2-Year M. Ed Curriculum 2015

[As recommended by the Board of Studies of the Department of Education in its meeting held on 23rd July 2015]

Department of Education
Dibrugarh University
2015

2 YEAR M. ED CURRICULUM 2015
DIBRUGARH UNIVERSITY

To be implemented as per NCTE Guideline
M.ED SYLLABUS (UNDER CBCS)

It is a two year programme spread over four semesters. This M.Ed degree of the university consists of 13 (thirteen) Core courses; four (4) elective courses (Advance Pedagogy), and three (3) Specialization courses. All the 16 Courses are of four credits each with total 64 credits in the entire 2 year Programme. Every student shall complete a minimum of 16 credits in each semester leading to a minimum of 64 credits in the entire programme. In the 1st and 2nd Semesters all courses are compulsory and each course shall carry 4 credits each with a total of 16 credits in the semester. In 1st semester one course on Advanced pedagogy of two credit will be offered as specialization.

MED 10420 Advanced Pedagogy

MED 10421: Language Education

MED 10422: Science Education

MED 10423: Social Science Education

MED 10424: Mathematics Education

In 3rd and 4th Semesters, along with 3 Core Courses, a specialization course will also be offered (of 4 credit) which will have to be chosen from 3 options.

MED 30300 Specialization I

MED 30310: Elementary Education (Elementary Teacher Education)

MED 30320: Secondary Education (Teacher Education at Secondary and Sr. Secondary Level)

MED 30330: Distance Education

MED 40200 Specialization II

MED 40210: Elementary Education (Early Childhood care & Education)

MED 40220: Secondary Education (Curriculum & Evaluation at Secondary and Sr. Secondary   level)

MED 40230: Distance Education (E-learning)

Eligibility for Admission:

Candidates must obtain at least 50% marks at B.Ed Examination of Dibrugarh University or any recognized University

   (a) **Candidate seeking admission to M. Ed Programme should have at least 50 % marks or an equivalent grade in the following programmes**
   (i)   **B. Ed**
   (ii)   **B. A. B. Ed, B. Sc. B. Ed**
   (iii)   **B. El. Ed**
   (iv)   **D. El. Ed with an undergraduate degree (with 50 % in each)**

Intake capacity: 10

The structure of the 2 year M.Ed. Programme

<table>
<tr><th colspan="3">Semester – I (Marks : 400)</th></tr>
<tr><th>Course Code</th><th>Course Title</th><th>Total Marks</th></tr>
<tr><td>MED 10100</td><td>Education as a field of Study</td><td>100</td></tr>
<tr><td>MED 10200</td><td>Learner and Learning</td><td>100</td></tr>
<tr><td>MED 10300</td><td>Curriculum Development</td><td>100</td></tr>
<tr><td>MED 10400</td><td>Teacher Education</td><td>50</td></tr>
<tr><td>MED 10410</td><td>Teachers Professional Development</td><td></td></tr>
<tr><td>MED 10420</td><td>Advanced Pedagogy</td><td>50</td></tr>
<tr><td>MED 10421</td><td>Language Education</td><td></td></tr>
<tr><td>MED 10422</td><td>Science Education</td><td></td></tr>
<tr><td>MED 10423</td><td>Social Science Education</td><td></td></tr>
<tr><td>MED 10424</td><td>Mathematics Education</td><td></td></tr>
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<table>
<tr><th colspan="3">Semester – II (Marks : 400)</th></tr>
<tr><th>Course Code</th><th>Course Title</th><th>Total Marks</th></tr>
<tr><td>MED 20100</td><td>Educational Technology</td><td>100</td></tr>
<tr><td>MED 20200</td><td>Research in Education - I</td><td>100</td></tr>
<tr><td>MED 20300</td><td>Educational Planning & Management</td><td>100</td></tr>
<tr><td>MED20400</td><td>Practicum – I</td><td></td></tr>
<tr><td>MED 20410</td><td>Psychological Practical</td><td>50</td></tr>
<tr><td>MED 20420</td><td>Yoga Education & ICT in Education</td><td>50</td></tr>
</table>

<table>
<tr><th colspan="3">Semester – III (Marks : 400)</th></tr>
<tr><th>Course Code</th><th>Course Title</th><th>Total</th></tr>
<tr><td>MED 30100</td><td>Issues & Concerns in Indian Education</td><td>100</td></tr>
<tr><td>MED 30200</td><td>Research in Education – II</td><td>100</td></tr>
<tr><td>MED 30300</td><td>Specialization I</td><td>100</td></tr>
<tr><td>MED 30310</td><td>Elementary Education (Elementary Teacher Education)</td><td></td></tr>
<tr><td>MED 30320</td><td>Secondary Education (Teacher Education at Secondary and Sr. Secondary Level)</td><td></td></tr>
<tr><td>MED 30330</td><td>Distance Education (Foundation of Distance Education)</td><td></td></tr>
<tr><td>MED 30400</td><td>Practicum – II
Micro Teaching observation, Internship, Formulation of Research Proposal</td><td>30+50+20=
100</td></tr>
</table>

<table>
<tr><th colspan="3">Semester – IV (Marks : 400)</th></tr>
<tr><th>Course Code</th><th>Course Title</th><th></th></tr>
<tr><td>MED 40100</td><td>Measurement and Evaluation</td><td>50</td></tr>
<tr><td>MED 40200</td><td>Specialization II</td><td>100</td></tr>
<tr><td>MED 40210</td><td>Elementary Education (Early Childhood care & Education)</td><td></td></tr>
<tr><td>MED 40220</td><td>Secondary Education (Curriculum & Evaluation at Secondary and Sr. Secondary level)</td><td></td></tr>
<tr><td>MED 40230</td><td>Distance Education (E-learning)</td><td></td></tr>
<tr><td>MED 40310</td><td>Inclusive education</td><td>50</td></tr>
<tr><td>MED 40320</td><td>Gender and Education</td><td>50</td></tr>
<tr><td>MED 40400</td><td>Practicum – III
Supervision of Practice Teaching
Dissertation</td><td>
50+100=
150</td></tr>
</table>

2-Year M. Ed Curriculum, Dibrugarh University

SYLLABUS OF THE TWO YEAR M. ED PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 10100
COURSE TITLE: EDUCATION AS A FIELD OF STUDY
Marks: 100 (End semester 60 and In semester 40)

Course Objectives: The students will be able to

1. Appraise the need of Educational philosophy
2. Discuss the Educational Implication of the given Indian and Western Philosophies
3. Appraise the contribution of the given philosophers in the domain of education
4. Discuss the concept and approaches educational sociology
5. Analyse the social aspects of education
6. Discuss the role of education in socialisation, modernisation, globalisation and social change
7. The inequalities, equalities and excellence in education

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT - I	**Schools of Philosophy for Education** • Concept and nature • Need for a philosophy of Education (as a determinant of aim, curriculum, method of teaching, role of teacher and discipline). • Indian Philosophies: Samkhya, Yoga, Buddhism, Islamic tradition of education. • Western Philosophies: Existentialism, Logical Empiricism and Post Modernism	18/4	15
UNIT -I I	**Philosophers of Education** • Indian Philosophers: Vivekananda, Aurobindo and Radhakrishnan • Western Philosophers: Russel, Paulo Freire, Ivan Illich	15/5	15
UNIT - III	**Education and Sociology** • Concept of Education and Sociology. • Meaning, nature and scope of Educational Sociology. • Socialization: Meaning, Process and Agencies • Culture, Cultural Change and Role of Education • Modernization: Meaning and Indicators • Role of Education in Modernization Process • Globalization: Impact on Education	14/2	15
UNIT - IV	**Education and Society** • Meaning of Society and its Characteristics • School as a Social System • Social change: Concept, Factors and Role of Education • Social Stratification: Meaning and Factors • Social Mobility: Types, Factors and Role of	16/2	15

		Education		
		• Education of Socially, Economically Disadvantaged Section		

Suggested Readings

1. Freire, Paulo (1972). *Pedagogy of Oppressed.* Penguine Books
2. Gandhi, M.K. (1951). *Basic Education.* Ahmedabad: Navajivan Publishing House.
3. Harvey, Peter (2013). *An Introduction to Buddhism: Teaching, History and Practices.* New Delhi: Cambridge University Press. (First South Asia Edition)
4. Hiriyana, M.(1993). *Outlines of Indian Philosophy.* Delhi: Kavyalaya Publishers. (First Indian Edition)
5. Illich, Ivan (2012). Deschooling Society. New York: Marion Books. (Republished)
6. Kumar, Krishna (1991). *Political agenda of Education: Study of Colonialist and Nationalist Ideas.* New Delhi: Sage.
7. Kumar, Krishna (1996). *Learning from Conflict*: New Delhi: Orient Longman.
8. Pathak, A., (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness.* Delhi: Aakar. (Republished)
9. Radhakrshnan, S. (2012). *Indian Philosophy (Vol. I and II).* New Delhi: Oxford University Press. (Seventh Impression)
10. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
11. Sri Aurobindo Ashram (1956). *Sri Aurobindo and the Mother on Education*. Pondicherry: Sri Aurobindo Ashram.
12. Tripathy, M. (2013). *Gandhi on Education: Concepts and Relevance.* New Delhi: Cyber Tech Publications.
13. Vivekananda, S. (2011). *My Ideas of Education.* Kolkata: Advaita Ashrama Publication Department. (compiled by Kiran Walia)
14. Brown, R. (2000). *Group Processes: Dynamics Within and Between Groups*. (2nd Edition). Blackwell Publishers.

15. Bhushan, V & Sachdeva, D.R. *An Introduction to Sociology*. New Delhi: Kitab Mahal Agency.
16. Dutt, Suresh (1997). *Society and Education*. New Delhi: Anmol Publications.
17. Globalization and Challenges for Education –NIEPA.
18. Mukhi, H.R (2009). *Principles of Sociology*. Delhi: SBD Publishers.
19. Mathur, S.S: *A Sociological Approach to Indian Education*. Agra 2: Vinod Pustak Mandir.
20. Singh Yogender (1977). *Social Stratification and Change in India*. New Delhi: Manohar Book Service.
21. Hemlata, T. (2002). **Sociological Foundations of Education**, New Delhi: Kanishka Publishers,
22. Jayaram (1990). **Sociology of Education**. New Delhi: Rawat.
23. Shukla, S. & K. Kumar (1985). **Sociological Perspective in Education**, New Delhi: Chanakya Publication.
24. Chanda S.S. & Sharma R.K.(2002). **Sociology of Education**, New Delhi: Atlantic Publishers.
25. Chandra, S.S.(1996). S*ociology of Education*, Guwahati: Eastern Book House.

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DIBRUGARH UNIVERSITY
COURSE NO. MED 10200
COURSE TITLE: LEARNER AND LEARNING
Marks: 100 (End semester 60 and In semester 40)

Course Objectives:
1. Understand how children learn framework
2. Critically analyze the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
3. Visualize multiple dimensions and stages of learner's development and their implications on learning
4. Understand the learner in terms of various characteristics
5. Conceptualise a framework for understanding and evaluating teaching-learning situation as well as the method of analysing and reflecting upon learning episodes
6. Conceptualise the needs of the learners and the process of learning as visualized in NCF 2005
7. Understand a range of cognitive capacities and affective processes in human learners;
8. Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist theories;
9. Explore the possibilities of an understanding of processes in human cognition and meaning–making them as basis for designing learning environments and experiences at school; and
10. Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT - I	**LEARNER AS A DEVELOPING INDIVIDUAL:**	**8 hrs**	**10**
	• Key cognitive and affective processes: perception, attention, memory, language, thinking, problem solving, emotions and motivation.	**2**	
	• Developmental Influences: Development as a resultant of interactions between individual potential (innate, acquired) and external environment (physical, socio-cultural, ecological, economic and technological).	**3**	
	• Nature and nurture, continuity and discontinuity issues, growth and maturation.	**2**	
	• Implications for teachers to develop holistic understanding of the learner in context.	**1**	
	DEVELOPMENT AND LEARNING:	**10 hrs**	**10**
	• Meaning and principles of development,		

UNIT - II	relationship between development and learning.	**1**	
	• Dimensions of individual development: physical, cognitive, language, affective, social and moral, their interrelationships and implications for teachers (relevant ideas of **Piaget, Erikson and Kohlberg**).	**4**	
	• Stages of development—developmental tasks with focus on processes growth and development across various stages from infancy to post-adolescence (special emphasis on concerns of adolescence).	**2**	
	• Meaning of 'cognition' and its role in learning: understanding concept formation and its relevance for teachers.	**1**	
	• Socio-cultural factors influencing cognition and learning.	**1**	
	• Facilitating holistic development (for self and society).	**1**	
UNIT - III	**THEORETICAL PERSPECTIVES ON LEARNING:**	**14 hrs**	**14**
	• Implicit knowledge and beliefs about learning (de-mystifying misconceptions).	**1**	**Sternberg's** Tri-archic Informatoin Processing View ***should be deleted*** and the same should be read as <u>Information Processing Theory of Learning</u>
	• Concept and Kinds of Learning, ,		
	• Relevance and applicability of various theories of learning in different kinds of learning situations:		
	- Behaviourist Approaches: (**Thorndike, Pavlov's & Skinner's Conditioning paradigm** in brief)	**3**	
	- Field Approach to learning (**Gestalt and Kurt Lewin's** theories in brief)	**3**	
	- **Tolman's** Sign-Significate Theory	**2**	
	- **Bandura's** Social Cognitive Theory.	**2**	
	- **Sternberg's** Tri-archic Information-Processing view	**2**	
	• Role of learner in various learning situations, as seen in different theoretical perspectives	**1**	
	LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE:	**12 hrs**	**12**
	• Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.	**1**	
	• Social-constructivist perspective and	**4**	

