



BANARAS HINDU UNIVERSITY

ORDINANCES GOVERNING

**Master of Education and
Master of Education (Special Education)**

**&
Syllabus**

(Effective from Academic Session 2013-2014)

Offered by

FACULTY OF EDUCATION

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PART - 1

Ordinances Governing

Master of Education and Master of Education (Special Education)

ORDINANCES GOVERNING
MASTER OF EDUCATION
AND
MASTER OF EDUCATION (SPECIAL EDUCATION)
(TWO SEMESTER)
(Effective from 2010-11)

Under the powers conferred by Section 4A of the Banaras Hindu University Act 1915, as amended, and under the provision of Section 18 of this Act, the University hereby institutes the two semester programme for the Master of Education and Master of Education (Special Education). The following ordinances for governing admission, course of study, examinations and other matters relating to this Degree under the Faculty of Education of the Banaras Hindu University.

I. General Provisions

1. The programme of study leading to M.Ed. & M.Ed. (Special Education) of Banaras Hindu University shall be of one year (Two semesters) duration. Admission to the said programmes in the Faculty of Education shall be made on merit in the PET (Post-graduate Entrance Test).
2. The candidate seeking admission in the said programmes shall make separate applications on a prescribed format available from the University on payment of prescribed fee.
3. The intake to M.Ed. & M.Ed. (Special Education) Programme shall be 38 & 23, respectively. The reservation in admission shall be as per rules.
4. The completed Application Forms for registration at M.Ed. & M.Ed. (Special Education) Programme in the Faculty of Education along with documents required under ordinance shall be sent to the Controller of Examinations.
5. Provisional admission cannot be claimed by any applicant as a matter of right. The provisional admission or readmission of an applicant shall be entirely at the discretion of the Admission Committee, which may refuse to admit any candidate without assigning any reason thereof.
6. Provisional admission will be made strictly on combined merit and availability of seats on the date of admission and the mere fact that call letter has been issued shall not entitle a candidate to claim admission.
7. On his/her selection for admission to M.Ed. & M.Ed. (Special Education) Programme, the candidate shall, within the time fixed by the Dean, Faculty of Education deposit the tuition and other fees prescribed for the programme. If the candidate fails to deposit the fees within the stipulated time, his/her selection shall automatically stand cancelled. Such a candidate shall not be admitted to the concerned programme unless a fresh order of selection or extension of date for payment of fees is issued by the Dean of the Faculty concerned.
8. There shall be an Admission Committee for M.Ed. & M.Ed. (Special Education) admission, constituted under the provisions of Ordinances and consisting of the Dean or his nominee and two senior- most members of the teaching staff of the Faculty. Admission shall be made in accordance with these ordinances and the rules made thereunder.

9. Eligibility conditions:

1.	M.Ed. (Master of Education)
	Graduate under at least 10+2+3 pattern plus B.Ed./B.Ed.(Spl.) securing a minimum of 50% marks in aggregate in B.Ed./B.Ed. (Spl.) <u>OR</u> Any Postgraduate under 10+2+3 pattern plus B.Ed./B.Ed.(Spl.) securing a minimum of 50% marks in aggregate in B.Ed./B.Ed.(Spl.).
2.	M.Ed. (Special Education) VI
	Graduate under at least 10+2+3 pattern plus B.Ed.(Spl.) in V.I. (Visual Impairment)/B.Ed. with at least One Year Diploma in Special Education (V.I.) from recognized institution with 50% marks in B.Ed. (Special) (V.I.)/B.Ed. <u>OR</u> Any Postgraduate Degree plus B.Ed. (Special in V.I./B/Ed. With at least One Year Diploma in Special Education (V.I.) from recognized institution with 50% marks in B.Ed. (Special) (V.I.)/B.Ed.

10. OTHER CONDITIONS FOR ADMISSIONS:

The minimum eligibility conditions for admission to M.Ed. & M.Ed. Degree programmes has been described above. In addition, following documents would also be required:

- (ii) Candidates selected for admission to the concerned course of study shall submit the following certificates:
 - (a) Migration certificate from the University/ Institute last attended indicating that he/she has passed qualifying examination from another University;
 - (b) Certificate of character from the Principal of the College last attended.
- (iii) If the Head of the Department concerned is satisfied that there are genuine difficulties in the production of the above certificates he/she shall, at the request of the candidate, give him/her time to submit the above certificates within the prescribed period. In case he/she is unable to do so, his/her admission shall be cancelled.

11. Inter-University Ordinances

- i) Notwithstanding anything contained in these Ordinances a student who is qualified under the foregoing Ordinances for admission to the University, and who is a member of some other Indian University, shall not be admitted to the University or any constituent College/Faculty thereof without the production of :
 - a) A leaving or transfer certificate signed by the Principal of the last college attended and certifying to the satisfactory conduct of the student mentioning the highest examination he/she has passed, and
 - b) A certified copy of all the entries against his/her name in the Enrolment Register of the University if such a copy is obtainable.
- ii) A student of some other Indian University shall in any case be admitted only at the beginning of the particular course which he/she proposes to take in the University.

12. Intake & Reservations:

The intake to M.Ed. & M.Ed. (Special) Programme shall be 38 & 23, respectively. The reservation in admission shall be as per rules.

Reservations:

SC Candidates	15 % of the intake
ST Candidates	7.5% of the intake
PC Candidates	3% of the intake (<i>on horizontal reservation basis</i>)
OBC Candidates	27% of the intake

- (a) The candidates seeking admission under the above categories must fulfill the minimum eligibility conditions and qualifying requirements.
- (b) The SC/ ST/OBC candidates must enclose attested copy of the caste certificate along with their Application Form stating that the candidate belongs to SC/ST/OBC Category.

The following are empowered to issue SC/ST/OBC Certificates:

- (I) District magistrate/ Additional District Magistrate/ Collector/ Deputy Commissioner/ Addl. Deputy Commissioner/Deputy Collector /1st Class Stipendiary Magistrate/City Magistrate/Sub Divisional magistrate/ Taluka Magistrate/ Executive Magistrate /Extra Assistant Commissioner.
 - (ii) Chief Presidency Magistrate/ Addl. Chief Presidency Magistrate/ Presidency Magistrate.
 - (iii) Revenue Officer not below the rank of Tehsildar.
 - (iv) Sub-Divisional Officer of the area where the candidate and/or his family normally resides.
 - (v) Administrator/Secretary to the Administrator/ Development Officer (Lakshadweep Islands).
 - (vi) Candidate must note that certificate from any other person/authority shall not be accepted in any case.
- (c) 3% seats on horizontal reservation basis, shall be reserved for Physically Challenged Candidates (i) 1% for Visually Impaired (ii) 1% for Hearing Impaired (iii) 1% for Orthopedically Handicapped. In case no candidate is available in any of the above three sub-categories, the unfilled seats shall be filled by the candidates belonging to the remaining sub-categories.

A candidate applying under PC category must attach a certificate by CMO, District Hospital. However, he/she will be considered under PC category only after verification from the University Medical Board. Admit cards for admission shall be issued to such candidates only on production of the above-mentioned verification certificates from the Medical Board constituted by the University for the purpose.

- (d) Separate final merit list will be prepared for the candidates under each of the above categories.
- (e) Vacant seats reserved for SC/ST/OBC candidates, if any, may be filled up as per rules.

13. Supernumerary Admissions in M.Ed. & M.Ed. Special Programme

1. Admission Under Paid Seat Scheme :

- (a) The Faculty may admit students under the supernumerary paid seat quota as per the norms fixed by the University from time to time and laid in the Information Bulletin for the concerned year of admission.
- (b) Candidates willing to take admission under paid seats are required to fill up their options in the application form.

2. Admission of Foreign Nationals:

Applications of foreign nationals nominated by the Government of India under scholarship schemes and self-financing Foreign Nationals shall be entertained for the aforesaid programme. They shall not be subject to the Entrance Test provided they have passed the equivalent qualifying examination and satisfy the minimum eligibility requirements with relaxation in maximum age for admission.

Reservation to the extent of 15% of the quota of seats in a subject, on supernumerary basis, for Foreign Nationals shall be made for admission to each of the various aforementioned core subject available in the Faculty provided the applications are routed through the office of International Students Advisor, BHU.

The International Students Advisor shall get examined the eligibility etc. of each applicant and shall issue the eligibility letter to the concerned foreign national, if found eligible. Further details of the process etc. shall be available from the office of the International Students Advisor, BHU, Varanasi, India.

14. Fee for the Foreign Nationals

Fee structure for all the candidates of Foreign Nationals will be as per the University directives.

15. Programme Fee

The Programme will run as a Professional Course. All regular candidates to be admitted for the **M.Ed. & M.Ed. Special Education Programmes** shall pay the following fees:

S.No.	Heads	Amount
1	Tuition Fee	250.00
2	Faculty Development & Extra Activities	1500.00
3	Acad. Assessment	250.00
4	Lib. Fee/Dev Fund	100.00
5	Comp. & Internet Fee	100.00
6	Stud Health Welfare	350.00
7	Extra Curr. Activ. Fund	170.00
8	Degree	100.00
9	Brdr's /Deligacy Un Fee	10.00
10	Campus Services & Utility Fee	250.00
11	Lab Fee & Development Fund	300.00
12	Student's Welfare Fund	200.00
13	Admission	50.00
14	Enrolment	100.00
15	ID Card & Pass Book	26.00
16	Alumni Activity Fund	50.00

17	College Caution Money	500.00
18	Training & Placement	100.00
	TOTAL	4406.00

II. CONDUCT OF THE PROGRAMME

1. To qualify for the M.Ed. or M.Ed. (Special Education) degree, the candidate must earn 42 credits as contained in the Course structure / syllabus detailed herein after.
2. A student of the M.Ed. or M.Ed. (Special Education) Programme shall not be permitted to seek admission concurrently to any other equivalent or higher degree or diploma examination in the University.
3. The maximum period allowed to complete the programme will be two years.

III. ATTENDANCE RULES

- (a) A student is required to have full, i.e., 100%, attendance and condonation upto 30% can be considered for specific cogent reasons. Out of this 30%, only 10% condonation will be permitted without taking any application from the student. Rest 20% condonation may be given by the Dean. Further, a student shall be deemed to have minimum percentage of attendance only if, apart from the above, he/she has attended at least 50% of the classes in each subject also. The cogent reasons for condonation are given below:
- (i) Participation in NCC/NSC/NSS Camps duly supported by certificate.
 - (ii) Participation in University or College Team Games or Interstate or Inter-University tournaments, duly supported by certificate from the Secretary of the University Sports Board or President of the College Athletic Association concerned.
 - (iii) Participation in Educational Excursions, which form a part of teaching in any subject conducted on working days duly certified by the Dean.
 - (iv) University Deputation for Youth Festival duly certified by the Dean.
 - (v) Prolonged illness duly certified by the Medical Officer or the Superintendent, S.S. Hospital, Banaras Hindu University or any other Registered Medical Practitioner, provided such certificate is submitted to the Dean, Faculty of Education in time.
 - (vi) **No relaxation beyond 30% shall be considered in any case.**
- (b) The attendance of a newly admitted candidate shall be counted from the date of his/her admission, or date of beginning of classes which ever is later, while in the case of promoted candidates, attendance shall be counted from the date on which respective class begins. However in case of promotion after declaration of results of supplementary examination (if any), the attendance will be counted from the date of admission in the respective case.
- (c) There shall be an Attendance Monitoring Committee in the Faculty under the Chairmanship of the Dean.

VI. COURSE STRUCTURE AND SCHEME OF EXAMINATION OF M.Ed. & M.Ed. (Special Education V.I.) PROGRAMME:

Candidates for the one-year M.Ed. & M.Ed. (Special Education) Examination shall be examined in the following subjects in accordance with the syllabi or course prescribed in the following Ordinances.

The Credit System- Each course shall have a specified number of credits. These credits describe the weightages of the concerned courses. The number of credits that a student has satisfactorily completed measures the performance of the student. Satisfactory progress of a student is subject to his/ her maintaining a minimum Cumulative Grade Point Average (CGPA). A certain minimum number of credits as specified in the syllabus must be earned by the student to qualify for the degree.

1. Course Structure

The M.Ed. & M.Ed. (Special Education) programme shall be of one year duration divided into two semesters. A student is required to offer compulsory courses of 42 credits in two semesters as per the details given below.

Credit Scheme for the M.Ed. & M.Ed. (Special Education V.I.) Programme

A. M.Ed.

PROGRAMME STRUCTURE FOR THE M.Ed.:

S.No.	Category of Courses	Credit per Course	No. of Courses to be offered per semester	Total No. of Credits
I-Semester				
a)	Core Courses	04	03	12
b)	Supervision of 10 Practice teaching Lessons in Schools	01	01	01
c)	Electives	03	01	03
Total credits for I-Semester				16
II-Semester				
a)	Core Courses	04	03	12
b)	Dissertation	10	01	10
c)	Seminar	01	01	01
b)	Electives	03	01	03
Total credits for II-Semester				26
Total Credits to be earned for M.Ed. Degree				42

A1. Semester-wise list of courses for M.Ed. Programme

The minimum credit requirement for the two-semester M.Ed. Degree in the Faculty of Education shall be 42 credits. The details of core and elective courses in I and II-Semesters are given below:

I-Semester				
		Courses		Credit
MED	111	Philosophical Foundation of Education		4
MED	112	Psychological Foundation of Education-I		4
MED	113	Fundamentals of Educational Research		4
MED	114	Supervision of 10 practice teaching lessons of B.Ed. Students in School		1
Electives				
MEDE	111	Distance Education	3	
MEDE	112	Teacher Education		
MEDE	113	Special Education		
MEDE	114	Educational Measurement & Evaluation		
MEDE	115	Curriculum Development		
MEDE	116	Educational Management		
MEDE	117	Environmental Education		
MEDE	118	Citizenship and Human Rights Education		
MEDE	119	Gender and Education		

Note: Any one of the above Elective papers MEDE 111 to MEDE 119 has to be offered.			
Credit of 1st Semester			16
II-Semester			
MED	121	Sociology of Education	4
MED	122	Psychological Foundation of Education-II	4
MED	123	Techniques & Methods of Data Analysis	4
MED	124	Dissertation & <i>Viva-Voce</i>	10
MED	125	Seminar	1
Electives			
MEDE	121	Guidance & Counseling	3
MEDE	122	Value Education	
MEDE	123	Language Education	
MEDE	124	Comparative Education	
MEDE	125	Educational Technology	
MEDE	126	Science Education	
MEDE	127	Yoga Education	
MEDE	128	Contemporary Issues in Indian Education	
MEDE	129	Economics of Education	
Note: Any one of the above Elective papers MEDE 121 to MEDE 129 has to be offered.			
Credit of 2nd Semester			26
Grand Total of Credit Requirement for M.Ed.			42

B. M.ED. (SPECIAL Education V.I.)

PROGRAMME STRUCTURE FOR THE M.Ed. (SPECIAL EDUCATION V.I.) PROGRAMME:

S.No.	Category of Courses	Credit per Course	No. of Courses to be offered per semester	Total No. of Credits
I-Semester				
a)	Core Courses	04	04	16
b)	Dissertation (Seminar presentation of first three chapters)	05	01	05
Total credits for I-Semester				21
II- Semester				
a)	Core Courses	04	03	12
b)	Dissertation & Viva-voce	05	01	05
c)	Electives	04	01	04
Total credits for II-Semester				21
Total Credits to be earned for M.Ed. (Special Education) Degree				42

B1. Semester-wise list of courses for M.Ed. (Special) V.I. Programme

The minimum credit requirement for the two-year M.Ed. (Special Education) V.I. Degree in the Faculty of Education shall be 42 credits. The details of courses in I and II-Semesters is detailed below:

I-Semester			
			Credit
MES	111	Developments in Special Education	4
MES	112	Advanced Educational Psychology, Human Development and Disabilities-I	4
MES	113	Research Methodology and Statistics	4
MES	114	Educational Technology	4

MES	115	Dissertation (Seminar presentation of first three chapters)	5
		Total	21
		Credit of 1st Semester	21
II-Semester			
MES	121	Identification and Assessment of Children with Visual Impairment	4
MES	122	Curriculum and Teaching Strategies for Children with Visual Impairment	4
MES	123	Advanced Educational Psychology and Disabilities-II	4
MES	124	Supplication of Dissertation & <i>Viva-Voce</i>	5
		Electives	
MESE	121	Management in special education	4
MESE	122	Curriculum Development	
Any one of the above Elective papers MESE 121 to MESE 122 has to be offered.			
		Credit of 2nd Semester	21
Grand Total of Credit Requirement for M.Ed. (Special)			42

Minimum credit requirements for the M.Ed. programme = 42 credits.

2. Examination System:

Each theory/ practical/ seminar/ field work/project/ dissertation course shall be of 100 marks. For evaluation, the overall structure of the distribution of marks in a course shall be such that 30 marks are allotted to various assessments during the semester, while 70 marks shall be allotted for the end semester examinations.

A. Sessionals:

- i) The assessment (sessionals) in theory courses will comprise of class tests and semester reports/assignments and regularity in each of the courses offered by them.
- ii) Such class tests, semester reports and/or assignments/ practicum in each paper shall carry 30 marks. Regularity in these activities will also be taken into account during award of marks. At least two class tests of 10 marks each shall be held and their average marks will be counted.
- iii) At least four semester report(s) and/or assignment(s) of 5 marks each (total 20 marks) shall be submitted by the students to the teachers concerned, by a date fixed by the Head & Dean of the Faculty of Education. After evaluation of the semester report(s) and/or assignment(s), the teacher concerned shall submit the result to the Head & Dean of the Faculty of Education who shall forward the same to the Controller of Examinations.
- iv) The marks obtained in semester report(s) and/or assignment(s) will be displayed on the notice board.
- v) Where candidate fails to take examination in any one or more papers or having taken the examination, has but failed to secure the minimum pass marks in any one or more papers or in the aggregate, his marks in the class tests, semester reports and/or assignments will be carried forward to the subsequent examination.

