



NEHRU GRAM BHARATI VISHWAVIDYALAYA

Marching Ahead With Confidence

(Deemed To Be University U/s-3 Of UGC Act, 1956)



Curriculum for

Two Year

M. Ed. Programme

Faculty of Teacher Education

**Nehru Gram Bharati University
Allahabad, UP**

Preface

Education reforms invariably accord highest priority to improve teacher effectiveness. It requires consistent up gradation of teacher-education programmes. Over the last two decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention. A perusal of the reports of various commissions and committees indicate the preference for longer duration of M.Ed. programme. It was also endorsed by the Hon'ble Supreme Court of India in its judgement on 15 June 1993. "The Teachers Training Institutes are meant to teach children of impressionable age and we cannot let loose on the innocent and unwary children the teachers who have not received proper and adequate training. True, they will be required to pass the examination but that may not be enough. Training for a certain minimum period in a properly organised training institute is essential before a teacher may be duly launched." The NCTE prepared the curriculum framework for teacher education and for the first time made the recommendation for beginning a two-year M.Ed. programme to prepare quality teachers.

The M.Ed. course needs to spell out the vision of school education and teacher education, which should be central focus. Every learner has his/her unique way of learning. The learner would require freedom to explore, enquire and investigate. This would require development of certain abilities like critical thinking, problem solving, logical reasoning and meaning making. The process of learning is facilitated by the teachers and teacher educators. In order to create such a situation a lot of diversity in pedagogy, andragogy, assessment, school organization, creation of an enabling learning environment and community involvement would require. The vision of the school is characterized by constructivist view of education and learning. Since education is evolutionary in nature, the vision of education would focus certain changes in the process of education related to both conceptual and organizational support system, which include teacher education, evaluation and assessment, administration, planning monitoring etc. The vision of school education needs to emerge from analysis and synthesis of various schools of thought, educational thought of great educators, and linkage between education and development sectors, emerging dimensions of school education and the multiple contexts under which the schools are functioning. The vision should also highlight how national aspirations get translated into education goals, evolving pedagogy for various stages, nature of andragogy, curricular decisions and strategies to translate these into actions.

The main purpose of this programme is to prepare teacher educators and educational administrators/ managers to develop a global as well as a national vision for education in the modern concept of the 21st century, acquainting them with the state of the art technology applicable in the practice of education. Further, it seeks to prepare educational experts capable of generating knowledge by the application of scientific method of enquiry or investigation, and to develop a critical mind which can sense gaps in knowledge and find solutions to problems relating to the theory and practice of education. It further seeks to widen the horizon of teachers/ educational administrators and to enable them to obtain an international perspective in education.

This course is divided into four semester. It aims at developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific understanding of teaching-learning situation apprehended through intensive study of conceptual explanations, observation and analysis of live classroom situations as well as hand-on experiences and longer duration of field experience. Interactive processes, i.e. group reflection, critical thinking and meaning-making have been encouraged. The maturity of student-teachers has been kept in mind while visualizing modes of learning engagements; instead of continuous teacher monitoring, greater autonomy to learners has been given in accordance with andragogic principles of learning. The syllabus retains the essence of student-teachers being active participants in the learning process and prepares the student-teachers for facing the emerging challenges resulting out of globalization and it's on sequences. Two-year M.Ed. programme corresponding to the emerging vision in teacher education incorporating inputs as suggested in the *NCF-2005*, *NCFTE 2010* and *NCTE Regulation 2014*.

OBJECTIVES OF THE M.Ed. PROGRAMME

The students will be helped to -

- Understand the nature of education as discipline/ area of study.
- To encourage understanding of the basic concepts/ issues of education especially with reference to the kind of concerns that NCF, 2005, NCFTE 2010 and NCTE Regulation 2014 has raised in the context of understanding oriented teaching.
- Understand how concepts theories/ issues drawn from disciplines cognate to education i.e. Psychology, Sociology, Philosophy, Economics and management etc. could be used/ practiced suitably in the perspectives of teaching learning in school.