UNIT - IV	applications of **Vygotsky's** ideas in teaching.
	• Understanding processes that facilitate 'construction of knowledge' :
	    o Experiential learning and reflection
	    o Social mediation
	    o Cognitive negotiability
	    o Situated learning and cognitive apprenticeship
	    o Meta-cognition.
	• Motivation and Motivators in Learning - Intrinsic and extrinsic motivation, Approaches to motivation: Humanistic approach (**Maslow & Rogers**); Enhancing motivation.
	• Creating facilitative learning environments - Teachers' attitudes, expectations, positive emotions, self-efficacy, collaborative and self regulated learning.
	• The role of environment-related factors in the development of intelligence
		2
		
		3
		
		1
		
		1	

UNIT - V	**INDIVIDUAL DIFFERENCES AMONG LEARNERS:**
	
	• Dimensions of differences in psychological attributes—
	    o Cognitive abilities – Interest & Aptitude
	    o Creativity - Meaning, process and problems
	    o Personality - Psycho-Analytical Theories of Personality (**Freud, Adler, Jung & Murray**)
	    o Adjustment - Symptoms of maladjustment, Mechanisms of adjustment, Preventive and curative aspects of mental health
	• Understanding learners from multiple intelligences perspective with a focus on **Gardner's** theory of Multiple Intelligences.
	• Implications for teaching-learning in the light of changing concept of intelligence, including Emotional intelligence (**Goleman**).
	• Multiple ways of organizing learning in different subject areas - Individualized, Self-learning, Group learning, Cooperative learning etc.
	• Use of learning resources: Activities for developing critical perspectives on socio-cultural realities.
		16 hrs
		
		1
		
		1
		
		3
		
		2
		
		2
		
		2
		
		1
		
		1
			14

• Learning paths and Learning Styles - Differences in learners based on predominant 'learning styles'.	**1**	
• Differences in learners based on socio-cultural contexts: Impact of differential 'cultural capital' of learners.	**1**	
• Understanding differences based on a range of cognitive abilities - Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.	**1**	

Transaction Mode: Lecture cum discussion, Individual and group assignment through self-study in the library and presentation in a seminar, observation of learning situation in a schools and out of the schools, preparing reflective diaries, interpretation, analysis and reflection on observation in a group self-study in a library, interaction with classroom teacher, observation and then reflective discussion in a group; Library study and project work.

Suggested Readings

1. Bruner, J.S. (1990) Acts of meaning. Cambridge, M.A.: Harvard University Press.
2. Bruner, R.F. (1978). *Psychology applied to teaching*. Boston: Houghton Mifflin.
3. Dandapani, S. (2001) *Advanced educational psychology, (2nd edition)*, New Delhi, Anmol publications pvt Ltd.
4. Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic Books.
5. NCERT (2005) National curriculum framework, New Delhi.
6. Piaget, J. (1999) Judgment and reasoning in the child. London: Routledge.
7. Vygostsky. L. (1986) Thought and language (A. Kazulin, Trans). Cambridge, M.A.: MIT Press.
8. Ambron, S.R (1981) *Child development*, Holt, Rincehart and Winston, New York.
9. Anderson, J.R. (1983). *The architecture of cognition*. Cambridge, MA: Harvard University Press.
10. Anderson, J.R. (1983). Rules of the mind. Hillsdale, NJ: Erlbaum
11. Barry and Johnson (1964) Classroom Group Behaviour, New York: Macmillan.
12. Bower, G.H. and Hilgard, E.R. (1981) Theories *of learning*. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
13. Dececo, J.P. (1977). *The Psychology of learning and instruction*, Prentice Hall, Delhi.
14. Eason, M.E. (1972). *Psychological foundation of education*, N.Y. Holt, Rinehart and Winston, Inc.
15. Grammage, P. (1990) Teacher *and pupil: some socio-psychological principles and applications* (3rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.
16. Guilford, J.P. (1967). *Nature of Human Intelligence, New York*: McGraw Hill.
17. Newell, A. & Simon, H.A. (1972). H*uman problem solving*. Englewood Cliffs, NJ: Prentice Hall.
18. Segal, J.W. Chipman, S.F., & Glaser, R. (1985). *Thinking and learning skills: Relating Instruction to Basic Research*. (Vol.- I). Hillsdale, NJ: Erlbaum.
19. Synder, C.R. & Shane J. Lopez (2007). *Positive Psychology*. SAGE Publications. U.K.
20. Lieber, C.M. (2002) Partners in learning: from conflict to collaboration. Cambridge, M.A, Educators for Social responsibility.

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UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 10300
COURSE TITLE: CURRICULUM DEVELOPMENT
Marks: 100 (End semester 60 and In semester 40)

Course objectives:

1. To enable the students to develop an understanding about important principles of curriculum construction.
2. To enable the students to understand the basis and determinates of curriculum
3. To orient the students with curriculum design process and construction of curriculum development
4. To acquaint the students with curricular content, curriculum implementation and process of curriculum evaluation
5. To help the students to understand issues, trends and researches in the area of curriculum in India.

UNITS	COURSE CONTENTS	NO. OF LECTURES /TUTORIAL	END SEM MARKS
UNIT -I	**Introduction to Curriculum Development** • Concept and meaning of curriculum • Procedure of curriculum development • History of curriculum development • Philosophical considerations of curriculum • Psychological considerations of curriculum • Sociological considerations of curriculum	12/3	12
UNIT- II	**Curriculum Design :** • Meaning of curriculum design • Sources of curriculum design • Principles of curriculum design • Types of curriculum based on idealism, naturalism and pragmatism perspectives. • Advantages and disadvantages of the different types of curriculum	10/2	12

UNIT -III	**Models of Curriculum :**
	• Meaning of models of curriculum
	• Inductive models of curriculum development
	   i. Taba Instructional Strategies model
	   ii. Weinstein and Fantini Humanistic model
	• Deductive models of curriculum development
	   i. Tyler Behavioural model
	   ii. George Beauchamp managerial model
	• Grass root level planning of curriculum development
		10/2	12

UNIT- IV	**Curriculum implementation strategies** • Types of material and aids necessary for curriculum implementation • Role of curriculum support materials • Models of curriculum implementation • Importance of curriculum evaluation • Procedure of curriculum evaluation • Models of curriculum evaluation	10/3	12
UNIT -V	**Recommendations and Research in Curriculum** • Recommendations of University • Education Commission 1948 on curriculum development • Recommendation of Secondary Education Commission 1952 on curriculum development • Recommendations of Education commission 1966 on curriculum development • National Curriculum Framework 2005 and 2009 on curriculum development • Research trends of curriculum development in India	10/2	12

Total Lectures of 1 hour duration : 52
Tutorial classes of 1 hour duration : 16
Practical classes of 1 hour duration : Nil
Total Credits after calculation : 60

Suggested Readings

1. Cook, T.G. : *The Changing Curriculum*, Methuen & Co Ltd. 11 New Fetter Lane London EC4
2. Mamidi Malla Reddy & S. Ravishankar : *Curriculum Development and Educational Technology*, Sterling Publishers Private Ltd., New Delhi- 110016
3. Vashisht , R.P. : *Encyclopaedia of Curriculum Development,* Vol- 1,2, 3 & 4, Ajoy Verma Commonwealth Publishers, 4831/24, Prahlad Steet, Ansari Road, Darya Ganj, New Delhi- 110002.
4. Sharma R.A. : Curriculum Development and Instruction, R Lal Book Depot, Meerut- 250001

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COURSE NO. MED 10400 (TEACHER EDUCATION)
COURSE NO. MED 10410: TEACHERS PROFESSIONAL DEVELOPMENT
Marks: 50 (End semester 30 and In semester 20)

Course Objectives:

1. Understanding of Teacher Education
2. To be able to engage in a discourse on concepts, issues and debates in teacher education
3. To understand the issues of initial teacher preparation and continued professional development

UNITS	COURSE CONTENTS	NO. OF LECTURES /TUTORIALS	END SEM MARKS
UNIT – I	**Development of Teacher Education from its historical perspective to its present stage** • Teacher Education: Its meaning, nature, scope, importance, interdisciplinary approach and reforms. • Teacher education during different periods • Understanding the frameworks of pre- service and in-service teacher education including its structure, programme (historical and contemporary) at different levels		7
UNIT - II	**Perspectives on Teacher and Teaching** • Writing of Dewey and Gandhi their notions of teacher and teaching • Teachers and their identity • Changing notion of teachers, teaching as a – profession; multiple identities, understanding teacher identity in relation to gender, caste and socio – political aspects that create the identity of a teacher		8
UNIT - III A	**Teacher and the Social Context:** • Understanding the socio –cultural context of teachers and teaching within the school system, teacher professionalism, the changing profile of teachers work and working conditions • Different teacher organisations National and state levels, their role in teacher support • Professional Development of Teachers- Meaning, Nature and scope, understanding the importance of professional knowledge, skills, values and attitudes , Ethics of teachers, shift in perspectives practice and approaches **Issues and challenges, innovative programmes for practioners** • Technology and teacher education over having teacher educations through the use of technology, student teaching its supervision and assessment, different patterns- Practice teaching , Intermittent		15

B	teaching, Block teaching and Internship • Policy imperatives in teacher education -National Policy on Education, national curriculum. frameworks, National Commission on Teachers, RTE Act, Justice Verma Commission • Future Development of Teacher Education • Vision for teacher education		

Suggested Readings

1. Anand, C.L. *Aspects of Teachers Education,* Delhi, S. Chand and Co., 1988,
2. Chaurasia, G. Teacher Education and Professional Organization, Delhi, Authors Press, 2000.
3. Govt. of India. Report of the Education Commission, 1963-1966, New Delhi, Ministry of Education, Govt. of India, 1966.
4. Grower, R. & Walters S. Teaching Practice Handbook. London, ELBS, Heinemann Educational Books Ltd., 1987.
5. Meffit, John Clifton In-service Education for Teachers, Washington, Centre for Applied Research in Education, INC, 1983.
6. Mukherjee, S.N. Admission and Organization in teacher training institution, New Delhi, NCERT, 1987.
7. Mukherjee, S.N. (ed.) Education of the Teacher in India, Vol, I & Vol. II, Delhi, s. Chand and Co. 1978.
8. NCTE, Teacher Education Curriculum-A Framework, New Delhi, NCERT, 1978.
9. Panda, B.N. & Tewari, A.D. Teacher Education, New Delhi, A.P.H. Publishing corporation, 1997.
10. Pareek, R. Role of Teaching Profession, Guwahati, Eastern Book Hose, 1996.
11. Passi, B.K. Becoming a Better teacher, microteaching approach, Amedabad, Sahitya Nudranalay, 1976.
12. Patil, V.T. Inservice Education for Teachers, Delhi, Authors Press, 2001.
13. 13. Raina, V.K. Teacher Education: A Perspective, Guwahati, Eastern Book House, 1998.
14. Silcork, P. Bruntland, M. Achieving Competence, Success and Excellent in Teaching, London routledge Falmer, 2002.
15. Singh, L.C. (ed.) Teacher Education in India A resource book, New Delhi, NCERT, 1990.
16. subramanyam, K. handbook for college and university teachers, Hyderabad, 1995.
17. Tibble, J.W. (ed.) The Future of Teacher Education, London, Rutledge and Kegan Paul, 1971.
18. Sharma R.C. National Policy on Education, Mangal Deep Publication, 2002.
19. Aggrawal J.C. Education Policy in India, Shipra Publication, first published, 1992.
20. Shivavarudrappa, G. Philosophical approach to Education, Himalaya Publication.
21. Kalsa & Singh R.R. Curriculum construction, 1987.
22. Methods of Teacher Training, Raut Range Road, Dgumarli Bhaskara Road, Discovery Publishing House, New Delhi 2
23. Milton Keynes, Managing for change: education, open university.
24. Thorat, Sukhadeo, Higher Education in India, "Emerging issues related to access, inclusive and quality, Chairman UGC New Delhi, Nehru Memorial Lecture.
25. James E. Bruno, Emerging issues in Education : Policy implications for the school, Rand cooperation, published 1972, Lexington books.