B. End Semester Examination and evaluation (for 70 marks):

- (i) The question papers shall be set and the answer-scripts shall be evaluated by the teachers of the concerned courses. If there are more than one teacher teaching the course, the question paper shall ordinarily be set and evaluated by a teacher of the group, appointed by the Board of Examiners. However, if the Board of Examiners considers appropriate, it can constitute a group of evaluators comprising of University teachers belonging to the concerned subject.
- (ii) The marks obtained by students in End Semester examination shall be displayed on the notice board. The students may see the evaluated answer-scripts within 7 days of the display of awards on the notice board for the semester by contacting the teacher concerned. Thereafter, within a week, all the answer books along with the statement of marks shall be sent by the examiner to the Office of the Controller of Examinations for declaration of the results.
- (iii) In case of any objection by a student in the evaluation, the same shall be looked after by a panel of two senior faculty members, to be nominated by the Dean, whose decision shall be final.
- (iv) **Once evaluated answer books are submitted to the Controller of Examination there will be no reevaluation/re-totaling thereafter.**
- (v) Audit courses shall not be evaluated and also not accounted for SGPA/CGPA calculation. However, the prescribed minimum attendance in these courses shall be necessary.

C. Dissertation

- (a) Candidate shall be required to submit the Dissertation at least two weeks before the commencement of second Semester Examination.
- (b) The candidate shall be required to secure at least 50% marks in the Dissertation to pass the Examination.
- (c) The Examiner shall either-
 - (i) Award at least 50% marks, or
 - (ii) Return the Dissertation for revision, or
 - (iii) Reject the Dissertation.
- (d) The candidate who's Dissertation is returned for revision may revise the dissertation and re-submit it within a period of two months. Failure to submit in time shall result in a declaration that the candidate has failed at the relevant M.Ed/M.Ed (Spl.) Examination.
- (e) A Dissertation can be revised only once. If the candidate fails to secure pass marks in the revised Dissertation he shall be declared failed in the M.Ed/M.Ed (Spl.) Examination.
- (f) The candidate whose Dissertation is rejected, may with the approval of the Faculty of Education write a Dissertation on another topic and submit it within a period of six months. And if he fails to secure pass marks in respect of this Dissertation also, he shall be declared failed at M.Ed/M.Ed (Spl.) Degree Examination.
- (g) A Dissertation shall be examined by a Board of two examiners at least one of them shall necessarily be an external examiner.
- (h) The evaluation of the two examiners shall be coordinated as hereunder:
 - (a) Each examiner shall award marks out of 100.
 - (b) If the marks awarded by two examiners vary by 30 marks or more, the Dissertation shall be examined by the third examiner, whose decision shall be final.

D. Viva Voce Examination:

- (a) The Viva Voce Examination shall be conducted by a Board of Examiners.
- (b) The Board shall consist of three members; at least one of them shall be an external member.
- (c) The Viva-voce Examination shall carry 100 marks.

- (d) The candidate shall be required to obtain a minimum of 50 marks to pass the Viva Voce Examination.

3. Script and Duration of Examinations

- (i) Except when otherwise directed by the Ordinances or by the examiner in the examination paper, every candidate shall answer question in English or Hindi language in the examination in all the subjects.
- (ii) Each individual paper shall be of three hour duration and practicals, if any, shall also be of three hour duration.

4. Admit Card (for End Semester Examination):

A candidate may not be admitted into examination room unless he/she produces his/her admit card to the officer conducting the examination or satisfies such officer that it shall be subsequently produced.

The Controller of Examinations may, if satisfied that an examinee's admit card has been lost or destroyed, grant duplicate admit card on payment of a further fee of Rs. 10/-

5. Evaluation Pattern:

(a) Point Scale for Grading

Award of Grades Based on Absolute Marks

Marks Range (Out of 100)	Grade	Grade Point
90 - 100	S	10
80 - 89	A	9
70 - 79	B	8
60 - 69	C	7
50 - 59	D	6
40 - 49	E	5
Passed with Grace	P	4
00 - 39	F	0
Non-appearance in examination (Incomplete)	I	-
Audit Course	Z	-

Explanation:

Latter grades **S, A, B, C, D, E and P** in a course mean that the candidate has passed that course.

The F grade denotes poor performance, i.e., failing in the course. A student has to appear at subsequent examination(s), if provided under the ordinances in all courses in which he/she obtains "F" grade, until a passing grade is obtained.

The I Grade: The "I" Grade is awarded, when a student does not appear in the examination of course/courses. This shall be treated as "F" Grade.

The Z Grade: The "Z" Grade is awarded, when a student successfully attends the audit course with minimum attendance requirement of 80%.

(b). Grace Rule: Tabulators shall award grace marks as per the following guidelines:

- (1). A student who fails in not more than 3 theory courses by total marks of not more than $\frac{1}{2}$ the number of total theory courses of the semester (any fraction is rounded off to the next higher number), shall be awarded grade "P" (in place of grade "F") of Grade Point 4 in the concerned courses.
- (2). Grace mark will not be awarded for making up shortfall in minimum SGPA/CGPA or improving the grade.

(c) Measurement of the student's performance in the programme:

The performance of a student in a semester or upto a semester will be measured by SGPA (Semester Grade Point Average) and CGPA (Cumulative Grade Point Average), respectively, which will be calculated as given below:

$$(i) \quad SGPA = \frac{\sum_{i=1}^n C_i \cdot P_i}{\sum_{i=1}^n C_i}$$

where, C_i = Number of credits assigned for the i^{th} course of a semester for which SGPA is to be calculated .

P_i = Grade point earned in the i^{th} course.

$i = 1, \dots, n$, represent the number of courses in which a student is registered in the concerned semester.

$$(ii) \quad CGPA = \frac{\sum_{j=1}^m C_j \cdot P_j}{\sum_{j=1}^m C_j}$$

where, C_j = Number of credits assigned for the j^{th} course of a semester for which SGPA is to be calculated.

P_j = Grade point earned in the j^{th} course.

$j = 1, \dots, m$, represent the number of courses in which a student is registered from the first semester to the semester for which CGPA is to be calculated.

6. Promotion to second semester

The candidates who have taken admission in M.Ed. & M.Ed. (Special Education) programme I-Semester in a session can be put in the following two categories on the basis of their attendance in the Semester:

- I. (i) Those who have put in the required minimum percentage of attendance for appearing in the I-Semester Examination and filled up the examination form in time for appearing at the I-Semester Examination.
- (ii) Those who did not put in the required minimum percentage of attendance for appearing at the I-Semester Examination or did not fill up examination form in time for appearing at the I-Semester Examination.

Candidates under Category I(i) are eligible for appearing at the examination of I-Semester, while **candidates under Category. I(ii)** are not allowed to appear at the examination of the I-Semester. This implies that **no readmission is permissible to those who do not put in the required percentage of attendance for taking the examination or did not submit the examination form in time.** However they will have to seek fresh admission in the Programme through PET.

II. After appearing at the Examination of the I-Semester the candidates can be put in the following categories in the context of declaration of the results of the I-Semester Examination:

(i) **Passed**, i.e., those who have passed in all courses of the examination of the Semester.

(ii) **Promoted**, i.e., those who have not passed in all the courses of the Semester.

Minimum passing grade shall be Grade 'E' for each course. However, candidates with grade 'P' in a course shall also be considered as passed in that course.

(iii) **Promotion to Second Semester:** All students who have put in the minimum percentage of attendance in I-Semester and filled up the examination form in time shall be promoted to the II-Semester.

III. Declaration of Results after II-Semester (based on results of I and II Semester Examinations):

After declaration of results of I and II Semesters, a candidate can be put in the following two categories:

(i) **Passed:** A candidate who has passed in all the courses of I and II Semesters and obtained at least CGPA of 5.0.

(ii) **Failed:** All those students who have not "Passed" shall be categorized as "Failed".

Such failed students may clear their failed courses in subsequent examinations as ex-students. There shall be a provision of supplementary examinations for the courses of I and II semesters after declaration of results of II Semester. Students failing in courses of I and II Semesters may appear in the supplementary examination or subsequent main examination(s).

A student who has failed in a course shall get two more chances to clear this course subject to the maximum duration for passing the course. Further, each candidate shall have to clear all the courses within the maximum period of 2 years from the date of his/her latest admission.

IV. Declaration of Division:

A candidate who has passed in all the papers/ courses of I & II Semesters of the two semesters M.Ed. & M.Ed. (Special) programme taken together shall be declared as '**Passed**'. Such passed candidates may be awarded with the division according to the following criteria:

(i) First Division with distinction : CGPA 8.5 and above

(ii) First Division : CGPA 6.5 and above, but below 8.5

(iii) Second Division : CGPA 5.0 and above, but below 6.5

Note: The SGPA and CGPA shall be computed upto 2 places of decimals (truncated at the second place).

The conversion formula for converting CGPA to the corresponding Percentage of Marks will be as follow:

$$X = 10 Y - 4.5$$

where, X = Percentage of Marks

Y = CGPA

Further Clarifications:

- (a) A student has to clear the whole M.Ed. & M.Ed. (Special) programme in NOT MORE THAN TWO YEARS from the latest admission to the I-Semester of the programme. Even after that if a student fails, he/she shall have to leave the programme.
- (b) A student who is promoted to a higher semester or readmitted to a semester due to shortage of attendance shall be required to study the same syllabus as being taught in that year.

7. Ranking to the candidates

Ranking shall be given to only those candidates who pass all the courses of the programme in one attempt.

Notwithstanding any provision in the ordinances to the contrary, the following category of examinee is also eligible for ranking:

The student who, having been duly admitted to a regular examination of the course, was unable to take that examination in full or in part due to some disruption of examination, and took the next following examination of that course and passed the course.

The marks obtained by him/her at the examination shall be considered as the basis for the University Ranking, Scholarships and other distinctions.

In order to get the benefit of this provision, the student should claim that he/she is eligible for this benefit and get a decision in writing after proving his/her eligibility there for.

8. FURTHER CLARIFICATION:

A student who is promoted to a higher semester or readmitted to a semester due to shortage of attendance shall be required to study the same syllabus as being taught in that year.

9. SYLLABUS:

The syllabi for the PG programmes as framed by the Department is detailed in the annexures.

10. RANKING TO THE CANDIDATES:

Ranking shall be given to only those candidates who pass all the courses of the programme in one attempt.

Notwithstanding any provision in the ordinances to the contrary, the following category of examinee is also eligible for ranking:

The student who, having been duly admitted to a regular examination of the programme, was unable to take that examination in full or in part due to some disruption of examination, and took the next following examination of that programme and passed the course(s).

The marks obtained by him/her at the examination shall be considered as the basis for the University Ranking, Scholarships and other distinctions.

In order to get the benefit of this provision, the student should claim that he/she is eligible for this benefit and get a decision in writing after proving his/her eligibility therefore.

11. RE-ADMISSION TO THE PROGRAMME/SEMESTER:

A student who does not put in at least the minimum percentage of attendance required in the I-Semester shall be removed from the University rolls. However, such students can seek fresh admission in the programme through PET.

All such students of II Semester who have not put in the required minimum percentage of attendance or not filled in the examination form in time shall be required to be re-

admitted in the concerned semester available in the subsequent year(s), in case they intend to pursue the programme further.

12. BREAK IN THE COURSE:

Any student taking admission in any of the M.Ed. programmes of the Faculty shall not be allowed to pursue any other full time programme/ course in the Faculty or elsewhere in the entire period of the programme meaning thereby that if a student leaves the programme after passing some of the semesters/ courses and takes up a full-time programme/ course elsewhere, then he/she shall not be allowed to continue the programme further in the Faculty.

Definition

1. A 'Regular Student' is one who has pursued a regular programme of study and obtained prescribed attendance mentioned in the ordinances and is eligible to appear in the examination.
2. 'Ex-student' means one who has studied in the Faculty for at least one semester preceding the date of the examination and had filled up the examination form but failed or had failed to appear in the examination, though otherwise eligible.

Note: *Academic calendar for the odd and even semesters shall be notified at the beginning of every academic year.*

BANARAS HINDU UNIVERSITY

M.Ed. PROGRAM

Semester –I

Course Content

(Revised syllabus effective from academic session 2013-2014)

FACULTY OF EDUCATION

MED- 111: Philosophical Foundations of Education

Credits 4

Hours 60

Marks 100(70+30)

Course Objectives:

It aims at developing the following competencies amongst the learners:

1. Knowing the meaning of philosophy and philosophical foundations of education.
2. Understanding the nature and functions of philosophy of education.
3. Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.
4. Understanding and use of philosophical methods and in studying educational data.
5. Developing philosophical insight for resolution of educational issues.
6. Critical appraisal of contributions of great educators to education and society.
7. Comparing partially and holistically concepts of education between/among various philosophical schools/traditions.

Theory

Marks: 70

UNIT I Philosophy of Education

(8 Hours)

- It's Nature – Directive doctrine or a liberal discipline.
- As an activity.
- It's Function – Speculative, Normative, and Analytical.

UNIT II Metaphysics and Education

(17 Hours)

- Metaphysical problems and their relationship with nature, man and society.
- Impact of philosophical suppositions on education made by some prominent schools of Western philosophies viz. Idealism, Naturalism, Realism, Pragmatism, Existentialism.
- Impact of philosophical suppositions on education made by school of Indian Philosophies (Vedanta, Sankhya).....
- A critical comparison of Indian & Western school of philosophy with reference to metaphysical implications of education.

UNIT III

Epistemology and Education

(10 Hours)

- Knowledge – it's meaning.
- Methods of acquiring valid knowledge with reference to Analytical, Dialectical and Scientific approaches.
- Methods of acquiring valid knowledge with reference to Nyaya and Yoga.

UNIT – IV

(10 Hours)

Axiology and Education

- The concept of value
- Value formulation and contribution to education with reference to Bhagavad-Gita, Buddhism, Jainism, Christianity and Islam.
- Extraction of commonality of values for contemporary universalism.

Tests and Assignment**Marks: 30****(15 Hours)**

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

SELECTED READINGS

1. Butler, J.D.(1968) *Four Philosophies and their practice in Education and Religion*, Third Edition , NewYork, Harper and Row co.,P.528.
2. Brubacher, J.S. (1950) *Modern Philosophies of Education*, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd.,P.393.
3. Hiriyana, M. (). *Introduction to Indian Philosophy*.
4. Rusk, R.R. (1928) *The Philosophical Bases of Education* ,London ,University of London Press Ltd.,P205.
5. Cahn, S.M. *The Philosophical Foundations of Education*,P.433
6. Park, J. *Selected Readings in the Philosophy of Education*, London, Macmillan and Co. Ltd.P.440.
7. Sharma,Y.K.(2002)*The Doctrines of the Great Indian Educators*, New Delhi, Kanishka Publishers, P.371.
8. Rusk, R.R. and Scotland, J.(1979) *Doctrines of the Great Educators*, (Fifth Edition), NewYork, The Macmillan Press Ltd.,P.310.
9. Radhakrishnan, S. (2004) *Uddeshyapurna Jeevan*, New Delhi, Hind Pocket Books., P.110.
10. Radhakrishnan, S. (2004) *Bhartiya Sanskriti Kuchh Vichar*, New Delhi, Hind Pocket Books., P.116.
11. Radhakrishnan,S. (2004) *Hamari Virasat*, New Delhi, Hind Pocket Books.,P.98.
12. Radhakrishnan,S. (2004) *Upnishado Ka Sandesh*, New Delhi, Hind Pocket Books., P.160.
13. Kirilenko,G. And Korshunova,L.(1988).*What is philosophy?* (Hindi translation by J.C.Pandey),Jaipur:Rajasthan Pupils Publishing House,Pp.272

MED 112: Psychological Foundation of Education I

Credits 4

Hours 60

Marks 100(70+30)

Objectives:

- To enable the students to understand the psychological orientation to education.
- To develop an understanding about theories of learning
- To develop an understanding about learners' cognitive, thinking and learning styles.
- To develop an understanding about learners' development and the characteristics associated with it.

Theory

Marks: 70

Unit I Psychological Orientation to Education (12 Hours)

- Concerns of Education Psychology.
- Contribution of various schools with reference to Teaching & Learning (Behaviourism, Psychoanalysis, Cognitive and Humanistic- schools)
- The methods used in educational psychology.

Unit II Theoretical approaches to Learning (14 Hours)

- Theories of Learning- Bandura's Social Learning, Cognitive and Social **cognitive** Theories, Gagne's hierarchy of learning. Constructivist Theories (Bruner and Vygotsky) -Experiential learning (Kolb D.A.), Situated learning, Dialogic learning. and Emancipation Theory. Other Theories -Information processing (Donald Norman), Hull's reinforcement theory, Tolman's theory of learning, Levin's field theory.

Unit III Learners' Style of Learning (7 Hours)

- Learning Styles: Visual, Aural, Verbal, Physical, Logical, Social, Solitary
- Cognitive Styles: Field Dependent- Field Independent, Deep-Surface, Reflective-Impulsive
- Thinking Styles: Synthesis, Idealist, Pragmatic, Analyst and Realist

Unit IV Human Development and its theories (12 Hours)

- Concept and aspects of Human development and its implication to teaching learning process,
- Stages of Human development,
- Freud's Psychoanalytical theory and stages of development.
- Erickson's theory of psycho-social development.
- Development task theory (Havighurst).
- Cognitive development (Piaget)
- Moral development (Kohlberg).
- Language development-Behaviouristic, Nativist and Interactionist Theories

PRACTICAL WORK

Marks=30

(15 Hours)

Evaluation-There will be five practical activities which will be examined by one internal and one external examiner through practical examination at the end of semester.

