

According to Uniform Curriculum Structure for Two-Year MEd Programme in
WEST BENGAL following NCTE Regulations

3rd সেমিস্টার
MEd স্কলার

SUGGESTIVE QUESTION-ANSWERS FROM
COURSE: CC-2.3.1.A, CC-2.3.1.B, CC-2.3.1.C, CC-2.3.2, CC-2.3.4
WITH YEAR-WISE QUESTION-ANSWERS

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SYLLABUS

2.3.1.S: SPECIALIZATION COURSES IN SECONDARY AND HIGHER SECONDARY EDUCATION

Assessment: Internal 30 and External 70

Group A-Institutions, System and Structure (2 Credits)

Unit-I: Introduction to Secondary and Higher Secondary Education

- Concept, Need, Aims and Objectives of Secondary and Higher Secondary Education
- Growth and Development of Secondary and Higher Secondary Education
- Status of Secondary and Higher Secondary Education in India
- Universalisation of Secondary Education
- Norms for Secondary and Higher Secondary Schools
- Structure, Approaches and Strategies for Secondary and Higher Secondary Education
- Secondary Education in 5 year Plans
- Policy perspectives in decentralization of administration and management of secondary and senior secondary education—Local Bodies, SDMC, PTA
- Administration responsibility of different levels of central and state government; types of schools, Regulation of private school; matching supply-demand aspect of secondary education.
- CABE Committee on Universalization of Secondary Education—recommendations.

Unit-II: Organisations, Institutions and Agencies in Secondary Education

- National level Organisations and Institutions in administration and management of secondary education.
 - ❖ Ministry of Human Resource Development (CABE, CBSE, ICSE, NEUPA, NCERT (NIE, CIET, PSSCIVE & RIE, NIOS),
 - ❖ Ministry of Social Justice and Empowerment (RCI and National Institutes); Ministry of Tribal Affairs; Ministry of Minority Affairs,
- State level Organisations and Institutions in administration and management of secondary education.
 - ❖ State departments of education, Directorates and Secretariats, State Boards of School Education,
 - ❖ SCERT/SIE, State Institute of Educational Technology (SIET),
 - ❖ State Institute of Educational Management and Training (SIEMAT),
- District and sub district levels Organisations and Institutions in administration and management of secondary education.
 - ❖ District Education Office,
 - ❖ Block Education Office,
 - ❖ Department of Public Instruction,
 - ❖ SMC (School Management Committee), PTA (Parent Teacher Association).
- International Agencies—Important UN Organisations—UNICEF, UNESCO, WHO, IBE.
- NGOs, Civil Society and Advocacy groups—focus areas, importance and functions.

Group B-Stage Specific Status Issues and Concerns (2 Credits)

Unit-III: Status of Secondary Education

- Status of Secondary Education—National Scenario in terms of access, enrolment, retention, dropout, and out of school children.
- Status of Infrastructural facilities—classrooms, library, Separate toilets for boys and girls, Kitchen sheds.
- Status of elementary school teachers in terms of qualification and professional training teachers.
- Status of Access, Enrolment and Retention at Secondary and Higher Secondary Level—Gender differences, Social Status, Poverty, Quality Improvement in Schools.
- Issues relating to drop out of students at Secondary and Higher Secondary Level.
- Equity, Equality and Social Justice in Secondary and Higher Secondary Education
- Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education.
- Objectives, levels and structures of Teacher Education Programme at Secondary and Higher Secondary Level.
- Issues and Concerns of Pre-Service and In-Service Teacher Education at Secondary and Higher Secondary Education.
- Role of NCTE and RCI in Secondary and Higher Secondary Teacher Education Programme

Unit-IV: Programmes and implementation strategies of Secondary Education

- Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education.

- RMSA for achieving Universalization of Secondary Education—programmes and strategies, its impact on quality enhancement.
- National Vocational Education Qualification Framework (NVEQF).
- Role of authority and civil society groups in programme implementation
- Centrally sponsored schemes and state projects and programmes—the changes it brought in secondary education.

Group C-Policy and Practice Relating to Curriculum, Pedagogy and Assessment (4 Credits)

Unit-I: Curriculum, Pedagogy and Evaluation in Secondary Education

- Undifferentiated and Differentiated Curriculum.
- Essential Features and Components of Curriculum: Language Curriculum, Science Curriculum, Mathematics Curriculum, Social Science Curriculum and Commerce Curriculum.
- Relevance of Sex Education in Education at Secondary Level.
- Principles of Curriculum Construction at Secondary Level.
- Approaches and Strategies of Secondary Education: Access, Quality and Equity.
- Provisions of Secondary and Higher secondary education in NCF 2000 and 2005.
- Rashtriya MadhyamikShikshaAbhiyan (RMSA)/ Universalization of Secondary Education.
- Gender parity in Secondary Education.
- Inclusive Curriculum at Secondary Stage.
- National Curriculum Frameworks of Secondary Education, Common Core Curriculum incorporating work centred pedagogy.
- Relevance, integration, flexibility, conceptuality and plurality determinants of curriculum at secondary level.