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2-Year M. Ed Curriculum, Dibrugarh University

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UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 10421
COURSE TITLE: ADVANCE PEDAGOGY: LANGUAGE EDUCATION
Marks: 50 (End semester 30 and In semester 20)

Course Objectives:

1. To develop an understanding of the nature, functions and implications for planning and teaching language.
2. To acquaint the students to the psychology of teaching language and learning.
3. To acquaint the students with pedagogy of language learning and language teaching.
4. To orient the students with individualization of language learning: PSI, programmed learning etc., in language learning.
5. To develop understanding and skill in differentiating between teaching language and teaching literature in the context of L_1 and L_2.
6. To help the students to knows various problems such as contextual, curriculum, teacher preparation etc. of language education in India.

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT-I	• Language: (a) Nature, function an implications for planning and teaching language i.e. first language and second language. (b) Linguistics and language: Nature and functions of linguistics with special reference to the role of contrastive analysis, error analysis and structural linguistics. • Psychology of teaching and learning of languages (a) The Indian tradition : Contribution of Panini, and Patanjali (b) The Western tradition: The behaviouristics approach, the cognitive – code approach, the communicative approach.	**9/2**	**10**
UNIT -II	• Pedagogy of language learning and language Teaching (a) Language learning & Language acquisition; factors affecting language learning and language acquisition. (b) Teaching the first language, (L_1) the second language (L_2) and other languages (L_3); differences in objectives, instructional materials, evaluation etc. Factors affecting the teaching of L_2 and L_3. (c) Developing the language curriculum and the syllabus: dimensions, factors that influence the curriculums, dimensions selection and grading of content, selecting the contexts for teaching	**8/2**	**10**

	and learning, transaction techniques, and evaluation techniques. (d) Individualization of language learning : need, techniques viz. differential assignments and classroom tasks, personalized system of instruction, programmed learning and need-based reading and writing programmes.		
UNIT -III	• Teaching language and teaching literature in the context of L_1 and L_2 : differences in their nature, content and emphases; interrelationships, advanced technique of teaching and evaluation- a) Creativity in language education: nature. b) Techniques for fostering and developing Creativity in language • Preparation of Language Teachers a) Pre-service education, in-service education; site professional development. b) Planning, inputs, transaction and evaluation. c) Distance mode based preparation of language teachers.	8/2	10

Total Lectures of 1 hour duration   : 25
Tutorial classes of 1 hour duration   : 10
Practical classes of 1 hour duration : Nil
Total Credits after calculation   : 2 credits

Suggested Readings

1. Stern, H.H. : *Fundamental Concepts in Language Teaching*. Oxford University Press (OUP), New Delhi
2. Lazar : *Literature and Language Teaching.* OUP, New Delhi
3. Kramsch : *Context and Culture in Language Classroom*, OUP, New Delhi
4. Agnihotry and Khanna, eds. : *English Teaching in India*, SAGE, New Delhi,
5. Matilal, B.K. : *The Word and the World : India's contribution to the Study of Language*, OUP, New Delhi
6. Tollefson, J. W. : *Planning Language, Planning Inequality : Language Policy in the Community,* Longman, 1996.
7. Hans R. Dua : *Science Policy Education & Language Planning*, Yashoda Publications, Mysore
8. Hans R. Dua : *Perspective of Understanding Language*, Yashoda Publications, Mysore.
9. Sarma, M.M. : *Asamiya Bhasa Sikshan Paddhati*, Students' Stores, Guwahati.

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SYLLABUS OF THE TWO YEAR M. ED PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 10422
COURSE TITLE: ADVANCE PEDAGOGY: SCIENCE EDUCATION
Marks: 50 (End semester 30 and In semester 20)

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 this skills 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.

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT -I	**Nature of Modern Science and Science Education:** • History of Science Education in world perspective • Nature of scientific method, • Uses and abuses of scientific method for generating new knowledge • Taxonomical approach • Inquiry approach • Problem solving approach • Discovery approach	7/4	10
UNIT – II	**Modern Science Curriculum and Psychological bases** • Nature of modern Science Curriculum • Characteristics of important curricular experiments - PSSC • CHEM Study • BSCS • Nuffield Science • Methods of evaluation of Science Curriculum	7/4	10

	Instructional strategies and Research Perspective	10/4	10
UNIT - III	• Concept of models of teaching and its application for science teaching • Applications of inquiry approach • Environmental approach Instructional strategies for dealing with low and high achievers • Text books – Criteria used for developing Textbooks • Preparation of research proposal suiting to Science Education. • Fundamental and Action research in Science Education • Problems of Science Education in India		

Total Lectures of 1 hour duration   : 24
Tutorial classes of 1 hour duration   : 12
Practical classes of 1 hour duration : Nil

Suggested Readings

1. Buch, M.B**. : *Survey of Research in Education*,** NCERT, New Delhi
2. Bruce J., Marcha Well & Emily Calhoun: Models of Teaching, PHI Learning Private Ltd, Delhi- 110092
3. Davar, M. : Teaching of Science PHI Learning Private Limited, New Delhi-110001
4. Ghosh , B.N **: *Lectures on Scientific Method,*** Sterling Publishers Pvt. Ltd. Bangalore-560001
5. Ghosh, B.N.: *Scientific method and Social Research*, Sterling Publishers Pvt. Ltd. New Delhi
6. Joshi, S.R. : *Teaching of Science*, APH, Publishing Corporation, New Delhi
7. Kulshreshtha, S.P**: *Teaching of Science*,** Surya Publication, R.Lall Book Depot Meerut-250001
8. Karla R.M & Gupta V, PHI Learning Pvt. Ltd. New Delhi-110001
   P. Sudha : Teaching of Biological Sciences, R.Lal Book Depot, Meerut-2501001
9. Sharma, R.C **: *Modern Science Teaching*,** Dhanpat Rai Publishing Company (P) Ltd. New Delhi
10. Siddiqi & Siddiq : *Teaching of Science Today and Tomorrow*, Victor offset Printers and Publishers
11. Sood, J.K. : *Teaching of Science*, Vinod Pustak Mandir, Dr. Rangeya Raghava, Marg,Agra-2

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SYLLABUS OF THE TWO YEAR M. ED PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 10423
COURSE TITLE: ADVANCE PEDAGOGY: SOCIAL SCIENCE EDUCATION
Marks: 50 (End semester 30 and In semester 20)

Course Objectives:
1. Conceptualization of social science education among the learners.
2. Develop the skill of identification of research problem in Social Science Education.
3. Develop the understanding and skill of using higher teaching learning strategies in Social science.
4. Encounter the learners with challenging aspects of social science education viz. preparing instructional design, developing innovative ideas of evaluation etc.

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT 1	**Conceptualization OF SOCIAL SCIENCE Education** • Social Science education: Meaning, Nature and Scope • Place of Social Science in School Curriculum. • Bloom's Taxonomy of Educational Objectives and its application in Social Science. • Research in Social Science Education- Identification of research problems, Review of research studies, Research design (Descriptive, Experimental and Historical), Writing a research paper.	8/2	8
UNIT 2	**Teaching Learning Strategy in Social Science** • Approaches to teaching learning of Social Science with reference to Behavioural approach, Constructivist approach, Interdisciplinary approach and Child-cantered approach • Higher teaching-learning strategies and their applications - Investigative project, Simulation method, Peer tutoring, writing portfolio, Action research, Case studies, Field trips, Interactive learning with technology, Learning by discussing, Concept mapping, SQ3R strategy (survey, questioning, reading, recite, review) • Cooperative learning in Social Science	11/2	12
UNIT 3	**Specific Issues in Social Science Education** • Curriculum of Social Science education: Models of curriculum development useful in social science, Critical analysis of NCF - 2005 • Development of good Social Science Textbook and other self instructional materials in social	9/2	10

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		science education. • Developing Instructional design in Social Science with application of Teaching Models (inquiry training model, Social Learning Model, Concept attainment model, Flunder's interaction model) • Evaluation in Social Science (developing innovative ideas in evaluation process) • Evaluating answers: what to look for? Assessing projects: what to look for?		

Total Lectures of 1 hour duration   : 28
Tutorial classes of 1 hour duration   : 04
Practical classes of 1 hour duration : Nil

Suggested Readings

01. Alen J Hoffman & Thomas F. Ryan: *Social Studies and the Child's Expanding Self: Teaching with a Psycho-Social Approach*, published by Intext Educational Publishers, 1973

02. Ining Arthur & Bining David: *Teaching of Social Studies in Secondary Schools* Published by McGraw-Hill, 1952

03. Aalcolm P. Douglass: *Teaching of Social Studies*

04. Aijidian K.G: *Education for International Understanding*

05. Prof. S.P. Ruhela: *Teaching of Social Sciences* published by *Neelkamal Publications Pvt. Ltd. Hyderabad*

06. Report on the study of *"National Study on Ten Year School Curriculum Implementation"* Published by Department of Teacher Education, NCERT, New Delhi in 2013.

07. *"National Curriculum Framework for Teacher Education"* published by National Council for Teacher Education, 2009

08. Report on the study of *"Impact of in service Teacher Training on classroom Transaction"* Published by Department of Teacher Education, NCERT, New Delhi in 2012

09. *"Teacher's Manual: Continuous and Comprehensive Evaluation"*, Published by Central Board of Secondary Education, New Delhi, 2010

10. *National Curriculum Framework, 2005* published by NCERT, 2005

11. "*Education for International Understanding"* Published by NCERT,

12. Rajput, S., Singh, A., Pandit, B.L., Tiwari A.D., and Kumar, S., *Handbook on Paper Setting,* NCERT

13. *Handbook for the Teaching of Social Studies* written by Association of Teachers of Social Studies in the City of New York, published by Allyn and Bacon, 1977

14. *UNESCO handbook for the teaching of social studies,* Edited by Howard D. Mehlinger, published by Croom Helm, 1981

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SYLLABUS OF THE TWO YEAR M. ED PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 10424
COURSE TITLE: ADVANCE PEDAGOGY: MATHEMATICS EDUCATION
Marks: 50 (End semester 30 and In semester 20)

Course Objectives
1. Enhance the learner's understanding of perspectives in Mathematics Education by developing a world view of the practices in the area.
2. Acquaint the learner with the latest educational thinking about mathematics education.
3. Develop the skills needed for the developing mathematics curriculum for schools and for developing support materials and literature for curriculum transaction.
4. Use of research findings in mathematics education for improving practices related to mathematics education.

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT -I	**Nature and Development of Mathematics:** • Abstractness of Mathematics • Mathematization • Historical development of Mathematical concepts with anecdotes of Gauss and Ramanujan • Role of Pure and Applied Mathematics • Role of examples and counter examples in Mathematics • Conjectures in Mathematics • Scope and limitations of Intuition in Mathematics • Sets and Venn diagrams as a representative of mathematical properties and their relations	7/1	8
UNIT - II	**Instructional strategies and models** • Different models of teaching useful for teaching mathematics: Bruner's Concept Attainment Model, Advanced Organizer Model of Ausubel and Suchman's Inquiry Training Model and their applications • Creative learning approach to Mathematics Education • Instructional strategies for dealing with high and low achievers of Mathematics • Types of mistakes in Mathematics, their identification and analysis with a purpose of preventing and remedial measures • Construction of Diagnostic test • Research in the field of teaching of Mathematics	14/2	14

UNIT - III	**Curricular support material** • Text books – Criteria used for developing textbooks and their preparation • Analysis of Secondary School Mathematics Textbooks • Student workbooks, teacher handbooks, reference books and their preparation • Research in Mathematics curriculum		**7/1**	**8**

Total Lectures of 1 hour duration   :   28
Tutorial classes of 1 hour duration   :   04
Practical classes of 1 hour duration   :   Nil
Total Credits after calculation   :   2 credits

Suggested Readings

1. Buch, M.B**.   :** *Survey of Research in Education***,** NCERT, New Delhi
2. Ghosh , B.N**:** *Lectures on Scientific Method,* Sterling   Publishers   Pvt.   Ltd. Bangalore- 560001
3. Ghosh, B.N.: *Scientific method and Social Research*, Sterling   Publishers Pvt. Ltd. New Delhi
4. Joshi, S.R.   : *Teaching of Science*, APH, Publishing Corporation, New Delhi
5. Kulshreshtha, S.P   **:** *Teaching of Science***,** Surya Publication, R.Lall   Book Depot Meerut- 250001
6. Sharma, R.C**:** *Modern Science Teaching***,** Dhanpat Rai   Publishing Company (P) Ltd. New Delhi
7. Siddiqi & Siddiqi   : *Teaching of Science Today and Tomorrow*, Victor offset Printers and Publishers
8. Sood, J.K.   : *Teaching of Science*, Vinod Pustak Mandir, Dr   Rangeya   Raghava, Marg, Agra-2

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Marks: 100 (End semester 60 and In semester 40)

Course Objectives:

1. Discuss the concepts and components of Educational Technology
2. Use ICT in different academic purposes
3. Discuss the concept, components, significance and types of communication.
4. Find out the barriers and qualities of effective communication
5. Apply the stated models in teaching
6. Analys classroom interaction by using the given systems of classroom interaction analysis.

