Methods of Psychology, Experimental, Case Study, Observation
- 1.3 Brief introduction of Schools of Psychology.
- 1.4 Nature and Nurture: Heredity & Environment.

UNIT - 2

- 2.1 Human Development: Piaget's and Brunner theory
- 2.2 Physical and Mental Social Development,
- 2.3 Emotional Development,
- 2.4 Moral & Aesthetic Development

UNIT - 3

- 3.1 Learning : Concept and Process, Theories of Skinner, Bandura, Kohler, Gagne's Hierarchy
- 3.2 Motivation: Concept, types and strategies, Achievement motivation - Maslow's concept.
- 3.3 Individual differences and causes of inter and intra individual differences.
- 3.4 Intelligence: Concept, Theories of Cattle, Gardner and Guilford. Measurement of intelligence by verbal, nonverbal and performance test, controversies in Intelligence testing, emergence of social, emotional intelligence.

UNIT - 4

- 4.1 Personality: Concept, development and theories: Allport, Freud, Erikson, Bandura and Big five modal of personality. Assessment by subjective, objective and projective techniques
- 4.2 Mental Health: Concept, Criteria for good mental health, issues and problems related to mental health. Adjustment & Mental Hygienic
- 4.3 Conflict: Concept and types, conflict as barrier in decision making process Stress: concept, causes and coping, defense mechanism.
- 4.4 Creativity concept, dimensions and identifications of creative children, educational programme for nurturing creativity.

Practicum: (A minimum of four practical to be performed)

Administration of:

- Verbal Intelligence Test
- Non-verbal Intelligence Test
- Personality Inventory
- Mental Health Test.
- Creativity Test.
- Achievement Motivation Test.

C.C. 2: Historical, Political & Economic Perspectives of Education

UNIT - 1 Historical Perspectives of Education

- 1.1 Brief Introduction of Ancient, Medieval & Modern Education system.
- 1.2 Radhakrishnan Commission (UEC).
- 1.3 Kothari Commission (1964 - 1966).
- 1.4 New Education Policy (1986, 1992).
- 1.5 Yashpal Commission

UNIT - 2 Economical Perspectives of Education

- 2.1 Impact of Globalization in Education & Economy
- 2.2 Costs & Benefits of Education
- 2.3 Secondary & Higher Education, Poverty and Development
- 2.4 Financing higher education system.
- 2.5 PPP, Economic Reforms in India & their impact in Education.

UNIT - 3 Constitutional Perspectives of Education

- 3.1 Educational Provisions in Indian Constitution
- 3.2 Free and compulsory Education
- 3.3 Right to Education
- 3.4 Education for Exceptional Children, women, backward classes.
- 3.5 Role of Education in Political Development, Democracy, Freedom, Human Rights (Right to Development) and Peace Education.

UNIT - 4 Economic Developments

- 4.1 Quality of Life and Economic Growth,
- 4.2 Poverty and Income Inequalities,
- 4.3 Human Development Index,
- 4.4 Development Planning Perspectives;
- 4.5 Quality of Education and Economic Development

C.C. 3 : Relevance of Teachers Education in Changing Times

UNIT - 1 Introduction

- 1.1 Teaching in India - An Overview, Teaching as a profession, Tasks before teaching profession, Effective Teaching, Teacher Effectiveness, Goal Oriented teaching, Teacher Training, Teacher Education- Concept, Need & Scope.
- 1.2 Historical Back Ground, Nature & Objective of Teacher Education.
- 1.3 Aims and Objectives - Elementary, Secondary and Higher Education.
- 1.4 Quality assurance, Selection of student and staff

UNIT - 2 Teacher Educations

- 2.1 Agencies-NCTE, RIE, NCERT, SCERT, SIE, DIET, IASE, CTE, UGC, NUEPA.
- 2.2 Organization- Internship, Teaching, Orientation, Refresher Courses, Summer Course, Professional Development Courses.
- 2.3 Teaching Methods- Lecture, Recitation, Group discussion, Panel discussion, Symposium, Socialized Instruction, Micro Teaching, Evaluation of Teaching,
- 2.4 Types of Teaching:- Formal, Non-Formal, Informal. Pre-service & In-service Training, Evaluation/ Assessment of Teaching.

