



RAMA P.G.

COLLEGE

CHINHAU LTCKNOW



**WELCOME
TO
M.Ed.
ORIENTATION
PROGRAMME
(2015-17)**

M.ED COURSE

(Four Semester Programme)

- **FACULTY MEMBERS**
- **Dr. Siya Ram Yadav (Principal)**
- **Dr. Kauser Perveen**
- **Dr. Kalpana Verma**
- **Dr. Sharad Chandra Verma**
- **Dr. Brijesh Chandra Tripathi**

contd

- Duration –Two academic years (200 working days each year-36 hours in a week)
- Field attachment for 4 weeks
- Research dissertation
- Attendance-80% for theory and practicum
- 90% for field attachment
- Organization of workshop, practicum activities and seminars to enhance professional skills of students

NCTE NORMS AND STANDARDS

- Two year professional programme
- Specialization either in elementary education (upto class viii) or in secondary education (class vi-xii)
- Course is meant for teacher educators and other education professionals such as-curriculum developers, policy analysts, administrators ,supervisors, school principals and researchers.

NCTE NORMS AND STANDARDS contd

- Duration –Two academic years (200 working days each year-36 hours in a week)
- Field attachment for 4 weeks
- Research dissertation
- Attendance-80% for theory and practicum
- 90% for field attachment
- Organization of workshop, practicum activities and
- Seminars to enhance professional skills of students



CORE COURSES

- Perspective course- Philosophical, Sociological, Psychological perspective, education studies and curriculum studies
- Tool courses- basic and advance level research, academic/professional writings , communication skills, educational technology, workshops, courses in ICT, teacher education courses linked field internship/attachment in a teacher education institution.

SPECIALIZATION COURSES

- Specialization in one of the area
- Selected thematic areas pertaining to that stage
- Areas are-curriculum , pedagogy, and assessment, policy, economics and planning, educational management and administration, education for different lyabled
- Yoga education shall form an integral part of the curriculum

FIELD ATTACHMENT

- Systematically planned engagement of students with educational sites/fields for not less than 4 weeks resulting in a reflective report.
- The suggested sites are-
- 1. Professional pre-service teacher education program
- 2. An organization engaged in developing curriculum and pedagogy
- 3. International/national/state level institutions engaged in text book design, curriculum, policy planning, formation and implementation, educational administration and management



COURSE DETAIL

Semester I	Marks	Semester II	Marks	Semester III	Marks	Semester IV	Marks
Theory (Core Papers) Four Papers	4x100 400	Theory (Core Papers) Three papers	300	Theory (Core Papers) Three papers	300	Theory (Core Papers) Two papers	200
		Optional Papers (select one Group) Two Papers Form Each Group 1.Elementary 2.Secondary 3.Higher	200	Optional Papers (select one Group) Two Papers Form Each Group 1.Elementary 2.Secondary 3.Higher	200	Optional Papers (select one Group) Two Papers Form Each Group 1.Elementary 2.Secondary 3.Higher	200

Practicum	50	Practicum	25	Practicum		Practicum	50
1.theme	100	1.Research	25	1.Field	50	1.One	50
paper on	50	Proposal for	50	Attachment	50	written	50
selected		Dissertation		in selected		assignment	50
dissertation		2.Too		Optional		Per core	
areas with		Construction		Areas		subject	
Reviews		Psychology		2.Educational		2. 2.field	
2. One		Practical		Excursion		Attachment	
Written						3. Class room	
assignment						Observation	
per core						Dissertation	
subject							
3. Reading of							
two classic							
Books &							
review							
writing							
Total	600		600		600		600

Semester I

Papers

Marks

Theory (Core Papers)

1. Philosophical Foundations of Education –Western
2. Psychological Foundation of Education- understanding Learner
3. Research in Education-General Perspective
4. Educational Technology

70+30=100

70+30=100

70+30=100

70+30=100

Practicum-

- (I) Theme Paper on selected dissertation areas with Reviews
- (II) One Written assignment per core Subject
- (III) Reading of two Class Books & review writing