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT -I	**Educational Technology** • Concept and nature • Evolving concept • Components of Educational Technology • Educational Technology as system approach • Instructional technology • Concept and growth of Information and Communication technology (ICT) • Application of ICT—Smart learning, smart classes, virtual classes, ICT in evaluation • E-learning • Internet and its applications • Audio and Video conferencing • Skype	15/2	15
UNIT -II	**Communication and teaching learning** • Concept and nature of communication • Types and modes of communication • Components of Communication • Classroom communication • Significance of communication in learning • Barriers of effective classroom communication • Steps for making communication effective • Qualities of a good classroom communicator	11/3	15
UNIT -III	**Models, Stages and Levels of teaching** • Concept, characteristics, components and families of models of teaching • Concept attainment model, Advanced Organiser model, Inductive thinking and Classroom meeting model	16/4	15

	• Activities of a teacher in pre-active, interactive and post-active stages of teaching • Nature of teaching learning in memory, understanding and reflective level of teaching		
UNIT -IV	**Modification of teaching behaviour** • Simulation—concept nature and procedure • Micro teaching—concept, nature, stages, cycle, skills, significance and supervision • Classroom interaction analysis—Flander's Interaction Analysis Categories System (FIACS), Equivalent Talk Categories(ETC), Reciprocal Categories System(RCS) and Galloway's(IDER) system	13/3	15
		55/12	60

Suggested Readings

1. Allen, Dwight and Kevin Ryan (1969). *Micro Teaching.* London: Addison-Wesley Publishing Company.
2. Ashby, E. (1972). *The fourth Revolution: A Report and Recommendation by the Carnegle Commission of Higher Education*. New York: McGraw Hill Book Co.
3. Chauhan, S. S. (2008). *Innovations in Teaching Learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). *Models of Teaching*. New Delhi:Prentice Hall of India Pvt. Ltd.
5. Mangal, S. K. and Uma Mangal (2011). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
6. Sharmah, R. A. (2007).*Technological Foundation of Educational*. Meerut: Lall Book Depot.
7. Shaikh, I. R. (2015). *Educational Technology and ICT*. New Delhi: McGraw Hill Education

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SYLLABUS OF THE TWO YEAR M. ED PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 20200
COURSE TITLE: RESEARCH IN EDUCATION – I
Marks: 100 (End semester 60 and In semester 40)

Course Objectives:

1. To develop an understanding of scientific thinking to acquire valid knowledge.
2. To enable the students to understand about the nature, scope, need of educational research
3. To acquaint them with modalities necessary for formulating research problem
4. To develop knowledge and skill to do research in the field of education.

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT –I	**Introduction to Research in Education :** • Scientific thinking and Research • Meaning, nature , scope and need (purpose) of educational research • Characteristics of educational research • Areas of Educational Research : Inter-disciplinary Research • Types of Research : Fundamental, Applied and Action Research • Research: Qualitative and Quantitative Research	5/2	10
UNIT-II	• Research Process: • General Steps in Educational Research: • Formulation of research problem : Criteria and sources for identifying the Problem, defining the problem • Review of related literature : Purpose significance, sources, identification and organization • Formulation of Hypotheses : Meaning, importance, characteristics, types and forms; Research questions • Collection of data (Only concepts) • Analysis of data: Qualitative and Quantitative (Only concepts) • Reporting research (Concept only) • Developing a research proposal	7/2	15

UNIT – III	**Sampling Techniques :** • Population and sample, sampling element, unit, sampling frame • Types of sampling: Probability and Non-probability sampling • Probability sampling: Simple random, Stratified, Cluster, Multi- stage sampling, Multiphase sampling. • Non- probability sampling: Purposive or Judgmental sampling, Quota, Incidental, Convenience or Accidental sampling, Snowball sampling, Systematic sampling.	8/2	10

UNIT – IV	**Research tools and Techniques:**
	
	Characteristics, types, construction and uses of :
	
	• **Psychological tests**
	• **Inquiry forms** :
	  - Questionnaire
	  - Rating Scales
	  - Attitude Scales: Thurstone and Likert Scales
	• **Observation**
	• **Interview**
	• **Case Study**
	• **Sociometric techniques:** Sociogram and sociometric matrices
		11/2	10

UNIT –V	**Statistics in Educational Research** • Concepts of Descriptive and Inferential statistics **Descriptive Statistics:** • Normal Probability Distribution : Application of NPC; Divergence from Normality • Correlation : Assumptions, computations, uses and interpretation of product moment co-efficient of correlation **Inferential Statistics:** a) **Parametric Statistics :** • Significance of mean (large and small samples) • Significance of difference between uncorrelated means (i) Uncorrelated small samples	19/4	15

	(ii) Uncorrelated large samples		
	• One tailed and two tailed tests of significance : • Type I and Type II Errors in making inferences		

Total Lectures of 1 hour duration   :   48
Tutorial classes of 1 hour duration   :   12
Practical classes of 1 hour duration   :   Nil
Total Credits after calculation   :   4 credits
Internal evaluation will include the following:

    1. Practicum (any one):
          (a)   Review of related literature in particular area
          (b)   Construction of questionnaire or a scale
    2. Seminars/Objective Tests
    3. Tests: Two In-semester Test

Suggested Readings

1. Best, J.W. & Kahn, J.V.   :   *Research in Education,* Prentice Hall of India Pvt. Ltd., New Delhi.
2. Buch, M.B. :   *Surveys of Research in Education*, NCERT, New Delhi
3. Garrett,H.E. : *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd., Hague Bulding, 9 Sprott Road, Ballard Estate, Bombay-400038
4. Good, Barn & Scates: *The Methodology of Educational Research*, Appleton –Century Crofts, Inc, New York
5. Guilford, J.P. : *Fundamental Statistics in psychology and Education*, McGdraw Hill Book Company Inc. New York , 1956.
6. Kerlinger, Fred. N. :   *Foundations of Behavioral Research*, Surjeet Publications, Delhi, 1983
7. Kohl, L. : *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd., New Delhi
8. Lindquist :   *Design and Analysis of Experiments in Psychology and Education.* American Council on Education, Washington D.C.,
9. Newman, W. Lawrence. :   *Social Research Methods : Qualitative and Quantitative Approaches* (Sixth Edition) Pearson Education, Inc. 2006
10. Sidhu, K.S. :   *Methodology of Educational Research*, Sterling Publishers Pvt. Ltd., New Delhi
11. Singh, A.K. :   *Tests, Measurements and Research Methods in Behavioural Science,* Bharati Bhavan, Thakurbari Road, Kadamkuan, Patna- 800003
12. Travers, Robert M.W   :   *An Introduction to Educational Research,* The Macmillan Company , New York.

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SYLLABUS OF THE TWO YEAR M. ED PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 20300
COURSE TITLE: EDUCATIONAL PLANNING & MANAGEMENT
Marks: 100 (End semester 60 and In semester 40)

Course Objectives:

1. To enable the students to understand the meaning, definition, levels and process of management and also to acquaint them with the approaches and some specific trends in educational administration.
2. To acquaint the students with meaning, nature, process, development and styles of leadership.
3. To acquaint the students with meaning, nature and functions of supervision and also to enable students to understand supervision as service activity, as a function, as educational leadership and as a process.
4. To orient the students with nature of educational finance, sources of allocation of funds, budgeting, maintenance of accounts, sharing and distribution of financial responsibility, mobilization of local resources and private and self financing in educational institutions.
5. To enable the students to understand the meaning, nature and significance of educational planning and also to acquaint them with manpower forecasting, manpower planning, human capital formation, perspective planning and institutional planning.

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT -I	**Educational Management and Administration** • Concepts, Definition, Levels and Process of management • Difference between management and administration, PODSCORB • Approaches to management: Classical approach (contribution of F.W. Taylor, F.B. Gilberth, L.M. Gilberth, Henry Gantt, H. Emarson, Henri Fayol, Max Weber) • Human Relation Approach (contribution of Elton Mayo, M.P.Follet and Abraham Maslow • Quantitative approach • System approach	12/3	12
UNIT -II	**Some specific trends in Educational Management** • Mission, Vision and Objectives of organization. • Decision making • Organizational compliance • Organizational development • Departmentation and committee form of management • Management by Objectives (MBO) • Program Evaluation & Review Technique (PERT) • Total Quality management (TQM)	10/2	10

	• SWOT analysis and SWAC analysis		
UNIT-III	**Leadership in Educational Administration** • Meaning and nature of leadership • Process and functions of leadership • Leadership development • Styles of leadership • Theories of leadership (Great man theory, Path goal theory, Trait theory) • Ethos and values of educational leader • Meeting Psychological needs of employees.	**8/2**	**8**
UNIT-IV	**Educational Supervision** • Meaning and nature of supervision • Concept of modern supervision • Supervision and Inspection • Functions of supervision • Supervision as service activity • Supervision as a function • Supervision as educational leadership • Supervision as a process	**10/2**	**10**
UNIT-V	**Management of educational finance** • Nature & Principles of educational finance • Sources and agencies of financing education • Maintenance of accounts in educational institutions • Budgeting: meaning and process of budget preparation • Zero based Budgeting and Gender based budgeting- its implications • Centre- State sharing of financial responsibility for education. • Private and self financing educational institutions • Mobilization of financial resources	**10/2**	**10**
UNIT-VI	**Educational Planning** • Meaning and nature of educational Planning • Importance of educational planning • Approaches of educational planning: Manpower forecasting approach, Social demand approach, Demographic projection approach, Rate of return approach • Perspective planning: meaning, objectives and Process of preparation. • Institutional planning: meaning, objectives and Process of preparation	**10/2**	**10**
	Total Class	60/13	60

2-Year M. Ed Curriculum, Dibrugarh University

Suggested Readings

1. Bala, Rajni, *Educational supervision Theories and Practices*, alfa publications: New Delhi, 2006.
2. Bush, Tony, *Theories of Educational Leadership and Management,* SAGE Publications: New Delhi, 2003.
3. Burton, Jene, *Management Today- Principles and Practice*, Tata McGrow Hill Publishing Company Ltd: New Delhi, 2002.
4. Chandan, J. S., *Management Concept and Strategies*, Vikash Publishing House Pvt. Ltd.: New Delhi, 2002.
5. Kalwar, M. C. and Ratikanta Pathak, *Principle of Bussiness Management*, Abhilekh Publication and Production: Guwahati, 2005.
6. Kumar, Rajendra C., *The Leadership in Management*, A. P. H. Publishing Company: New Delhi, 2007.
7. Mehorotra, Anju, *Leadership styles of Principals*, Mittal publications: New Delhi, 2005.
8. Mishra, R. C. *Theory of Education Administration*, A. P. H. Publishing Corporation: New Delhi, 2007.
9. Rao, V. S. P. and V. Harikrishna, *Management Text and Cases*, Excel Books: New Delhi: 2002.

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SYLLABUS OF THE TWO YEAR M. ED PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 20410
COURSE TITLE: PSYCHOLOGY PRACTICAL
Marks: 50 (End semester 30 and In semester 20)

Course objectives:
1. To acquaint the students with the various tests application in Education
2. To enable the students to use the tests for different purposes

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT- I	**AN INTRODUCTION** • Meaning , Nature & Scope of Experimental Psychology • Historical development of Experimental Psychology. • Steps to be followed in a Test/Experiment	2 2 2	30
UNIT- II	**PSYCHOLOGICAL TEST AND EXPERIMENTS** **Memory :** • Recall and Recognition (words, figures and figures) • Span of Attention • Memorization of Non – Sense Syllables and words **Association** :- Reaction time • Emotive and Non- Emotive Words • Free Vs Controlled Association Test **Attention** • Span of Apprehension - Dots/Meaningful and Non-Meaningful **Learning** • Mirror Drawing Experiment (tracing) • Mirror Drawing Experiment (Bi lateral) • **Whole Kl Vs Part Learning** **Motivation** • Effect of Frustration on Performance **Intelligence** **(**Performance Test) • Alexander Pass – A- Long Test ; • Koh's Block Design Test; • Wechsler Intelligence Test • DAT (Differential Aptitude Test) **Thinking** • Concept Formation **Personality**	54	

- Thematic Apperception Test   - Rovschach Ink-blot Test   - Extroversion and Introversion   - Measurement of Values   **Methods of Assessment**
In Semester : 20
  - Laboratory Note Book   5
  - Lab Performance   5
  - Conduct of expt./ Test.   5
  - *Viva voce*   5
End Semester : 30 - Students will be required to conduct 2 (two) test/expt. on the day of the practical Exam.	

Suggested Readings

1. Experimental Psychology by Woodworth
2. Experiments in Psychology and Education by Mohsin

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COURSE NO. MED 20420
COURSE TITLE: YOGA EDUCATION & INFORMATION & COMMUNICATION TECHNOLOGY IN EDUCATION
Marks: 50 (End semester 30 and In semester 20)

Part A: Yoga Education (25 Marks)
Course objectives:

1. Illustrate the yogic concept of personality
2. Explain the dimensions of personality
3. Explain how the practice of yoga can help in developing integrated personality
4. Discuss the concept of stress in terms of causes, symptoms and consequences
5. Relate the role of yogic practices in coping with stress.
6. Explain the concept of self development
7. Explain the role of yogic practices in leading to human excellence.