1. Performance Test of intelligence
2. Aptitude test.
3. Creativity.

4. Emotional intelligence.
5. Transfer of leaning (Mirror Drawing).

SELECTED READINGS

- Anderson, John R.: *Cognitive Psychology and Its Implications* (2nd Edition), W.H. Freeman & Co., New York
- Baron, Robert A.: *Psychology* (5th Edition), Pearson Education
- Berk, Laura F.: *Development Through the Lifespan* (3rd Edition), Pearson Education
- Bhatnagar, S. and Saxena, A.: *Advanced Educational Psychology*, R. Lall Book Depot, Meerut
- Chauhan, S.S.: *Advanced Educational Psychology*, Vikas Publishing House, New Delhi
- Chopra, R.K.: *Psychology of Mental Hygiene* (Vol. I&II), Arise Publishers, Chandigarh
- Feldman, Robert S.: *Understanding Psychology* (6th Edition), TATA McGraw-Hill
- Flexner, William: *Educational Psychology and Mental Health*, Sarup & Sons
- Lal, Raman Bihari & Manava, Ram Nivas: *Shiksha Manovigyan*, Rastogi Publications, Meerut
- Mangal, S.K.: *Essentials of Educational Psychology*, Prentice-Hall of India
- Mangal, S.K.: *Shiksha Manovigyan* , Prentice-Hall of India
- Mathur, S.S.: *Shiksha Manovigyan*, Agarwal Publications, New Delhi
- Patri, Vasantha R.: *Counselling Psychology*, Authors Press, New Delhi
- Santrock, John W.: *Adolescence* (11th Edition), TATA McGraw-Hill
- Santrock, John W.: *Educational Psychology: Classroom Update: Preparing for PRAXIS and Practice*, TATA McGraw-Hill

MED-113: Fundamentals of Educational Research

Credits 4

Hours 60

Marks 100(70+30)

Course Objectives

After undergoing this course the students will be able to:-

1. Explain and describe the meaning of Scientific Method, Scientific Inquiry, Paradigm, Theory and their implications for educational research.
2. Describe characteristics of philosophical, psychological and sociological research paradigms as they apply to educational research.
3. Explain and adopt different strategies of research to solve educational problems.
4. Write scientific reports and research papers.

Theory

Marks: 70

COURSE CONTENT

UNIT I

(4 Hours)

Research Paradigm in Education Positivist and Non-positivist approaches of Educational Research.

UNIT II

(6 Hours)

Nature of research, knowledge and inquiry

- Nature and sources of knowledge. Scientific method of inquiry and its role in knowledge generation.
- Meaning and nature of research, its need and purpose.
- Fundamental, applied and action research.
- Nature and scope of educational research.

UNIT III Formulation of Research Problem

(6 Hours)

- Criteria and sources for identifying the research problem.
- Characteristics of a good research problem.
- Reviewing Literature and Writing the rationale for any research problem based on review.
- Delineating and operationalizing variables.
- Setting objectives of the study: primary, secondary and concomitant.

UNIT IV Developing assumptions and hypotheses

(6 Hours)

- Meaning and difference between assumptions, postulates and hypotheses.
- Nature and types of hypotheses: their sources.
- Characteristics of good hypotheses
- Role of hypotheses in theory building.
- Hypothesis testing and Types of errors.

UNIT V Sampling

(6 Hours)

- Concept of population and sample.
- Sample frame, units of sampling.
- Determiners of sample size.

- Various methods of probability and non-probability sampling.
- Characteristics of a good sample.
- Sampling errors and how to reduce them.

UNIT VI Quantitative Research

(6 Hours)

- Descriptive research.
- Survey Research (Status, Type I and Type II surveys).
- Ex-post facto research.
- Experimental Research (Laboratory and field Experiments).
- Historical research.

UNIT VII Qualitative Research

(6 Hours)

- Case studies (Developmental and longitudinal).
- Ethnographic studies.
- Phenomenological research and naturalistic inquiry.
- Meta cognition and Policy research
-

UNIT VIII Writing Research Proposals

(5 Hours)

- Formats, style and essential elements of research proposals for doctoral degrees and a Research Report.
- Writing References in research reports
- Steps in writing a research paper

Tests and Assignment

Marks: 30

(15 Hours)

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

SELECTED READINGS

1. Mouley, George J.: *The Science of Educational Research*.
2. Kerlinger, Fred N. : *Foundations of Behavioural Research*.
3. Keeves, John P. (Ed.) : *Educational Research, Methodology and Measurement : An International Handbook*.
4. Best, John W. : *Research in Education*
5. Good, C.V. : *Introduction to Research*.
6. Dalen, Deobold B. Van : *An Introduction to Educational Research*.
7. Garrett, H.E. : *Statistics in Education and Psychology*.
8. Guilford, J.P. : *Fundamental Statistics in Psychology and Education*.
9. Verma, M. : *An Introduction to Educational and Psychological Research*.
10. Myros J.K. : *Fundamentals of Experimental designs*.
11. Fisher, R. : *Designs of Experiments*.

MEDE 111: Distance Education

Credits 3

Hours 45

Marks 100 (70+30)

Course Objectives

1. To orient students with the nature and need of Distance Education in the present day Indian society.
2. To expose students to different kinds of information and communication Technologies (ICT and enable them to be familiar with their use in teaching-learning process)
3. To enable student to understand various modes of Student Support Services (SSS) and develop in them skills to manage such services for various kinds of programs through Distance Education.
4. To enable students to evaluate programs of Distance Education and to develop in them the ability to enhance the quality and standards of different D. E. Programs.

Theory

Marks: 70

COURSE CONTENTS

Unit I: Distance Education and its development

(8 Hours)

- a) Some definitions and teaching learning components
- b) Need and characteristic features of Distance Education
- c) Growth of Distance Education
- d) Distance teaching –learning systems in India.

Unit II: Intervention strategies at a distance

(10 Hours)

- a) Information and Communication Technologies and their application in Distance Education.
- b) Designing and preparing self-instructional material
- c) Electronic media (T.V.) for Education
- d) Distance Education

Unit III: Learning at a distance

(6 Hours)

- a) Student-support services in Distance Education and their management
- b) Technical and vocational programs through Distance Education
- c) Programs for women through distance education
- d) Distance Education and Rural Development

Unit IV: Quality Enhancement and Program Evaluation

(9 Hours)

- a) Quality assurance of Distance Education
- b) Mechanisms for maintenance of standards in Distance Education
- c) Programme evaluation
- d) Cost analysis in D. E. – concept need and process
- e) New Dimensions in Distance Education – promises for the future.

Tests and Assignment

Marks: 30

(12 Hours)

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

MEDE 112: Teacher Education

Credits 3

Hours 45

Marks 100(70+30)

Course Objectives:

To enable the students to understand about the

1. Concept, aims and scope of teacher education in India with its historical perspectives.
2. Development of teacher education curriculum in India
3. Different competencies essential for a teacher for effective transaction
4. Teaching models-concept & process
5. Teaching skills
6. Various aspects of supervision and feedback

Theory

Marks 70

UNIT I: Concept of Teacher Education

(9 Hours)

- Meaning, scope, need and significance of Teacher Education
- Aims of Teacher Education
- Objectives of Teacher Education at Elementary and Secondary level.

UNIT II: Development of teacher education in India

(8 Hours)

1. A brief historical perspective.
2. Curriculum of Teacher Education at secondary level
3. Teaching as a profession and qualities of a good teacher
4. Quality assurance in teacher education and quality control.

UNIT III: Pre-service Teacher Education

(8 Hours)

1. Preparation of teacher and use of micro mini and simulated teaching models of teaching.
2. Organization of practice teaching block teaching and internship
3. Supervision in practice teaching : observation, assessment and feedback
4. Need of innovation in pre-service teacher education programmes.

UNIT IV: In-service Teacher Education

(8 Hours)

1. Meaning, need and significance
2. Objectives and techniques.
3. Role and functions of agencies of teacher education –NCERT, NCTE, RIE etc.

Tests and Assignment

Marks: 30

(12 Hours)

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

BOOKS FOR FURTHER READING:

1. NCTE Publication (1998): *Policy perspectives in Teacher Education: critique and documentation*, NCTE, New Delhi
2. Saxena, NR; Mishra, B.K and Mohanty, R.K (1998): *Teacher Education*, R-Lall Book Depot, Meerut

3. Singh.T, Singh.R and Rai U.C (1982): *Orientation programme for university teachers*, Faculty of Education, BHU, Varanasi
4. IDIsuk] ,u-vkj-] feJk ch-ds- ,oa eksgUrh vkj-ds ¼1999½% v/;kid f'k{kk] vkj- yky-cqd fMiks] esjB
5. Sharma, R.A (2002): *Teacher Education*, International Pub.House, Meerut
6. jk"V^ah; v/;kid f'k{kk ifj"kn izdk'ku ¼1996½% v/;kid f'k{kk dk ikB~;p;kZ izk:i] jk-v- f'k- i-] ubZ fnYyh
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MEDE 113: Special Education

Credits 3

Hours 45

Marks 100(70+30)

Course Objectives

1. To enable the prospective teacher to acquire knowledge & understanding of Special Education & Inclusion
2. To enable the prospective teacher to acquire knowledge & understanding about characteristics of various types of Disability
3. To acquaint the prospective teachers with various educational options of special need children
4. To acquaint the prospective teachers with the role of parents, peers and society in rehabilitation
5. To acquaint the prospective teachers with Government Policies & National Institutes related to Disabled

Theory

Marks 70

COURSE CONTENTS

Unit 1: Special Education

(6 Hours)

Concept, Objectives & Basic Principles of Special Education

Concept of Impairment, Disability, Handicap

Concept of Inclusion

Unit 2: Characteristics and Need of Various Disability

(9 Hours)

Definition, Characteristics & Need of children with Disability:

Mentally Retarded, Hearing Impaired, Orthopaedically Impaired, Visually Impaired

Unit 3: Programmes and Provisions

(9 Hours)

Educational Provisions, Educational Programmes, Aids & Appliances for Special need Children:

Mentally Retarded, Hearing Impaired, Orthopaedically Impaired, Visually Impaired

Unit 4: Rehabilitation

(4 Hours)

Role of Parents, Peers & Society in Rehabilitation of Special need Children

Unit 5: Institutes, Policies and Legislations

(5 Hours)

Indian Scenario of Special education: Government policies & Legislation in Brief

National Institutes related to Disabled

Tests and Assignment

Marks: 30

(12 Hours)

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

MEDE 114: Educational Measurement & Evaluation

Credits 3

Hours 45

Marks 100(70+30)

Course Objectives

1. To acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.
2. To help the student understand relationship between measurement and evaluation in education.
3. To orient the student with tools and techniques of measurement and evaluation.
4. To develop skills and competencies in constructing and standardizing a test.
5. To make the students understand how various requirements of education are measured, evaluated, interpreted and their result are recorded to help learners.

Theory

Marks 70

UNIT I

(6 Hours)

- The measurement and evaluation process
- Concept, scope and need, Taxonomies of educational objectives, norm-referenced and criterion-referenced measurement.
- Evaluation : Functions of evaluation, and the basic principles of evaluation.
- Evaluation and Curriculum
- Interrelationship between measurement and evaluation in education.

UNIT II

(5 Hours)

- Tools of measurement and Evaluation
- Subjective and objective tools essay test, objective test, scales, questionnaires, schedules, inventories, performance tests.

UNIT III: TEST CONSTRUCTION

(7 Hours)

- General principles of test construction and its standardization
- Writing test items – objective type, essay type and interpretive type.
- Item analysis procedures for norm-referenced and criterion referenced mastery tests.
- Basic characteristics of good measuring instruments : Validity, objectivity, Reliability, Usability and Norms.
- Types, Ways of determination; importance and application
- Standardization of measuring instruments

UNIT IV

(5 Hours)

- Measurement of Achievement, Aptitude, Attitudes, Skills, Personality.
- Interpretation of the above test-scores and methods of feed back to students
- New trends in evaluation, viz.,: Grading, Semester system, Continuous Internal Assessment, Question Bank, Use of Computer in Evaluation

UNIT V

(5 Hours)

- Experimental Design:
 - (i) Latin Square
 - (ii) Simple Random
 - (iii) Level x Treatment
 - (iv) Factorial

UNIT VI

(5 Hours)

Educational Statistics:

- (i) Analysis of variance – Method of unequal cell frequencies.(two-way)

- (ii) Factor Analysis – elementary concepts
- (iii) Q-methodology
- (iv) Semantic differential
- (v) Discriminant analysis

Tests and Assignments

Marks: 30

(12 Hours)

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

MEDE 115: Curriculum Development

Credits 3

Hours 45

Marks 100(70+30)

Course Objectives

1. To enable the student teachers to develop and understanding about important principles of curriculum construction.
2. To help student teachers understand the bases and determinant of curriculum.
3. To orient the student teachers with curriculum design, process and construction to curriculum development .
4. To acquaint student teachers with curricular content, curriculum implementation and process of curriculum evaluation.
5. To help student teachers understand issues, trends and researchers in the area of curriculum in India.

Theory

Marks 70

COURSE CONTENTS

UNIT I

(6 Hours)

- Introduction
- Concept and meaning of curriculum
- Curriculum development, theories and procedures
- History of curriculum development

UNIT II

(5 Hours)

- Bases of determinants of Curriculum
- Philosophical considerations
- Psychological considerations
- Sociological considerations
- Discipline-oriented considerations

UNIT III

(22 Hours)

- Curriculum Design and organization
- Components and source of design
- Principles
- Approaches
- Categories and types
- Curriculum Construction
- Different models and principles
- Deduction of curriculum from aims and objective of education
- Administrative consideration
- Grass-root level planning
- System-analysis
- Curriculum Implementation Strategies :
- Role of Curriculum support Materials
- Types of materials and aids
- Models of implementation
- Curriculum Evaluation
- Importance of evaluation of curriculum
- Models of Curriculums evaluation
- Interpretation of evaluation results and method.
- Issues and trends in curriculum development, curriculum research in India.

- Suggestions and recommendation in curriculum development as per the following commissions:
- University Education Commission, 1948
- Secondary Education Commission, 1952
- Education Commission, 1966

Tests and Assignments

Marks: 30

(12 Hours)

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

MEDE 116: Educational Management

Credits 3

Hours 45

Marks 100(70+30)

Course Objectives

1. To enable the students to understand meaning, nature, scope, function, principles and approaches of educational management.
2. To develop an understanding in the students about various approaches to educational planning.
3. To develop an understanding of required educational leadership and accountability to be maintained by the teacher and administrators.
4. To orient students with the concept of educational supervision, inspection and improvement in the field of education.
5. To acquaint the students with specific trends in educational management.

Theory

Marks 70

UNIT I: Development of modern concept of educational management from 1900 to present day:

(7 Hours)

- The scientific management movement.
- Fayol's process theory.
- Administration as a bureaucracy.
- Human Relations Approach to management.
- Social Systems Approach to management.
- The Integrated Approach (1970 onwards)

UNIT II: Educational Planning:

(5 Hours)

- Meaning, Nature and Need.
- Approaches to Educational Planning
- Institutional Planning.

UNIT III: Leadership in Educational Management:

(7 Hours)

- Meaning and Nature of Leadership.
- Theories of Leadership.
- Leadership Styles.
- Evaluating styles of Leadership.
- Functions of Educational Leader/Manager.

UNIT IV: Educational Supervision:

(7 Hours)

- Meaning, Nature, Scope, Need & Functions.
- Supervision as a process.

- Evaluation of Supervisory Effectiveness.
- Inspection vs Supervision.

UNIT V: Specific Trends in Educational Management: (7 Hours)

- Total Quality Management.
- MBO (Management by Objectives)
- Organizational compliance.
- Decision Making.
- PERT
- Participatory Management.
- Research relating to Educational management.

Tests and Assignments Marks: 30 (12 Hours)

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

SELECTED READINGS

1. Kimbrough, S.Ralph, Michall & Nunnery. *Educational Administration*. New York: Mc Millan company
2. Robin Stepher P. *Organizational Behaviour*. Prentice Hall Pub. Pvt. Ltd.
3. Adolph and Turner Harold, E. *Supervision for change & Innovation*. Houghton Mifflin Company.
4. Simon, Herbart A. *Administrative Behaviour*. New York : McMillan Company.
5. Maleya, K.C. *Shiksha Prashaasan and Paryaveshana*. Bhopal : Madhya Pradesh Granth Academy.
6. Bhatnagar and Verma. *Educational Supervision*. Meerut : International Pub. House.
7. Newman and Summer. *The process of Management : Concept, Behaviour and Practice*. New Delhi : Prentice Hall of India Pvt. Ltd.
8. Waber, Clarence A. *Fundamentals of Educational Leadership*. New York : Exposition Press.
9. Mukerji, S.N.. *Administration of Educational Planning and Finance*. Baroda : Acharya Book Depot.
10. Gregory Moorhead & Ricky W. Griffin. *n*. Mumbai : Jaico Pub. House.

MEDE 117: Environmental Education

Credits 3

Hours 45

Marks 100 (70+30)

Course Objectives

1. To help learners acquire an awareness of and sensitivity to the total environment and its allied problems (**Awareness**).
2. To help learners acquire a set of values and feelings of concern for the improvement and protection(**Knowledge, Attitude**)
3. To help learners acquire the skills for identifying and solving environmental problems (**Skills**).
4. To enable learners to develop environmental education (EE) curriculum, teaching methods and evaluation procedures for students at various levels of school education, teacher education and non-formal education.
5. To provide learners with an opportunity to be actively involved at all levels in working toward resolution of environmental problems (**Participation**)

Theory

Marks 70

COURSE CONTENTS

Unit I: Sustainability and Environmental Education (EE)

(06 Hours)

- Sustainability – concept and need, Place in national –international policies.
- Environmental Education (EE): Concept, nature, history- place in various commissions/ conference reports and national policies, international concerns and genesis, goals, objectives and guiding principles .
- Quality perspective: Global Changes and quality of Life.