50

25x4=100

50

Total

600

Semester II

Paper	Marks
Theory (Core Papers)	
1. Philosophical Foundations of Education –Indian	70+30=100
2. Psychological Foundation of Education-Understanding Teaching Learning Process	70+30=100
3. Research in Education-Research Designs & Tool Construction	70+30=100
Optional Papers (select one Group)	100 x2=200
A-Elementary Education-	
A. 1-Curriculum Construction	
A-2-Policy Perspective & Problems	
B-Secondary Education-	
B-1-Curriculum Construction	
B-2-Policy Perspective & Problems	
C-Higher Education –	
C-1-Curriculum Construction	
C-2-Policy Perspective & Problems	

Semester III

Theory(Core Papers)	
1.Sociological Foundations of Education	70+30=100
2. Research in Education-Data Analysis & Report Writing	70+30=100
3. ICT Enabled Education	70+30=100
Optional Papers(Select one Group)	
A-Elementary Education-	
A-3 Educational Management	
A-4-Measurement & Evaluation	
B-Secondary Education-	
B-3- Educational Management	
B-4-Measurement & Evaluation	
C-Higher Education –	
C-3- Educational Management	
C-4-Measurement & Evaluation	
Practicum-	
(I)Field Attachment in Selected Optional Areas	50
(II)Educational Excursion	50
Total	600

SEMESTER IV

SEMESTER IV	
Theory(Core Papers) 1. Sociological Foundation of Education- Education in Emerging India 2. Global Perspective in Education	 70+30=100 70+30=100
Optional Papers (select one Group) A-Elementary Education- A-5.Teacher Education in Global Perspective A-6.Salect one paper frame the Following a.Inclusive Education b.Guidance & Counselling c.Human Rights Education	 100X2=200

B-Secondary Education-

B-5. Teacher Education in Global Perspective

B-6. Select one paper from the Following

- a. Inclusive Education
- b. Guidance & Counselling
- c. Human Rights Education

C-Higher Education-

C-5. Teacher Education in Global Perspective

C-6. Select one paper from the Following

- a. Inclusive Education
- b. Guidance & Counselling
- c. Human Rights Education

Dissertation (Submission & Viva-Voce)

50

Practicum-

One written assignment per core subject

Field Attachment

Class room observation

25x2= 50

50

50

Total

600

Semester I

Core paper I

- **Philosophical Foundations of Education (Western)**
- **UNIT I**
- Philosophy, a directive doctrine & liberal discipline.
- Normative, Speculative & Analytical Function of Philosophy.
- Branches of Philosophy-Metaphysics, Epistemology, Axiology, Aesthetics, Ethics, Logic
- **UNIT II**
- Metaphysical Problems & Education-related to Man, Nature, Society.
- Epistemological Issues & Education-regarding Knowledge related to critical analysis, scientific approaches, etc.
- Axiological Issues & Education-concept of values (from seminal to quintessential), role of pace &
- Aesthetics in Education, Logic in Education, Ethics in Education.
- **UNIT III**
- Impact of Philosophical Suppositions on Education, Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism, Scientific Humanism-with special reference to the concepts of knowledge, reality, values & their educational implications.
- **UNIT IV**
- Modern Trends in Philosophy, Reconstructionism, Logical Positivism, Grounded Theory, Naturalistic Inquiry, Interpretativism.
- Educational Thinking of Great Radicalists-Paulo Freire, Ivan Illich.
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Semester I

Core paper II

- **Psychological Foundation of Education-Understanding Learner**

- **UNIT -I**

- (Understanding Educational Psychology)
- Meaning, concept and nature of Educational Psychology (Western and Indian),
- Psychology as a science to study human behavior.
- The methods used in educational psychology
- Contribution of various schools in education
- (Behaviourism, Psychoanalysis, Cognitive and Humanistic-schools)

- **UNIT-II**

- (Understanding Human Behaviour)
- Stages of development, Individual differences-meaning and areas-intelligence, personality, attitudes, motivation, interests etc.