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT- I	**Introduction to yoga and Personality Development** • yogic concept of personality • Dimensions of integrated personality • Yoga for integrated personality		
UNIT -II	**Yoga and Stress Management** • Concept of stress • Stress – a yogic perspective • Yogic practices for stress management • Cyclic meditation for stress management		
UNIT -III	**Yoga and Self Development** • Concept of self development • Spirituality and its role in human self – development yamas and niyamas • Yoga and human excellence		
UNIT -IV	**PRACTICUM (As stated in the NCTE module)** • Breathing exercise with stretching • Loosening exercises • Asanas – Sitting , Standing, prone • Bandhas and Mudras • Bandhas – Uddiyana, Mula, Jalandhara and Jihva • Mudras - Brahma mudra • Pranayama • Meditation : Breath meditation and OUM		

Mode of Assessment:

In – Semester: (10 marks): Internal Assessment will be done with Sessional test/ Regularity in practice Diary maintenance etc.

End – Semester: (15 Marks): Students will be required to demonstrate at least three activities from the given practicum.

- ❖ (Students will be attached with yoga institute as intern for a certain period which may be a few weeks or days depending upon the availability of time)

Part B: Information & Communication Technology in Education (25 marks)
Course objectives:

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT- I	**Introduction to ICT** • Role of ICT in education and teaching learning process • Role of ICT school management and professional development • ICT and research , open access, data analysis software		
UNIT- II	**E-Learning** • Concept of E- Learning • elements of E- Learning • E- content and E-book • E- content design – graphic, animation, audio-video • E- Learners and E- educators interaction using webtools, e-mails, chatting, conferencing, discussion forum. • Use of Wikipedia and wiki educator and web – based technologies for online learning and training • Virtual Classroom		
UNIT-III	**Issues of ICT** • Globalization and ICT, IPR- Copy right , trademans, Patent. • Legal, Ethical, Socio political and environmental issues of ICT in Education • ICT and online trend of Evaluation.		

Mode of Assessment:
In – Semester: (10 Marks): Students will be evaluated with Sessional Test/Assignment / Discussion etc

End- Semester: (15 Marks): Practical on preparation of Instructional materials using ICT will be provided as decided by the course teacher.

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SYLLABUS OF THE TWO YEAR M. ED PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 30100
COURSE TITLE: ISSUES & CONCERNS IN INDIAN EDUCATION
Marks: 100 (End semester 60 and In semester 40)

Course Objectives:
1. To understand the historical basis of Education.
2. To understand the pluralistic issues of contemporary Indian society.
3. To understand and examine the issues and concerns related to:
   - Universalization of Education – recent policies in the context of Elementary and Secondary education (SSA & RMSA)
   - Global and local environmental crisis – so as to explore strategies for sensitizing the learners towards environmental conservation
   - Education for peace – changing concept of values in modern society and the role of a teacher in emphasizing its relevance in modern society
   - Rights of the individual – human rights, child rights, environmental rights- so as to develop critical awareness of these concepts and their values for adequate implementation in society
4. To understand the importance of indicators, standards and strategies for enhancement of quality in secondary schools

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT -I	**HISTORICAL BASES OF INDIAN EDUCATION** • <u>Ancient India</u>: Vedic and Buddhist education system with special reference to aims of education, curriculum, discipline, role of teacher, methods of teaching. • <u>Medieval India</u>: Islamic education and indigenous system of education with reference to aims of education, curriculum, discipline, role of teacher, methods of teaching. • <u>Modern India</u>: - <u>Education in pre-Independence period</u>: Macaulay's Minute, Wood's Despatch, Curzon's policy, Basic education system. - <u>Education in post Independence period</u>: Secondary Education Commission-1952-53, Indian Education Commission 1964-66, National Policy on Education 1986, Ramamurthy Review Committee 1990.	14/2	10

UNIT-II	**EDUCATIONAL PROVISIONS IN THE INDIAN CONSTITUTION** • Article 45, Article 29 & 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 & 3) • Right to Education (RTE) and its implications for Universalization of Secondary Education • Lessons from implementation of Universalization of Elementary Education (UEE) *[non-detention policy, ban of corporal punishment, continuous & comprehensive evaluation (CCE)]* • Universalization of Secondary education (USE); issues, concerns and strategies for its realization.	**8/2**	**10**
UNIT -III	**EQUITY AND EQUALITY IN EDUCATION** • Concepts of equity and equality of educational opportunities • Nature and forms of inequalities in Indian Society: Dominant and Minor groups, Gender inequality in schooling; Public Schools – private schools ;Rural – Urban – tribal schools; alternative schooling . • Schools for education of the challenged: Rehabilitation Council of India (RCI) and its role.	**8/2**	**10**
UNIT- IV	**QUALITY IN EDUCATION AND LEARNER ENVIRONMENT** • Meaning of quality education; • Indicators of quality in the context of: - Students' outcome - Learning-environment. • Outcome improvement through: - Setting standards for performance - Supporting inputs known to improve achievement - Adopting flexible strategies for acquisition and use of inputs - Monitoring performance • Enhancement of quality in Secondary Schools through: - Teacher-training - Teaching-learning processes - Curriculum construction - Infrastructure. • Changing role of a teacher in the context of quality Secondary education • Professional ethics	**10/2**	**10**
	NEW PERSPECTIVES IN EDUCATION • Concept of Human Rights - Constitutional	**8/2**	**10**

UNIT-V	provisions in this regard. • Role of National Commissions for Protection of Childs Rights NCPCR. • Integrating values in school curriculum & teaching learning processes. • Relevance of peace in regional, national and international context. • Role of education in promotion of peace: Implications for pedagogy *(cooperation, tolerance etc)*.		
UNIT -VI	**EDUCATION FOR CONSERVATION OF ENVIRONMENT** • Environmental concerns at present – pollution, de-forestation, ozone-layer depletion, etc. • Concept of environmental hazards in present century • Concepts of need for conservation of environmental resources • Need for sensitization of learners towards environmental conservation. • Methods of conservation of environmental resources • Integration of environmental concerns in school curriculum • Role of Teacher in promoting ideas of conservation	**10/2**	**10**

Suggested Readings

01. Anand, C.L. et.al. (1983). *Teacher and Education in Emerging Indian Society,* NCERT, New Delhi.
02. Arvind Kumar (2003). *Environmental challenges of the 21st century*, APH Publishing Corporation, New Delhi
03. Dhawan M.L. *Issues in Indian Education* ISHA books Delhi -110 033
04. Kaushik & Kaushik: *Environmental Perspectives,*
05. Kochhar SK Pivotal *Issues in Indian Education Sterling* Publishers private Limited
06. Mohanty, J., (1986). *School Education in Emerging Society*, Sterling Publishers, MacMillan, New Delhi.
07. Mukherji, S.M., (1966). ***History of Education in India,*** Acharya Book Depot, Baroda.
08. Naik, J.P. & Syed, N., (1974). ***A Student's History of Education in India,*** MacMillan, New Delhi.
09. NCERT (1986). *School Education in India* – Present Status and Future Needs, New Delhi.
10. NCERT (1993). *Teacher and Education in Emerging Indian Society*, New Delhi

2-Year M. Ed Curriculum, Dibrugarh University

11. Ozial, A.O. *'Hand Book of School Administration and Management'*, London, Macmillan.

12. Salamatullah, (1979). *Education in Social context*, NCERT, New Delhi.

13. Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private*

14. Govt. of India (1986). *National Policy on Education*, Min. of HRD, New Delhi.

15. Govt. of India (1992). *Programme of Action (NPE).* Min of HRD.

16. Govt of India (1992) *Report of Core group on value orientation to education*, Planning Commission

17. Ministry of Education. *'Education Commission "Kothari Commission".* 1964-1966. *Education and National Development. Ministry of Education, Government of India* 1966.

18. *National Policy on Education. 1986.* Ministry of HRD, Department of Education, New Delhi.

19. *Seventh All India School Education Survey*, NCERT: New Delhi. 2002

20. UNDPA. *Human Development Reports.* New Delhi. Oxford: Oxford University Press.

21. UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report.* Paris.

22. *Aided Schools in Kerala.* In Kuldip Kumar (Ed.) *School effectiveness and learning achievement at primary stage*: International perspectives. NCERT. New Delhi.

23. UNESCO's report on *Education for Sustainable Development*

24. Ministry of Law and Justice (2009) *Right to Education*. Govt of India

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SYLLABUS OF THE TWO YEAR M. ED PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 30200
COURSE TITLE: RESEARCH IN EDUCATION – II
Marks: 100 (End semester 60 and In semester 40)

Course Objectives:

1. To enable the students to describe major approaches for conducting educational research
2. To enable the students to write research report and research paper
3. To develop the ability to use some statistical methods to analyse and interpret educational data
4. To develop knowledge and skill to do research in the field of education.

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT –I	**Methods of Educational Research** **Historical Research :** • Meaning, nature and Scope • Steps in Historical Research **Descriptive Research** • Meaning, nature and scope • Types : Survey studies, Interrelationship Studies and Developmental studies • Steps in Descriptive Research **Experimental Research** • Meaning, Nature and Scope • Variables : Independent and dependent variables, Confounding variables and extraneous variables • Characteristics of Experimental Research: Control, Manipulation, Observation and Replication • Steps in Experimental Research • Research Designs: Pre-Experimental Designs, Quasi-Experimental Designs and True Experimental Designs	20/3	20
UNIT-II	**Writing the Research Report:** • Format • Chapterization, • Characteristics of a good research report. • Use of abbreviations • Referencing: References, footnotes and bibliography • APA Style of Referencing • Writing Research Paper • Intellectual Property Right (IPR) and Plagiarism	7/1	10

UNIT – III	**Parametric Statistics :** • Significance of difference between correlated means • Introduction to Analysis of Variance : Concept, assumptions and computation of one way ANOVA	**8/4**	**15**

UNIT-IV	**Non- Parametric Statistics**
	• Chi-square tests :
	  (i) Testing the divergence of observed results from those expected on the hypothesis of equal probability
	  (ii) Testing the divergence of observed results from those expected on the hypothesis of a normal distribution
	  (iii) The chi-square test of 2X2 fold contingency tables
	  (iv) The chi-square test of Independence in contingency tables
	• Sign Test
	• Median Test
	• Sum of Rank Test
		12/4	**15**

Total Lectures of 1 hour duration   :   48
Tutorial classes of 2 hour duration   :   12
Practical classes of 1 hour duration   :   Nil
Total Credits after calculation   :   4 credits

Internal evaluation will include the following:
    1. Practicum (any one):
        (a) Writing a research proposal
        (d) Collection of data and statistical analysis.
    2. Seminars/Objective Test
    3. Tests: Two In-semester Tests

Suggested Readings

1. Best, J.W. & Kahn, J.V. : *Research in Education,* Prentice Hall of India Pvt. Ltd., New Delhi.
2. Buch, M.B. : *Surveys of Research in Education*, NCERT, New Delhi
3. Garrett,H.E. : *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd., Hague Bulding, 9 Sprott Road, Ballard Estate, Bombay-400038
4. Good, Barn & Scates: *The Methodology of Educational Research*, Appleton Century Crofts, Inc, New York
5. Guilford, J.P. : *Fundamental Statistics in psychology and Education*, McGdraw Hill Book Company Inc. New York , 1956.
6. Kerlinger, Fred. N. : *Foundations of Behavioral Research*, Surjeet Publications, Delhi, 1983
7. Kohl, L. : *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd., New Delhi

8. Lindquist: ***Design and Analysis of Experiments in Psychology and Education.*** American Council on Education,   Washington D.C.,

9. Newman, W. Lawrence.   :   ***Social Research Methods : Qualitative and Quantitative Approaches*** (Sixth Edition) Pearson Education, Inc. 2006

10. Sidhu, K.S. :   ***Methodology of Educational Research***, Sterling Publishers Pvt. Ltd., New Delhi

11. Singh, A.K. :   ***Tests, Measurements and Research Methods in Behavioural Science,*** Bharati Bhavan, Thakurbari Road, Kadamkuan, Patna- 800003

12. Travers, Robert M.W: ***An Introduction to Educational Research,*** The Macmillan Company , New York.

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COURSE NO. MED 30310
COURSE TITLE: ELEMENTARY EDUCATION (ELEMENTARY TEACHER EDUCATION)
Marks: 100 (End semester 60 and In semester 40)

Course Objectives:

1. understand the context of elementary education
2. understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE) discuss the development of elementary education in India since independence reflect on the relevance of strategies and programmes of UEE.
3. develop an understanding of underlying principles of curriculum development and evaluation at elementary stage reflect on the need and importance of work experience, art education, health physical education and working with the community.
4. understand the importance of teaching of language and mathematics at elementary level
5. develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level.
6. develop research insight for curriculum development in elementary education.
7. develop an understanding of underlying principles of curriculum development and evaluation at elementary stage reflect on the need and importance of work experience, art education, health physical education and working with the community.
8. understand the importance of teaching of language and mathematics at elementary level
9. develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level
10. develop research insight for curriculum development in elementary education.
11. Gain insight into the need and objectives of elementary teacher education.
12. Understand the development of elementary teacher education in post-independent India
13. Gain insight into the existing pre-service teacher education programmes and their organisational aspects
14. Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education
15. Develop understanding of status of elementary teachers, the problems and issues related to professional growth