Unit II: Environmental Education (EE) Curriculum

(06 Hours)

- EE Curriculum - need and principles.
- Development of EE curriculum and Syllabus for different levels (Role of NCERT,UGC and educational institutions)
- Analysis of existing EE syllabi for different levels of education

Unit III: Methods of Teaching Environmental Education (EE)

(06 Hours)

- Concept of Teaching Methods, Strategy, Technique, and Tactics,
- Formal Agencies of Education and evolution of teaching methods: Traditional Methods and Progressive Methods of teaching EE.

- Role of informal and non-formal agencies of education, Contributions of individuals (Sundarlal Bahuguna, Rajendra Singh, Medha Patekar etc.) in mass awareness.

Unit IV: Environmental Education (EE): Evaluation (05 Hours)

- Evaluation in EE – Continuous Comprehensive Evaluation (Identification of indicators, various methods of their evaluation, Record preparation, Reporting and follow-up procedures).
- Evaluation of EE – Evaluation of curriculum, text-books, evaluation practices and teachers.

Unit V: Future Society and Environmental Ethics Education (EEE) (10 Hours)

- Future Society: Environmental crisis and crisis of survival, challenges and remedies.
- Environmental Ethics : Concept and Need.
- Environmental Ethics (Western and Eastern Concepts).
- Environmental Ethics Education (EEE)
- Researches trends in EE .

Tests and Assignments Marks: 30 (12 Hours)

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

Suggested Readings

1. Bahuguna, Sundarlal(1996) *Dharti ki Pukar*, Radhakrishna Publication, Delhi, Pp. 111.
2. Kaushik,A. and Kaushik, C.P.(2004). *Perspectives in Environmental studies*,New Age International(P) Ltd. Publishers, New Delhi
3. Leelakrishnan,P. (1999) *Environmental Law in India*, Butterworths India, New Delhi, Pp. 194
4. Goel, M.K. (2006) *Paryavaran Addhyayan*, Vinod Pustak Mandir, Agra, Pp. 581.
5. Ramakrishnan, P.S.(2001) *Ecology and Sustainable Development*, N.B.T., New Delhi, Pp.198.
6. Rathore, H.C.S., Bhattacharya, G. C.,Singh, S.K., Singh, M. and Gardia,A.(2008) *Society and Environmental Ethics*, Seema Press, Varanasi, Pp. 242.

7. Sharma,R.C., Mahajan, B., Premi,K.K., Nuna, S.C., Menon,P.(1994).
Source Book on environmental education For Elementary Teacher Educators, NIEPA, New Delhi.pp.278.
8. Sharma,P.D.(2001).*Ecology And Environment*, Rajson Printers ,New Delhi,pp660.
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11. Singh, S.K.(2008) *Environmental Education and Ethics* , Amrit Prakashan , Varanasi,Pp.114
12. Singh, S.K.(2010) *Fundamentals of Environmental Education* , Sharda Pustak Bhawan , Allahabad ,Pp.175
13. Srivastava, P. (2005) *Paryavaran Shiksha*, Madhya Pradesh Hindi Granth Academy, Bhopal, Pp. 195.
14. NCERT (2004) *Environmental Education in Schools*, NCERT, New Delhi, Pp.112.
15. NCERT (2011). *Teachers' Handbook on Environmental Education for the Higher Secondary Stage*, DESM, NCERT, New Delhi, Pp.316.
16. Singh,S.K. and Singh,N.(2007)"Environmental Ethics : A Reorientation of Environment related Ethical Perspective" *University News A Weekly Journal of Higher Education* , 45 : 44,Oct.29 – Nov.4, New Delhi , Association of Indian Universities, Pp.54-58.ISSN NO 0566-2257
17. Singh,S.K.(2007)Environmental Education and its concern in Educational Policies in Independent India, in Trivedi, B. and Jain, S. (Ed.) *Environmental Issues in India* ,New Delhi, Discovery Publishing House,Pp.73-82.ISBN 978-81-8356-224-9.
18. Singh, S.K.(2007).Environmental Education: A Remedy for Environmental Crisis, inTiwari, S.(Ed.)*Education in India ,Vol.-IV* ,NewDelhi, Atlantic Publishers,Pp.83-90.ISSN 978-81-269-0529 – 4
19. Ram,P.S. and Singh,R.(2013). *Paryawaran Shiksha ke ubharate aayam*, Allahabad: Sharda Pustak Bhawan.

Some Journals

20. University News, AIU, New Delhi, India.
21. National Journal of Education (NJE), Faculty of Education, B.H.U., Varanasi.
22. Shaikshik Parisamvad An International Journal of Education (SPIJE),AAE, Faculty of Education, B.H.U., Varanasi. www.spjebhu.in
23. Anweshika,NCTE, New Delhi.

24. Indian Educational Review (IER), NCERT, New Delhi (and all other journals of NCERT).
25. Pariprekshya , NUEPA, New Delhi.
26. Mulya Vimarsh,MMAK,BHU, Varanasi.

MEDE 118: Citizenship and Human Rights Education

Credits 3

Hours 45

Marks 100(70+30)

Course Objectives

Students will be able to –

1. Understand concept of citizenship & Human Rights Education.
2. Perceive need & importance of citizenship & Human Rights Education.
3. Understand essentials for providing quality citizenship Education
4. Identify importance of Human Rights awareness in existing social scenario.
5. Identify inter-relevance of citizenship and human rights education in context of other educational reforms.
6. Learn methodology for developing Human Rights awareness and qualities of good citizenship.
7. Comprehend ideal teaching learning process for citizenship and human rights education.

Theory

Marks 70

COURSE CONTENTS

Unit I: CITIZENSHIP EDUCATION – AN INTRODUCTION

(6 Hours)

1. Concept of Citizenship
2. Qualities of a good Citizen
3. Citizenship Education : Concept and meaning

Unit II: ESSENTIALS OF CITIZENSHIP EDUCATION

(6 Hours)

1. Components of citizenship education
2. Citizenship education: its teaching learning process
3. Teachers dispositions for providing quality citizenship education

Unit III: INTER-RELEVANCE OF CITIZENSHIP AND HUMAN RIGHTS EDUCATION

(7 Hours)

1. Global citizenship education
2. Teaching in multicultural society
3. Teaching peace: its content and pedagogy
4. Teaching for learning to live together

Unit IV: HUMAN RIGHTS EDUCATION: AN INTRODUCTION

(6 Hours)

1. History of Human Rights development: Universal declaration on human rights, the Vienna declaration and program of action.
2. Human Rights Education : Concept and Meaning
3. Human Right Education: its teaching learning process

Unit V: CITIZENSHIP AND HUMAN RIGHTS EDUCATION**(8 Hours)**

1. Agencies of citizenship and Human rights Education – School, Family, Community, Teacher.
2. Education for Human Rights: UNESCO recommendations, world plan of action on education for human rights
3. Infusing citizenship education in school climate
4. Equity pedagogy: Concept and relevance for citizenship and human rights education

Tests and Assignments**Marks: 30****(12 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

Books Recommended

1. Fogelman, K., *Citizenship in Schools*, London : David Fulton Publications.
2. Ottaway, A.K.C., *Education and Society*. London : Routledge and Kegan Paul Ltd.
3. Cummings, K. William. *The Revival of Value Education in Asia and the West*. New York : Pergamon Press Inc.
4. Sharma, K. Yogendra, *Sociological Philosophy of Education*, New Delhi : Kanishka Publication Distributors.
5. Begum, S.M., *Human Rights in India*, New Delhi : A.P.H. Publishing Corporation.
6. Lawsan, E. *Encyclopaedia of Human Rights*, USA : Taylor and Francies
7. Freedom, S. *Discriminations & Human Rights*, New York: Oxford University Press.
- Agrawal, H. O. *Human Rights*, Allahabad : Central Law Publication.
8. *Human rights: a Source book*, New Delhi: NCERT
9. National curriculum framework (2005). New Delhi: NCERT
10. . नई सिंह, जे.पी. (२००९). समाजशास्त्र: अवधारणायें एवं सिद्धांत दिल्ली: पी.एच.आई. लर्निंग प्राइवेट लिमिटेड.

MEDE 119: Gender and Education

Credits 3

Hours 45

Marks 100 (70+30)

Course Objectives:

- To develop an understanding of the historical perspectives and experiences of women's education across different socio-cultural contexts.
- To develop the ability to discern gender in educational contexts (pedagogy and curriculum, school setting and policies).
- To gain a critical perspective on the ways in which education maintains and legitimates gender relations in society and
- To critically analyse policies and programmes for their gendered basis and outcomes.

Theory

Marks: 70

Unit I: An Overview of Basic Concepts in Gender Studies

(8 Hours)

Patriarchy, Biological determinism Feminism/s, Femininity and Masculinity, Social construction of gender and Identity

Unit II: Feminism, Gender and Education

(6 Hours)

- Feminist Theories and Perspectives on Education
- Instrumentalist Approach to Women Education with Special Reference to India.
- Feminist Pedagogy and Research Methods.

Unit III: Nationalism, Gender and Education

(7 Hours)

- Definition, Concept and construction of Nationalism
- Relationship between nationalism and gender
- Role of Education in the construction of Nationalism and gender

Unit IV: Gender, Power and Knowledge

(6 Hours)

- Gender, Ideology and School Curriculum
- History of Women's Education in India
- Gender and Educational Discourse in Post-Independence in India; Gender, Education and Nation.

Unit V: Women in Higher Education

(6 Hours)

- Subject Choices and Gender.
- Privatization of Higher Education and Its Effect.

Tests and Assignments

Marks: 30

(12 Hours)

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

REFERENCES

- Kathleen, Weiler. (1988). *Women Teaching for Change: Gender, Class, and Power*. New York: Bergin Garvey.
- Ramachandran, Vimala. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.
- Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). *Loved and Unloved: the Girl Child in West Bengal*. Kolkata: Stree Publishers.
- Batliwala, Srilatha.(1993). *Empowerment of Women in South Asia: Concepts and Practices*. Colombo: Asian-South Pacific Bureau of Adult Education.
- Bhasin, Kamla.(2000). *Understanding Gender*. New Delhi: Kali for Women.
- Bhasin, Kamla.(2004). *Exploring Masculinity*. New Delhi: Women Unlimited.
- Chanana, Karuna(ed.). (1988). *Socialisation, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Govinda, R. (ed.). (2002). *India Education Report: A Profile of Basic Education*. New Delhi: Oxford University Press.
- Gould, S. J. (1981). *The Mismeasure of Man*. London: Penguin Books.

BANARAS HINDU UNIVERSITY

M.Ed. PROGRAM

Semester –II

(Revised syllabus effective from academic session 2013-2014)

MED 121: Sociology of Education

Credits 4

Hours 60

Marks 100 (70+30)

COURSE OBJECTIVES

This course is expected to cover key areas in the Sociology of Education. Emphasis would be on developing a broad perspective to education and schooling as a social sub-system. This course would attempt:

1. To acquaint students with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education.
2. To enable students to understand how the 'Education' is embedded in social structure and culture;
3. To enable students to understand education as a social institution and its complex linkages with other major social institutions.
4. To enable students to understand educational problems and issues related to educationally excluded/ disadvantaged groups, deriving out of intersections of gender, caste, class, culture, ethnicity, disability.
5. To enhance capacities of students for the critical evaluation of the role of education in social change and for sociological reflection on educational issues.

Theory

Marks

70

UNIT I: Introduction

(7 Hours)

1. Definition and scope of Sociology of Education
2. Interrelationship between sociology and education
3. Conceptualizing Education: Culture, Socialization and Education
4. Education as a Social Institution; its Historical Evolution and Contemporary Forms.

UNIT II: Social Structure and Education

(6 Hours)

1. The Concept of Social Structure.
2. Theoretical perspectives on education as a social system: Structural-Functional School, Conflict School, Symbolic Interactionism

UNIT III: Education and Social Stratification

(11 Hours)

1. Conceptualizing Social Stratification: Social Differentiation and Social Inequality
2. Forms and Bases of Social Stratification: Caste, Class, Gender, Race, Ethnicity and Disability

3. Explaining Inequality: Functional, Conflict, Critical perspectives on the relationship between education and inequality
4. Social Mobility: concept, types; relative and absolute social mobility, role of education in social mobility
5. Education as a Mechanism of Selection, Exclusion, Control and Reproduction in the context of educational situation of deprived sections and minority.

UNIT IV: Cultural Identity and Hegemony in Education (10 Hours)

1. Culture, Power, Knowledge and Education
2. Ideology, Hegemony and Curriculum; the Hidden Curriculum and nature of Conflict
3. Role of Culture in Identity Formation,
4. Cultural Diversity and Education: multi-cultural education
5. Polity and Education

UNIT V: Education and Social Change (11 Hours)

1. The Concepts of Social Change, Social Transformation and Development
2. The Complex Interplay between Education and Social Change; Education for Planned Change and social harmony.
3. Education as an intervention for Social Transformation: Critical Pedagogy
4. Assessing the Role of Education in Social Change

Tests and Assignments Marks: 30 (15 Hours)

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

SELECTED READINGS

1. Acharya, P., (1987). Education: Politics and Social Structure. In Ghosh. R. and Zachariah, M. (eds.). *Education and the Process of Change*. New Delhi: Sage. pp. 64-79
2. Acharya, Poromesh, (1988). Is Macaulay Still Our Guru? *Economic and Political Weekly*, Vol. XXIII, No. 22. May 28. pp. 1124-1130.
3. Aikara, J., (1994). *Sociology of Education*. Indian Council of Social Sciences Research, New Delhi
4. Althusser, (1971). Ideology and Ideological State Apparatuses 'Notes towards an Investigation'. *Lenin and Philosophy and Other Essays*. New Left Books.
5. Annamalai, E., (2001). *Managing Multilingualism in India: Political and Linguistic Manifestations*. New Delhi: Sage Publications.
6. Apple, Michael, (1979). *Ideology and Curriculum*. London: Routledge & Kegan Paul.
7. Apple, M.W., (1988). *Teaches and Texts: A Political Economy of Class and Gender Relations in Education*. New York: Routledge.
8. Kumar, Krishna, 1989. *Social Character of learning*. New Delhi: SAGE.
9. Kumar, Krishna, 1991. *Political Agenda of Education: A study of Colonialist and Nationalist Ideas*. SAGE: New Delhi

10. Kumar, K., 1983. Educational experience of scheduled castes and tribes. *Economic and Political Weekly*, Vol. -17 No.36-37 Sept. 3-10
11. Gore, M. S., 1995. *Indian Education: Structure and Process*. Jaipur: Rawat Publications.
12. Bona, J. E. Di., 1973. *Change and Conflict in the Indian University*. Lilavati Publishing House: Bombay
13. शुक्ल, एस. सी. और कुमार, के.,(संपा.) २००८. *शिक्षा का समाज शास्त्रीय सन्दर्भ*. (अनु.) एम. सी. डोनिया. ग्रन्थ शिल्पी: नई दिल्ली.
14. कुमार, के., १९९८. *शैक्षिक ज्ञान और वर्चस्व*. ग्रन्थ शिल्पी: नई दिल्ली.
15. तेत्सुको, के., २०११. *तोत्तो चान*. (अनु.) पू. या. कुशवाहा. नेशनल बुक ट्रस्ट, नई दिल्ली.
16. सदगोपाल, अ., २००९ *शिक्षा में बदलाव का सवाल*. ग्रन्थ शिल्पी: नई दिल्ली.
17. वार्नर, अ. सी., १९९६. *अध्यापक*. (अनु.) पू. या. कुशवाहा. ग्रन्थ शिल्पी: नई दिल्ली.
18. होल्ट, जे., २००२. *बच्चे असफल कैसे होते हैं?* (अनु.) पू. या. कुशवाहा. एकलव्य प्रकाशन : भोपाल
19. दोशी, एस. एल., और जैन, पी. सी. २००९. *प्रमुख समाज शास्त्रीय विचारक*. रावत पब्लिकेशन: जयपुर

MED 122: Psychological Foundation of Education II

Credits 4

Hours 60

Marks

100(70+30)

Objectives:

- To develop an understanding of classroom as social group and Group processes.
- To develop an understanding of concept, models and types of Metacognition.
- To develop an understanding of theories of personality and its measurement.
- To develop an understanding of measurement of personality.

