

SHRI GURU RAM RAI UNIVERSITY DEHRADUN

(Established by the State Legislature Act 7 of 2017)

**SYLLABUS
of
M.Ed. (Two Years) Programme

(Four Semesters)
(CBCS and based on LOCF)**



**COLLEGE OF EDUCATION
(w.e.f. Session: 2026-27)**

Preamble:

The Master of education (M.Ed.) programme is a two year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, education policy analysts, planners, administrators, supervisors, school principals and researchers. The composition of programme shall lead to M.Ed. degree with specialization in secondary education (Classes VI- XII).

Duration of the Programme: 2 Years

Eligibility and Admission:

- a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:
 1. Bachelor of Education (B.Ed.)
 2. B.A. B.Ed./ B.Sc.B.Ed./ B.Com.B.Ed.
 3. B.El.Ed.
 4. D.El.Ed. with an undergraduate degree (with 50% marks in each).
- b) Reservation and relaxation for SC/ST/OBC/PWD/EWS and other applicable categories shall be as per the rules of the NCTE/ State Government/ University.
- c) No candidate shall be admitted to M.Ed. course unless he/ she has appeared in the Entrance Test to be conducted by the University or academic merit as decided by the University.

1.2 Obligation of Admitted Candidates:

- Every admitted candidate shall be required to show competent knowledge in various theory papers and required skills to be detailed hereinafter.
- Every admitted candidate shall be required to undertake field work, assignments, school internship and other programmes as given in the syllabus.
- So far attendance is concerned the rules of NCTE/University shall prevail.
- A candidate, who desires to appear in examinations under these ordinances, shall have to submit his/her application after completing all the said activities on a prescribed form within the last date. The candidate shall have to submit application separately for all the semesters.

1.3 The Mode of Examination:

- The mode of examination shall be semester system of examination as per the decision of the University.
- **Students shall be allowed to appear for Back Paper/Improvement examination in two papers only.**
- **A student can complete M.Ed. course within four (04) years from the date of admission in the course.**

SCHOOL OF EDUCATION
SHRI GURU RAM RAI UNIVERSITY
DEHRADUN
Programme Outcomes (POs)

SCHOOL OF EDUCATION	
PO#	Programme Outcomes (POs)
PO1	Learners will be able to comprehend the acquired knowledge during the Programme of study.
PO2	Learners will be able to reflect on the issues relating to the discipline – ‘Education’.
PO3	Learners will be able to exhibit the professional skills and competencies acquired during the Programme of study.
PO4	Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.
PO5	Learners will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making and resource management according to pre-determined objectives/ outcomes.
PO6	Learners will be able to work as member or leader in various teams and multi-disciplinary & diverse settings.
PO7	Learners will be able to discuss and solve the problems relating to the discipline and life.
PO8	Learners will be able to state and follow the ethical issues relating to the discipline and society.
PO9	Learners will be able to apply different tools and techniques of communication and related skills.

**SCHOOL OF EDUCATION
SHRI GURU RAM RAI UNIVERSITY
DEHRADUN**

Program Specific Outcomes (PSOs)
[For M.Ed. (Two Years) Programme]

The Program Specific Outcomes of M.Ed. (Two Years) Programme are as follow:

Name of the Program: M.Ed. (Two Years) Programme	
PSO#	Program Specific Outcomes
PSO1	Students will be able to describe the context of learner (psychological & social) and learning.
PSO2	Students will be able to reflect on the philosophical, sociological, historical, political, economical, administrative, curricular and other issues relating to system of Education.
PSO3	Students will be able to explain the various concepts and methods of research & statistics in Education.
PSO4	Students will be able to give a detailed account of historical and present perspective of 'Teacher Education'.
PSO5	Students will be able to plan and conduct minor research works/ projects in the field of Education.
PSO6	Students will be able to state his attitudes & aptitude and accordingly will be able to write expository, communicate effectively & deliver his/ her best in the real teaching learning environment.

M.Ed. (Semester-I)

Course Code: MED101

Name of the Course: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Time: 2:30 Hrs.

Max. Marks: 100

Credit: 4

Ext.-60; Int.-40

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED101 Name of the Course: PSYCHOLOGY OF LEARNING AND DEVELOPMENT	
COs#	After the completion of this Course the students will be able to do:
MED101.1	Learners will be able to recall the relationship of Education & Psychology and the meaning, concept and scope of Educational Psychology.
MED101.2	Learners will be able to explain the concept and various components of Growth & Development.
MED101.3	Learners will be able to write the meaning, areas & determinants of Individual Differences and will be able to state the implications of Individual Differences for organizing Educational Programmes.
MED101.4	Learners will be able to define Personality and intelligence and also will be able to explain its determinants, theories and methods of assessment.
MED101.5	Learners will be able to explain the meaning & factors influencing Learning and will be able to describe the various theories of learning in detail.
MED101.6	Learners will be able to discuss the concept & factors affecting Motivation and will also be able to summarize the Physiological Theory of Motivation, Murray's Need Theory and Maslow's Theory of Hierarchy of Needs.

Course Content

UNIT-I

1. Concept of Educational Psychology

- Relationship of Education & Psychology
- Meaning & Concept of Educational Psychology
- Scope of Educational Psychology

2. Concept of Growth and Development

- General Principles of Growth and Development
- Physical Development in Adolescence
- Social Development in Adolescence
- Emotional Development in Adolescence
- Intellectual Development in Adolescence

UNIT-II

3. Individual Differences

- Meaning and Areas
- Determinants: Role of Heredity and Environment in Developing Individual Differences
- Implications of Individual Differences for Organizing Educational Programmes

4. Personality

- Meaning and Determinants
- Types and Trait Theories
- Assessment of Personality by Subjective and Projective Methods

UNIT-III

5. Intelligence

- Meaning
- Theories: Two Factor theory (Spearman); Multi Factor Theory, Guilford Model of Intellect
- Measurement of Intelligence (two verbal and two non verbal tests)

6. Learning

- Meaning, Factors Influencing Learning
- Theories of Learning
 - Pavlov's Classical Conditioning
 - Skinner's Operant Conditioning

UNIT-IV

7. Theories of Learning

- Hull's Reinforcement Theory
- Learning by insight
- Gagne's Hierarchy of Learning Types

8. Motivation

- Concept of Motivation
- Factors affecting Motivation
- Theories of Motivation:
 - Physiological Theory
 - Murray's Need Theory
 - Maslow's Theory of Hierarchy of Needs