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT-I	**PERSPECTIVES AND CONTEXT OF ELEMENTARY EDUCATION** • Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood (only Implications from theories to be referred) • Influence of home, school and community related factors on child's development. • Conceptual analysis of the concepts in elementary	10/2	8

	education like learner/learning centered approach, activity centered approach, freedom and discipline; reflection on present practices.		
UNIT-II	**DEVELOPMENT OF ELEMENTARY EDUCATION** • Nature and focus of Elementary Education after independence. • Relevance of educational thought of Mahatama Gandhi and Tagore to elementary education. • Constitutional provision for education and Directive Principles related to elementary education and their implications. • Right to Education as fundamental right ; provision in RTE Act and related issues. • Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.	10/2	10
UNIT-III	**UEE ,OBJECTIVES AND CHALLENGES** • Concept, objectives, meaning and justification of UEE. • Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and • other socially disadvantaged groups including first generation learners and migrant population. • Access and enrolment of different types of learners-issues and challenges. • Enrolment and dropout : meaning and assessment and related issues and dropout • Achievement levels of different types of learners-status and issues. • Differently able children-types, access, issues and challenges; critical appraisal of inclusive education as a solution.	12/2	12
UNIT - IV	**STRATEGIES AND PROGRAMMES IN ELEMENTARY EDUCATION** • Panchayatraj and community involvement in educational planning and management related issues • Participation of NGOs in achieving goals of UEE • ECCE programme, women empowerment as support services • Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts. • District primary education programme-goals and strategies. • Sarva Shiksha Abhiyan- goals and specific	18/3	20

	programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement. • Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels		
UNIT- V	**CURRICULUM AND EVALUATION IN ELEMENTARY EDUCATION** • Principles of Elementary School Curriculum • Curriculum , Objectives, Planning , Organisation and Evaluation of for Work Experience, Art Education, Health & Physical Education, Language(s), Mathematics, Environmental Studies/ Social sciences and Natural Sciences in Elementary Education. And also preparation and use of different types of curricular material.	**10/2**	**10**

Suggested Readings

1. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
2. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
3. Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
4. Government of India (1986) National Policy on Education, New Delhi, MHRD.
5. Government of India (1987) Programme of Action, New Delhi: MHRD.
6. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
7. Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
8. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
9. Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
10. Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
11. Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
12. Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
13. National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
14. Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
15. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
16. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
17. Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
18. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi

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2-Year M. Ed Curriculum, Dibrugarh University

SYLLABUS OF THE TWO YEAR M. ED PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 30320
COURSE TITLE: SECONDARY EDUCATION (TEACHER EDUCATION AT SECONDARY AND SR. SECONDARY LEVEL)
Marks: 100 (End semester 60 and In semester 40)

Course Objectives:

1. understand the nature-scope and systems of secondary and senior secondary education
2. examine the status of development of secondary and senior secondary education in India after Independence
3. understand the problem and challenges related to secondary and senior secondary education
4. understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
5. identify the problems issues of secondary school teachers Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education
6. Understand the nature of education for multiple intelligence
7. Learn the modalities of educational projection
8. Understand the modalities of secondary education management information system
9. identify critical issues related to universalization of secondary education
10. Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education
11. Understand the nature of education for multiple intelligence
12. Learn the modalities of educational projection
13. Understand the modalities of secondary education management information system
14. identify critical issues related to universalization of secondary education

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT-I	• Nature, Scope, function and systems of Secondary and Senior Secondary Education Status of Secondary and Senior Secondary • process of teaching-learning of adolescent • exposure to integrated and subject specific streams guidelines and counseling strategies to meet changing physiological and sociological requirements. • Education for Multiple Intelligence • Educational Projection	**10/2**	**12**
UNIT-II	• PROBLEMS AND CHALLENGES OF SECONDARY EDUCATION • Problems and challenges related to universalisation of Secondary Education • Problems and Strategies of Alternative Schooling at Secondary Stage	**10/2**	**12**

	• Problems / challenges / strategies / intervention in relation to access enrolment, dropout, achievement equality of Educational opportunities • Problems of education for girls, disadvantaged and differently abled children and show learners and interventions to solve the problem • Classroom problems discipline, under achievement, lack of motivation slow learners, delinquency and maladjustment • Issues of quality in secondary and senior secondary education Management System of secondary education, Department of Education, Directorate, Inspectorate and Private Agencies			
UNIT-III	**TEACHER EDUCATION IN INDIA AT SECONDARY AND SENIOR SECONDARY LEVEL** • Pre-Service and Inservice Teacher Education: concept, nature, objectives and scope. • Development of teacher education in India at secondary and senior secondary level, recommendations of various commissions and committees concerning teacher education system. Impact of NPE, 1986 and its POA on teacher education system. • The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education Institutions at secondary level: roles and functions of IASEs, CTE. • Roles, functions and networking of institutions like UGC, NCERT. NCTE. NUEPA, SCERTs etc. • Issues, concerns and problems of pre-service and in-service teacher education at secondary and senior secondary level.	**12/2**	**12**	
UNIT -IV	**SECONDARY EDUCATION MANAGEMENT INFORMATION SYSTEM (SEMIS) AND ASSESSMENT AND EVALUATION** • CCE in Teacher Education. • Formative and summative evaluation; norm referenced and criterion reference evaluation. • Evaluation of school experience/internship programmes. • Assessment of teaching proficiency: criterion, tools and techniques. • Organisation and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment. • Portfolio assessment • Structure of MIS School mapping at secondary	**12/2**	**12**	

	level			
	• Course mapping at senior secondary level			
UNIT -V	**CURRICULUM AND EVALUATION OF SECONDARY EDUCATION** • –Principles of School Curriculum Development at Secondary and Senior Secondary Level • CCE in Teacher Education. • Formative and summative evaluation; norm referenced and criterion reference evaluation. • Evaluation of school experience/internship programmes. • Assessment of teaching proficiency: criterion, tools and techniques. • Organisation and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment. • Portfolio assessment.	12/2	12

Suggested Readings

1. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
2. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
3. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

4. Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach.* State University of York.
5. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th edition). Rout ledge Falmer. London and New York.
6. Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying in Teacher Education*. Rout ledge Falmer. London and New York.
7. Korthagen, Fred A.J.et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education.* Lawrence Erlbaum Associates.
8. NCTE (1998): *Policy Perspectives in Teacher Education*. New Delhi.
9. NCTE (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education*. New Delhi.
10. Rao, Digumarti Bhaskara (1998). *Teacher Education in India.* Discovery Publishing House. New Delhi.
11. Linda Darling, Harmmond & John Bransford (2005): *Preparing Teachers for a changing World.* John Wiley & Son Francisco.
12. Loughran, John (2006): *Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching.* Routledge: New York.
13. Yadav, M.S. & Lakshmi, T.K.S. (2003): *Conceptual inputs for Secondary Teacher Education: The instructional Role.* India, NCTE.
14. Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers.* Maidenhead, Brinks Open University Press.

15. Mohammad Miyan (2004). *Professionalisation of Teacher Education*. Mittal Publications. New Delhi.
16. NCTE. (1998). *Policy Perspective in Teacher Education- Critique and Documentation*. NCTE New Delhi.
17. Reimers, Eleonora Villegas (2003): *Teacher Professional development: an international review of the literature.* UNESCO: IIEP, Paris.
18. Siddiqui, M.A. (1993). *In-Service Education of Teachers*. NCERT. New Delhi

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COURSE NO. MED 30330
COURSE TITLE: DISTANCE EDUCATION (FOUNDATION OF DISTANCE EDUCATION)
Marks: 100 (End semester 60 and In semester 40)

Course Objectives:

1. understand the concept of distance education,
2. distinguish between correspondence education, distance education, and open learning
3. reflect on the socio-economic and socio-political issues which the institutions of education in India are currently faced with
4. discuss the socio-academic relevance of distance education,
5. develop an insight and examine critically the objectives of distance education,
6. understand the nature of distance learners and distance learning process, describe SQ3R techniques and adopt the same technique for their study purpose, list the importance of self learning material and relevant comprehension skills,
7. discuss various evaluation techniques and its relevance to distance learning. describe the need for LSSs in DE&OL.
8. list different kinds of support to distance learners.
9. discuss the various feature of a LSS in DE&OL.
10. describe and differentiate the different dimensions i.e. academic/pedagogical and operational dimension
11. compare the LSSs of different DE&OL institutions
12. critically analysis the merits and demerits of the LSSs of a DE&OL institutions
13. describe the role of study centre in providing support to learners
14. Describe the broad structure and management of any DE&OL institutions.
15. understand the management of operational sub-systems like course design and development, management of learning resources and learner support system management of admission and evaluation system .
16. Appreciate the role of MIS in DE & OL

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT-I	**Growth and Philosophy of Distance Education** • Distance Education: significance, meaning, concept and epistemology. • Goals and objectives of distance education. • Philosophy of distance education. • Growth of distance learning system in India, International Council of Correspondence Education, International Council of Distance Education. • Issues in Distance Education-quantity, quality, relevance and effectiveness. • Conventional mode of distance learning,	10/2	12

	relative effectiveness of conventional distance mode of learning. • Present status of distance education system. • Quality assurance and challenges in distance education • Structure and Management of DE & OL institutions		
UNIT-II	**Unit II- Learning Process and Self-Learning Materials (SLM) in Distance Education** • Distance learners: nature and characteristics and types of learners-successful, non-starter and mid-course dropouts. • Distance Education process: nature of adult learning, Andragogy of distance learning: role of self-learning in distance education. • Significance of study skills in distance learning. • Problems of distance learners • Types of SLM in distance learning-print, audio, video, interactive, online, and web-based. • Instructional materials in distance education-SLMs, assignment, audio-visual aids, use of ICT. • Self-learning materials: meaning, scope, importance and characteristics. • Role of SLM in distance education (print and non print). • Course design-need assessment, planning of SLM • Setting objectives • Deciding learning experiences • Criteria for content selection- selection of subject matter, Criteria for sequencing, assessment and feedback, forms of assessment and feedback. • Organization of the content-presentation style and format, text and visuals, attractiveness and accessibility. • Deciding evaluation scheme. • Learning Support Services:Concept, need and importance of student support services and Organisation of student support services.	12/2	12

UNIT-III	**Instructional Process and Evaluation Procedure in Distance Education & Open Learning** • Distance tuition concept, distance tutor-difference between a classroom and distance tutor. • Tutor comments-significance of tutor comments, levels of tutor communication-academic, personal and supplemental communication. • Types of Tutor comments-positive comments, constructive comments, null comments, hollow comments, harmful comments, misleading comments, negative comments, global comments and personal comments. • Two way communication in distance education and open learning. • Supplementary communication in distance education and open learning-need, significance, type and importance. • Concept, and need of evaluation in distance education. • Difference between evaluation in traditional learning and distance learning. • Comprehensive and continuous evaluation in distance learning. • Formative evaluation in distance learning role of tutor comments in motivation of distance learners. • Summative evaluation. • Techniques of evaluation in distance education. • Management Information System (MIS) in DE & OL • Management Issues in DE & OL System	**12/2**	**12**
UNIT -IV	**Instructional Process and Evaluation Procedure in Distance Education & Open Learning** • Distance tuition concept, distance tutor-difference between a classroom and distance tutor. • Tutor comments-significance of tutor comments, levels of tutor communication-academic, personal and supplemental communication. • Types of Tutor comments-positive comments, constructive comments, null comments, hollow comments, harmful comments, misleading comments, negative comments, global comments and personal comments. • Two way communication in distance education and open learning. • Supplementary communication in distance	**12/2**	**12**

	education and open learning-need, significance, type and importance. • Concept, and need of evaluation in distance education. • Difference between evaluation in traditional learning and distance learning. • Comprehensive and continuous evaluation in distance learning. • Formative evaluation in distance learning role of tutor comments in motivation of distance learners. • Summative evaluation. • Techniques of evaluation in distance education. • Management Information System (MIS) in DE & OL • Management Issues in DE & OL System		
UNIT -V	**Counselling in Distance Education** • Concept and importance. • Need of counselling in DE • Categories of counselling:-developmental and problem solving • Academic and non-academic Counselling • Procedure of counselling:-decision points, barriers-study related, and time related, personal and institutional. • Theories of counseling, media of counseling, qualities of counsellor	10/2	12

Suggested Readings

1. Education Commission Report (1948-1949) Ministry of Education, Government of India.
2. ICDE (1995), 17th World Conference for Distance Education, One World, Many voices, Conference Papers, (ed) David Sewart (All references to Eastern Europe are form Vol. 1)

3. IGNOU (1988): *Distance Teaching: Prerequisites and Practices* (Block 1,2 & 3). IGNOU, New Delhi.
4. IGNOU (1988): Reading in *Distance Education* (Block 1,2 & 3). IGNOU, New Delhi. Keegan, D.J. (1986): *The Foundation of Distance Education.* Croom Helm, USA.
5. Kaye, A. & Rumble, G. (1981): *Distance Teaching for Higher and Adult Education.* Croom Helm, USA.
6. Parmaji, S. (Ed.) (1984): *Distance Education.* Sterling Publishers, New Delhi.
7. Pentz, M.J. & Neil M.W. (1981): *Education of Adults at a Distance.* Kogan Page, London.
8. Power et al; (2000): *Quality in Distance Education in performance indicator in Higher Education.* Aravali, New Delhi.
9. Reddy, G.R. (1988): *Open Universities: The Ivory Towers Thrown open.* Sterling Publishers, New Delhi.