UnitI Intelligence and Creativity

(12 Hours)

- Concept of intelligence, Nature Vs Nurture Controversy.
Structure of Intelligence
- One (ability) factor or many, Represented by Spearman and Carroll
- Multiple intelligences-Represented by Thurstone, Guilford and Howard Gardner
- Intelligence as process triarchic theory of intelligence (Sternberg).
- Emotional intelligence and Spiritual Intelligence.
- Artificial intelligence, Crystallized and fluid intelligence
- Social Intelligence
- Meaning, definition, measurement and nourishment of Creativity

Unit II Psychology of the class as social group

(12 Hours)

- Meaning and nature and characteristics of class room group. Group dynamics: Group process, Interpersonal relations
- Sociometric grouping different group processes in the class group.
- Socio-emotional climate of the classroom and influence of teacher characteristic on students

Unit III Metacognition (9 Hours)

- Meaning, Components and difference between Cognition and Meta cognition
- Models of Meta cognition: Flavell's Model, Brown's Model, Tobias and Ereson's Hierarchical Model
- Developmental Process in Metacognition
- Types of Metacognition: Conscious V/s Automatic Metacognitive Process, General v/s Domain
- Specific Metacognition

Unit IV Personality and Mental health (12 Hours)

- Concept, nature, dynamics and structure of personality. Integrated, Distorted, Neurotic personality -Personality and its causes and characteristics. Indian Psychological thoughts with reference to Personality.
Theories of personality- Psychoanalytical (Classical and Neo-Freudian), Humanistic (Roger and Maslow), Biological and Genetic (Eysenck), Trait Theory (Allport) Big Five Factor Theory. Personality Traits by Carl Jung.
- Assessment of personality- Different methods of assessment, difficulties in assessment. Trait approach, Holistic approach and projective techniques-. Rorschach Inkblot Test, Thematic Apperception Test (TAT), Completion Tests, Picture Tests. Different standardized tests and inventories
- Adjustment processes and different defence mechanisms. Concept of Mental Health, Characteristics of Mentally Healthy Person.
- Concept, Types and Mechanism of Adjustment, School and Classroom Practices for enhancing Adjustment and Mental Health among students.
- Stress and Conflict- Concept and sources of stress, Factors influencing stress, Strategies for coping with stress and stress management. Measurement of stress, Outcomes of stress. Meaning and types of conflict, Resolution of conflict.
- Mental Health- Introduction to common forms-of neurosis psychosis and somatic disorders.
- Concept of Mental Hygiene- Principles, Preventive, constructive and

Curative measures.

TESTS AND PRACTICAL WORK

Marks 30

(15 Hours)

- Two tests of 10 marks each and their average will be counted.
- There will be five practical activities (20 Marks) which will be examined by one internal and one external examiner through practical examination at the end of semester.
- 1. Stress or anxiety.
- 2. Rorschach Inkblot Test.
- 3. Thematic Apperception Test (TAT)/ Completion Tests/ Picture Tests.
- 4. Adjustment Inventory.
- 5. Personality inventory.

Reference Book

- Allen, B. P. (2006). *Personality Theories: Development, Growth, and Diversity* (5th ed.), Needham Heights, MA: Allyn and Bacon.
- Ewen, R. B. (2009). *An Introduction to Theories of Personality* (7th ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Burger, J. M. (2010). *Personality* (8th ed.). Belmont, CA: Wadsworth Publishing.
- Chauhan, S.S.: *Advanced Educational Psychology*, Vikash Publishing House, New Delhi.
- Mangal, S.K., *Essentials of Educational Psychology*, Prentice-Hall of India.
- Mangal, S.K., *Shiksha Manovigyan*, Prentice-Hall of India

- Carver, C. S., & Scheier, M. F. (2008). *Perspectives on Personality* (6th ed.). Needham Heights, MA: Allyn and Bacon.
- Crowne, D. P. (2010). *Personality Theory* (2nd ed.). New York: Oxford University Press
- Cloninger, S. C. (2008). *Theories of Personality: Understanding Persons* (5th ed.). Englewood Cliffs, NJ: Prentice Hall
- Engler, B. (2008). *Personality Theories: An Introduction* (8th ed.). Boston: Houghton Mifflin.
- Matthews, G., Deary, I. J., & Whiteman, M. C. (2009). *Personality Traits* (3rd ed.). New York: Cambridge University Press.
- Pervin, L.A and John, O. P (2006) *Handbook of Personality: Theory and Research* 2nd Edition, New York, USA, Guilford Publications.
- Schultz, D. P., & Schultz, S. E. (2009). *Theories of Personality* (9th ed.). Belmont, CA: Wadsworth

- Wiggins, J. S. (Ed.). (1996). *The Five-Factor Model of Personality: Theoretical Perspectives*. New York: Guilford Publications
- Berk L. E. (2010): *Child Development* , Eighth Edition, PHI Learning Private Limited, New Delhi.
- Smith, E.E., Hoeksema, S.N., Fredrickson, B.L., Loftus, G. R., Bem D.J Maren, S Atkinson & Hilgard (2003) *Introduction To Psychology* United States of America, Thomson & Wadsworth.
- Weiten W & Lloyd M. A. (2007): *Psychology Applied to Modern Life – Adjustment in the 21st Century* , Eighth Edition, Akash Press Delhi, Indian Reprint.
- Parmeshwaran, E.G and Beena, C (2002) *An Invitation to Psychology*, Hyderabad, India, Neel Kamal, Publications Private Limited.
- Dash Muralidhar (2009) : *Educational Psychology*, Reprinted Deep & Deep Publications Pvt Ltd
- Skinner C. E, (2003): *Educational Psychology*, Fourth Edition, Prentice Hall of India Private Limited, New Delhi.
- Skinner C. E, (2003): *Educational Psychology*, Fourth Edition, Prentice Hall of India Private Limited, New Delhi.
- Woolfolk, A (2009) *Educational Psychology*, Ninth Edition Singapore, Pearson Education Inc.
- Bandura, A. (1977). *Social Learning Theory*. New York: General Learning Press.
- Douglas J. Hacker, John Dunlosky, Arthur C. Graesser .(editors) (1998) *Metacognition in Educational Theory and Practice*, Lawrence Erlbaum Associates. Mahwah, New Jersey.
- Douglas J. Hacker, John Dunlosky, Arthur C. Graesser .(editors) (2009) *Handbook of Metacognition in Education (Educational Psychology)*. Routledge, Taylor and Francis, New York. .
- Bobbi DePorter (2000): *Learning Styles: A guide for Teachers and Parents*, Learning Forum Publications.
- R. Riding (1998): *Cognitive Styles and Learning Strategies: Understanding Style Differences in Learning and Behavior*. London, David Fulton Publishers
- Robert J. Sternberg (2001): Perspectives on thinking, learning, and cognitive styles, *The educational psychology series* Routledge publication.
- Schmeck Ronald.R (1988): *Learning Strategies and Learning Styles (Perspectives on Individual Differences)*, Springer Publication

- Schunk, D. H. (2007). *Learning Theories: An Educational Perspective* (5th Edition). New York:Prentice Hall.
- Senge, P. M (1990) *The Fifth Discipline. The Art and Practice of Learning Organization*,New York USA, Currency and Doubleday.
- Sternberg, R.J (1999) *Thinking Styles*. London, Cambridge University Press.
- Susan Capel, Marilyn Leask and Tony Turner (2005): *Learning To Teach in the Secondary School- A companion to School Experience* 4th Edition, Routledge Taylor And Francis Group
- Harry Morgan (1997): *Cognitive Styles and Classroom Learning*. Westport, CT, Praeger Publisher.
- Pina Tarricone (2011) *The Taxonomy of Metacognition*. Britain, Psychology Press
- John Dunlosky, Janet Metcalfe (2008) : *Metacognition* (1st ed). Sage Publications, Inc
- Thomas O Nelson (1992): *Metacognition : core readings*, Allyn & Bacon
- Waters and Schneider(2009): *Metacognition, Strategy Use, and Instruction*. New York: The Guilford
- Tauber R, T. (1999): *Classroom Management –Sound Theory and Effective Practice*, Third Edition Greenwood Publishing Group, Inc.Press

MED 123: Techniques and Methods of Data Analysis

Credits 4

Hours 60

Marks

100(70+30)

COURSE OBJECTIVES

After undergoing this course the students will be able to:-

1. Develop various types of research tools for data collection.
2. Develop the vision to carry out qualitative and quantitative research.
3. Apply important qualitative and quantitative statistical techniques for analyzing and interpreting research data.
4. Use computers to code and analyze data.

Theory

Marks 70

COURSE CONTENT

UNIT I

(8 Hours)

- Tools and Techniques of data collection
- Characteristics of a good research tool.
- Types of research tools: their development and uses.
- Questionnaires, Interviews and observation as tools of research.
- Tests and scales; such as: Projective and non-projective tests, Rating scales and Attitude scales.
- Socio-metric techniques.
- Reliability and validity of various tools.

UNIT II

(10 Hours)

- Nature of educational data: Quantitative and Qualitative.
- Organization and analysis of qualitative data.
- Organization, presentation and analysis of quantitative data.
- Approaches to Qualitative data Analysis

UNIT III

(14 Hours)

- Normal Probability Curve and its Applications
- Inferential statistics: Standard errors, confidence limits
- Hypothesis testing- type I and type II errors.
- Test of significance, two tailed and one tailed tests.
- The t-test.
- The F-test [ANOVA (one-way and two-way) and ANCOVA]

- Biserial, point biserial, tetrachoric and phi-coefficient of correlation.
- Product moment, partial and multiple correlations.
- Regression and prediction.

UNIT IV

(10 Hours)

- Non parametric tests (Chi Square).
- Mann–Whitney *U* test
- Median Test
- Kolmogorov–Smirnov test
- Kruskal-Wallis H Test
- Principal component analysis
- Independent component analysis (ICA)

UNIT V

(3 Hours)

- Overview of computer software for data analysis
- Coding of data and Data entry in various computer software (Microsoft Excel & SPSS)
- Analysis of scores using computers

Tests and Assignments

Marks: 30

(15 Hours)

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

SELECTED READINGS

12. Mouley, George J.: The Science of Educational Research.
13. Kerlinger, Fred N.: Foundations of Behavioural Research.
14. Keeves, John P. (Ed.): Educational Research, Methodology and Measurement : An International Handbook.
15. Best, John W. : Research in Education
16. Good, C.V.: Introduction to Research.
17. Dalen, Deobold B. Van: An Introduction to Educational Research.
18. Garrett, H.E.: Statistics in Education and Psychology.
19. Guilford, J.P.: Fundamental Statistics in Psychology and Education.
20. Verma, M.: An Introduction to Educational and Psychological Research.
21. Myros J.K.: Fundamentals of Experimental designs.
22. Fisher, R.: Designs of Experiments.
23. Asthana, H.S. & Bhushan, B.: Statistics for Social Sciences. Prentice Hall of India (2007)

MED-124: Dissertation and Viva-voce -- 10 Credit

MED-125: Seminar – 1Credit

ELECTIVES

MEDE 121: GUIDANCE & COUNSELLING

Credits 3

Hours 45

Marks 100(70+30)

COURSE OBJECTIVES

The course contents in this paper will enable the students:

1. To understand the meaning, principles, needs and types of guidance
2. To have a detailed knowledge about various guidance services
3. To organize guidance programme.
4. To develop skills in using technology for guidance purpose
5. To understand the meaning, types, techniques and theories of counselling
6. To develop counselling skills in conducting counselling Sessions
7. To understand the concept of psychological appraisal and the criteria of selection of a good test
8. To understanding the needs and problems of children and adolescents with exceptional abilities
9. To learn Identification of academic, social, emotional and vocational problems of students
10. Conducting individual and group guidance and counselling
11. Preparing case history, doing case analysis and preparing profile of the case.
12. To study decision-making and how the process applies to career planning.
13. To be able to use the Internet and online guidance services
14. To overview methods of disseminating and using career information, including computer based delivery systems

Unit I MEANING & TYPES OF GUIDANCE

(4 Hours)

- Meaning, aims, principles, and needs of Guidance.
- Types of guidance: Personal, Educational, Vocational, and guidance for children with different abilities.
- Techniques of Guidance and Group Guidance (Career conference, audio-visual aids, visits, discussion, lectures).

Unit II COMPONENTS AND ORGANISATION OF GUIDANCE SERVICES

(4 Hours)

- Individual Inventory service, Information service, counselling service, Preparation service, Placement & Follow-up service and Essential requisites of Guidance Programme.
- Organization of guidance programme for elementary and secondary schools.

- Role of teachers in organizing of the guidance programs.
- Management of resources in guidance programme.
- Skill of using Information Technology and Internet, and online testing services, career information, and Resource sharing.

Unit III THEORETICAL FOUNDATION OF COUNSELLING (5 Hours)

- Meaning, historical development and importance of counselling. Types -Individual and Group counselling. Approaches of counselling: Directive, Non directive. Eclectic counselling.
- Techniques in counselling: Testing and Non Testing techniques. Steps of counselling. The Qualities of effective counselor,
- Theories of counselling-Psychoanalytical theory (Freud, Jung), Self concept/actualization theory (Rogers, Maslow), Trait theory (Williamson, Cattell) and Behavioristic (Skinner, Pavlov)
- Counselling Skills-Building Trust: Listening, attending, building rapport, demonstrating empathy, observing, Interview (types of Interview), procedure of conducting interview: preparation, process, interpretation, recording, and termination .

Unit IV ADJUSTMENT AND MENTAL HEALTH (4 Hours)

- Meaning and process of adjustment, adjustment, mechanisms, adjustment problems of children, adolescents and adults.
- Causes of maladjustment, physical, emotional, mental and social.
- Differences between adjusted and maladjusted adolescents, criteria of good mental health, role of counselor in developing good mental health, techniques of stress management, conflict resolution and mediation and violence prevention programs and models.

Unit V PSYCHOLOGICAL TESTING (4 Hours)

- History of Psychological Testing , nature and uses of psychological tests. Standardized Test and its characteristics.
- Interpretation test scores: Qualitative and Quantitative.
- Ethical and social issues in testing .

Unit VI TYPES, NEEDS AND PROBLEMS OF SPECIAL CHILDREN (4 Hours)

- Concept, needs & problems of person with different abilities

- **Sharma, Shashi Prabha :** *Career Guidance and Counselling: Principles and Techniques*
Sharma, Shashi Prabha.
- **Gupta, Sarla (Ed.):** *Career and Counselling Education*
- Stone: *Fundamentals of Guidance*

MEDE 122: Value Education

Credits 3

Hours 45

Marks 100 (70+30)

COURSE OBJECTIVES

Following are the core objectives of this course

1. To enable students to know and understand the need and importance of Value-Education.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such form religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
4. To enable them to understand the process of moral development vis-s-vis their cognitive and social development.
5. To orient the students with various intervention strategies for moral education.

THEORY

Marks

70

UNIT I The Socio-moral and cultural context

(3 Hours)

- (a) Need and Importance of Value Education in the existing social scenario.
- (b) Indian Culture and Human Values

UNIT II Nature and Concept of Morality and Moral Education

(8 Hours)

- (a) Moral Education vis-à-vis religious education; moral instruction, moral training and moral indoctrination.
- (b) Language of moral educationist, form and content characteristics of a morally educated person.
- (c) Justice and Care-the two dimension perspectives in Morality, Dichotomy between reason and passion.
- (d) Moral Judgment and Moral Action .

UNIT III Moral Development of a Child

(8 Hours)

- (a) Concept of Development and concept of moral development
- (b) Psycho-analytic approach
- (c) Learning theory approach, especially social learning theory approach

- (d) Cognitive developmental approach – Piaget and Kohlberg, Stages of moral development and their characteristic features.

UNIT IV Moral Learning to Moral Education (8 Hours)

- (a) Moral Learning outside the school – child rearing practice and moral learning, Moral learning via limitation, Nature of Society and Moral learning, Media and Moral learning
- (b) Moral Learning Inside the school: providing “form” and “content” to education
- (c) Moral Education and the curriculum : Can moral education be imparted taking it as a subject of curriculum

UNIT V: Intervention Strategies for Moral Education and Assessment of Moral Maturity (6 Hours)

- (a) Models of Moral education – a) Rationale Building Model, b) The consideration Model, c) Value classification Model, d) Social Action Model, e) Just Community Intervention Model
- (b) Assessment of Moral maturity via moral dilemma resolution.
- (c) Examples of some select moral dilemmas.

Tests and Assignments Marks: 30 (12 Hours)

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

SELECTED READINGS

- Allport, G.W., Vernon, P.E., and Lindzey, G. (1970) *study of values*, Buston: Houghton Mifflin.
- Central Board of Secondary Education (1997), *Value Education: A Handbook for Teachers*, Delhi: Central Board of Secondary Education.
- Charles, E.A. (2000) (ed), *Value Education: A Manual for Teachers*, Mumbai: St. Xavier’s Institute of Education Society.
- Delors, J. (1996), *Learning: The Treasure within- Report of the International Commission on Education for the Twenty-First Century*, Paris: UNESCO.
- *Eighty-first Report on Value Based Education* (1999), Department Related Parliamentary Standing Committee on Human Resources Development, New Delhi: Rajya Sabha Secretariat.
- Havighurst, R.J. (1953), *Human Development and Education*, New York: Longman’s Green and Co.
- Karan Singh (1996) *Education for global society*, in Delors, J., *Learning: The Treasure Within*, Paris: UNESCO.
- Kluckhohn, C., “*Value and Value Orientations in the theory of action: An exploration in definition and classification*” in T. Darsons and E.A. Skill (1951) (eds), *Towards a General Theory of Social Action*, Cambridge: Harvard University Press.

- Kollberg, L. (1964), *Development of moral character and ideology*, in M.K. Hoffman and L.W. Hoffman (eds) *Review of Child Development Research*, Vol.1, New York: Russell Sage.
- Kohlberg, L. (1969), *Stage and sequence*, in D.A. Goslin (ed) *Handbook of Socialization Theory and Research*, Chicago: Rand Mc Nally.
- Konopka, G. (1973), *Formation of Values in the Developing person*, *American journal of Orthopsychiatry*,43(1), 86-96
- Krathwohl, D.R., Bloom, B.S., and Masia, B.B. (1964), *Taxonomy of Educational Objectives: The Classification of Education Goals*, Handbook ii: Affective Domain, New York: David Mckay Co. Inc.
- *Living Values : An Educational Program* (1999). New York: UNESCO's International Coordination Office
- Morris, Charles W. (1956). *Varieties of Human Values*. Chikago: University of Chicago Press.
- Peck, R.F. and Havinghurst, R.J. (1960). *The Psychology of Character Development*. New York: Willey
- Piaget, J. (1960). *The Moral Judgment of the Child*. New York: Free Press
- Shukla, R.P.(2005). *Value Education and Human Rights*. Sarup & Sons, New Delhi
- *Value Education*. Manish Prakashan , Plat No. 26, Rohit Nagar Colony, Baranasi Hindu University , Varanasi.
- *Teaching of English*. Kala Prakashan, B-33/33 A Saket Nagar Colony Banaras Hindu University, Varanasi.
- Shivapuri, Vijai, *Value Education*, Varanasi: Manish Prakashan.