SELECTED READINGS

- Abramson, P. R. (1980). *Personality*. New York: Holt Rinehart and Winston.
- Allport, G. W. (1954). *Personality*. New York: Holt.
- Allport G. W. (1961). *Pattern and Growth in Personality*. New York: Rinehart and Winston.
- Andrews, T. W. (1961). *Methods in Psychology* (Ed.). New York: John Wiley and Sons, Inc.
- Baller, W.R. & Charles, D.C. (1962). *The Psychology of Human Growth at Development*. New York: Holt, Rinehart and Winston, Inc.
- Baum, A.; Newman, S.; West, R. & Mc Manus, C. Cambridge. (1997). *Handbook of Psychology, Health & Medicine*. Cambridge: Cambridge University Press.
- Colemn, J. C. (1976). *Abnormal Psychology and Modern Life*. Bombay: D. Taraporewala Sons & Co.
- Dicapro, N. S. (1974). *Personality Theories*. New York: Harper.
- Douglas, O. B. & Holl, B.P. (1948). *Foundations of Educational Psychology*. New York: The Mac Millan Co.
- Gagne, R. M. (1977). *The Conditions of Learning*. New York, Chicago: Ho_Rinehart and Winston.
- Gates, A. T. et. al. (1963). *Educational Psychology*. New York: Mac Millan. Hilgard, E. R. *Theories of Learning*. New York: Appleton Century Crafts.
- Kundu, C. L. (1984). *Educational Psychology*. Delhi Sterling Publishers.
- Kundu, C. L. (1976). *Personality Development: A Critique of Indian Studies*. Vishal Publishers.
- Kundu, C. L. & Tutoo, D. N. (1988). *Educational Psychology*. New Delhi: Sterling Publishers Private Limited.
- Shankar Udey. (1965). *Development of Personality*.
- Talbott, J. A.; Hales, R. E. & Yodofsky, S. G. (1994). *Textbook of Psychiatry*. New Delhi: Jaypee Brothers Medical Publishers (P) Ltd.
- Thorpe, G. L. & Olson, S. L. (1999). *Behaviour Therapy, Concepts, Procedures and Applications*, London: Allyn Bacon.

M.Ed. (Semester-I)

Course Code: MED102

Name of the Course: HISTORY AND POLITICAL ECONOMY OF EDUCATION

Time: 2:30 Hrs.

Max. Marks: 100

Credit: 4

Ext.-60; Int.-40

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED102 Name of the Course: HISTORY AND POLITICAL ECONOMY OF EDUCATION	
COs#	After the completion of this Course the students will be able to do:
MED102.1	Learners will be able to describe education in India during Vedic, Buddhist and Medieval Period.
MED102.2	Learners will be able to explain education in India during British Period with reference to Bentick's Proclamation, Macaulay Minutes, Wood's Dispatch of 1854 and Lord Curzen's Educational Policy.
MED102.3	Learners will be able to specify the main recommendations made by various Education Commissions/ Reports/ Schemes like Indian University Commission, 1902; Sadler Commission Report, 1917; Hartog Committee Report, 1929 and Wardha Scheme of Education, 1937 in pre-independent India.
MED102.4	Learners will be able to list the main recommendations made by various Education Commissions like University Education Commission, 1948-49; Secondary Education Commission, 1952-53 & Indian Education Commission, 1964-66 and will also be able to list the main features of National Policy on Education, 1968, 1986 & 1992, NEP 2020.
MED102.5	Learners will be able to elaborate Education in relation to Freedom, Values & humanity, Democracy, Constitutional Provisions and Political Economy.
MED102.6	Learners will be able to elaborate Education in relation to National values as enshrined in Indian Constitution, Nationalism & National Integration and Universal Brotherhood & International Understanding.

COURSE CONTENTS

Unit- I

1. Education in India during

- Vedic
- Buddhist

- Medieval Period
- 2. Education in British period
 - Bentick's Proclamation
 - Macaulay Minutes
 - Wood's Dispatch of 1854
 - Lord Curzon's Educational Policy

Unit-II

- 3. Education Commissions in pre-independent India
 - Indian University Commission, 1902
 - Sadler Commission Report, 1917
 - Hartog Committee Report, 1929
 - Wardha Scheme of Education, 1937
- 4. Education Commissions/ Policies/ Schemes in post-independent India
 - University Education Commission, 1948-49
 - Secondary Education Commission, 1952-53
 - Indian Education Commission, 1964-66
 - National Policy on Education, 1968, 1986, 1992
 - NEP 2020

UNIT-III

- 5. Education in relation to:
 - Freedom
 - Values and humanity
 - Democracy
 - Constitutional Provisions
 - Political Economy
- 6. Education in relation to:
 - National values as enshrined in Indian Constitution
 - Nationalism & National integration
 - Universal Brotherhood and International Understanding

Unit-IV

- 7. Education as related to:
 - Economic growth and investment
 - Socially and economically disadvantaged sections of the society with special references to scheduled castes, scheduled tribes, women and rural population
- 8. Education as related to:
 - Equity and Equality of Educational Opportunities
 - Local and global perspectives: Implication of globalization for system of Education
 - Advancements & developments in the 21st Century (Education in 21st Century)

SELECTED READINGS

- Alex, V. Alexander (1983). *Human Capital Approach to Economic Development*. New Delhi: Metropolitan Book Co.
- Blaug, M. (1972). *Economics of Education*. England: The English Language Book Society and Penguin Books.
- Bertrand, Oliver. (1992). *Planning Human Resources: Methods, Experiences and Practices*. New Delhi: Sterling Publishers.
- Coombs, P. H. & Hallack, J. (1972). *Managing Educational Costs*. UNESCO: International Institute of Educational Planning.
- Hallack, J. (1969). *The Analysis of Educational Costs & Expenditure*. Paris: UNESCO.
- Harbison, F & Myers, C. (1970). *Education, Manpower and Economic Growth: Strategies of Human Resource Development*. Oxford & IBM Publishing, Co.
- Govt. of India, Ministry of Education. (1959). *Report of the National Committee on Women's Education*.
- Kneller, G. F. (1968). *Education and Economics Thought*. New York: John Wiley and Sons, INC.
- M.H.R.D. (1969). *Report of the Education Commission - Education and National Development (1964-66)*. New Delhi: Ministry of Education, Govt. of India.
- M.H.R.D. (1986). *National Policy on Education*. New Delhi: Ministry of Education, Govt. of India.
- M.H.R.D. (1992). *Programme of Action*. New Delhi: Ministry of Education, Govt. of India.
- M.H.R.D. (1990). *Towards an Enlightenment & Human Society - A Review (NPERC)*. New Delhi: Ministry of Education, Govt. of India.
- M.H.R.D. (1993). *Education for All: The Indian Scenario*. New Delhi: Ministry of Education, Govt. of India.
- (1993). *Selected Education Study*. New Delhi: Ministry of Education, Govt. of India.
- Nagpal, S.C. & Mital, A.C. (1993). *Economics of Education*. New Delhi Publications.
- Natarajan, S. (1990). *Introduction to Economics of Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Pandit, H.N. (1969). *Measurement of Cost Productivity and Efficiency of Education*. NCERT.
- Rao, V. K. R. V. (1965). *Education and Human Resource Development*. New Delhi: Allied Publishers.
- Raza, Moonis. (1986). *Educational Planning: A long Term Perspective*. New Delhi: Concept Publishing Company.
- Singh, Baljit. (1992). *Economics of Indian Education*. New Delhi: Meenakshi Prakashan.
- Rao, D. D. (2001). *National Policy on Education towards an Enlightenment and Human Society*. New Delhi: Discovery Publishing House.
- Sodhi, T. S. (1990). *Economics of Education*. New Delhi: Vikas Publishing House.
- Tilak, J. B. G. (1992). *Educational Planning at Grass Roots*. New Delhi: Ashish Publishing House.
- Tiwari, D. D. (1975). *Education at the Cross Roads*. Allahbad: Chugh Publication.
- UNESCO. (1968). *Readings in the Economics of Education*. Paris: UNESCO Publications.
- Vaizey, J. (1962). *Costs of Education*. London: Feber.