UNIT- 3 Role of Teacher in Modern Society

- 3.1 Role of Teacher.
- 3.2 Different types of Teacher Education Institutions, their functions & administration.
- 3.3 Problem of their Isolation & Composite structure
- 3.4 Improvement of Quality of Training Institutions
- 3.5 Content of Teacher Education Programme Theory & Practical.
- 3.6 NCF2005, NCFTE2009

UNIT - 4

- 4.1 Teacher Education Program for Higher Education.
- 4.2 New vistas in Teacher; Education; In-service training.
- 4.3 Micro-Teaching, Skills of Teaching & its Evaluation
- 4.4 Research in Teacher Education.

Sessional Work (Any One Out of three):

1. Evaluation of an in-service Programme.
2. Project on challenges in Teacher Education in 21st Century.
3. Attitudinal Survey of Teacher Trainees.

C.C. 4: Fundamentals of Educational Research

UNIT - 1 Introduction

- 1.1 Research in Education; need and scope.
- 1.2 Growth and Development of Educational Research in India.
- 1.3 Problems in Educational Research
- 1.4 Areas of Educational Research
- 1.5 Types of Research
- 1.6 Funding Agencies

UNIT - 2 Research in Education

- 2.1 Formulation of Research Problem.
- 2.2 Formulation and Testing of Hypotheses.
- 2.3 Sampling
- 2.4 Research Proposal
- 2.5 Organization Analysis and Interpretation of Data

Unit - 3 Methods of Investigation

- 3.1 Historical method
- 3.2 Survey method
- 3.3 Experimental method
- 3.4 The case study and Genetic method
- 3.5 Correlation method

UNIT - 4 Statistics and Report Writing in Educational Research

- 4.1 Educational Statistics Scope and Utility
- 4.2 Parametric and Non-parametric Tests
- 4.3 Mechanics of Writing Research Reports
- 4.4 Bibliography and Reference Sources

EPC-1: A. Communication and expository writing

i) Communication:

- Direction of communication
- Types of communication
- Process of communication (Encoding, transmission, decoding, Feedback)
- Barriers of effective communication (sender, encoding messages, transmission, reception and decoding, Receiver)
- Steps to improve effectiveness of communication

- ii) **Expository Writing**
- ❖ What it is?
 - ❖ Types of expository writing
 - ❖ Methods of Expository writing
 - ❖ Steps of expository writing
 - ❖ Characteristics of expository writing
 - ❖ Examples of expository writing

B. Personality Development

- Concept of personality and its aspects
- Need of personality development
- Theories of personality development
- Means of personality development
- Models of personality development

Semester-II (January to June)

C.C. 5 : Sociological & Philosophical Perspectives of Education

UNIT-1

- 1.1 Philosophy-Meaning and scope
- 1.2 Philosophy and Education
- 1.3 Historical overview
- 1.4 Ancient Indian Education
- 1.5 Philosophical Analysis

UNIT-2

- 2.1 Western Educators: Kant, Hegel, Marx, Dewey
- 2.2 Indian Educators: Vinoba Bhave, Sri Aurobindo, J.K. Gijubhai
- 2.3 Modern Educators: Krishnan Koll, Brunschwig, Illich, Maxwell

UNIT-3

- 3.1 Schools of Philosophy-Traditional: Naturalism, Realism, Idealism, Pragmatism
- 3.2 Schools of Philosophy- Modern: Existentialism, Humanism, perennialism, Progressivism, Constructivism
- 3.3 Indian Schools of Philosophy - Sankhyan, Vedant, Jainism, Buddhism, Islamism, Geeta; Special reference to concept of reality, knowledge, values & their educational implications for Aims, contents and methods of education.

UNIT-4

- 4.1 Social Development: Important aspects of social development, Changes in social behavior, Changes in social Environment, social cognitive competence, individual differences in social behaviors, Implications of behavior problems in educational practices,
- 4.2 Social Equality: Education in social equality, Causes of inequality in education, four dimensions of the 'Model' of educational inequality, Variables affecting equality of access, improving 'equality output' in developing nations, Educational unemployment, Factors that promote social equality

Practicum:

- One term paper on any topic related to educational philosophy.
- Report writing of a panel discussion or college of educational philosophy
- Abstract of two recent educational philosophical research paper
- Survey of any social problem and present a report.
- Case Study of any social institution.
- Conduct a social awareness programme in an educational institution.