- To prepare students in education who could be equipped with the knowledge of research process and would be conversant with the important techniques of educational research.
- To prepare professional personnel who would be required to staff college of education at pre-Primary, Primary & Secondary levels.
- To prepare students who would be administrators and supervisors for the educational institutions, Department of Education and in other fields.
- To prepare students for various Psychological services such as Psychological testing, educational and vocational guidance, statistical services with an educational orientation.

Curriculum for Two Year M. Ed. Programme

The M.Ed programme of NGB University of Allahabad is a two year programme. The M.Ed. programme is of 80 credits. The M.Ed. programme is divided into four semester of 20 credit each.

SEMESTER - I

S.No.	Course Code	Course Title	Credit	Marks		
				Sessional	Terminal	Total
1	TEM101	Nature of Knowledge and Education	4	20	80	100
2	TEM102	Philosophical Foundation of Education	4	20	80	100
3	TEM103	Research Method in Education and Statistics	4	20	80	100
4	TEM104	Pre-Service and In-Service Teacher Education	4	20	80	100
5	TEM105	Internship in Teacher Education Institutions	4	50	50*	100
Total						500

SEMESTER - II

S.No.	Course Code	Course Title	Credit	Marks		
				Sessional	Terminal	Total
1	TEM201	Sociological Foundation of Education	4	20	80	100
2	TEM202	Development of Learner	4	20	80	100
3	TEM203	Perspective, Research and Issues in Teacher Education	4	20	80	100
4	TEM204	Perspectives of Secondary Education System	4	20	80	100
5	TEM205	Personality Development and Yoga	4	50	50*	100
Total						500

SEMESTER – III

S.No.	Course Code	Course Title	Credit	Marks		
				Sessional	Terminal	Total
1	TEM301	Psychology of Learning	4	20	80	100
2	TEM302	Curriculum Studies and Assessment	4	20	80	100
3	TEM303	Advanced Research Methods and Statistics in Education	4	20	80	100
4	TEM304	Secondary Education Internship	4	50	50	100
5	TEM305	Detailed Research Proposal	4	60	40*	100
Total						500

SEMESTER – IV

S.No.	Course Code	Course Title	Credit	Marks		
				Sessional	Terminal	Total
1	TEM401	Historical, Economical and Political Perspectives in Education	4	20	80	100
	TEM402	Curriculum Assessment and Evaluation in Secondary Education	4	20	80	100
2	TEM 403/4	Any two electives- A. Educational Administration and Management B. Educational Measurement and Evaluation C. Inclusive Education D. Educational Technology and ICT E. Guidance and Counseling F. Value Education and Human Rights	4 X 2	20 X 2	80 X 2	200
3	TEM405	Dissertation	4	20	80*	100
Total						500

****Terminal assessment will have done through Viva-Voce and observation of sessional work.***

NOTE:

- First three semesters consists of core courses
- Fourth semester consists of 2 optional courses along with core courses
- Examination system of M.Ed. programme will be according to NGB University of Allahabad semester rules
- Question paper will consist of 6 questions with internal choice and 1st question (5qx4m) is Compulsory.
- Sessional Evaluation will be done by departmental committee under the supervision of Head of department.
- Assessment of Dissertation in semester-III will be internal & External (Presentation of each Chapter-60 & Viva-40). Dissertation activity will be up to chapter three in the semester –III
- Dissertation in semester-IV will be evaluated internally (Presentation- 20) as well as externally (maximum marks - 80). External evaluation will be done by reading the Dissertation (maximum marks - 50) and conducting the viva-voce (maximum marks - 30).
- Classification of Results
 - 60% and above - I Division
 - 48% and above but below 60% - II Division
 - 36% and above but below 45% - III Division
- To pass in theory and dissertation, a candidate must obtain 36% or above marks in individual theory paper or dissertation. Division will be awarded on the basis of total marks achieved by the students in both theory and dissertation.
- In case of candidates who fails or fail to appear in theory papers in the examination and appear at a subsequent examination, marks obtained by them in the dissertation shall be carried to the next examination.
- The candidate who fails to submit the dissertation or who fails to secure 36% in dissertation and fail in the examination on that account only will be required to resubmit the dissertation at the subsequent examination to appear again as an ex-student.
- The candidate, who fails to submit their dissertation within the specified date, shall not be allowed to submit their dissertation in that academic session and they will not be considered for merit and rank in the M.Ed. examination.
- The nature of evaluation will be external system of evaluation in theory and will be both internal and external in dissertation. Theory papers may consist of essay type and short type questions.