MEDE 123: Language Education

Credits 3

Hours 45

Marks

100(70+30)

COURSE OBJECTIVES

1. To develop an understanding of the nature, function and implication for planning and teaching language.
2. To help the students to know the psychology of teaching of teaching language learning.
3. To acquaint the student with pedagogy of language learning and language teaching.
4. To orient the student with individualization of language learning, PSI, programmed learning etc. in language learning
5. To develop understanding and skill in differentiating between teaching and teaching literature in the context of L₁ and L₂.
6. To acquaint the student with various areas of research in language education.
7. To help the student to know various problems such as contextual, curriculum, teacher preparation etc. of language in India.
8. To develop an understanding of policy formulation of language education in India.

Theory

Marks 70

Part I: Theoretical & Pedagogical Bases of Language Education

UNIT I: Language

(5 Hours)

- (a) Nature function and implication for planning and teaching language i.e. language and second language.
- (b) Linguistic and Language : Nature and function of linguistic with special reference to the role of contrastive analysis, error analysis and structural linguistic.
- (c) Policy formulation of language at different levels : national, state, district and local.

UNIT II: Psychology of teaching and learning of languages

(5 Hours)

- (a) The Indian tradition : Contribution of Yask, Panini, Patanjali and Bhartihari.
- (b) The Western tradition : the behaviouristics approach the cognitive - approach, the communicative approach.
- (c) Psycholinguistic approach ; principle of language and psychology of language teaching and language learning

UNIT III: Pedagogy of Language Learning and Language Teaching (7 Hours)

- (a) Language learning and language acquisition; factors affecting language learning and language acquisitions.
- (b) Teaching the first language.(L₁) and the second language (L₂) and other language (L₃) ; differences in objectives, instructional materials, evaluation etc. Factors affecting the teaching of L₂ and L₃.
- (c) Developing the language curriculum and the syllabus : dimensions, factors that influence the curriculum, selection and grading of content, selecting the contexts for teaching and learning, transaction techniques and evaluation techniques.
- (d) Developing basic language skills and intermediate as well as advance language skill that are level specific viz. primary, secondary and senior secondary.
- (e) Innovative techniques for teaching grammar, reading comprehension, written expression, note-making etc.

UNIT IV :

(3 Hours)

Individualization of Language learning,: Need techniques viz. differential assignments classroom tasks, personalized system of instruction, programmed learning and individualized, i.e., need-based reading and writing programmes.

UNIT V :

(3 Hours)

Teaching language and teaching literature in the context of L₁ and L₂ : differences in their nature content and emphases; interrelationship, advanced techniques of teaching and evaluation.

- a) Creativity in language education : Nature
- b) Techniques fro fostering and developing creativity in language.

UNIT VI

(4 Hours)

Contextual Problems

- (a) Multilingual Context of India
- (b) Constitutional provisions regarding language and education and their impact
- (c) Three – Language Formula- original as well as modified and its present status
- (d) Medium of instruction – Controversy, recommendations in NPE 1968, 1986,1992 and national School Curriculum – 2000

UNIT VII**(2 Hours)**

Curriculum development in multilingual context of India – the core component and the add - on components, their transaction techniques and evaluation.

UNIT VIII Preparation of Language Teachers**(4 Hours)**

Pre-service education, in service education; site professional development education

- a) Planning, inputs, transaction and evaluation
- b) Distance mode based preparation of language teachers
- c) Alternative course designs for preparing language teachers

Tests and Assignments**Marks: 30****(12 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

MEDE 124: Comparative Education

Credits 3

Hours 45

Marks 100 (70+30)

COURSE OBJECTIVES

1. To help the students to understand comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
4. To help the students to use the results of assessment made by various countries and to know the role of U.N.O. and its various bodies for the promotion of Indian education.
5. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

Theory

Marks 70

UNIT I

(6 Hours)

Comparative education-meaning in terms of looking at it as a new discipline

Scope and major concepts of comparative education.

Methods, democracy and nationalism.

Juxtaposition, Area study

Intra and inter educational analysis

UNIT II

(5 Hours)

Comparative education, factors and approaches: geographical, economical, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural and functional factors- cross disciplinary approach used in comparative education.

UNIT III

(6 Hours)

Modern trends in world education-national and global.

Role of U.N.O. in improving educational opportunities among the member countries. Various official organs of the U.N.O. and their educational activities.

UNIT IV

(10 Hours)

A comparative study of the education system of countries with special reference to :

Primary education—USA, UK, Russia, Japan, India.

Secondary education--USA, UK, Russia, Japan, Germany, India

Higher education-- USA, UK, Russia, France, India

Teacher education-- USA, UK, Russia, Germany, India

Adult education--Australia, Cuba, Brazil, India

UNIT V

(6 Hours)

Problems prevailing in developing countries with special reference to India, their causes and solution through education

- Poverty
- Unemployment
- Population explosion
- Hunger
- Terrorism
- Castism and communalism
- Illiteracy
- Beggary
- Political instability
- Economic underdevelopment

Tests and Assignments

Marks: 30

(12 Hours)

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

MEDE 125: Educational Technology

Credits 3

Hours 45

Marks 100(70+30)

COURSE OBJECTIVES

- 1) To enable the learner to become effective user of technology in Education.
- 2) To enable the learner to understand the role of educational technology in education and explain the various approaches.
- 3) Develop competence in different techniques and approaches in communication process.
- 4) To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
- 5) To enable the learner to understand and apply the models of teaching.
- 6) To make the student familiar with new trends, techniques in education along with e-learning.
- 7) To enable the student to identify the use of computer packages in education become good practitioner of Educational technology and e-learning.
- 8) Comprehend the electronic systems and apply them in education.

Theory

Marks 70

UNIT I

(6 Hours)

CONCEPT OF EDUCATIONAL TECHNOLOGY

- 1.1 Educational Technology: Concept, Definition, Meaning, Nature, Scope & Significance
- 1.2 Teaching Technology and Instructional Technology
- 1.3 Development of instructional technology.
- 1.4 Trends in educational technology.
- 1.5 Mass instructional technology
- 1.6 Approaches – Hardware, Software, Cybernetics and Systems.
- 1.7 Role of Technology in Education.

UNIT II

(6 Hours)

EDUCATIONAL TECHNOLOGY AND COMMUNICATION PROCESS

- 2.1 Communication Process: Concept, nature, process, models and barriers
- 2.2 Mass media – selection and types
- 2.3 Multimedia approach
- 2.4 Classroom communication
- 2.5 Information Theory
- 2.6 Channels of communication through mass media in education

UNIT III

(7 Hours)

TEACHING PROCESS

3.1 Levels and stages of teaching

3.2 Models of teaching: Meaning, Function And Types (Modern Models of Teaching)

- Development Model
- Concept Attainment Model
- Advance Organizer Model
- Non Directive Learning Model
- Assertiveness Training Model

3.3 Modification of Teacher Behaviour: Microteaching, Flander's Interaction Analysis
Reciprocal Category System

3.4 Simulations.

UNIT IV

DESIGNING INSTRUCTIONAL SYSTEM

(4 Hours)

4.1 Formulation of instructional objectives

4.2 Task Analysis

4.3 Instructional Strategies: lecture, team teaching, discussion, seminar, tutorials.

UNIT V

(6 Hours)

STYLES AND PROCESS OF PROGRAM INSTRUCTION

5.1 Origin and types – linear, branching, mathetics

5.2 Development of program instructional material

5.3 Teaching machines

5.4 Computer Assisted Instruction, multimedia presentations

UNIT VI

(4 Hours)

EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY

6.1 Distance education, Open learning system

6.2 Evaluation and Educational Technology

6.3 New Technologies – Videotapes, Radiovision, Teleconferencing, CCTV, INSAT,
EDUSAT, Internet, Broadband

6.4 Resource Centre for ET: CIET, State ET cells, etc.

Tests and Assignments

Marks: 30

(12 Hours)

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

SELECTED READINGS

1. Alberto, P.A. & Tontman, A.C. (1986). *Applied Behaviors Analysis for Teachers*. London: Merrill Publishing Co.
2. Das, R.C (1992) *Educational Technology: A Basic Text*. New Delhi : Sterling
3. Dececco. J.P. (1964) *Educational Technolgy*, New York: HRW
4. Joyce, B. & Others (1992) *Models of Teaching* New York: Holt, Rinehart & Winston.
5. Mukhopadhyaya, *Med Educational Technology* Year Book from 1988.
6. Rao. V. (1991) *Educational Technology*. Delhi: Himalayan Publishing House
7. Sampath, K Etal (1990) *Educational Technology*. New Delhi : Sterling.
8. Sharma. RA. (1983) *Technology of Teaching*. Meerut, International.
9. *Integrating Technology in the classroom*. Shelly, Cashman, Gunter and Gunter, publication by Thomson course technology
10. *Essentials of Educational Technology*, Madan Lal, Anmol Publications
11. *Online Teaching Tools and Methods*, Mahesh Varma, Murari Lal & Sons
12. *Education and Communication for development*, O. P. Dahama, O. P. Bhatnagar, Oxford &IBH Publishing company, New Delhi
13. *Information and Communication Technology*, N. Sareen, Anmol Publication
14. *Communication and Education*, D. N. Dasgupta, Pointer Publishers
15. *e-learning a Guidebook of principals, Procedures and practices*, Son Naidu, Commonwealth of Learning, Commonwealth Educational Media Centre for Asis
16. *Education and Communication*, O. P. Dham

MEDE 126: Science Education

Credits 3

Hours 45

Marks 100 (70+30)

COURSE OBJECTIVES

1. Enhance the learner's understanding of new perspectives in science education by developing a world view of the practices in the area.
2. Acquaint the learner with the latest educational thinking about science Education.
3. Develop the professional skills needed for practicing modern education including the scientific listing of behavioural objective, devising appropriate transactional methodologies and technologies for achieving the outcomes.
4. Develop the skill needed for the devising science curriculum for schools and for developing support materials and literature for curriculum transaction.
5. Develop the ability and skills for evaluating the range of outcomes in science education.
6. Use of research findings in science education for improving practices related to science education.

Theory

Marks 70

UNIT I: Bases of Science Education for 21st century

(6 Hours)

- Epistemic bases of science education with special reference to realism, empiricism and constructivism.
- Psychological bases of science education with special reference to contributions of (a) Piaget; (b) Bruner; (c) Gagne; (d) Ausubel; and (e) Mager and their implications for educational practice
- Sociological bases of science education with special reference to science technology and society interactions,

Unit II: Scientific Literacy as goal of Science Education

(6 Hours)

- Scientific literacy: Conceptual Analysis
- Definitions of scientific literacy: OECD, AAAS
- Dimensions of Scientific Literacy
- Scientific literacy for democratic citizenship

Unit III: Modern trends in Science Curricula

(7 Hours)

- Product versus process approach
- Curricular innovations based on science processes: BSCS, PSSC, ChemStudy, Nuffield Science.
- Scientific inquiry in school science curriculum: Critical Evaluation
- Humanizing science curriculum: Meaning and Strategies

- Initiatives in India: National Curriculum Framework, 2005 with reference to science education. IISER, NISER, Eklayya Project
- Text books – criteria used for developing text books. Student work books, teacher handbooks and reference books; use of on-line search for information.

Unit IV: Innovations in Science teaching and learning (7 Hours)

- **Cognitive conflict and its role in teaching for conceptual change in science**
- Applications of creative learning approach to Science Education.
- Instructional strategies for developing knowledge about science
- Scientific inquiry approach to teach science and developing process skills.
- Models of teaching, useful for science teaching
- Project work in science learning
- Use of co-curricular activities for science learning

UNIT V: Evaluation of educational outcomes: (7 Hours)

- Evaluating specified outcomes – modern assumptions. Developing instruments for measuring specialized behavioral outcomes.
- Test formats, items analysis, validity and reliability of test; question banks; scoring marking and grading; items of measuring process and product outcomes; diagnostic testing and remedial teaching; concept of MLL.

Tests and Assignments Marks: 30 (12 Hours)

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

SELECTED READINGS

- Sandra K. Abell, Norman G. Lederman: *Handbook of Research on Science Education*. Routledge 2007.
- Bruce J. Biddle, Thomas L. Godd, Ivor F. Goodson: *International handbook of teachers and teaching*, Volume 2. Springer1997.
- Julie Gess-Newsome, Norman G. Lederman: *Examining Pedagogical Content Knowledge: The Construct and Its Implications for Science Education*. Springer2001.
- Lawrence Flick, N.G. Lederman: *Scientific Inquiry and Nature of Science: Implications for Teaching, Learning, and Teacher Education*. Springer2004.
- Barry J. Fraser, Herbert J. Walberg: *Improving Science Education: International Perspectives*. University of Chicago, Press. 1995.

MEDE 127: Yoga Education

Credits 3

Hours 45

Marks 100 (70+30)

COURSE OBJECTIVES

1. Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti, Budhi (Mahat) and Ahamkar, etc.
2. Understand the meaning and relevance of Yoga as a way to spiritual ascent of man via physical and mental integration.
3. Understand different types of Yoga – The Ashtang Yoga, the Jnana Yoga, Bhakti Yoga and other modern off-shoots.
4. Understand the socio-psychological basis leading to a dynamic transformation of personality.
5. Understand the scientific basis and therapeutic values of Yoga.

Theory

Marks:70

UNIT I : METAPHYSICAL BASIS OF YOGA: (6 Hours)

1. Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality.
2. Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of Prakriti of the individual.
3. Further sub-divisions of Ahamkar-Mana (the mind), Karmendris, Jnanendris and Tanmatras (the Suksham Sharir)
4. Nature of knowledge and knowledge getting process – the Pramanas.

UNIT II : THE PHILOSOPHY OF YOGA AND ITS RELATIONSHIP TO INDIVIDUAL AND SOCIAL UPLIFTMENT : (5 Hours)

1. The meaning and definitions of Yoga
2. Yoga as a way to healthy and integrated living
3. Yoga as a way to socio-moral upliftment of man
4. Yoga as a way to spiritual enlightenment 0 Atmanubhuti Pratykshanubhuti

UNIT III: DIFFERENT TYPES OF YOGA SYSTEMS AND CHARACTERISTICS OF YOGA PRACTITIONER: (8 Hours)

1. Ashtanga Yoga of Patanjali

2. Janana Yoga, Bhakti Yoga and Karma Yoga of Bhagwadgita
3. Integral Yoga of Aurobindo and modern off shoots of Yoga
4. Characteristics of a practitioner of Yoga

UNIT IV : THE INSTRUMENTALS OF YOGA (Sadhana pad) : (8 Hours)

1. The Five Vamas (observances)
2. The Five Niyamas (abstinences)
3. Asans – The right postures
5. Pranayam – controlling the senses
6. Pratyahara – controlling the senses
7. Dharana (concentration) and its methods
8. Dhyana (meditation) and its kinds
9. Samadhi – its various types

UNIT V: SCIENTIFIC BASIS OF YOGA, YOGA AND MENTAL HEALTH: (6 Hours)

1. Yoga and Bio-feedback
2. Therapeutic values of yoga
3. Different Asans and their effects to promote a sound physical and mental health
4. Dhyana, and its therapeutic value

Tests and Assignments Marks: 30 (12 Hours)

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

MEDE 128: Contemporary Issues in Indian Education

Credits 3

Hours 45

Marks 100 (70+30)

COURSE OBJECTIVES

The course has been designed to enable future teacher educators/administrators to:

1. Be aware about the issues prevailing in education at various levels through access of various types of learning resources, surveys and interactions.
2. Develop understanding of the nature of the issues, factors contributing to origin of the issue and the effects within and outside the system of education.
3. Develop skills to work-out solutions to the existing issues in light of the contemporary society scenario.
4. Develop professional competence to participate in the process of identification of the educational issues and working out democratic and transparent solutions for policy development and implementation at various levels in the society at large and education in particular.

THEORY

Marks 70

Unit-1: Educational Expansion, Quality and Equity.

(06 Hours)

1. Universal and compulsory school education: UEE and RMSA-provisions, crisis, challenges and remedies.
2. Higher Education: Access (expansion), quality, equity.

Unit-2: Democracy and Equity in Education.

(08 Hours)

1. Equalization of educational opportunities: Inclusion of Girls (gender issues), disadvantaged, marginalized, deprived, minorities -provisions, issues and solutions.
2. Education as an agent of Change: Social Mobility, Peace-Environment and Humanitarian Concerns, Life Skills, paradoxical trends (apathy/alienation-integration, local-global, sacrifice-consumerism, etc.) and Ethics Education.
3. Education for livelihood: Vocationalization, Entrepreneurship.

Unit-3: Educational Campuses and issues of participation.

(09 Hours)

1. Campus disturbances: Students unrest, Menace of ragging, student entitlements.
2. Education and the masses: People-public-private partnership, Participation in democratic functioning of institutions-functioning of SMCs, PTAs, etc., Mass concerns (medium of education, drop-outs etc., weakening of informal agencies).
3. Professionalization, professional bodies and professionals in Teacher Education.

Unit-4: Management for Excellence.**(10 Hours)**

1. Democratic trends in educational management and administration: Academic freedom and University autonomy, Centralized and decentralized educational administration, Accountability.
2. Innovations and related practices: Openness/flexibility in education, Day Schools, Semester System, Co-curricular activities, online provisions –entrance, teaching learning and knowledge networks (NKC), ODE, grading and reporting, transparency in Evaluation.
3. Quality of Education: Selection of Teachers, Examination reforms (CCE), assessment and accreditation of institutions (NAAC), statutory bodies (NCTE, RCI), autonomous bodies (NCERT, UGC) and regulation of institutions (NKC), Internationalization and Credit transfer.