Unit-II: Pedagogical Practices at Secondary and Higher Secondary Level

- Validity and Significance of course content, Consistency with social reality, Situational Analysis of the Curriculum contexts at secondary and higher secondary level.
- Pedagogy relevant at the secondary education level.
- Methods of Teaching: Discussion, Assignment, Project, Laboratory Work, Demonstrations, Seminar, Field Work.
- Transaction of issues *i.e.* gender issue, value and peace education.
- Pedagogical content knowledge for different subjects.
- Collaborative Learning-meaning and its role in curriculum transaction.
- Cooperative learning-meaning & its role in Curriculum transaction.
- Approaches of Teaching :Multidisciplinary and Interdisciplinary Approaches.
- Subject, Learner and Activity cum Experience Centered Curriculum Design.
- SMART schools in Kendriya Vidyalayas and Navodaya Vidyalayas acting as Technology Demonstrators, ECTLT (Electronic Comprehensive Teaching Learning Tool).
- Information and Communication Technology in Schools (ICT @ Schools).
- Significance of INSPIRE in promotion of Science and Technology.
- National Talent Search Examination (NTSE).
- Use of various methods & media in transaction.

Unit-III: Curriculum Evaluation

- Importance of evaluation of curriculum.
- Models of curriculum evaluation.
- Interpretation of evaluation results and method.

Unit-IV: Instructional System and Pedagogical Concerns

- Theoretical Paradigm of Instructional Objectives.
- Teacher Controlled Instruction; Learner Controlled Instruction; Group Controlled.
- Instruction; Instructional Planning- Issues in Instructional Planning, Steps in Instructional Planning.
- Instructional Strategy: Concept, Evolution, Determination; Managing Instruction; Resources for Instruction; System Approach.

2.3.2: ADVANCED RESEARCH METHODS (INCLUDING STATISTICAL TECHNIQUES)

Assessment: Internal 15 and External 35

Unit-I: Quantitative Data Analysis—part I

- Scales of Measurement.
- Descriptive Statistics: Data Tabulation, Frequency Distribution, Graphical Representation, Measures of Central Tendency and Variability, Percentile, Percentile Rank & Ogive, Standard Score, Probability, Normal Probability

Curve and its Properties, Deviation from normality and underlying causes, Meaning, Computation and Interpretation of Linear correlation, Product-Moment Correlation, Rank Order Coefficient of Correlation, Coefficients of Determination and Alienation.

Unit-II: Quantitative Data Analysis—part II

- Inferential Statistics: Logic of inferential process, Cause and Effect relation, Single Cause, Multiplicity of Causes, Testing hypothesis—Null or Directional, Qualitative and Statistical Difference and Relationship Testing, Meaning of Statistical Significance, Levels of Significance, Two types of Error, Power of a Test, One and Two Tailed Tests, Degrees of Freedom, Testing significance of Difference between Means and other Statistics, t-test, ANOVA, ANCOVA, Chi- Square Test, Inference and Generalization, Emerging Laws, Principles and Theories.
- Utilizing Software Packages for quantitative analysis (Use of SPSS, MS Stats, MS Excel).

Unit-III: Qualitative Data Analysis

- Techniques of qualitative data analysis-Content Analysis, Classification, Categorization, Triangulation, Frequency and Percentage Analysis, Trend Analysis, Utilization of Corroborative evidences.
- Utilizing Packages for qualitative analysis (Use of Anthrapack).

Unit-IV Writing of Research Report and Synthesizing Research

- Mechanics of Reporting Quantitative/Qualitative Research- Format, Language, Style, Bibliography/ Referencing, Appendix, Variation in the scheme of Reporting
- Synthesizing Research -Quantitative, Qualitative, Trend Analysis, Narrative Approach, Vote Counting Method, Combined Significance Method, Effect Magnitude Method.

2.3.4: ITC IN EDUCATION

Assessment: Internal 15 and External 35

Unit-I: Digital Technology and Socio-Economic Context

- Concept of ICT
- Technological Determinism and Developmental Challenges
- Technology Integrated Education: Management Information System Series
- Media Crowd and Media Culture
- High Tech and High Touch

Unit II: Information Age Skills

- Info-Savvy Skills: Asking, Accessing, Analyzing, Applying and Assessing.
- Techno-Pedagogic Skills: Media-Message Compatibility, Media Designing, Integration of message, media and modes, Proximity of Message Forms, Media Language Proficiency, Media Choice, Media Credibility and Message Authenticity.
- Digital Skills: Functional Literacy skills, Scientific Literacy skills, Technological Literacy skills, Functional Literacy, Information Literacy skills, Cultural Literacy skills, Global Awareness skills.

Unit III: ICT Integrated Education

- On line Admissions
- Evaluation Rubrics
- Time-Space-Personnel Management
- Web Based Instruction
- Online Research
- E-modules
- Digital Lesson Designing
- E-Portfolios of Learners
- Learning Resources Management
- Office Automation
- E-guidance and counselling
- E-learning Resources

Unit IV: ICT Supported Teaching Learning Strategies

- E-Learning and Web base learning; Vconcept, features and educational application.
- Co-operative and Collaborative Learning ; Vconcept, features and educational application.
- Project based Learning—Vconcept, features and educational application.
- Communication Tools—Mobile, e-mail, chat Online Conferencing, Blog, Wiki, Internet forum, News Groups.

Unit V: New trends in ICT

- Virtual Classroom - concept, elements, advantages and limitations.
- Smart class room ; V concept, elements, advantages and limitations.
- Edusat—concept, elements, advantages and limitations.
- Online Learning Resources: e- Library, Websites, Apps, and Web 2. Technology Social networking as an effective communication tool.

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