

MASTER OF EDUCATION – THIRD SEMESTER

Third Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Measurement, Assessment and Evaluation	4	100
2	Educational Technology and ICT	4	100
3	Policy, Planning and Financing of Education	2	100
4	Advanced Curriculum Theory	2	100
5	Comparative Education	4	100
6	Professional Writing and Computer Literacy	2	100
7	Internship in TEI/DIET	2	100
Total		20	

Subject Name: MEASUREMENT, ASSESSMENT AND EVALUATION

Course Objectives:

- To acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.
- To orient the student with tools and techniques of measurement and evaluation.
- To develop skill and competencies in constructing and standardizing a test.

Unit 1 - Concept, Types and Scales and psychological measurement

- Concept and importance of measurement, Assessment and evaluation.
- Principles of Measurement, Assessment and Evaluation
- Scales of Psychological measurement: Nominal, Ordinal, Interval and Ratio.
- Types of evaluation: Formative and summative, Continuous and Comprehensive Evaluation(CCE)

Unit 2 - Tests, item analysis, reliability and validity

- Types of achievement tests - Essay and Objective type.
- Item analysis: Item difficulty, discrimination index, Estimating reliability and validity.
- Effectiveness of distracters.
- Grading and Semester system

Unit 3 - Standardized and Non-standardized Test

- Standardized Test- basic concepts, steps and types.
- Non-Standardized-basic concepts, steps and types.

- Norm referenced
- Criterion reference tests.

Unit 4 - Relation and Correlations

- Product Moment Correlation
- Rank Difference
- Biserial & Point biserial
- Partial and Multiple Correlation

Suggested Readings:

- Best, J. W. & Khan, J.[V. (2008). Research in Education (10th edition). New Delhi: Prentice Hall of India Pvt. Ltd.
- Garrett,H.E. (2013). Statistics in Psychology and Education (Third Indian Reprint). Delhi: Surajeet Publications.
- Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
- Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi: SurjeetPublications.
- Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.
- Mangal, S.K. (2008). Statistics in Psychology and Education (Second Edition). New Delhi: Prentice Hall of India Pvt. Ltd.
- Panneerselvam, R.(2011).: Research Methodology. New Delhi: PHI Learning Pvt. Ltd.
- Wayne, K.H. & Curt,M.A (2015) Quantitative Research In Education. New Delhi: Sage Publications.

Subject Name: EDUCATIONAL TECHNOLOGY AND ICT

Course objectives:

- Understand the nature and scope of educational technology and also about the various forms of technology.
- Understand the systems approach to education and communication theories and modern of communication.
- Develop the ability for critical approach of various types of instructional aids and their application in class room.
- To understand the problems related to ICT implementation in education

Unit 1- Concept, Nature, Types, Scope and Trends

- Educational Technology: Concept, Nature and scope of educational technology in India.
- Historical perspective of Educational Technology.

- Types of Educational Technology.
- Recent trends in Educational Technology. Major institutions of Educational Technology in India: CIET, EMRC, CEC.

Unit 2 - Models and Techniques

- Teaching: Concept and nature
- Phases and levels of teaching.
- Concept attainment model
- Advance organizer model.

Unit 3 - Programme Instruction and Multi-Media

- Programmed Instruction: Concept, theoretical rationale, principle and styles of programmed instruction.
- Development of a linear programme, Branching programme.
- Print and electronic media in education: concept, Characteristics, selection of media.
- Media in Distance Education

Unit 4 - Advantages, Barriers, CAI

- Communication: Concept of communication, process, principles and barriers of communication.
- Information and Communication Technology (ICT): concept, need, advantages and barriers to expansion of Information and Communication Technology.
- Computer Assisted Instruction (CAI)
- e-learning,

Suggested Readings:

- Bhushan,A.& Ahuja, M.(1992): Educational Technology, Meerut, Vikas Publication.
- Burkill, B & Eaton, R. (2011) Developing Teaching and Learning. New Delhi: CambridgeUniversity Press.
- Chauhan, S.S. (1978): A Textbook of Programmed Instruction, New Delhi, SterlingPublishers.
- Das, R.C. (1993): Educational Technology: A Basic Text, New Delhi, Sterling Publishers.
- Dececco, J.P. & Cramford, W.R., (1970): Psychology of Learning and Instructions, PrenticeHall of India Pvt. Ltd.
- Goswami. M.K. (2008) Educational Technology. New Delhi: Asian Books Private Limited.
- Joyce, B.Weil, M. & Showers, B., (2009) : Models of Teaching, New Delhi: Prentice Hall ofIndia, Pvt. Ltd.
- Khirwadkar, A. and Puspanadham, K. (2005). Information and Communication Technology in Education. New Delhi: Sarup and Sons.
- Mehra, V.(2010) : A text book of Educational Technology, New Delhi : Sanjay Prakashan.