Tests and Assignments**Marks: 30****(12 Hours)**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

SUGGESTED READINGS:

1. Dev, A.,Dev, T.A.,Das,S. (1996) *Human Rights a Source Book*, New Delhi, NCERT, Pp. 233.
2. Ram Jois, M. (1998) *Human Rights and Indian Values*, New Delhi: N.C.T.E. Pp 80.
3. Varghese, A. (2000) *Education for the Third Millennium*, Indore: Satprachar Press, Pp 251.
4. Sharma R. C., Mahajan B. Permi, K.K. Nuna S. C., Menon, P. (1974) *Source Book on Environmental Education for elementary Teacher Educators*, New Delhi: NIEPA, Pp 278.
5. NCERT (1970) *Education and National Development-* Report of the Education Commission (1964-66), New Delhi: NCERT.
6. Singh, S.K.(2008) *Environmental Education and Ethics* , Amrit Prakashan , Varanasi,Pp.114
7. Singh, S.K.(2010) *Fundamentals of Environmental Education* , Sharda Pustak Bhawan , Allahabad ,Pp.175
8. Srivastava, P. (2005) *Paryavaran Shiksha*, Madhya Pradesh Hindi Granth Academy, Bhopal, Pp. 195.
9. NCERT (2004) *Environmental Education in Schools*, NCERT, New Delhi, Pp.112.
10. NCERT (2011) *Teachers' Handbook on Environmental Education for the Higher Secondary Stage*, DESM, NCERT, New Delhi, Pp.316.
11. Stella,A. (2001).Quality assessment in Indian higher education:Issues of impact and future perspectives,New Delhi: Allied publishers,Pp.236.
12. Singh,S.K. (2008) *Becoming a Teacher (A Handbook of Job-Opportunities after B.Ed.)*,Varanasi,Amrit Prakashan,P63.ISBN : 978-81-904764-1-6

MEDE 129: Economics of Education

Credits 3

Hours 45

Marks 100 (70+30)

COURSE OBJECTIVES

1. To enable the students to understand Human Capital, Education and Employment analysis of earning, manpower planning and financing of education.
2. To acquaint the students with the political economy of education.
3. To develop among students understanding of labour markets.
4. To enable the students to forecast man power requirements in various streams.
5. To develop among the students an understanding of the financial aspects of education.

Theory

Marks 70

UNIT I : HUMAN CAPITAL

(6 Hours)

- i. The formation of Human Capitals.
- ii. Knowledge Industries and knowledge occupations.
- iii. Education and population quality.
- iv. On-the-job training
- v. Contribution of education to development.

UNIT II : EDUCATION AND EMPLOYMENT

(7 Hours)

- i. Education and the labour market.
- ii. Labour market theories in education.
- iii. Internal labour markets and education.
- iv. Youth unemployment and education
- v. The Economics of brain drain.

UNIT III : THE ANALYSIS OF EARNINGS

(7 Hours)

- i. Earning functions
- ii. Sex earning differentials.
- iii. Demand elasticity for educated labour.
- iv. Supply elasticity for educated labour.
- v. The Economics of teacher supply.

UNIT IV: MANPOWER PLANNING

(7 Hours)

- i. The 'relevance' of education
- ii. Screening models and education
- iii. Skills excess and shortages

- iv. Forecasting manpower requirements
- v. Planning teacher supply and demand.

UNIT V: FINANCING OF EDUCATION

(6 Hours)

- i. Educational Financing
- ii. School Finance and Budget
- iii. Public Finance in Education
- iv. Financing general and vocational educational.
- v. Cost analysis in education, student fees and loans.

Tests and Assignments

Marks: 30

(12 Hours)

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

BANARAS HINDU UNIVERSITY

M.Ed.(Special Education-VI) PROGRAM

Semester –I

(Revised syllabus effective from session 2013-2014)

FACULTY OF EDUCATION

CORE PAPERS

(Common to all M.Ed. Special Education Students)

MES 111: DEVELOPMENTS IN SPECIAL EDUCATION

Credit 4

Hours 60

Marks: 100 (70+30)

Objectives:

After studying this paper, the student teachers are expected to realise the following objectives:

1. Explain the concept of special education in different perspectives.
2. Explain the policies and legislation at the national and international levels.
3. Enumerate the current needs, trends and issues related to education and special education.
4. Focus the present trends and future perspectives in education and special education.

Theory

Marks: 70

Course Content:

Unit 1: Historical Perspectives of Special Education

(13 Hours)

- 1.1 Historical development in India and Abroad
- 1.2 Evolutionary process in attitude change towards persons with special needs
- 1.3 Philosophical approaches to special education
- 1.4 Psychological perspectives of special education
- 1.5 Sociological perspectives of special education

Unit 2: Policies and Legislations for Special Education & Rehabilitation

(10 hours)

- 2.1 International legislations for special education.
- 2.2 National legislations
- 2.3 National Policy on Education with reference to Programme of Action 1992
- 2.4 Government schemes and provisions
- 2.5 Employment agencies and services

Unit 3: Current Needs and Issues in Special Education

(12 Hours)

- 3.1 Identification and Labelling
- 3.2 Cultural Diversity
- 3.3 Accountability
- 3.4 Advocacy
- 3.5 Attitudes and Awareness

Unit 4: Current trends and future perspective**(10 Hours)**

- 4.1 Education: Normalization, Mainstreaming, Integration and Inclusion
- 4.2 Rehabilitation: Deinstitutionalization, Community Based Rehabilitation
- 4.3 Cross disability approach
- 4.4 Open Distance Learning System , Non Formal Education
- 4.5 Parent and Community Involvement

Test and Assignment**Marks: 30****(15 Hours)**

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

Reference Books-

1. Cruschank, W.M. (1975). *Psychology of Exceptional Children and Youth*. Englewood Cliffs N.J.: Prentice Hall
2. Deno, E. (1973). *Instructional Alternatives for Exceptional Children*. Reston V A E.F.
3. Evans, R.C. & MC Laughlin, P.3. (1993). *Recent Advances in Special Education and Rehabilitation*. Boston :Andover Medical Publishers
4. Evans, P&Verma, V. (Eds) (1990) *Special Education. Past Present and Future*. The Falmer Press.
5. Guilford, P. (1971). *Special Education Needs*. Routlege Kagan Paul
6. Hallahan, D and Kauffman, J.M. (1978). *Exceptional Children: An Introduction to Special Education*. Ni. Englewood Cliffs: Prentice Hall.
7. Panda, K.C. (1997). *Education of Exceptional Children*, New Delhi , Vikas Publishing House.
8. Pandey, R.S. and Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi : Vikas Publishing House.
9. Stephens, T.M. Etal (1983). *Teaching Mainstream Students*. New York: John VViley.
10. WHO (1976). *International Classification of Procedures in Medicine*. Geneva Vol. 1&2.
11. Dessent, T. (1987). *Making the Ordinary School Special*. The Falmer Press, London.
12. Friel, J. (1997). *Children with special needs*, Jessica Kingsley Publication, London
13. Brelje, W. (1999). *Global Perspective on Education of the Deaf. Selected countries*, Butte Publication Inc. – USA.
14. Baquer, A. and Sharma, A. (1997). *Disability: Challenges Vs. Responses*. CAN, New Delhi
15. Robert, F. & Juanne, M.H. (1995). *Foundation of Education: The Challenge of Professional Practice*. Allyn & Becon.
16. Dubbey, S.N. (2001). *Education Scenario in India – 2001*. Authors Press.

**MES 112: ADVANCED EDUCATIONAL PSYCHOLOGY, HUMAN
DEVELOPMENT AND DISABILITIES-I**

Credit 4

Hours 60

Marks:100 (70+30)

Objectives:

After studying this paper, the student teachers are expected to realise the following objectives:

1. Explain the psychological principles and their application in specific context of education and special education.
2. Narrate various developmental milestones with reference to typology and severity of disability.
3. Apply the psychological aspects on teaching - learning situations.

Theory

Marks: 70

Unit 1: Schools and Methods of Educational Psychology (12 Hours)

- 1.1 Schools of Psychology: Behaviouristic, Humanistic
- 1.2 Methods of educational psychology and their application to persons with special needs.
 - 1.2.1 Observation
 - 1.2.2 Experimentation
 - 1.2.3 Case Study
 - 1.2.4 Clinical Study
- 1.3 Applications of educational psychology in the teaching of disabled.
- 1.4 Psychological Implications of Yoga in the teaching of disabled.

Unit 2: Theoretical Foundations of Growth and Development (10 Hours)

- 2.1 Milestones of Development: Motor, Language
- 2.3 Cognitive and intellectual development: Piaget, Vygotsky
- 2.4 Social development
- 2.5 Developmental delays with reference to milestones, typology and severity.

Unit 3: Learning Process, Theories and their Implications (10 Hours)

- 3.1 Behavioural Learning theories -Thorndike ,Skinner
- 3.2 Cognitive Learning theories – Tolman ,Kurt Lewin
- 3.3 Social Learning theories – Bandura, Erickson
- 3.4 Educational implications of above mentioned learning theories

Unit 4: Motivation

(13 Hours)

4.1 Concept and types of motivation

4.2 Maslow hierarchy of human needs

4.3 Extrinsic and Intrinsic techniques of motivation

4.4 Theories of motivation: Instinct, Psychoanalytic, Need and Social theory

4.5 Motivation, Achievement and Attribution.

Test and Assignment

Marks: 30

(15 Hours)

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

Reference Books

1. Bernard, H. W. (1972). *Psychology of Learning and Teaching*. New York: Mc Grow Hill
2. De Cecco, J. P. & Crawford, W (1977). *Psychology of Learning and Instruction*. New Delhi: Prentice Hall of India
3. Hurlock, E. B.(1992). *Child Development*. New York: Mc Grow Hill
4. Joyce, M. & Others (1992). *Models of Teaching*. New York: Holt Rinehart and Winston
5. Lindgren, H. C. (1976) *Educational Psychology in the Classroom*, New York : John Wiley
6. Mildred, C. R F. (1978). *Infants, Children: Their Development and Learning*. Gran Hill, New York. (Indian Reprint).
7. Panda, K. C.(1997). *Elements of Child Development*. New Delhi: Kalyani Publishers
8. Chauhan, S.S. (1996). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
9. Sharma, P. (1995) *Basics on Development and Growth of a Child*, New Delhi: Reliance.
10. Wilson, A.R. Rockbeck, M. C. & Michael, N.B. (1979). *Psychological Foundations of Learning and Teaching*. New York: Mc Grand Hill.
11. Slavin, E .R. (2003). *Educational Psychology: Theory and Practice*, 7th Edition. Allyn & Becon.
12. Driscoll, P.M. (1994). *Psychology of Learning for Instruction*. Allyn & Becon.

MES 113: RESEARCH METHODOLOGY AND STATISTICS

Credit 4

Hours 60

Marks: 100 (70+30)

Objectives:

After studying this paper, the student teachers are expected to realise the following objectives:

1. Comprehend the role and need of research in theory and practice of education and special education.
2. Understand and develop competencies to design, execute and writing research report and interpretation of the data.
3. Apply various statistical techniques to analyze data.
4. Describe the parametric and non-parametric techniques.

Theory

Marks: 70

Unit 1: Educational Research

(8 Hours)

- 1.1 Meaning, Nature and Scope of Research in Special Education.
- 1.2 Scientific Thinking and Nature of Educational Research
- 1.3 Areas of Educational Research: Priority areas
- 1.4 Types and modalities of Research Fundamental, Applied and Action. Descriptive and Experimental & Clinical studies
- 1.5 Variables, Internal and External Validity

Unit 2: Steps Involved in Research

(12 Hours)

- 2.1 Identification, Selection, Formulation and Statement of problem, Delimitation
- 2.2 Operational Definitions: Needs and Significance
- 2.3 Review of literature
- 2.4 Hypothesis Formulation and Types
- 2.5 Tests, tools and techniques of research:
 - 2.5.1 Tests: CRT, NRT and Teacher Made Tests
 - 2.5.2 Tools: Questionnaire, Rating Scale, Check-list, Score-card
 - 2.5.3 Techniques: Interview, Observation
 - 2.5.4 Construction, try out and standardisation
 - 2.5.5 Translation and adaptation

Unit 3: Sampling and Research Designs

(7 Hours)

- 3.1 Definition and Meaning
- 3.2 Population, Factors determining sample size
- 3.3 Techniques: Probability and non-probability
- 3.4 Research designs; Single control and factorial research designs; Experimental designs
- 3.5 Qualitative and Quantitative methods of research.

Unit 4: Application of Statistical Methods

(8 hours)

- 4.1 Meaning, functions, scope and limitations
- 4.2 Descriptive and inferential statistics
- 4.3 Types and characteristics of measurement Scales: Nominal, ordinal, interval and ratio
- 4.4 Review of measures of central tendency, dispersion
- 4.5 Normal probability and its variations.

Unit 5: Parametric and Non-parametric techniques

(10 Hours)

- 5.1 Correlation: Product moment, rank- order, bi-serial, point bi-serial and phi-coefficient
- 5.2 Analysis of variance
- 5.3 Chi square- equality and probability basis, Mann-Whitney test
- 5.4 Computer application in data analysis
- 5.5 Report Writing: format, style, mechanics of reporting, bibliography, reference, appendices, and evaluation of research report, Research funding agencies (national and international)

Test and Assignment

Marks: 30

(15 Hours)

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

Reference Books

1. Aryg, D. Luck, C, and others (1972). *Introduction to Research in Education*. New York: Hoit, Rinehart and Winston
2. Best, John. W. (1977). *Research in Education*, New Delhi. Prentice Hall of India
3. Ferguson, G.F. (1981). *Statistical Analysis in Psychology and Education*. New York: McGraw Hill
4. Guilford, J.P. (1995). *Fundamentals of Statistics in Psychology and Education*. New York: McGraw Hill

5. Kaul. L. (1996). *Methodology in Educational Research*. New Delhi: Vikas Publishing House
6. Kerlinger, N. A.(1978). *Foundations of Behavioural Research*. New York: Holt, Rinehart & Winston.
7. Mouly, G.J. (1963). *The Science of Educational Research*. New Delhi: Eurasia
8. Popham, W.J. (1973). *Educational Statistics use and Interpretation*. New York: Harper & Row
9. Langenbach, M., Naughn, C. & Aagaard, L. (1998). *An Introduction to Educational Research*. Allyn & Becon.
10. Mishra, B. (2003). *An Introduction to Educational Research*. Sumit Enterprises.

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MES 114: EDUCATIONAL TECHNOLOGY

Credit 4

Hours 60

Marks: 100 (70+30)

Objectives:

After studying this paper, the student teachers are expected to realise the following objectives:

1. Define the educational technology and explain the various approaches
2. Explain the different techniques and approaches in communication processes.
3. Narrate the models of teaching and individualized learning.
4. Identify the use of computer packages in special education.
5. Comprehend the electronic systems and apply them in special education

Theory

Marks: 70

Unit 1: Introduction to Educational Technology (9 Hours)

- 1.1 Educational Technology - concept, definition
- 1.2 Development of instructional technology
- 1.3 Trends in educational technology - Mass instructional technology, Technology of individualized instruction
- 1.4 Approaches Hardware, Software, Cybernetics and Systems.
- 1.5 Role of Technology in Education and Special Education

Unit 2: Educational Technology and Communication (9 Hours)

- 2.1 Communication Process, additional barriers in communication with reference to special needs children
- 2.2 Information Theory
- 2.3 Channels of Communication through mass media in Education
- 2.4 Flander's Interaction Analysis
- 2.5 Reciprocal category system

Unit 3: Models of teaching and Individualized Learning (9 Hours)

- 3.1 Developmental Model
- 3.2 Concept Attainment Model
- 3.3 Advance Organizer Model
- 3.4 Non directive Learning Model
- 3.5 Programmed Learning Model - Concept, Principles, Types, Developing programmed Learning Pack age

Unit 4: Use of Computer Packages in Special Education (9 Hours)

- 4.1 Hardware

- 4.2 Assistive devices and computer aids
- 4.3 Use of Computer in: Educational Management, Library, Assessment and Evaluation of Persons with Disabilities, Assistive devices and computer aids, Information Handling, Graphics
- 4.4 Use of Computer Assisted Instructions in Tutorial, Self- study and Distance Learning
- 4.5 Use of software for Individuals with Special needs – Teaching, Remediation

Unit 5: Use of Electronic Systems (9 Hours)

- 5.1 Teleconferencing
- 5.2 Interactive video
- 5.3 Computer Conferencing
- 5.4 Multi-Media, Use of Internet
- 5.5 Applications of Educational Technologies for Pre-service and In-service Programmes

Test and Assignment Marks: 30 (15 Hours)

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

Reference Books

1. Alberto, P.A. & Tontman, A.C.(1986). *Applied Behaviour Analysis for Teachers*. London : Merrill Publishing Co.
2. Das, R.C. (1992). *Educational Technology: A Basic Text*.New Delhi Sterling
3. Dececco, J.P. (1964) *Educational Technology*, New York: HR W
4. Joyce, B. & Others (1992) *Models of Teaching*. New York : Holt, Rinehart & Winston.
5. Mukhopadhyaya, M.(Ed.) *Educational Technology year Book from 1988*.
6. Rao. V. (1991) *Educational Technology*. Delhi : Himalayan Publishing House
7. Sompath, K. Etal (1990) *Educational Technology*. New Delhi: Sterling.
8. Sharma, R.A. (1983) *Technology of Teaching*. Meerut, International.
9. Rao, U. (2001). *Educational technology*, 4th Revised Ed. Himalaya Publishing House.
10. Kishore, Nand (2003). *Educational Technology*. Abhishek Publications.
11. Sampath, K., Panneer, A. Seivam, & Santhanam, S. *Introduction to Educational Technology*. 3rd Ed. Sterling Publishers Pvt. Ltd.
12. Mehra, Vandana (1995). *Educational Technology*. S.S. Publishers: Delhi.
13. Juice, B. & Weil, M. (2003). *Models of Teaching*, 5th Ed. Prentice Hall India Pvt. Ltd.
14. Vanaja, M. (2003). *Educational Technology*. Neelkamal Publishers.