C.C. 6: Teacher Education: Issues and Challenges

UNIT- 1 Teacher Education, Indian Society and Constitutional Goals

- 1.1 Regional Imbalance in Teacher education
- 1.2 Structure of Teacher Education Program
- 1.3 Working of Teacher education institutions
- 1.4 Realization of constitutional goals & Social Issues
- 1.5 Isolation of Teacher Education

UNIT- 2 Globalization and Improve the Quality of Teacher Education

- 2.1 Globalization and erosion of values
- 2.1 Corruption in Teacher Education
- 2.3 Quality of Teacher education
- 2.4 Multicultural society
- 2.5 Curriculum Innovation

UNIT-3 Impact of Science and Technology and Evaluation in Tacher Education

- 3.1 Diffusion of electronic portfolios in Teacher education
- 3.2 Inadequate empirical research in teacher education
- 3.3 Impact of Science and Technology
- 3.4 Evaluation system of teacher education
- 3.5 Distance Learning

UNIT-4 ICT, Skills and Competencies in Teacher Education

- 4.1 Implementation of ICT Skills in Teacher education
- 4.2 Context sensitivity
- 4.3 Personal and social skills in teacher education
- 4.4 Competencies in teacher education
- 4.5 Ethics and morality in teacher education

Practicum:

- i) A review of researches in teacher education at secondary school stage and write the policy implications.
- ii) A review of a research article in teacher education and write implications for Practitioner
- ii) A review of a newspaper/magazine write-up about teachers' status at elementary stage and teaching learning process- a reflection on teacher education programmes.

C.C.7: Curriculum Studies

UNIT - 1 Curriculum as a Field of Study

- 1.1 Why Curriculum and What it is?
- 1.2 The Entering Behavior, Terminal objectives, Taxonomy of Educational objectives
- 1.3 Curriculum as a field of study, Learning as process, Learning as product
- 1.4 Need for the curriculum, Meaning of Classroom experiences
- 1.5 Theories of Curriculum: Traditional and progressivism, Process theories, Structural theories, Theories of legitimatization, Theories of Implementation
- 1.6 Model of Curriculum: Conceptual model, Evaluation models

UNIT-2 Curriculum: Balance-Influence-Dimensions-Components

- 2.1 Curriculum Influences-The cultural, social and political setting of schools
- 2.2 Concept of curriculum-Traditional and modern
- 2.3 Principles of Curriculum Development, Organization of curriculum
- 2.4 Dimensions-Articulation, Balance, continuity
- 2.5 Educative experience, curriculum components

UNIT- 3

- 3.1 Historical Perspectives of Curriculum Development
- 3.2 Curriculum History, Curriculum History of UK, USA& India

- 3.3 Curriculum Reconstruction in India: Historical Background: Basic education, SEC, IEC, NCERT, NRCs, and NCFW
- 3.4 School based curriculum planning and development-Advantages and disadvantages
- 3.5 Process of Curriculum Development

UNIT-4

- 4.1 Curriculum Management
- 4.2 Curriculum- based assessment
- 4.3 Curriculum evaluation
- 4.4 Curriculum evaluation models-Renewal and Challenge for future

Practicum:

- Report writing on different factors which affect curriculum development in our country
- Analyze senior secondary curriculum of state board of any subject of your choice.

C.C. 8: Innovative Teaching - Learning

UNIT-1 Introduction

- 1.1 Introduction
- 1.2 Concept of Innovation
- 1.3 Need and Scope of Innovation
- 1.4 Taxonomy of Innovation

UNIT-2 Teaching Learning

- 2.1. Concept of Teaching-learning
- 2.2. Theories of Teaching
- 2.3. Teaching-Learning Techniques
- 2.4. Characteristics of Innovative Teaching-Learning
- 2.5. Scope of Innovative Teaching-Learning

UNIT-3 Innovation in Teaching-Learning

- 3.1 Rationality of Innovation in Teaching-Learning
- 3.2 The major components of Innovation in Teaching-Learning
 - 3.2.1 The Teacher
 - 3.2.2 The Teaching-Learning Material
 - 3.2.3 The Learner
 - 3.2.4 The Learning Environment
 - 3.2.5 Teaching-learning methods

UNIT-4 Some Innovative Teaching-Learning Techniques

- 4.1 Blended Learning
- 4.2 Open learning
- 4.3 Simulation
- 4.4 CATWOE Analysis
- 4.5 Best Practices
- 4.6 CBCS
- 4.7 Collective Wisdom

Practicum:

- Create innovative methods of teaching learning project
- Write any 4 best practices in teaching-learning
- Create an effective teaching learning model
- Make a blog of your innovative outlook

EPC-2: Internship in a Teacher Education Institution

- Teaching through PPT
- Sharing With Institutional Activities
- Reporting about the functions of the institution
- Administering an achievement test
- Evaluation of POT
- Conducting seminar
- Organising action research
- Making Routine of a TEI
- Making a Project on Management of TEI
- Observation of the TTC