Course Code TEM101
Nature of Knowledge and Education

Course Objectives:

This course aims to make student-teachers analyse and understand educational concepts, their premises and contexts that are unique to education:

- To understand and appreciate the nature and the purpose of education, their practical ramifications in the school context.
- To understand types, bases and objectives of Education.
- To understand the interdisciplinary nature of education
- To understand the Meaning, Concept, Nature and Types, Origin, Limitation and Facets of Knowledge
- To understand the nature of Autonomy of Teacher and Autonomy of Learner
- To understand the Concept of liberal studies, vocational and professional education

Unit I

- Meaning, Nature and Concept of Education
- Types and agencies of education: Formal, Informal and Non-formal
- Bases of Education: Philosophical, Psychological, Social, Economic and Scientific
- Purpose of Education: Individual, Social etc.

Unit II

- Critical analysis of education as a discipline
- Interdisciplinary nature of education; relationships with disciplines such as philosophy, psychology, sociology, management, economics, etc.
- Concept of liberal studies, vocational and professional education,

Unit III

- Knowledge : Meaning, Concept, Nature and Types, Origin and Limitation of Knowledge
- Nature of Truth and theories
- Distinguish between knowledge and information and other concepts like (knowing, learning, thinking, valuing and being)
- Methods of obtaining knowledge

Unit IV

Facets of Knowledge

- Different facets of knowledge and relationship, such as: local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school, content and pedagogy
- Analysis of concepts, principles, theories, assumptions

Unit V

- Autonomy of Teacher: autonomy and freedom, autonomy and enriching learning situations, , autonomy and accountability, factors that affect teacher's autonomy
- Autonomy of Learner: restraints on learners in schools, learners autonomy and curriculum, textbooks, instruction, and discipline
- Philosophy of inclusive education, equitable and sustainable development.
- Right To Education, National Knowledge Commission etc.

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 5 Marks |
| • Seminar Presentation | 5 Marks |
| • Sessional Test | 10 Marks |
| Total | 20 Marks |

References

- Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harward University Press.
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi.
- Peters, R.S. (1967), *The Concept of education*, Routledge, United Kingdom.
- Butchvarov, P. (1970) *The Concept of knowledge*. Evanston, Illinois, North Western University Press.
- Freire, P. and Shor, I. (1987). *A Pedagogy of liberation*. London, Macmillan Education.
- Slattery, Patrick and Dana Rapp. (2002). *Ethics and the foundations of education- Teaching Convictions in a postmodern world*.

Course Code 102

Philosophical Foundations of Education

Course Objectives :

- Understanding the nature and functions of philosophy of education.
- Logical analysis, interpretation and synthesis of various concepts, position and philosophical assumptions about educational phenomena.
- Understanding and use of philosophical method in studying educational data.
- To enable the student to understand concept and process of social organization, social stratification and institution.
- To enable the student to understand relationship, between culture, society and education.
- To enable the student to know issues of equality, excellence and inequalities in education.

UNIT I

- The meaning and nature of Philosophy: Uses and Branches, Metaphysics, Epistemology and Axiology and their implications for education,
- Philosophy of Education: Its meaning, nature and needs.
- Relationship between Education and Philosophy.

UNIT II

- Western school of Philosophy : Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism and Humanism, with special reference to the concepts of knowledge, reality and values, their education implications for aims, contents and methods of education.