Subject Name: POLICY, PLANNING AND FINANCING OF EDUCATION

Course Objectives:

- Understand the theoretical aspect of educational policy and planning
- comprehend the process of policy making and its implementation
- Appreciate the role of national level of agencies of educational policy and their collaboration with the state
- Develop an overview of educational planning, relationship in policy making and problems in educational planning
- Understand the different approaches and concepts of educational planning
- Understand the meaning ,nature and scope of economics of education and finance
- Develop an idea about costs and benefits of education, human capital and various aspects of educational finance
- recognize the sources of educational funding, its changing trends and the process of grant in aid system

Unit 1 - Theoretical Bases of Educational Policy

- Concept, features, need, importance and goals of educational policy
- Process of Policy Formulation: Preparation of discussion document, state-level and national consultations, consultations with all stakeholders,
- State Level Agencies of Educational Policy & their Role and functions: State Institutes of Education, DIET, SCERT and State Planning Board
- National Level Agencies of Educational Policy: NCERT, ICSSR, CABE, UGC.

Unit 2 - Introduction of Educational Planning

- Meaning, nature, significance and guiding principles of educational planning
- Types of educational planning-Perspective Planning and Institutional Planning
- Relationship between educational policy and planning
- Approaches to Educational Planning: Social demand approach, Man-power approach, Rate of Return approach

Unit 3 - Economic Aspects of Education

- Concept, Need, and Scope of Economics of Education.
- Relationship between Education and Economics.
- Education as an Investment.
- Education as Human Capital.

Unit - Cost-Benefit Analysis in Education

- Direct and Indirect cost of Education
- Benefits of Education– direct and indirect benefits
- Measurement of Benefits in Education.
- Education as consumption and investment good

Suggested Readings

- Aggarwal, J. C., & Agrawal, S. P. (1992). Educational planning in India: With a slant to educational financing and administration. New Delhi: Concept Pub. Co.
- Ayyar, R.V. Vaidyanathan (1993). Educational Planning and Administration in India: Retrospect and Prospect. Journal of Educational Planning and Administration. VII (2). April.
- Bottery Mike (ed.) (1992). Education, Policy & Ethics. London: Continuum.
- Mukherji, S.N.(1970). Administration and Educational Planning and Finance. Baroda : Acharya Book Depot.
- Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied.
- Thakur D. & Thakur, D.N. (1996). Educational Planning and Administration, New Delhi: Deep and Deep Publications.
- Chandrasekara, P. (1994). Educational Planning and Management, New Delhi : SterlingPublishers.
- Ansari, M.M., Education and Economic Development, New Delhi, AIU Publication, 1987.
- Garg, V.P. The Cost Analysis in Higher Education, New Delhi, Metropolitan Book Co., 1985.
- Nagpal C.S. & Mittal A.C. (eds) Economics of Education, New Delhi, Anmol Publications, 1993.

Subject Name: ADVANCED CURRICULUM THEORY

Course Objectives:

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

Unit 1 - Basic Concept of Curriculum Development

- Concept & Criteria of Curriculum Development, Foundations of Curriculum Development.
- Curriculum Development as a Continuous and Cyclic Process, Stages in the Process of Curriculum Development.
- Models of Curriculum Development: Tyler's model, Hilda Taba's model,
- Selection of objectives, selection and organization of content and learning experiences and evaluation

Unit 2 - Curriculum Theories

- Major Characteristics of Curriculum Theories: Logic Structure, Conceptual Structure, Cognitive Structure, Empirical Structure, Existential Structure.
- Curriculum Theories: Idealist, Realist, Naturalist, Pragmatic, Existential, Conservatism Curriculum Theory.
- Principles of curriculum construction, criteria for selection and organization of content and learning Activities.
- Designing integrated and interdisciplinary learning experiences.

Unit 3 - Content & Organization of Curriculum

- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.
- Importance of textbooks and supplementary material viz textbooks, workbooks, teacher handbooks.
- Process of curriculum implementation in India
- Issues and trends in curriculum development, curriculum research in India.

Unit 4 - Curriculum Evaluation & Curriculum Change

- Approaches, Models of Curriculum Evaluation, Concept of Curriculum Change.
- Dimensions of Curriculum Change: Substantive, Instructional and Organizational.
- Factors Influencing Curriculum Change
- Principles of School Curriculum Development.