M.Ed. (Semester-I)

Course Code: MED103

Name of the Course: EDUCATIONAL STUDIES

Time: 2:30 Hrs.

Credit: 4

Max. Marks: 100

Ext.-60; Int.-40

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED103 Name of the Course: EDUCATIONAL STUDIES	
COs#	After the completion of this Course the students will be able to do:
MED103.1	Learners will be able to explain the Meaning, Nature, Concept (Narrow and Broader), Agencies, Need and Importance of Education in National and Global Perspective.
MED103.2	Learners will be able to elaborate Education as a Phenomenon, Practice and Field of Study.
MED103.3	Learners will be able to describe the System of Education in India with reference to Higher, Secondary, Elementary & Technical Education and also the Educational Structure at central, state, district, block & village level.
MED103.4	Learners will be able to explain the Need, Importance and Significance of Distance Education & Open Learning Systems in National & Global Perspective and also that of the Educational Bodies like UNESCO,UGC, NUEPA, NIOS, RCI, NCERT, NCTE, CBSE, SCERT(s) & DIET(s) and learners will also be able to describe National Programmes/ Schemes in Education like Mid-Day Meal Scheme, SSA, RMSA, RUSA, IEDSS, IEDC, Samagra Shiksha Abhiyan and Saakshar Bharat.
MED103.5	Learners will be able to state the Constitutional Provisions and Acts w.r.t. Education such as RTE Act, 2009; Persons with Disabilities Act, 1995 and Rights of Persons with Disabilities Act, 2016.
MED103.6	Learners will be able to discuss the National Issues in Education such as Universalization of Elementary Education, Globalization of Education and Liberalization of Education and learners will also be able to reflect on National Concerns in Education with reference to Expansion of Secondary & Higher Education, Issues related to equity, equality & quality of Education, Education of the disadvantaged and the Quality issues in Teacher Education Programmes.

Course Content

UNIT- I

1. Education

- Meaning and Nature
- Concept (Narrow and Broader)
- Agencies
- Need and Importance
- National and Global Perspective

2. Education as a –

- Phenomenon
- Practice
- Field of Study

UNIT- II

3. Structure and System of Education in India

- Educational Structure at central, state, district, block and village level
- System of Education in India
 - Higher Education
 - Secondary Education
 - Elementary Education
 - Technical Education

4. Need, Importance and Significance of –

- Distance Education and Open Learning Systems in National and Global Perspective
- Educational Bodies like UNESCO, UGC, NUEPA, NIOS, RCI, NCERT, NCTE, CBSE, SCERT(s) & DIET(s)

UNIT- III

5. Constitutional Provisions and Acts w.r.t. Education

- Provisions w.r.t. Education in Constitution of India
- RTE Act, 2009
- Persons with Disabilities Act, 1995
- Rights of Persons with Disabilities Act, 2016

6. National Programmes/ Schemes in Education

- Mid-Day Meal Scheme
- SSA, RMSA & RUSA
- IEDSS & IEDC
- Samagra Shiksha Abhiyan
- Saakshar Bharat

UNIT- IV

7. National Issues in Education

- Universalization of Elementary Education
- Globalization of Education
- Liberalization of Education

8. National Concerns in Education

- Expansion of Secondary and Higher Education
- Issues related to equity, equality and quality of Education

- Education of the disadvantaged
- Quality issues in Teacher Education Programmes

SELECTED READINGS

- Cole, M. (2011). Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class. NY: Routledge.
- Govinda, R. & Diwan, R. (2003). Community Participation and Empowerment in Primary Education. New Delhi: Sage Publication.
- Govinda, R. (2011). Who goes to School? : Exploring Exclusion in Indian Education. New Delhi: Oxford University Press.
- Govt. of India. (1948). University Education Commission. New Delhi: Govt. of India.
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- Govt. of India. (1964). Indian Education Commission. New Delhi: Govt. of India.
- Govt. of India. (1986). National Policy Of Education. New Delhi: Govt. of India.
- Govt. of India. (1992). Programme of Action. New Delhi: Govt. of India.
- Habib, S. I. (2010). Moulana Abdul Kalam Azad and the National Education System. New Delhi: NUEPA.
- Jandhyala, B. T. G. (2003). Education Society and Development: National and International Perspective. New Delhi: APH Publishing Corporation.
- Mehta, A. C. (2014). Elementary Education in India: Where do we stand. New Delhi: NUEPA.

M.Ed. (Semester-I)

Course Code: MED104

Name of the Course: INTRODUCTION TO RESEARCH METHODS

Time: 2:30 Hrs.

Max. Marks: 100

Credit: 4

Ext.-60; Int.-40

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED104 Name of the Course: INTRODUCTION TO RESEARCH METHODS	
COs#	After the completion of this Course the students will be able to do:
MED104.1	Learners will be able to state Meaning Nature & Sources of Knowledge and will also be able to write the Meaning, Nature, Need, and Types & Scope of Educational Research.
MED104.2	Learners will be able to formulate a Research Problem taking into consideration the Criteria & Sources of identifying Research Problem, concept of Delineating & Operationalizing Variables and the Importance & Sources of Review of Related Literature.
MED104.3	Learners will be able to write Meaning, Characteristics, Sources and Types of Hypothesis.
MED104.4	Learners will be able to explain the Concept of Population & Sample, Characteristics of a good Sample, Need of Sampling, Probability Sampling & Non-Probability Sampling as well as the Sampling Errors & ways to reduce them.
MED104.5	Learners will be able to describe the Nature of Educational Data, Scales of Measurement and will be able to measure Central Tendency, Dispersion, Percentile and Percentile Rank of given Educational Data.
MED104.6	Learners will be able elaborate the characteristics and application of NPC. Learners will be able to differentiate between Skewness and Kurtosis and will be able to explain their uses and applications. Learners will be able to apply the concepts of Chi-square Test.