UNIT III

- Modern concept of Philosophy: Reconstructionism, Logical analysis, logical empiricism, and positive relativism. Phenomenalism, Linguistic Analysis etc.
- Liberalization Privatization Globalization
- Education for Excellence

UNIT IV

- Indian school of Philosophy: Sankhya, Vedanta, Yoga, Nyaya, Buddhism, Jainism, Bhagwatgita and Islamic traditions, with special reference to the concept of knowledge, reality and values and their educational implication.

UNIT V

- Contribution of Plato, Kant, Dewey, Pestalozzi and Froebel, Montessori, in education.
- Contribution of Vivekanand, Tagore, Gandhi and Sri Aurobindo in education,

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 5 Marks |
| • Seminar Presentation | 5 Marks |
| • Sessional Test | 10 Marks |
| Total | 20 Marks |

REFERENCES

- ओड, एल०के० (2006), *शिक्षा की दार्शनिक पृष्ठभूमि*, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
- गुप्ता, टण्डन (2011), *उदीयमान भारतीय समाज में शिक्षक*, आलोक प्रकाशन, लखनऊ।
- पाण्डेय, रामशकल (2010), *उदीयमान भारतीय समाज में शिक्षक*, अग्रवाल प्रकाशन, आगरा।
- Beyer, L.E. (Ed.) (1996), *Creating democratic classrooms: The struggle to integrate theory and practice*: Teachers College Press, New York
- Broundy, H.S. (1966), *Social Foundation of Education*. Prentice Hall of India, New Delhi.
- Brown, F.J. (1961), *Educational Sociology*. Prentice Hall, Inc. Indian Edition.
- Brubacher, John, S. (1962), *Modern Philosophies of Education*,. McGraw Hill Book Company, New York.
- Kilpatrick, W.H. (1934), *Source Book in the Philosophy of Education*, McMillan and Company, New York.
- Mayer, F. (1963), *Foundations of Education*, Charles E., Merrill Book Inc.
- Naik, J.P. (1975) *,Equality, quality and quantity: The elusive triangle of Indian Education*, Allied Publications, Bombay.
- Peters, R.S. (ed), (1975). *The Philosophy of Education*, Oxford University Press, London.
- Peters, R.S. (1967), *The Concept of Education*, Routledge, United Kingdom
- Rusk, R.R. (1956),. *Philosophical Bases of Education*, University of London Press, London.

Course Code TEM 103

Research Method in Education and Statistics

Course Objectives :

On completion of this course, the students will be able to:

- Describe the nature, purpose, scope, areas, and types of research in education.
- Explain the characteristics of quantitative, qualitative and mixed research.
- Select and explain the method appropriate for a research study.
- Conduct a literature search and develop a research proposal.
- Explain a sampling design appropriate for a research study.
- Explain tool, design and procedure for collection of data.
- Explain the importance of documentation and dissemination of researches in education.

Unit-1

- Educational Research: Meaning, Nature, Scope, Need and Purpose of Educational Research.
- Types of Research: Fundamental, Applied and Action Research.
- Methods of Research: Historical, Descriptive, Action Research and Scientific enquiry
- Experimental and Quasi Experimental Methods of research, Ex-post facto Research.

Unit-2

- Research Problem: Criteria and source for Identifying Research Problem,
- Variables : Meaning and types
- Review of Related Literature
- Research Design: Meaning, Purpose and Criteria for Good Research Design.

Unit-3

- Research Hypothesis: Types, Source and Criteria for Research Hypothesis, Functions of Research Hypothesis.
- Population and Sample: Concepts of Population and Sample, Types of Sampling, Characteristics of good Sample.
- Methods of Data Collections: Tools and Techniques- Observation, Interview, Questionnaire, Tests and Rating Scale.
- Preparation of Research Report: Style and Format of Writing Chapters and pagination, References and Bibliography, tables and Figures etc.