- **UNIT-III**

- (Psychology of learning)
- Behaviouristic approach to learning-salient features (Watson). Learning theory of Skinner and its implication to teaching.
- Learning theory of Hull and Tolman and its implications to teaching.
- Cognitive Approach to learning. Gestalt psychology (Kohler & Koffka) and its implications to teaching.
- Information Processing approach to learning and teaching. Constructivists Approach to learning.
- Piaget as a Constructivist and his implications to teaching. Vygotsky as a constructivist and implications to teaching.

- **UNIT-IV**

- (Psychology of adjustment)
- Psychology of adjustment-concept of adjustment, mechanism of adjustment, Self-concept and
- Mental Health, Characteristics of Integrated personality and mentally healthy Individual, School Adjustment, Factors affecting Adjustment and Defence Mechanism, Abnormal psychology

Semester I

Core paper III

- **Research in Education-General Perspective**

- **UNIT I**

- Research in Education-Conceptual Issues
- Meaning ,purpose,scope and areas of educational research
- Kinds of educational research:basic & applied,and action research,and their characteristics
- Source of knowledge,The scientific approach to the knowledge generation ,basic assumptions of science,scientific methods.
- Theory,nature and function ,The principale of evidence
- Approaches to research in education: qualitative,quantitative and mixed and their characteristics, Types of research under each paradigm

- **UNIT II**

- **Developing assumptions and hypothesas**

- .Meaning and difference between assumptions,postulates and hypotheses.
- . Nature and types of hypotheses: their sources
- .Role of hypotheses in thecry building.
- .Hypothesis testing and triar of errors.

- **UNITIII**

- .Concept of population and sample.
- .Sample frame,units of sampling.
- .Determiners of sample size.
- .Various methods of probability and non-probability sampling.
- .Characteristics of good sample.
- .Sampling errors and avoidance of sampling bias

- **UNIT IV**

- Planning the Research Study
- Sources of research problems,Review of the literature-purpose and resource;conducting the literature search :using databases and internet,internet search tools and quality of internet resources
-
- Identification and Conceptualization of Research problem:statement of problem,purpose,and research questions in qualitative and quantitative research
- Preparation of Research proposal: Framework of the research proposal and strategies for writing the research proposals.

Semester I

Core paper IV

- **Educational Technology**

- **UNIT-I**

- Concept of Educational Technology-Futuristic view of Educational Technology in india. Various approaches in Education.
- Major institutions of educational technology in India –CIET,EMMRC(AVRC,EMRC and MCRC),IGNOU,SIET,NOS,NIST Consortium for Educational Communication (CEC),UGC,theirrole in teaching learning.

- **UNIT-II**

- Modalities of Teaching-Difference between teaching and Instruction,conditioning & training,Stages of teaching pre-activ,interactive and post-active,Teaching at different levels memory, understanding and reflective levels of organizing teaching and learning
- Various online Technologies:concept & types(1) Blended learning (2) Mobile learning (M Learning).
- Concept of open Educational Resources & various usage, Massive open online Course(MOOC)

- **UNIT-III**

- Media Selection – Synchronous and asynchronous – for formal, informal and non formal setting,Gagne's' Nine Events of instruction and Five' E's of constructivism;
- Web Based Instruction-Meaning, Characteristics, Uses, advantage and disadvantages, Soft ware Desiging

- **UNIT –IV**

- Application of Educational Technology in Distance Education: Concept of Distance Education ; Distance and open Learning system ; Methods and Techniques, Barriers in Distance Education.
- Recent trends of Research in Educational Technology & its future with reference to Education.
- Various Virtual Universities.
- Concept of Artificial Intelligence.

PRACTICUM

- 1. Theme Paper on selected dissertation areas with Reviews & presentation
- 2. One Written assignment per core Subject
- 3. Reading of two Classic Books on Education & review writing

For Example-

- My Experiments with Truth-M.K.Gandhi
- Discovery of India -J.L.Nehru
- Pedagogy of Oppressed- Paulo Freire
- Education - Osho



THANKS