Course Content

UNIT- I

1. Educational Research

Meaning Nature & Sources of Knowledge

Meaning, Nature, Need & Scope of Educational

Research Types of Research: Fundamental,

Applied & Action

2. Formulation of Research Problem

Criteria & Sources of identifying Research

Problem Delineating & Operationalizing

Variables

Review of Related Literature- Importance & Sources

Unit-II

3. Hypothesis

Meaning, Characteristics, Sources & Types of Hypothesis

4. Sampling

Concept of Population & Sample

Characteristics of a good Sample

Need of Sampling

Probability Sampling

Non-Probability Sampling

Sampling Errors & ways to reduce them

Unit-III

5. Descriptive Statistics

Nature of Educational Data Scales of Measurement

Measurement of Central Tendency

Measurement of Dispersion

Percentile & Percentile Rank

6. NPC

Characteristics of NPC

Applications of NPC

Unit-IV

7. Skewness & Kurtosis

Meaning, Uses & Applications

8. Non-Parametric Statistics

- Chi-Square Test
- Hypothesis of Equality
- Hypothesis of Independence

SELECTED READINGS

Aggarwal, Y. P. (1998). *Statistical Methods*. New Delhi: Sterling.

Aggarwal, Y. P. (1998). *The Science of Educational Research: A Source book*.

Kurukshetra: Nirmal Publications.

Best, John W. & Kahn James V. (1995). *Research in Education*. New Delhi: Prentice Hall.

Burns, R. B. (1991). *Introduction to Research in Education*. New Delhi: Prentice Hall.

Edward, Allen L. (1968). *Experimental Designs in Psychological Research*. New York:

Holt, Rinehart & Winston.

Forguson, George A. (1976). *Statistics Analysis in Psychology and Education*. New York:

McGraw Hill.

- Garrett, H. E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer & Simon.
- Good, C. V. & Scates, Douglas E. (1954). *Methods in Social Research*. New York: McGraw Hill.
- Guilford, J. P. & Fruchter, B. (1973). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill.
- Kerlinger, F. N. (1973). *Foundation of Behavioural Research*. New York: Holt, Rinehart and Winston.
- Koul, L. (1988). *Methodology of Educational Research*. New Delhi: Vikas Publishing House.
- Kurtz, A. K. & Mayo S. T. (1980). *Statistical Methods in Education and Psychology*. Narela, New Delhi.
- McMillon, James H. & Schumarcher, S. (1989). *Research in Education: A Conceptual Introduction*. New York: Harper and Collins.
- Mouly, A. J. (1963). *The Science of Educational Research*. New Delhi: Euroasia.
- Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.
- Siegel, S. (1986). *Non-Parametric Statistic*. New York: McGraw Hill
- Travers, R. M. W. (1978). *An Introduction to Educational Research*. New York: MacMillan.
- Van Delen, D. B. (1962). *Understanding Educational Research*. New York: McGraw Hill.
- Young, P. V. (1960). *Scientific Social Surveys and Research*. New York: Prentice Hall.

M.Ed. (Semester-I)

Course Code: MED105

Name of the Course: Planning & Management of Secondary Education

Time: 2:30 Hrs.

Max. Marks: 100

Credit: 4

Ext.-60; Int.-40

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'

COURSE OUTCOMES

Course Code: MED105 Name of the Course: Planning & Management of Secondary Education	
COs#	After the completion of this Course the students will be able to do:
MED105.1	Learners will be able to state the Concept & Resources of Class-Room and further will be able to reflect on Class-Room Environment and also on Management of Class-Room in terms of Available Resources at Secondary and Senior Secondary Education Stage.
MED105.2	Learners will be able to explain Communication in Class-Room with reference to Secondary and Senior Secondary Education Stage and will be able to explain in detail the Need, Importance and Systems of Class-Room Interaction Analysis with special emphasis on Flander's Interaction Analysis.
MED105.3	Learners will be to describe the Concept, Principles of school administration and will be able to reflect on Managing Resources at Secondary and Senior Secondary Education Stage earmarking the aspects of Constitution of Committees in School, School Environment and Maintaining Records.
MED105.4	Learner will be able to elaborate Managing Human Resources in terms of Duties & Responsibilities of Head/ Principal, Teacher and Class-Teacher with emphasis on Managing Time-Table and Organization of Activities in School at Secondary and Senior Secondary Education Stage.
MED105.5	Learners will be able to discuss and reflect on issues like Ensuring Quality Education, Indiscipline & Unrest among Students, School Management Committees and Encouraging Action Researches at Secondary and Senior Secondary Education Stage.
MED105.6	Learners will be able to show his/ her concerns on issues like Moral Development of Students, Addressing Problems of Learners in Schools, Levels of Learning and its Assessments, Changing Perspective of Learners and Addressing Needs of Differently Abled Children at Secondary and Senior Secondary Education Stage.

COURSE CONTENTS

UNIT – I

1. Class-Room

- Concept of Class-Room
- Class-Room Resources
- Class-Room Environment
- Management of Class-Room in terms of Available Resources at Secondary and Senior Secondary Education Stage

2 Class-Room Communication and Interaction Analysis

- Communication in Class-Room with reference to Secondary and Senior Secondary Education Stage
- Class-Room Interaction Analysis
 - Need and Importance
 - Systems of Interaction Analysis
 - Flander's Interaction Analysis

UNIT-II

3. School Administration

- Concept and Principles of School Administration
- Managing Resources at Secondary and Senior Secondary Education Stage
- Constitution of Committees in School at Secondary and Senior Secondary Education Stage
- School Environment at Secondary and Senior Secondary Education Stage
- Maintaining Records at Secondary and Senior Secondary Education Stage

4. Managing Human Resources

- Duties and Responsibilities of Head/ Principal
- Duties and Responsibilities of Teacher and Class-Teacher at Secondary and Senior Secondary Education Stage
- Managing Time-Table at Secondary and Senior Secondary Education Stage
- Organization of Activities in School at Secondary and Senior Secondary Education Stage

UNIT-III

5. Evaluation

- Concept, Need and Significance of Evaluation
- Understanding the terms: Measurement, Assessment and Evaluation
- Types of Evaluation
- Methods of Evaluation

6. Evaluation of Learners

- Outcome Based Evaluation of Learners in Learning Outcome Based Curriculum Framework at Secondary and Senior

Secondary Education Stage

- Construction of Tools for Evaluation at Secondary and Senior Secondary Education Stage
- CCE with reference to Secondary and Senior Secondary Education Stage

UNIT-IV

7. Some Issues

- Ensuring Quality Education in Schools at Secondary and Senior Secondary Education Stage
- Indiscipline & Unrest among Students at Secondary and Senior Secondary Education Stage
- School Management Committees
- Encouraging Action Researches at Secondary and Senior Secondary Education Stage