Suggested Readings:

- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- J.B. MacDonald (1971). Curriculum Theory. The Journal of Educational Research, 64, 5, 195-200.
- Savangapani, Pdama(2003).Construction of School curriculum knowledge. New Delhi: Saga.
- Smith, M. K. (1996, 2000). Curriculum theory and practice: the encyclopedia of informal education.
- NCTE(2014). National Curriculum Framework- 2014 New Delhi. M.E

Subject Name: COMPARATIVE EDUCATION

Course Objectives:

- To enable the students understand what Indian educational institutions and processes are and what they are not as compared to other countries' educational institutions and processes.

- To develop an understanding about different educational systems, processes and outcomes.
- To give insight to understand procedures through which changes in education are brought about and this is with the aim of improving education in our country.

Unit-I Conceptual framework

- Concept and nature comparative education
- Scope and functions of Comparative Education.
- Difference between Comparative and International Education
- Historical Perspective of Comparative Education.

Unit-II Approaches & Methods

- Description
- Interpretation
- Juxtaposition
- Comparison

Unit-III Factors & Influences

Impact of following factors on development of education system(Aims, curriculum, method of teaching, role of teachers, discipline and evaluation)- A comparative perspective:

- Philosophical & Religious
- Socio-cultural & Economic
- Geographical & Political
- Lingual & Technological

Unit-IV A Critical study of the educational programmes

- Universalization of elementary education in Sri Lanka, Bangladesh and India
- Skill Development Programmes in USA and India
- Educational Administration in USA, UK and India
- Distance Education and Continuing Education in Australia UK and India

Suggested Readings

- Aggarwal and Biswas: Comparative Education Aryan Book Depot, Delhi.
- Chaube and Chaube., Comparative Education
- Govinda, R. India Education Report- NIEPA, 2002.
- Public Report on Basic Education in India – Probe Team OUP, 1999.
- Census Report 2011, GOI.
- International Handbook of Comparative Education (Springer International

Subject Name: PROFESSIONAL WRITING AND COMPUTER LITERACY (P)

Course Objectives:

- To acquire professional writing skills.
- To increase computer literacy
- Make expert for writing a memorandum, CV, progress report, journal, articles etc.

Unit 1 - Introductory Readings and Resources

- Effective Writing
- Principles of Written Communication, Style in Written Communication
- Overcoming Barriers to Effective Written Communication
- Text, Email, and Netiquette, Email Guidelines for Students

Unit 2 - IT Literacy

- Basics of Computer
- Computer Operating System
- Word processing and Worksheet
- Computer Networking and internet

Unit 3 – Employment Project

- Memorandums and Letters
- Cover Letters
- CV - Quality Checking Your CV, Common Action Words Used to Describe the Job Experience,
- The Graduate Student and Post-Graduate CV.

Unit 4: Local Informative or Recommendation Report

- Article, journal, dissertation, thesis report
- Progress Report
- Final Report
- Presentation skills

Suggested Reading

- Arockiam, M. (2013). Indian English, Language in India. Vol.13 (10), ISSN1930-2940.
- Banerjee, A.K. (2005). Modern Teaching of English. Jaipur: Avishkar Publishers and Distributors.
- Bhatnagar, R.P. (2005). Educational Technology and Management, Meerut: International Publishing House.
- Chaurasia, M. (1978). Designing a Course in Written English for First Year Degree Students in Rajasthan, Dissertation, Hyderabad: EFLU.
- F. Abdul Rahim (1996). Thesis Writing: A Manual for Researchers. New Delhi: New Age International Pvt. Ltd. Publishers.
- Kumar, K.L. (2005). Educational Technology. New Age International Publisher.
- Mohan, K. and Banerji, M. (2007). Developing Communication Skills, McMillan India Ltd.

Subject Name: INTERNSHIP IN TEI/DIET (P)

The internship should be organized in such a way that involves all students' engagement for a continuous period of 4 weeks in Teacher Education Institute/DIET for field experience associated with the specialization that students choose. Since the M.Ed Programme structure proposed in this report is associated with Teacher Education Institutions (and other sites) based activities.

Note

- The student will maintain a file of the record related to activities performed.
- Do any two activities from the following:
 - i. Design a curriculum and develop teaching-learning material on any subject.
 - ii. Suggest some new research studies to be undertaken in the field of education.
 - iii. Working with community-based on any project of social welfare. (submission of Activity report)
 - iv. Interaction with Principal of the college, management, teachers and non-teaching staff for preparation of a report on college environment

Prepare a suggested comprehensive plan of action to improve teacher education institute in which you have been engaged.