MES 115: Dissertation (Seminar Presentation of First Three Chapters)

BANARAS HINDU UNIVERSITY

M.Ed.(Special Education-VI) PROGRAM

Semester –II

(Revised syllabus effective from academic session 2013-2014)

FACULTY OF EDUCATION

MES 121: IDENTIFICATION AND ASSESSMENT OF CHILDREN WITH VISUAL IMPAIRMENT

Credit 4

Hours 60

Marks:100 (70+30)

Objectives:

After studying this paper, the student teachers are expected to realise the following objectives:

1. Explain the anatomy and physiology of the human eye.
2. Describe the causes of visual impairment and common diseases of the eye.
3. Carry out the assessment of visual efficiency of low vision children.
4. Describe the nature of visually impaired children with additional disabilities.
5. Narrate the learning characteristics of visually impaired children

Theory

Marks: 70

Unit 1: Anatomy and Physiology of the Human eye

(9 Hours)

- 1.1 Definitions: Blindness, Visually Impaired, Educationally Blind
- 1.2 Definitions: Low Vision, Residual vision
- 1.3 Principles of Refraction and refractive errors
- 1.4 Anatomy of the human eye
- 1.5 Process of seeing

Unit 2: Causes of Visual Impairment and Common Eye Diseases

(9 Hours)

- 2.1 Vitamin - A deficiency, Cataract, Glaucoma, Corneal Ulcer and Traucoma
- 2.2 Neurological causes of Visual impairment
- 2.3 Disorders related to Refraction- Myopia, Hyperopia, Presbiopia and Astigmatism
- 2.4 Disorders related to the receptive aspects of the eye- Retinal detachment, Retinitis pigmentosa, Optic atrophy
- 2.5 Muscular and related disorders - Nystagmus, Strabismus and Amblyopic

Unit 3: Assessment of Visual Functioning

(9 Hours)

- 3.1 Definitions - Visual acuity, Visual field, Tunnel vision, Central scotoma , Residual vision and Testing distant and near vision
- 3.2 Commonly used assessment tests
- 3.3 Clinical and functional assessment procedures – attention, tracking, visual closure, visual background, form constancy, eye h and coordination and eye-foot coordination.
- 3.4 Visual efficiency- components and training in using the residual vision.

Unit 4: Association of Visual Impairment with other impairments (9 Hours)

- 4.1 Mental retardation with visual impairment
- 4.2 Deaf blindness
- 4.3 Cerebral palsy in visually impaired persons
- 4.4 Learning disability among visually impaired persons

Unit 5: Learning Characteristics of Visually Impaired persons (9 Hours)

- 5.1 Nature of intelligence, Memory and Concept development in visually impaired children
- 5.2 Motor development
- 5.3 Personality traits in visually impaired children
- 5.4 Academic achievement of visually impaired children in general

Test and Assignment Marks: 30 (15 Hours)

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

Reference Books

1. Bryan, J.H & Bryan G.H. (1979). *Exceptional Children*. Sherman Oaks, CA, Alfred
2. King Sears, E. (1994). *Curriculum Based Assessment in Special Education*. San Diego: Singular publishing group
3. Mittler, P. (1976). *The Psychological Assessment of Mental and Physical Handicap*. London: Tavistock
4. Overton. T. (1992). *Assessment in Special Education: an Applied Approach*. New York: Macmillan.
5. Pannikar, K.K. (1978). *Vithoda Pannikan Scale of Performance Test for the Blind*. Mumbai: NAB
6. Panda, K.C. (1997). *Education of Exceptional Children*. New Delhi: Vikas Publishing House.
7. Taylor, R.L. (1993). *Assessment of Exceptional Students: Educational and Psychological Procedures*. Boston: Allyn & Bacon.
8. Myreddi V. & Narayan J. (1998). *Functional Academics for students with mild mental retardation*, Secunderabad, NIMH.
9. Narayan J. (1990). *Towards independence series 1 to 9*. Secunderabad : NIMH
10. Narayan J. (2003) *Educating children with learning problems in regular schools NIMH: Secudnerabad*.

MES 122: CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH VISUAL IMPAIRMENT

Credit 4

Hours 60

Marks: 100 (70+30)

Objectives:

After studying this paper, the student teachers are expected to realise the following objectives:

1. Comprehend the language development process of visually impaired children.
2. Narrate plus-curricular activities to visually impaired children.
3. Acquire competency in teaching content areas to visually impaired children.
4. Familiarise with the latest technological devices in serving the visually impaired.
5. Explain the different rehabilitation process for visually impaired persons.

Theory

Marks: 70

Unit 1: Language Development

(9 Hours)

- 1.1 Pre-requisite skills for language development
- 1.2 Role of vision in language development
- 1.3 Vocabulary and comprehension.
- 1.4 Verbalism among visually impaired children.
- 1.5 Language development related to Braille reading and writing.

(Demonstration of various activities related to language development by the trainees in classroom)

Unit 2: Plus Curricular skills

(9 Hours)

- 2.1 Concept development of visually impaired children
- 2.2 Use of slate and stylus and Brailleurs, Abacus, Taylor frame and other devices.
- 2.3 Braille codes - usage in English and in regional language.
- 2.4 Audition - sound recognition, association and auditory discrimination, and comprehension of auditory input.
- 2.5 Orientation and mobility - body image and awareness, spatial orientation, and use of mobility devices.

(Practicum: Braille reading and writing of short/stories/documentaries etc., practical use of assistive devices)

Unit 3: Method of Teaching

(9 Hours)

- 3.1 Methods of teaching mathematics.
- 3.2 Teaching of concepts in science
- 3.3 Teaching social science and Map reading.
- 3.4 Adaptation of instructional materials and adapted physical education.
- 3.5 Creative arts, role of yoga, music, play and dance.

Unit 4: Application of Technology and Role of Research**(9 Hours)**

- 4.1 Computerization in Braille book production
- 4.2 Optacon, Laser cane and assistive devices
- 4.3 Use of computers in low vision assessment
- 4.4 Voice synthesiser
- 4.5 Research on appropriate technology.

(Practicum: handling of modern devices)**Unit 5: Rehabilitation Services****(9 Hours)**

- 5.1 Types of rehabilitation programmes - Institution based rehabilitation and community based rehabilitation.
- 5.2 Role of family and community in the rehabilitation process.
- 5.3 Appropriate vocational counselling and training, techniques in counselling - desensitisation, social skill training, participative modelling, contingency contracting, cognitive restructuring and family counselling
- 5.4 Concept of guidance; types of guidance: vocational, educational and personal.
- 5.5 Agencies involved in the rehabilitation of visually impaired persons.

Test and Assignment**Marks: 30****(15 Hours)**

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

Reference Books

1. Evans, P & Verma, V. (1990). *Special Education Past, Present and Future*. The Falmer Press.
2. Hanmimen, K.A.(1975). *Teaching the Visually Handicapped*. Charles.
3. Lowenfeld B. (1973). *The Visually Handicapped Child in School*.
4. Mani, M.N.G. (1985). *Education of Visually Impaired in Normal Schools*. UNESCO Discussion Document. Coimbatore: S.R.K.Vidyalaya.
5. Mani, M.N.G.(1992). *Techniques of Teaching Blind Children*. New Delhi: Sterling Publishers
6. Mani, M.N.G.(1997). *Amazing Abacus*. Coimbatore: S.R.K.Vidyalaya
7. Mani, M.N.G. (1992) *Concept Development of Blind Children*. Coimbatore: S.R.K. Vidyalaya
8. Panda K.C. (1997) *Education of Exceptional Children*, New Delhi: Vikas
9. Panda K.C. & Panda (1998) *Development of Education of Visually Handicapped Children in India*. New Delhi: Asish Publishing (In Press)

MES 123: ADVANCED EDUCATIONAL PSYCHOLOGY AND DISABILITIES-II

Credit 4

Hours 60

Marks: 100 (70+30)

Objectives:

After studying this paper, the student teachers are expected to realise the following objectives:

1. Explain the psychological principles and their application in specific context of education and special education.
2. Explain the implications of various disabilities on teaching of learning situations.
3. Explain the concepts, theories and individual differences in cognition, information processing and personality.

Theory

Marks: 70

Unit 1: Cognition and Information Processing

(12 Hours)

- 1.1 Sensation, Perception and Attention
- 1.2 Memory - Nature and types; Remembering and Forgetting
- 1.3 Thinking, Problem solving and Reasoning, Concept formation, Creativity
- 1.4 Intelligence: Nature, Types and Theories of Intelligence: Piaget, Vygotsky
- 1.5 Individual differences in cognition and information processing of disabled

Unit 2: Personality and its Theories

(11 Hours)

- 2.1 Concept and nature of Personality
- 2.2 Type and trait theories of personality
- 2.3 Theories of Yoga: self and consciousness
- 2.4 Development of Personality
 - 2.4.1 Values and Values education: Indian perspective
 - 2.4.2 Indian Pedagogy for teaching and learning
 - 2.4.3 Theories of Yoga; self and consciousness
- 2.5 Strategies for enhancing self-esteem of disabled

Unit 3: Psychological Aspects of Teaching and Learning

(11 Hours)

- 3.1 Individual differences in cognitive and affective areas and educational implications
- 3.2 Classroom climate, Group dynamics and teacher effectiveness
- 3.3 Peer tutoring: concept, types and advantages
- 3.4 Co-operative learning and Self-regulated learning

Unit 4: Psychological Assessment**(11 Hours)**

4.1 Concept of Assessment and Evaluation

4.2 Assessment and Evaluation of Disabled learners

4.3 Types of tests used in assessing Learning Outcomes

4.4 Assessment of Intelligence and Personality

Test and Assignment**Marks: 30****(15 Hours)**

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

Reference.

1. Bernard, H. W. (1972). *Psychology of Learning and Teaching*. New York: Mc Grow Hill
2. De Cecco, J. P. & Crawford, W (1977). *Psychology of Learning and Instruction*. New Delhi: Prentice Hall of India
3. Hurlock, E. B.(1992). *Child Development*. New York: Mc Grow Hill
4. Joyce, M. & Others (1992). *Models of Teaching*. New York: Holt Rinehart and Winston
5. Lindgren, H. C. (1976) *Educational Psychology in the Classroom*, New York : John Wiley
6. Mildred, C. R F. (1978). *Infants, Children: Their Development and Learning*. Gran Hill, New York. (Indian Reprint).
7. Panda, K. C. (1997). *Elements of Child Development*. New Delhi: Kalyani Publishers
8. Chauhan, S.S. (1996). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
9. Sharma, P. (1995) *Basics on Development and Growth of a Child*, New Delhi: Reliance.
10. Wilson, A.R. Rockbeck, M. C. & Michael, N.B. (1979). *Psychological Foundations of Learning and Teaching*. New York: Mc Grand Hill.
11. Slavin, E .R. (2003). *Educational Psychology: Theory and Practice*, 7th Edition. Allyn & Becon.
12. Driscoll, P.M. (1994). *Psychology of Learning for Instruction*. Allyn & Becon.
13. Santrock,J.W.(2007). *Educational Psychology, Classroom Update: Preparing for PRAXIS and practice*, Second. edition. Tata McGraw-Hill Publishing Company limited, New Delhi.

MES 124: Supplication of Dissertation and Viva-voce

ELECTIVE PAPERS

MESE 121: MANAGEMENT IN SPECIAL EDUCATION

Credit 4

Hours 60

Marks:100 (70+30)

Objectives:

After studying this paper, the student teachers are expected to realise the following objectives:

1. Enumerate the management system with reference to the special education
2. Explain the process of management
3. Describe the management information system
4. Explain the process involved in human resource management
5. Comprehend the financial aspect of management of an institution

Theory

Marks: 70

Unit 1: Introduction to Management in Special Education (9 Hours)

- 1.1 Concept and Principles of management
- 1.2 Theories and Approaches of management
- 1.3 Management in Special Education
- 1.4 Role of Educational Managers and Leaders
- 1.5 Academic and Professional competencies of the managers

Unit 2: Process of Management in Special Education (9 Hours)

- 2.1 Institutional Planning
- 2.2 Communication: Concept, Importance and types of communication
- 2.3 Delegation Process: Concept and Importance
- 2.4 Decision Making Process: Concept and Importance
- 2.5 Controlling - Components of a Control System of an organization.

Unit 3: Management Information Systems (9 Hours)

- 3.1 Database: Concept and Management
- 3.3 Office Management
- 3.4 Management of Physical Resources

Unit 4: Human Resource Management (9 Hours)

- 4.1 Staff selection; Personnel development
- 4.2 Performance appraisal systems; Motivation and job satisfaction
- 4.3 Organisational climate; Team building

4.4 Meetings - types, group dynamics

4.5 Management of time, conflict and stress

Unit 5: Financial Management (9 Hours)

5.1 Resource Mobilisation and Allocation

5.3 Preparation of budget

5.4 Role of central and state governments

5.5 Contribution of local authorities, NGOs and Parents' organisations

Test and Assignment Marks: 30 (15 Hours)

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

Reference Books

1. Das, R.C. (1991). *Educational Technology*. New Delhi: Sterling publisher s
2. D.ES(1982). *Handicapped Pupil and Special Schools*, Regulations London: HMSO
3. Dahama O.P. and Bhatnagar, O.P.(1985). *Education and Communication for Development*. New Delhi: Oxford & IBH Co.
4. Evans, P. and Varma. V. (1990). *Special Education: Past Present and Future*.
5. The Falmer Press. London. *Ch. 4 & 14 Govt. of India, Persons with Disability Act, 1995*
6. Hills, P. (1986). *Teaching and Learning as a Communication Process*. London : Croom Helm.
7. Hussain, K.M. (19/8). *Development of Information System for Education*. New Jersey: Prentice Hall.
8. Kierman, C. Reid, B & Golbert, 3. (1987). *Foundations of Communication and Language Course Manual*. Manchester University Press.
9. Paul, M. (1990). *Principles of Educational Administration*. New York: Mc Graw Hill
10. Zirpoli, TJ. & Mellor, K.J. (1993) *Behaviour Management: Application for Teachers and Parents*. Toronto. Maxwell McMillan.

MESE 122: CURRICULUM DEVELOPMENT

Credit 4

Hours 60

Marks: 100 (70+30)

Objectives:

After studying this paper, the student teachers are expected to realise the following objectives:

1. Explain the concept and principles in curriculum development
2. Apply curricular approaches in field of special education
3. Enumerate the skills required to develop a need based curriculum in the field of special education
4. Effectively use and evaluate assessment and programme technique for a given need based curriculum
5. Describe the recent trends, issues in curricular development in field of special education

Theory

Marks: 70

Unit 1: Introduction to curriculum

(9 Hours)

- 1.1 Definition and scope of Curriculum
- 1.2 Bases of curriculum - Philosophical, Sociological and Psychological
- 1.3 Principles of curriculum development
- 1.4 Types of curriculum: Knowledge based, Activity based, Skill based and Experience based
- 1.5 Curricular approaches in special education

Unit 2: Approaches and Types in Curriculum Development

(9 Hours)

- 2.1 Developmental Approach
- 2.2 Functional Approach
- 2.3 Eclectic approach - Needs Based
 - 2.3.1 Subject
 - 2.3.2 Activity
 - 2.3.3 Ecological

2.4 Core curriculum

2.5 Collateral curriculum

Unit 3: Steps in Curriculum Development

(9 Hours)

- 3.1 Assessment of need with respect to individual and environment Designing a curriculum
 - 3.2.1 Situational Analysis
 - 3.2.2 Selection of content and method
- 3.3 Designing a collaborative curriculum
- 3.4 Validation and Implementation
- 3.5 Evaluation

Unit 4: Basic Curriculum Skills**(9 Hours)**

- 4.1 Concept of School readiness
- 4.2 Curricular skills related to Cognitive domain
- 4.3 Curricular skills related to Conative domain
- 4.4 Curricular skills related to Affective domain
- 4.5 Core curriculum, collaborative curriculum and support curriculum

Unit 5: Alternative Curriculum: Conceptions and Trends**(9 hours)**

- 5.1 Cognitive processes
- 5.2 Self-actualization
- 5.3 Social reconstruction
- 5.4 Academic rationalization
- 5.5 Curricular trends
 - 5.5.1 Life long learning
 - 5.5.2 Environmental Education
 - 5.5.3 Media and technology
 - 5.5.4 Futuristic Education

Test and Assignment**Marks: 30****(15 Hours)**

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

Reference Books

1. Goodland, J.(1979). *Curriculum Enquiry the Study o f Curriculum Practices*. New York : McGraw Hill.
2. Hass, Glen(1991). *Curriculum Planning. A New approach*. Boston: Allyn Bacon.
3. Hooer, Richar(Ed.) (1971). *Curriculum: Context, Design and Development*. New York : Longmans.
4. Oliver, Albert (1977). *Curriculum Improvement a Guide Principles and Processes*. New York: Harper and Row.
5. Payne, ID.A.(1973). *Curriculum Evaluation: Commentaries on Purpose Process and Product* Boston: D.C. Health
6. Pratt D. (1980). *Curriculum Design and Development*. Harcourt, Brace and Jovanvich.
7. Tanner, D. and Tanner, L. (1980). *Curriculum Development: Theory into Practice*. Chicago: University of Chicago Press.