8. Concerns in School Education

- Moral Development of Students at Secondary and Senior Secondary Education Stage
- Addressing Problems of Learners in Schools at Secondary and Senior Secondary Education Stage
- Levels of Learning and its Assessments at Secondary and Senior Secondary Education Stage
- Changing Perspective of Learners at Secondary and Senior Secondary Education Stage
- Addressing Needs of Differently Abled Children at Secondary and Senior Secondary Education Stage

SELECTED READINGS

- Aggarwal, Y. P. (1998). *Statistical Methods*. New Delhi: Sterling.
- Ashman, A. & Elkinsa, J. (2002). *Educating Children with Special Needs*. French Forest, NSW: Prentice Hall.
- Bloom, B. S. et. al. (1976). *Handbook of Formative and Summative Evaluation of Student Learning*. New York: McGraw Hill Book Co.
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- Dash, M. & Dash, N. (2008). *School Management*. New Delhi: Atlantic Publication.
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- Stanley, J. C. & Hopkins, K. D. (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
- Worthen, B. R. & Sanders, James R. (1973). *Educational Evaluation: Theory and Practice*. McMillan Publishing Co.

M.Ed. (Semester-II)

Course Code: MED106

Name of the Course: PHILOSOPHY OF EDUCATION

Time: 2:30 Hrs.

Credit: 4

Max. Marks: 100

(Ext.-60; Int.-40)

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED106 Name of the Course: PHILOSOPHY OF EDUCATION	
COs#	After the completion of this Course the students will be able to do:
MED106.1	Learners will be able to state the Meaning and Functions of Educational Philosophy and will also be able to reflect on the Relationship of Education and Philosophy.
MED106.2	Learners will be able to explain meaning, nature, types and sources of Knowledge and will also be able to list the methods of acquiring knowledge.
MED106.3	Learners will be able to elaborate Indian Schools of Philosophy like Vedanta and Sankhya. Learners will be able to depict the contribution of Indian thinkers like Vivekananda, Aurobindo, Tagore and Gandhi.
MED106.4	Learners will be able to present a detailed view of Buddhism: A School of Philosophy and will also be able to describe the Islamic traditions with special references to the concept of reality, knowledge and values and their educational implications.
MED106.5	Learners will be able to elaborate the Western Schools of Philosophy like Idealism and Realism.
MED106.6	Learners will be able to elaborate the Western Schools of Philosophy such as Idealism, Realism, Naturalism, Pragmatism and Existentialism with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of Education. Learners will be able to explain the modern concepts of Philosophy like Logical Analysis, Logical Empiricism and

COURSE CONTENTS

UNIT –I

1. Educational Philosophy
 - Meaning of Educational Philosophy
 - Functions of Educational Philosophy
 - Relationship of Education and Philosophy
2. Knowledge
 - Meaning and Nature of Knowledge
 - Types and Source of Knowledge
 - Methods of Acquiring Knowledge

UNIT-II

3. Indian Schools of Philosophy -
 - Vedanta
 - Sankhya
4. Indian Schools of Philosophy -
 - Buddhism
 - Islamic traditions with special references to the concept of reality, knowledge and values and their educational implications

UNIT-III

5. Western Schools of Philosophy –
 - Idealism
 - Realism
6. Western Schools of Philosophy –
 - Naturalism
 - Pragmatism
 - Existentialism with special reference to the concept of reality, knowledge and values, their educational implications for aims, contents and methods of Education

UNIT-IV

7. Contributions of Indian & Western Thinkers –
 - Vivekananda, Aurobindo, Tagore, Gandhi
 - Plato, Rosseau, Jhon Devi, Charls Sanders Peirce
8. Modern Concepts of Philosophy –
 - Logical Analysis
 - Logical Empiricism
 - Logical Positivism

SELECTED READINGS

- Baskin, Wade. (1966). *Classics in Education*. London: Vision Press.
- Brubacher, John S. (1969). *Modern Philosophies of Education*. New Delhi: Tata McGraw Hill.
- Broudy, H. S. (1977). *Building a Philosophy of Education*. New York: Krieger. Butler, J. D. (1966). *Idealism in Education*. New York: Harper and Row.
- Dewey, John. (1966). *Democracy and Education*. New York: MacMillan.
- Dupuis, A. M. (1972). *Philosophy of Education in Historical Perspective*. New Delhi: Thomson Press.
- Kneller, George F. (1978). *Foundations of Education*. John Wiley and Sons.
- Maslow, A. H. (1959). *New Knowledge in Human Values* (Ed.). New York: Harper and Row.
- M.H.R.D. (1990). *Towards an Enlightened and Human Society*. New Delhi: Department of Education.
- Morris, Van C. (1966). *Existentialism in Education: What it Means*. New York: Haper & Row.
- Mukerjee, R. K. (1969). *Ancient Indian Education*. Varanasi: Motilal Banarsidas. Narvane, V. S. (1978). *Modern Indian Thought*. New York: Orient Longmans Ltd.
- Pandey, R. S. (1982). *An Introduction to Major Philosophies of Education*. Agra: Vinod Pustak Mandir.

M.Ed.(Semester-II)

Course Code: MED107

Name of the Course: SOCIOLOGY OF EDUCATION

Time: 2:30 Hrs.

Credit: 4

Max. Marks: 100

Ext.-60; Int.-40

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED107 Name of the Course: SOCIOLOGY OF EDUCATION	
COs#	After the completion of this Course the students will be able to do:
MED107.1	Learners will be able to explain the Concept & Nature of Educational Sociology and Sociology of Education and will also be able to reflect on the relationship of Sociology and Education.
MED107.2	Learners will be able to Explain and describe the Meaning, nature and Concept of Social change and Social Organization and will also be able to discuss and Elaborate factors determining and influencing Social change and Social Organization.
MED107.3	Learners will be able to write the meaning & concept of Socialization and will be able to list agencies of socialization like Family, School, Society and Community and will be further able to discuss the role of Education in Socialization.
MED107.4	Learners will be able to write meaning & nature of culture and will be able to discuss the issues related to culture like Sanskritization, Westernization and Modernization and further will be able to reflect on – 'Education and Culture'.
MED107.5	Learners will be able to state the meaning, concept and nature of Social stratification and Value Education and will also be able to discuss the role of Education regarding Value Education.
MED107.6	Learners will be to explain the Meaning, Types, Constraints on Social Mobility and its Educational Implications.