Unit-4

- Introduction and Application of Statistics in Educational Research.
- Classification of Data: Preparation of Frequency Distribution, Graphical Presentation of Data.
- Measures of Central Tendency
- Measures of Variability
- Measures of Positions

Unit-5

- Normal Probability Curve : Characteristics and Uses
- Measure of Relationships: Product Moments Correlation Coefficient, Rank Order Correlation Coefficient
- Partial and Multiple Correlation.

Practicum

- | | |
|------------------------|-----------------|
| • Action Research | 5 Marks |
| • Seminar Presentation | 5 Marks |
| • Sessional Test | 10 Marks |
| Total | 20 Marks |

REFERENCES

- गुप्ता, एस0पी0 (2008), *सांख्यिकीय विधियाँ*, शारदा पुस्तक भवन, इलाहाबाद।
- राय, पारसनाथ (2008), *अनुसंधान परिचय*, लक्ष्मी नारायण अग्रवाल पब्लिकेशन, आगरा।
- सिंह, अरुण कुमार (2009), *मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ*, श्री नरेन्द्र प्रकाश जैन बंगलो रोड, दिल्ली।
- श्रीवास्तव, जी0पी0 (1989), *सामाजिक सर्वेक्षण*, श्री पब्लिकेशन हाउस, नई दिल्ली।
- Best, J.W. (1999), *Research in Education*,: Prentice Hall of India Pvt. Ltd, New Delhi.
- Borg, W.R. and Gall, M.D. (1983), *Educational Research - An Introduction*, Longman, Inc, New York
- Conover, W.J. (1971), *Practical Non-Parametric Statistics*, John Wiley & Sons Inc New York.
- Guilford, J.P. and B. Fruchter (1987), *Fundamental Statistics in Education and Psychology*, : McGraw Hill (Student-Sixth edition), Tokyo.
- Kaul, Lokesh (1984), *Methodology of Educational Research*, Vikas Publications, New Delhi:
- Kerlinger, F.N. (1986), *Foundations of Behavioural Research*. Fort Worth, TX : Harcourt Bmce Jovanovich.

Course Code TEM 104

Pre-service and In-service Teacher Education

Course Objective :

To enable the students to understand about the

- Concept, aims and scope of Pre- service teacher education in India and its Historical perspectives.
- Development of Pre- service teacher education curriculum in India.
- Different competencies essential for a Pre- service teacher education for effective transaction.
- Pre- service teacher education Teaching models-concept & process.
- Pre- service teacher education Teaching skills
- Various aspects of supervision and feedback in Pre- service teacher education
- Concept, aims and scope of In - service teacher education in India and its Historical perspectives.
- Development of In - service teacher education curriculum in India.
- Different competencies essential for a In - service teacher education for effective transaction.
- In - service teacher education Teaching models-concept & process.
- In - service teacher education Teaching skills
- Various aspects of supervision and feedback in In- service teacher education

Unit: 1 Structure, Curriculum and Modes of Pre-service Teacher Education

- Needs, Roles and functions of School Teachers
- Pre- service teacher education Needs, objectives and scope.
- Vision of Teacher Education Curriculum as envisaged in NCERT and NCTE documents.
- Curriculum areas of initial Teacher Preparation: Foundation courses, curriculum and pedagogy, School internship.
- Mode of pre-service teacher education- Face-to-Face (Linear and Integrated) and Open Distance Learning; needs and significance.

Unit: II Organizations of Different Components of Teacher Education Curriculum

- The students' teacher as adult learner- characteristics. The concept of **Andragogy** and its principles.
- Organisation, transaction and evaluation of different components of teacher education curriculum model practices.
- Concept and scope of school based practicum and internship- objectives, organisation and duration. Activities and experiences in pre-internship, internship and post internship, model practices.

Unit: III Approaches of Teacher Education

- Transactional approaches for the foundation courses in teacher education programmes individualized, Group Based, Teacher Centered and Blended Approach.
- Transactional approaches for the skill and competency development courses. Micro-teaching, Simulated Teaching, Models of Teaching, Teaching in real classroom situation, Peer presentation and Tutor observation.
- Role of Teacher Educators in Pre-Service teacher education.