10. Rountree, D. (1986): *Teaching through Self-Instruction.* Kagon Page, London.
11. Rumble, G. & Herry, K. (1982): The Distance Teaching Universities. Croom Helm, USA.
12. Rumble, G. (1992): The Management of Distance Learning. UNESCO and IIEP. Paris.
13. Sewart, D. Keegan D. & Holmberg, B. (Eds.) (1988): *Distance Education: International Perspectives.* Routledge, Chapman and Hall, London

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SYLLABUS OF THE TWO YEAR M. ED PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 30400
COURSE TITLE: Practicum II (MICRO TEACHING, INTERNSHIP & FORMULATION OF RESEARCH PROPOSAL)
Marks: 100 (End semester 60 and In semester 40)
Course Objectives:

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT – I	**Micro Teaching Observation** • The M.Ed. students need to observe the Micro Teaching Practice sessions of the B.Ed. students. Every M.Ed. student will observe all the Teaching skills in two Methods subject to be selected by them. They shall have to submit detailed Reports on the Micro Teaching observation carried out by them.		18
UNIT - II	**Internship** • In this component, M.Ed. students shall have to take classes in Teacher Training Institutes i.e., CTEs, DIETS or Secondary Teacher Training Institutes (STEIs) for a particular duration, to be fixed by Department of Education, Dibrugarh University. The student shall have to take 10 classes, each to be accompanied by proper lesson plan. They shall also have to submit a detailed Report on Internship for evaluation purposes.		30
UNIT - III	**Formulation of Research Proposal** • In this component the M.Ed. student have to prepare a research proposal under the guidance of a Supervisor, to be as decided by the CBCS Board and submit the same for evaluation. The Proposal should contain – Introduction , Significance/ Rationale, Review, Objectives, Hypotheses, Conceptual and Operational / Contextual, Definitions, Methodology (Method, Population, Sample, Tool, Data Collection techniques, Analysis of data) Delimitation of the study, Chapterization etc.		12

Marks distribution:

Micro Teaching Observation   30 Marks: (End Semester: 18 & In Semester: 12)
Internship   50 Marks: (End Semester: 30 & In Semester: 20)
Formulation of research proposal 20 Marks: (End Semester: 12 & In Semester: 8)
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SYLLABUS OF THE TWO YEAR M. ED PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 40100
COURSE TITLE: MEASUREMENT AND EVALUATION
Marks: 50 (End semester 30 and In semester 20)

Course Objectives:

1. To develop an understanding of different levels of measurement.
2. To make students understand relationship between educational objectives, learning experiences and learning outcomes.
3. To develop understanding of characteristics of good evaluated tools
4. To acquaint the learner with construction and standardization of Mental tests.

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT – I	• Nature of Measurement in Education & Psychology • Different scales of measurement: nominal, ordinal, interval and ratio scales • Nature and scope of evaluation in education and psychology • Relationship between educational objectives, learning experiences and learning outcomes	**5/2**	**6**
UNIT - II	**Characteristics of Good Evaluation Tool**: **Reliability**: • Meaning and concept of reliability, • Methods of estimating reliability • Factors influencing reliability **Validity:** • Meaning and concept of validity • Types of validity • Factors influencing validity • Relationship between reliability and validity **Norms:** • Meaning and concept of norms • Types of norms **Objectivity** • **Administerability** • **Comprehensiveness** • **Power of Discrimination** • **General Steps of Construction and Standardization of psychological tests**:	**10/2**	**12**
UNIT - III	**Construction and Standardization of Mental Tests:** • **Intelligence Tests**: Binnet-Simon Test and its various revisions, Wechsler Adult Intelligence Scale • **Aptitude Test**: Differential Aptitude Test and General Aptitude Test Battery	**15/2**	**12**

	• **Attitude Scale**: Guttman's Scale or Cumulative Scale • **Personality Tests :** Scoring and Interpretation of T.A.T., Rorschach inkblot test, Cattell's 16 P.F • **Interest Inventory** : The Kuder Interest Inventories , Strong Interest Inventory, Career Assessment Inventory		

Total Lectures of 1 hour duration   : 30

Tutorial classes of 1 hour duration   : 04

Practical classes of 1 hour duration : Nil

Total Credits   : 2 credits

Suggested Readings

1. Ahmann, J. Stanley: *Testing Student Achievement and Aptitudes*, Prentice Hall of India Pvt. Ltd.
2. Ebel, Robert L.: *Measuring Educational Achievement*, Prentice hall of India Pvt. Ltd., New Delhi.
3. Elhance, D.N,: *Fundamental of Statistics*, Kitab H Mahal, 15 Thernhill Road, Allababad.
4. Freeman, Frank S. *Theory and Practice of Psychological Testing*, Oxford and IBH Publishing- Co. Pvt. Ltd, New Delhi.
5. Fruchter, Benjamin: *Introduction to Factor Analysis* Affiliated East-West Press Pvt. Ltd., New Delhi.
6. Garrett,H.E. : *Statistics in Psychology and Education*, Feffer and Simons Ltd.,Hague Building, 9 Sprott Road, Ballard Estate, Bombay- 400038
7. Guilford, J.P. : *Fundamental Statistics in Psychology and Education.* McGraw Hill Book Company Inc. New York, 1956
8. Gronlund, N.E.: *Construction Achievement tests*, Prentice Hall of India Pvt. Ltd., New Delhi.
9. Gronlund, N.E. : *Measurement and Evaluation* , Prentice Hall of India Pvt. Ltd., New Delhi
10. Kohl, L. : *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd.
11. Lindquist, E.F. : *Design and Analysis of Experiments in Psychology and Education*, American Council on Education, Washington, D.C.
12. Lindquist , E.F.: *A first Course in Statistics*, Honghton Mifflin Company, Boston.
13. Mangal, S.K.: *Statistics in Psychology and Education*, Prentice- Hall of India Pvt. Ltd, New Delhi, 2004
14. Sidhu, K.S. : *Methodology of Educational Research,* Sterling Publishers Pvt. Ltd. , New Delhi
15. Singh, A.K. : *Tests, Measurements and Research Methods in Behavioural Science*, Bharat Bhavan, Takurbari Road, Kadamkuan, Patna- 800003
16. Snedecor, George, W, and Cochran, William G., *Statistical Methods*, E W P, I S.,
17. Stanley, Julian C. and Hopkins, Kenneth D.: *Educational and Psychological Measurement and evaluation,* Prentice Hall of India Pvt. Ltd.
18. Thorndike, Robert L. and Hagen, Elizabeth :*Measurement and Evaluation in Psychology and Education,* John Wiley and Sons, Inc, New Delhi
19. Vernon, P.E.: *Intelligence and Attainment Tests*, University of London Press Ltd

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SYLLABUS OF THE TWO YEAR M. ED PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 40210
COURSE TITLE: ELEMENTARY EDUCATION (EARLY CHILDHOOD CARE & EDUCATION)
Marks: 100 (End semester 60 and In semester 40)

Course Objectives:

1. understand the need and significance of early childhood care and education
2. understand the policy perspectives on ECCE in India and world
3. understand social and personal development of children (3-6 years)
4. understand the quality dimensions i.e. curriculum, programmes and work force for ECCE
5. develop knowledge and skills for research and evaluation in ECCE and training of personnel

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT – I	**ECCE: Policy and Perspectives** • Concept, significance and objectives of ECCE. • ECCE in India: Policies and Programmes in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action for Children, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009) • ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues	12/2	15
UNIT - II	**Unit II–Psycho – social Context of Pre-school Education** • Developmental characteristics and norms – physical, cognitive, language and socio-emotional during early childhood. • Transition from home to school – issues and concerns. • Socio-cultural contexts in school and home and child-rearing practices in different cultures	10/2	10

UNIT – III	**Unit III- Curriculum for Pre-school Education** • Curriculum for School Readiness – physical, cognitive, socio-emotional dimensions; characteristics of learning experiences and approaches • Different types of pre-school curriculum/ Montessori, Kindergarten, Balawadi and Anganwadi Centres • Support of workforce: teachers, parents and community support in functioning of ECCE centers	**10/2**	**10**
UNIT IV	**Strategies/ Approaches and Resources** • Characteristics of programmes for different settings – Pre-primary and early primary grade children – needed emphasis and rationale • General principles to curricular approaches – activity based/ play-way, child-centred, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages – meaning, rationale, method of transaction in specific contexts. • Local specific community resources – human and material & their integration to curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of ECCE programmes • Informal evaluation through observation & remediation; training of ECCE workers	**15/3**	**15**
UNIT-V	**Training, Research & Evaluation in ECCE** • Need and significance of personnel involved in ECCE programme. • Status & nature of training programmes – pre-service & in-service – a critical evaluation, issues, concerns and problems. • Areas of research studies in ECCE. • Evaluation of ECCE programmes, methodology and implications.	**10/2**	**10**

Suggested Readings

1. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
2. Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
3. NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.
4. UNESCO (2007): Strong Foundations: Early Childhood Care and education. Paris
5. Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (Ist Ed.). Shipra Publications, New Delhi.
6. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
7. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
8. NCERT (2005). National Curriculum Framework, New Delhi.
9. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi
10. NIPCCD (2002). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.
11. Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2nd Ed.) National Children's Bureau, London.
12. Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio.
13. Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.
14. Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.
15. UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.
16. UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi

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SYLLABUS OF THE TWO YEAR M. ED PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 40220
COURSE TITLE: SECONDARY EDUCATION (CURRICULUM & EVALUATION AT SECONDARY AND SR. SECONDARY LEVEL)
Marks: 100 (End semester 60 and In semester 40)

Course Objectives:

1. develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
2. reflect on the need and importance of work experience, art education, health physical education and working with the community.
3. understand the importance of teaching of language science and mathematics at secondary level
4. develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level
5. develop research insight for curriculum development in elementary education.
6. understand the nature and uses of different types of tools and techniques of evaluation in education
7. acquire the skill to construct the achievement and diagnostic tests
8. administer the tests and interpret the best scores and its implication to students and parents
9. undertake action research and interpret the results

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT – I	**Principles of School Curriculum Development at Secondary and Senior Secondary Level** • Concept, components and determinants of curriculum; principles of curriculum construction, criteria for selection and organisation of content and learning activities; designing integrated and interdisciplinary learning experiences different – **Principles of School Curriculum Development at Secondary and Senior Secondary Level.** • Perspectives to curriculum transaction and their synthesis – behaviouristic, cognitive and constructivist; evaluation of curriculum – formative and summative; The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.	12/2	15

UNIT - II	**Language Curriculum** • Focus on three (3) language formula emphasing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction • English needs to find its place along with other Indian Languages – • Multilingual character of the classroom	10/2	10
UNIT - III	**Science Curriculum** • Science as a composite discipline at secondary stage • Systematic experimentation as a tool to discover/verify theoretical principles and working on locally significant projects involving science and technology. • Introduction of science as separate discipline such as Physics, Chemistry, Mathematics, Boilogy etc with emphasis on experiments/technology and problem solving. • Rationalization of curriculum load to avoid steep gradient between secondary and higher secondary syllabi. • Need to identify core topics of a discipline at +2 level taxing into account recent advances in the field.	10/2	10
UNIT -IV	**Social Science Curriculum** • Focus on conceptual understanding rather than living up facts, ability to think independently and reflect critically on social issues. • At secondary stage social sciences comprise history, geography, sociology, political science and economics • At + 2 stage disciplines like political science, geography, history economics, sociology and psychology will be introduced.	10/2	10
UNIT -V	**Educational Evaluation - Tools and Techniques** • Meaning nature and functions of evaluation, difference between measurement, and evaluation, assessment, testing, appraisal and examination, Types of evaluation - formative, diagnostic and summative evaluation. Continuous and comprehensive evaluation. Testing and Non-testing tools of evaluation-essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records, question bank, grading. • Characteristics of good test-objectivity, reliability, validity, usability, written, oral and observation, planning of tests; content-analysis, writing objective in behavioural terms; construction of blue-print of test	12/2	15

	writing of test items; assembling the test items and writing directions; planning key/scheme of evaluation; tryout and item analysis, difficulty value and discrimination power, construction of a diagnostic test-steps and guidelines • Construction of Achievement test, objective types, short answer type, multiple choice type, essay, interpretation of test results - norm-referenced and criterion-referenced, use of tests.		

Suggested Readings

1. Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication

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

3. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.

4. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.

5. Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.

6. Reddy, B. (2007): Principles of curriculum planning and development.

7. Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.

8. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.

9. NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi

10. Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co.

11. Chastain, K. (1970): The Development of Modern Language Skills – Theory to Pracitce. Rand Menally & Co., Chicago.

12. In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.

13. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.

14. Arora, G.L. (1984): Reflections on Curriculum. NCERT.

15. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.

16. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.

17. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi

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SYLLABUS OF THE TWO YEAR M. ED PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 40230
COURSE TITLE: DISTANCE EDUCATION (E-LEARNING)
Marks: 100 (End semester 60 and In semester 40)

Course Objectives:

1. Understand the concept of e-learning, elements of e-learning and e-learning standards.
2. Understand the patterns of e-content design and its validation.
3. Understand the technical aspects of e-content
4. Understand the content management system in intranet and internet environments
5. Understand the evaluation of on-line learning materials and process of on-line testing

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT I	**Introduction to e-Learning** • Elements of e-Learning, e-Content and e-Books. • Virtual Classroom and Virtual University – merits and limitations. • Characteristics , of the e-Learner • Knowledge,skill and attitude requirements of the e educator,E-tutor e-Moderator	10/2	12
UNIT- II	**Unit II- e-Learning Content Design** • Content – design patterns- script writing-graphics-animation, audio-video; • Inserting and interactivity; possibilities and design procedure. • Roles of the Multimedia development team.	10/3	12
UNIT- III	**Unit III- Technical Aspects of e-Content** • Story-board and instructional design. • Multimedia authoring and authoring toolsDesign content for Role based learning, situated based learning, scenario based learning	10/3	12
UNIT IV	**Course Management in e-Learning** • Introduction to Learning Management Systems; • Introduction to LMS and LCMS; Course Management using LMS and LCMS. • Standards for e-learning and future possibilities. • Use of Wikipedia, Wikieducator and other web-based technologies for online learning and training	12/3	12

	• E-learners and e-educator interaction using Web tools,e-mail,chat,conferencing,discussion forum		
UNIT V	**Online Evaluation** • Online testing – different methods; • Designing - online evaluation in different subjects, courseware evaluation, designing of evaluation criteria for assessment of e-content and other courseware. • E-portfolio,evaluation rubics,assignments,projects. • Technical standards to train the trainers	12/4	12

Suggested Readings

1. Gaurav Chadha, S.M. Nafay Kumail (2002) E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill Publication.
2. P.P. Singh, Sandhir Sharma (2005), E-Learning: New Trends and Innovations, New Delhi: Deep & Deep Publications.
3. Michael W. Allen, Michael Allen (2002), Guide to E-Learning, Wiley Publication, 2002
4. Ian S. Graham (1998) HTML 4.0 Sourcebook, Wiley Publications.
5. H.M. Deitel, P.J. Deitel, et al. (2003), Internet & World Wide Web – How to program, 3rd Ed., Prentice Hall.
6. Joseph W. Lowrey (2006), Dreamweaver 8 Bible, Wiley Publication.
7. Ray West, Tom Muck (2002), Dreamweaver MX: The Complete Reference, Mc Graw Hill Publications
8. Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall.
9. Khan, BoH (1977): Web-based Instruction. Englewood Cliffs: Educational Technology Publications.
10. Harasim, L. (1990): Online Education: Perspectives on a New Environment. New York: Prasser.
11. Harasim, L. (1993): Global Networks Computers and International Communication. Cambridge; NIT Press.
12. Rejesekaran S. (2007): Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd

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COURSE NO. MED 40310
COURSE TITLE: INCLUSIVE EDUCATION
Marks: 50 (End-semester 30 and In-semester 20)

Course Objectives: On completion of the Course, students will be able to:

1. Understand the global and national commitments towards the education of children with diverse needs,
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
3. Develop critical understanding of the recommendations of various Commissions and Committees towards teacher preparation for inclusive education,
4. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
5. Analyze special education, integrated education, mainstream and inclusive education practices,
6. Identify and utilize existing resources for promoting inclusive practice.
7. Develop an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
8. Appreciate the need for promoting inclusive practices and understand the roles and responsibilities of all concerned,
9. Develop a positive attitude and sense of commitment towards actualizing the Right to Education of all learners,
10. Prepare a conducive teaching learning environment in varied school settings,
11. Seek parental and community support for utilizing available resources for education in inclusive settings

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT- I	**Introduction to Inclusive Education:** • Difference between special education, integrated education and inclusive education. • Advantages of inclusive education for the individual and society. • Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations • National and International initiatives for inclusive education • Current Laws and Policy Perspectives supporting IE for children with diverse needs	7/1	08
	Preparation for Inclusive Education: • Concept and meaning of diverse needs.	9/1	10

UNIT- II	• Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education. • Brief account of existing special, integrated and inclusive education services in India. • Building inclusive learning friendly classrooms, overcoming barriers for inclusion. • Role of teachers, parents and other community members for supporting inclusion of children with diverse needs. • Skills and competencies of teachers and teacher educators for Secondary education in inclusive settings. • N.C.F 2005 and curriculum for teacher preparation and transaction modes. • Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.		
UNIT- III	**Children with Diverse Needs and Utilization of Resources :** • Definition and characteristics of children with sensory(hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities(autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups. • Importance of early detection, Functional assessment for development of compensatory skills. • Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning. • Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups. • Role of technology for meeting diverse needs of learners • Concept and importance of human and	12/2	12

	• material resources.		
	• Types of services, approaches, strategies, personnel involved and their specific roles and responsibilities.		
	• Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community.		
	• Managerial skills for mobilizing appropriate resources.		
	• Identifying the required resources for children with varied special needs		

Transactional Mode:

Discussion and group work, field visit to get first hand experiences and presentation in the seminar, interaction with children of diverse context such on first generation learner and street learners, interaction with them, organization of creative activities for them with the aim to learn to communicate and relate with them, project and assignments focusing on observation and interaction with children and adolescence.

Work: The students may undertake any one of the following activities: **20**

1. Observation of inclusive teaching strategies and discussion.
2. Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
3. Identify suitable research areas in inclusive education.
4. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
5. Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

Suggested Readings

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education.
2. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National* Publishing house 23 Daryaganj, New Delhi 110002.
3. Baquer, A. and Sharma, A. (1997). Disability: Challenges Vs. Responses. CAN, New Delhi
4. Brelje, W. (1999), Global Perspective on Education of the Deaf. Selected countries, Butte Publication Inc. – USA.
5. Cruschank, W.M. (1975), Psychology of Exceptional Children and Youth. Englewood Cliffs N.J.: Prentice Hall
6. Deno, E. (1973), Instructional Alternatives for Exceptional Children, Reston V A E.F.
7. Dessent, T. (1987), Making the Ordinary School Special. The Falmer Press, London.
8. Evans, R.C. & MC Laughlin, P.3. (1993), Recent Advances in Special Education and Rehabilitation. Boston : Andover Medical Publishers
9. Evans, P&Verma, V. (Eds) (1990), Special Education. Past, Present and Future. The Falmer Press.
10. Friel, J. (1997), Children with special needs, Jessica Kingsley Publication, London
11. Guilford, P. (1971). Special Education Needs. Routlege Kagan Paul
12. Hollahan, D and Kauffman, M. (1978), Exceptional Children: An Introduction to Special Education. Englewood Cliffs: Prentice Hall.
13. Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.
14. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls,* Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
15. Panda, K.C. (1997), Education of Exceptional Children, New Delhi , Vikas   Publishing House.
16. Pandey, R.S. and Advani, L. (1995), Perspectives in Disability and Rehabilitation. New Delhi : Vikas Publishing House.
17. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
18. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
19. Stephens, T.M. et al (1983), Teaching Mainstream Students. New York: John Wiley.

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COURSE NO. MED 40320
COURSE TITLE: GENDER AND EDUCATION
Marks: 50 (End semester 30 and In semester 20)

Course Objectives:

1. This course is indented to engage students with the issue of patriarchy, power, dominance and its relation to equality from a gender perspective.
2. Students would be able to engage in discussions , debate, discourse in an academic space to the idea of equality of women in education

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT – I	**Gender as the basis of inequality in Education** • Issues of patriarchy , hierarchy, power, dominance and their relation to equality regarding Gender		6
UNIT - II	**Society , Family and School in India as structures of Domination** • Identifying the structures of Domination and Control – (Society , family & school) • Issues in school education: Problems of access , retention, stagnation, drop-out, push-outs • Higher Education and Professional space and Women		12
UNIT - III	**Policy from the perspective of Gender to bring equality : Routes towards change** • National and State policies and programmes from the perspectives of gender equality • Social Movements, role of Women studies law and social iustice.		12

2-Year M. Ed Curriculum, Dibrugarh University

Suggested Readings

1. Apple,Michael W.&Smith,Christian L.(ed.),(1991)The Politics of the Textbook, Routledge,New York.
2. Anamika-Stritva ka maanchitra,Saaransh Prakashan
3. Arya Sadhana,Menon,Nivedita etc.;Naarivaadi Rajniti:Sangharsh aur muddey.
4. Bhasin,Kamla (1994).What is Patriarchy?Kali for Women,New Delhi
5. Bhog,Dipta (2002),Gender and Curriculum,Review of Women Studies,Economic and Political Weekly,37(17):1638-1642
6. Bolivar,Simon (2002).Stri.: Upekshita,Prastuti- Dr.Prabha Khetan, Hind Pocket Books,Delhi
7. Butalia,Urvashi (2004).Khamoshi ke us par.Anuwaad- Rajiv Kr. Srivastava
8. Chakravarti,Uma (1998).Rewriting History;The Life and Times of Pandita Ramabai. OUP;Delhi.
9. Dubey,Lila(1991)Lingabheda ka maanav vaigyanik anveshan:pratichhedi kshetra.Vaani Prakashan
10. Geetha,V.(2002).Gender: Stree; Kolkata.
11. Giroux,H.(1981).Ideology,Culture and the Process of Schooling.Falmer Press,London
12. Joshi,Gopa:Bharat me stri asamaanata-ek vimarsh.Hindi Madhyam Karyanvayan Nideshalaya
13. Kumar,Krishna (1992, 3rd edition in 2004).What is Worth Teaching,Orient Blackswan, Delhi
14. Kumar.Krishna (2009).Larki hone ki punarrachna.Tadbhav.Ed-19
15. Kumar,Krishna (2013)Choori Bazar me Larki.Rajkamal ,Delhi
16. MHRD- National Policy on Education(1986),Delhi
17. MHRD-Ramamurty Committee Report (1990)-Towards enlightened and humane society,Delhi
18. Mill,John Stuart (2008).Stri aur Paradheenata-Samvaad Prakashan,Meerut
19. NCERT-National Curriculum Framework for School Education 2000, N.C.E.R.T. New Delhi
20. NCERT-National Curriculum Framework 2005 ,N.C.E.R.T. New Delhi
21. NCERT-National Curriculum Framework 2005 Position Paper no. 3.1 by National Focus Group on Problems of Scheduled Caste and Scheduled Tribe Children,N.C.E.R.T. New Delhi
22. NCERT-National Curriculum Framework 2005 Position Paper no.3.2 by National Focus Group on Gender issues in Education, N.C.E.R.T. New Delhi
23. Nirantar(2010).Gender aur Shiksha,Reader; New Delhi
24. Ramabai,Pandita(2006),The High Caste Hindu Women.Samvad,
25. Recommendations contained in the Report of the High Level Committee on Social, Economic and Educational Status of the Muslim Community of India headed by Justice Rajindar Sachar (Retd.)(2006).
26. Roy,Kumkum (2010).The Power of Gender and the Gender of Power: Explorations in Early Indian History, Oxford University Press, New Delhi
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SYLLABUS OF THE TWO YEAR M. ED PROGRAMME
UNDER CHOICE BASED CREDIT SYSTEM
DIBRUGARH UNIVERSITY
COURSE NO. MED 40400
**COURSE TITLE: Practicum III (SUPERVISION OF PRACTICE TEACHING
AND DISSERTATION)**
Marks: 150 (End semester 90 and In semester 60)

UNITS	COURSE CONTENTS	NO. OF LECTURES / TUTORIALS	END SEM MARKS
UNIT – I	**Supervision of practice Teaching** • The M.Ed. students will be engaged in the Supervision of practice teaching classes of B.Ed. students. Every M.Ed. students has to Supervise 10 classes (5 in each method) in two method papers selected by them. A detail report of the supervision work is to be submitted during final Evaluation.		30
UNIT - II	**Dissertation work** • The students have to prepare a dissertation on the Proposal submitted in 3rd Semester. They will carry out the research work under the Teacher Supervisor suggested by Dept. of Education, Dibrugarh University. The Dissertation should be submitted 15 days before the commencement of End Semester theory examination. The dissertation should be on original research work carried out by the student during the 4th Semester of M.Ed. Programme.		60

Marks distribution:
Supervision of practice Teaching: 50 Marks   (End Semester: 30 & In Semester: 20)
Dissertation: 100 Marks (End Semester: 60 & In Semester: 40)

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