COURSE CONTENTS

UNIT –I

1. Concept and Nature of Educational Sociology and Sociology of Education, relationship of Sociology and Education

2. Social Organization - Meaning and Concept, Factors influencing Social Organization - Folkways, Mores, Institution and Values

UNIT-II

3. Socialization: Meaning and Concept of Socialization
Agencies of Socialization: Family, School, Society and Community Role of Education in Socialization
4. Culture: Meaning and Nature of Culture
Issues related to Culture (Sanskritization, Westernization and Modernization) Education and Culture

UNIT-III

5. Value Education: Meaning and Concept of Values and its Nature Role of Education regarding Values of Education
6. Education and Social Change: Meaning and Nature
Factor determining Social Change
Constraints of Social Change in India Caste, Ethnicity, Class and Language Religion and Regionalism

UNIT-IV

7. Social Stratification: Meaning, Concept and its Educational Implications
8. Social Mobility: Meaning, Types, Constraints on Social Mobility and its Educational Implications

SELECTED READINGS

- Gore, M.S. (1984). *Education and Modernization in India*. Jaipur: Rawat Publication.
- Havighurst, Robert et al. (1995). *Society and Education*. Boston: Allyn and Bacon.
- Inkeles, Alex. (1987). *What is Sociology?* New Delhi: Prentice Hall of India.
- Kamat, A. R. (1985). *Education and Social Change in India*. Bombay: Samaiya Publishing Co.
- Maslow, A. H. (1959). *New Knowledge in Human Values* (Ed.). New York: Harper and Row.
- Maunheim, K. et al. (1962). *An Introduction to Sociology of Education*. London: Routledge and Kegan Paul.
- MHRD (1990). *Towards an Enlightened and Human Society*. New Delhi: Department of Education.
- Mossish, loor. (1972). *Sociology of Education: An Introduction*. London: George Allen and Unwin.
- Mukerjee, R. K. (1969). *Ancient Indian Education*. Varanasi: Motilal Banarsidas.
- Narvane, V. S. (1978). *Modern Indian Thought*. New York: Orient Longmans Ltd.
- Pandey, K.P. (1983). *Perspectives in Social Foundations of Education*. Ghaziabad: Amitash Prakashan

M.Ed. (Semester-II)

Course Code: MED108

Name of the Course: CURRICULUM STUDIES

Time: 2:30 Hours

Credit: 4

Max. Marks: 100

(Ext.-60; Int.-40)

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED108 Name of the Course: CURRICULUM STUDIES	
COs#	After the completion of this Course the students will be able to do:
MED108.1	Learners will be able to define Curriculum, differentiate between 'Curriculum' & 'Syllabus' and will be able to explain the Need, Importance, Process and Bases of Curriculum.
MED108.2	Learners will be able to state the Principles of Curriculum Development, explain factors affecting Curriculum Development including Impact of Media, Technology and Contemporary Issues and will be able to elaborate Curriculum and Cognitive Development of Child w.r.t. Social Reconstruction, Self-Actualization, Academic Rationalization & Children with Special Needs
MED108.3	Learners will be able to list different types of Curriculum and approaches in Curriculum Development and learners will also be able to reflect on various Trends in Curriculum Development.
MED108.4	Learners will be able to explain Curriculum Planning in terms of Assessment of Need with respect to Individual & Environment, Situational Analysis and Selection of
MED108.5	Learners will be able to discuss Basic Curricular Skills and will be able to elaborate Preparation for Curriculum Transaction earmarking the concept of School Readiness, Classroom Planning and Selection of Specific Teaching Strategies for Curriculum Transaction with respect to various aspects of Evaluation.
MED108.6	Learners will be able to describe Curriculum Evaluation in terms of Learning Outcomes and will be able to differentiate between Formative & Summative Evaluation of Curriculum, explain Methods & Models of Curriculum Evaluation and further will be able to elaborate the Role of Teacher in Curriculum Evaluation

COURSE CONTENTS

UNIT – I

1. Curriculum
 - Concept of ‘Curriculum’ (in narrow and broader sense)
 - Difference between ‘Curriculum’ and ‘Syllabus’
 - Need and Importance of Curriculum
 - Scope of Curriculum
 - Process of Curriculum Development
 - Bases of Curriculum
2. Curriculum Development and Cognitive Development of Child
 - Principles of Curriculum Development
 - Factors affecting Curriculum Development including Impact of Media, Technology and Contemporary Issues
 - Curriculum and Cognitive Development of Child
 - Social Reconstruction
 - Self-Actualization
 - Academic Rationalization
 - Children with Special Needs

UNIT – II

3. Types and Approaches in Curriculum
 - Types of Curriculum: Knowledge based Curriculum, Activity based Curriculum, Skill based Curriculum and Experienced based Curriculum
 - Approaches in Curriculum Development: Developmental Approach, **Interdisciplinary Approach**, Functional Approach and Eclectic Approach
4. Trends in Curriculum Development
 - Curricular Trends: Lifelong Learning, Futuristic Education, Collaborative Curriculum, Core Curriculum and Collateral Curriculum

UNIT – III

5. Curriculum Planning and Development
 - Assessment of Need with respect to Individual & Environment
 - Situational Analysis
 - Models of Curriculum Development & Planning
 - Selection of Content & Method
6. Preparation for Curriculum Transaction
 - Basic Curricular Skills
 - Curricular Skills related to Cognitive Domain
 - Curricular Skills related to Conative Domain
 - Curricular Skills related to Affective Domain
 - Concept of School Readiness
 - Classroom Planning
 - Selection of Specific Teaching Strategies for Curriculum

UNIT – IV

7. Curriculum Evaluation

- Formative and Summative Evaluation
- Curriculum Evaluation in terms of Learning Outcomes
- Methods of Curriculum Evaluation
- Models of Curriculum Evaluation
- Role of Teacher in Curriculum Evaluation

8. Role of Organisations & Recent Developments

- Role of Organisations in Curriculum Development: NCERT, SCERTs, UGC & NCTE
- Recent Developments
 - NCF, 2005
 - NCFTE, 2009
 - Research Trends in Curriculum Development

SELECTED READINGS

- Bobbitt, F. (1918). *The Curriculum*. Boston: Houghton Mifflin Co.
- Denis, L. (1986). *Social Curriculum Planning*. Sydney: Hodder & Stoughton, London. Edward, A. K. (1960). *The Secondary School Curriculum*. New York: Harper and Row Publishers.
- Gakhar, S. C. (2008). *Curriculum Development*. Panipat: N. M. Publishers.
- Goodland, J. (1979). *Curriculum Enquiry – The Study of Curriculum Practices*. New York: McGraw Hill.
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- Pratt, D. (1980). *Curriculum Design and Development*. New York: Harcourt, Brace and Jovanovich.
- Saylor, J. G. & Alexander, W. M. (1960). *Curriculum Planning*. New York: Holt, Rinehart and Winston.
- Socket, H. (1976). *Designing the Curriculum*. London: Open Books Publishing Ltd. Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace and World Inc.
- Tanner, D. & Tanner, L. (1980). *Curriculum Development: Theory into Practice*. Chicago: University of Chicago Press.
- Tyler, R. S. (1976). *Curriculum Principles and Foundations*. London: Harper and Row Publishers.