Unit: IV In-service Teacher Education in India-Concept, structure and models

- Concept, need for continuing professional development of teachers-Areas of professional development. Purpose of in-service teacher education programme orientation, refresher, workshop, seminar and conference- their meaning and objectives.
- Agencies of in-service teacher education Local Level, District Level , State Level and National Level agencies.
- Modes and Models (face to face and open) of in-service teacher education: Modes of in-service teacher education -Face to face Open Distance Learning mode, Blended Approach.
- Induction, one shot, cascade, mentoring particularly action research based approach for professional development of teachers.
- Role of Teacher Educators in different modes of In-Service teacher education.

Unit: V Planning, Organisation and Evaluation of In-Service Teacher Education

- Planning in-service teacher education programme- context, purpose, duration and budget.
- Designing an in-service teacher education programme: assessment of training needs, formulation of training curriculum, preparation of course materials, evaluation of curricular inputs.
- Organising in-service teacher education programme- common problems faced by teacher education institutions.
- Effectiveness of in-service education programmes, impact on development of professional competencies among practicing teachers and impact on curricular practices at school level.

Practicum

- | | |
|------------------------|-----------------|
| • Assignment | 5 Marks |
| • Seminar Presentation | 5 Marks |
| • Sessional Test | 10 Marks |
| Total | 20 Marks |

References Book:

- Bruce R Juice et al (2014), Models of Teaching (9th edition), London; Pearson.
- Singh L.C.(Ed.1990), teacher education in India, New Delhi NCERT
- Smith, B.D (1980) A Design for a school of Pedagogy, U S Govt. Washington, D.C.
- Furlong John (2013), Education an Anatomy of the Discipline, Routledge London.
- Sahoo P.K. et al (eds) (2010), Professionalism in Teacher Education, New Delhi Concept.
- Sahoo P.K. et al (eds) (2014), Quality Education in India Vol I &Vol II New Delhi Concept.
- Passi B.K. (eds) (1976), Becoming better teacher, Ahmedabad, Sahitya mudranalaya.
- Allen. D. & Ryan, K. (1969), Microteaching reading Mass: Addison-wesley.
- NCERT, New Delhi, (2006) 6th survey of Research in Education.
- Flanders, N.A.(1970) Analyzing Teaching Behaviour, reading, Addison-Wesley, mass.
- Gardener,H (1983), Frame of Mind; the theory of multiple intelligences, Basic Books New York.
- NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.
- NCTE (2014) Norms and Guidelines of Teacher Education Programmes.
- NCTE (1979) Organisation of Core Teaching Programme Package, NCERT, New Delhi.

TEM 105

Internship in Teacher Education institution

It will be divided into three sections

Part A. Observation of activities- 2credits

- Assembly
- class room teaching
- co curricular activities
- Community work
- micro teaching practice
- Model Lesson
- Organisation of In service education Programme
- Preparation of lesson plan
- Seminar presentation
- student council

Part B. Assisting B.Ed. students- 1 credit

- Assisting B.Ed.students in lesson plan preparation
- Assisting B.Ed.students in giving seminar presentations
- Assisting B.Ed.students in TLM preperation
- Assisting B.Ed. students in SUPW Activities
- Assisting B.Ed. students in organizing exhibitions
- Assisting B.Ed. students in organizing community work

Part C - 1 credit

Interviews on Teaching Learning Environment with pupil teachers, teacher educators and employees

Assesment Guide-

The internship would be evaluated by performance rating on following basis

- Under the supervision of M.Ed. teacher in charge and mentors student will maintain a Diary for all observations.
- Cumulative Assessment by the mentor teacher
- Outcome of the activities
- Records submitted on reflections during internship
- Submissions of reports
- Study of teacher education institution on instructional and evaluation practices.