M.Ed (Semester-II)

Course Code: MED109

Name of the Course: TEACHER EDUCATION: PRE-SERVICE & IN-SERVICE

Time: 2:30 Hrs.

Credit: 4

Max. Marks: 100

Ext.-60; Int.-40

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED109 Name of the Course: TEACHER EDUCATION: PRE-SERVICE & IN-SERVICE	
COs#	After the completion of this Course the students will be able to do:
MED109.1	Learners will be able to write and Discuss the Concept, Need, Importance and current problems of Teacher Education.
MED109.2	Learners will be able to list the Objectives of Teacher Education at various levels i.e. Primary, Secondary and College Level
MED109.3	Learners will be able to explain the Concept, Objectives, Need, Importance and various agencies for Pre-Service Teacher Education and further will be able to elaborate Objectives & Organization of Practice Teaching.
MED109.4	Learners will be able to present a detailed account on the status of Teacher Education through Distance Mode for In-Service Education.
MED109.5	Learners will be able to elaborate Teacher Education for Adult and Non-Formal Education.
MED109.6	Learners will be able to write an essay on Professional Growth of Teachers through Orientation, Refresher, Workshop, Seminar and Panel Discussion.

COURSE CONTENTS

UNIT – I

1. Teacher Education: Concept, Need and Importance
2. Objectives of Teacher Education at various level
 - Primary
 - Secondary
 - College Level

UNIT-II

3. Pre-Service Teacher Education
 - Concept & Objectives
 - Need & Importance
 - Objectives & Organization of Practice Teaching
4. Current Problems of Teacher Education and Practicing Schools

UNIT-III

5. In-service Teacher Education
 - Concept & Objectives
 - Need & Importance
 - Various Agencies for In-Service Teacher Education
6. Teacher Education through Distance Mode for In-Service Education

UNIT-IV

7. Teacher Education for Adult and Non-Formal Education
8. Professional Growth of Teachers
 - Orientation
 - Refresher
 - Workshop
 - Seminar
 - Panel Discussion

SELECTED READINGS

- Adam, D. M. (1985). *Computers and Teacher Training: A Practical Guide*. N.Y.: The Haworth Pren, Inc.
- Anand, C. L. (1988). *Aspects of Teacher Education*. Delhi: S. Chand and Co.
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- Pareek, R. (1996). *Role of Teaching Profession*. Guwahati: Eastern Book House.
- Sharma, S. P. (2004). *Teacher Education in India*. New Delhi: Vikas Publications.
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- Smith, E. R. (1962). *Teacher Education: A Reappraisal* (Ed.). New York: Harper & Row Publishers.
- Soder, R. (1991). *The Ethics of the Rhetoric of Teacher Professionalism: Teaching and Teacher Education*, 7(3).
- Stiles, L. J. & Parker, R. (1969). *Teacher Education Programme: Encyclopedia of Educational Research*, 4th Edition. New York: MacMillan.

M.Ed. (Semester-II)

Course Code: MED110

Name of the Course: DISSERTATION: Preparation & Presentation of Synopsis

Credit: 4

Max. Marks: 100

(Ext.-60; Int.-40)

(Joint Evaluation by Internal & External Examiner)

COURSE OUTCOMES

Course Code: MED110 Name of the Course: DISSERTATION	
COs#	After the completion of this Course the students will be able to do:
MED110.1	Learners will be able to write Synopsis (with Review of Related Literature) by selecting any Research Topic from the field of Education.
MED110.2	Learners will be able to present effectively his/ her Research Synopsis by earmarking all the steps taken especially the Review of Related Literature.

SUGGESTED ACTIVITY:

- Writing Synopsis (with Review of Related Literature) and its Presentation

M.Ed. (Semester-III)

Course Code: MED111

Name of the Course: Preparation of Secondary School Teachers

Time: 2:30 Hrs.

Credit: 4

Max. Marks: 100

Ext.-60; Int.-40

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED111 Name of the Course: Preparation of Secondary School Teachers	
COs#	After the completion of this Course the students will be able to do:
MED111.1	Learners will be able to state Need, Importance, Aims and Objectives of School Education at Secondary and Senior Secondary Stage.
MED111.2	Learners will be able to recall Historical Perspectives and Present Status of School Education at Secondary and Senior Secondary Stage.
MED111.3	Learners will be able to elaborate Concept, Need and Role of 'School' and will also be able to present the Global Perspective of School Education.
MED111.4	Learners will be able to describe the Institutions, Systems and Structures of School Education at Secondary and Senior Secondary stage and will further be able to explain the control & finance of Institutions and their Management.
MED111.5	Learners will be able to present Curriculum at Secondary and Senior Secondary Stage of School Education and will also be able to present its Critical Analysis. Learners will be able to reflect on various Methods of Teaching and Use of ICT in Teaching at Secondary and Senior Secondary Stage of School Education.
MED111.6	Learners will be able to explain in detail the Curricular, Co-Curricular and Extra-Curricular School Activities at Secondary and Senior Secondary Stage. Learners will be able to state the Types, Need & Significance of Teaching Aids at Secondary and Senior Secondary Stage of School Education and will also be able to elaborate the Duties & Responsibilities of Teacher at Secondary and Senior Secondary Stage of School Education and also the Role of Teacher as Facilitator of Teaching-Learning Environment.

COURSE CONTENTS

UNIT – I

1. School Education at Secondary and Senior Secondary Stage
 - Need and Importance
 - Aims and Objectives
2. School Education at Secondary and Senior Secondary Stage:
Historical Perspective and Present Status

UNIT-II

3. School Education
 - Concept, Need & Role of ‘School’
 - School Education: Global Perspective
4. Structure and Management of School Education at Secondary and Senior Secondary Stage
 - Institutions, System and Structure of School Education
 - Control & Finance of Institutions & their Management

UNIT-III

5. Curriculum at Secondary and Senior Secondary Stage of School Education and its Critical Analysis
6. School Activities at Secondary and Senior Secondary Stage
 - Curricular
 - Co-Curricular
 - Extra-Curricular

UNIT-IV

7. Teaching at Secondary and Senior Secondary Stage of School Education
 - Methods of Teaching
 - Use of ICT in Teaching
8. Teacher and Teaching Aids
 - Types, Need & Significance of Teaching Aids at Secondary and Senior Secondary Stage of School Education
 - Duties and Responsibilities of Teacher at Secondary and Senior Secondary Stage of School Education
 - Role of Teacher as Facilitator of Teaching-Learning Environment

SELECTED READINGS

- Adam, D. M. (1985). *Computers and Teacher Training: A Practical Guide*. N.Y.: The Haworth Pren, Inc.
- Aggarwal, Deepak (2007). *Curriculum Development: Concept, Methods and Techniques*. New Delhi: Book Enclave.
- Anand, C. L. (1988). *Aspects of Teacher Education*. Delhi: S. Chand and Co.
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- Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
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- Husen, Tosten & Postlethwaite (1994). *The International Encyclopedia of Education* (Ed.), Vol. 1-12. New York: Pergamon Press.
- Mahajan, Baldev & Khullar, K. K. (2002). *Educational Administration in Central Government: Structures, Processes and Future Prospects*. New Delhi: Vikas Publication House Pvt. Ltd.
- Mangal, S. K. (2002). *Essentials of Teaching Learning and Information Technology*. Ludhiyana: Tondon Publication.
- Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.
- Ministry of Education (1964-66). *Education and National Development Report of Indian Education Commission*. Govt. of India.
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- NCERT. (1998). *National Curriculum for Elementary and Secondary Education –A Framework*. New Delhi: NCERT.
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- Semenov, A. (2005). *Information and Communication Technologies in School: A Handbook for Teachers*. UNESCO: Division of Higher Education
- Singh, L. C. (1990). *Teacher Education in India* (Ed. Source Book). New Delhi: NCERT.
- UNESCO. (2004). *Information and Communication Technologies in Secondary Education* (Position Paper). UNESCO: Institute of Information Technologies in Education, 1-24.

M.Ed. (Semester-III)

Course Code: MED112

Name of the Course: ADVANCED EDUCATIONAL RESEARCH

Time: 2:30 Hrs.

Max. Marks: 100

Credit: 4

Ext.-60; Int.-40

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED112 Name of the Course: ADVANCED EDUCATIONAL RESEARCH	
COs#	After the completion of this Course the students will be able to do:
MED112.1	Learners will be able to list Characteristics of a Good Research Tool and would be able describe Research Tools and Techniques like Questionnaire and Rating Scales emphasizing their characteristics, types and uses.
MED112.2	Learners will be able to explain different Approaches to Research like Historical, Descriptive and Scientific.
MED112.3	Learner will be able to explain in detail the Experimental Research and its design. Learners will be able to Develop Research Proposal (Synopsis), differentiate between Research Report & Research Proposal and will be able to write the characteristics and steps of both.
MED112.4	Learners will be able to compute Correlation using Product Moment and Rank Difference Methods. Learners will be able write the Concept, Uses & Assumptions of Linear Regression Equation and will be able to compute of Linear Regression Equation and further will also be able to state the concept of Standard Error of Measurement.
MED112.5	Learners will be able to state & compute the Tests of Significance - 't' test and will be able to explain the concepts like Null Hypothesis, Standard Error, Type I & Type II Error, One Tail & Two Tail Test and Significance of Statistics & Significance of
MED112.6	Learners will be able to state the Meaning, Assumptions, Computation and Uses of ANOVA - One Way.

COURSE CONTENTS

UNIT – I

1. Tools & Techniques
 - Characteristics of a Good Research Tool
 - Questionnaire: Characteristics, Types and Uses
 - Rating Scales: Likert & Thurston Scale
2. Approaches to Research
 - Historical Research
 - Descriptive Research
 - Scientific Research

UNIT-II

3. Experimental Research & its Design
4. Research Report
 - Development of Research Proposal (Synopsis)
 - Research Report: Dissertation & Thesis
 - Characteristics & Steps

UNIT-III

5. Correlation
 - Product Moment
 - Rank Difference
6. Regression & Prediction
 - Concept, Uses, Assumptions & Computations of Linear Regression Equation
 - Standard Error of Measurement

UNIT-IV

7. Differentials
 - Tests of Significance - 't' test
 - Concept of Null Hypothesis
 - Standard Error
 - Type I & Type II Error
 - One Tail & Two Tail Test
 - Significance of Statistics & Significance of Difference between Means (Independent Sample), Percentage & Proportion
8. ANOVA - One Way
 - Meaning, Assumptions, Computations & Uses

SELECTED READINGS

- Aggarwal, Y. P. (1998). *Statistical Methods*. New Delhi: Sterling.
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- Best, John W. & Kahn, James V. (1995). *Research in Education*. New Delhi: Prentice Hall.
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- Mouly, A. J. (1963). *The Science of Educational Research*. New Delhi: Eurosia
- Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.
- Siegel, S. (1986). *Non-Parametric Statistics*. New York: McGraw Hill.
- Travers, R. M. W. (1978). *An Introduction to Educational Research*. New York: Mc Millan.
- Van Delen, D. B. (1962). *Understanding Educational Research*. New York: Mc Graw Hill.

M.Ed. (Semester-III)

Course Code: MED113

Name of the Course: TEACHER EDUCATION: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

Time: 2:30 Hrs.

Credit: 4

Max. Marks: 100

Ext.-60; Int.-40

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED113 Name of the Course: TEACHER EDUCATION: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION	
COs#	After the completion of this Course the students will be able to do:
MED113.1	Learners will be able to explain the Historical Development of Teacher Education.
MED113.2	Learners will be able to state the recommendations made by various Commissions on Teacher Education with special emphasis on University Education Commission (1948-49), Mudaliar Commission (1952-53), Kothari Commission, NPE (1986) and Programme of Action (1992).
MED113.3	Learners will be able to clarify – Teaching as a Profession and will be able to reflect on Faculty Improvement Programme.
MED113.4	Learners will be able to summarise the need of Professional Organization and will also be able to state the Aims and Objectives of Teacher Organization.
MED113.5	Learners will be able to translate professional ethics and Performance Appraisal and also will be able to explain Problems of Admission to Teacher Education.
MED113.6	Learners will be able to describe the Areas of Research in Teacher Education and will be able to define Teacher effectiveness.

COURSE CONTENTS

UNIT-I

1. Historical Development of Teacher Education
2. Recommendation of various Commissions on Teacher Education with special emphasis on -
 - University Education Commission (1948-49)
 - Mudaliar Commission (1952-53)
 - Kothari Commission (1964-66)
 - NPE, 1986
 - Programme of Action, 1992

UNIT-II

3. Teaching as a Profession
Faculty Improvement Programme
4. Aims and Objectives of Teacher Organization
Need of Professional Organization

UNIT-III

5. Professional Ethics
Performance Appraisal
6. Problems of Admission to Teacher Education

UNIT-IV

7. Areas of Research in Teacher Education
School Effectiveness
8. Teacher effectiveness
Modification of Teacher Behaviour

SELECTED READINGS

- Adam, D. M. (1985). *Computers and Teacher Training: A Practical Guide*. N.Y.: The Haworth Pren, Inc.
- Anand, C. L. (1988). *Aspects of Teacher Education*. Delhi: S. Chand and Co.
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- MHRD (1992). *Programme of Action*. New Delhi: Department of Education, Govt. of India.
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- Sharma, S. P. (2004). *Teacher Education in India*. New Delhi: Vikas Publications.
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- Soder, R. (1991). *The Ethics of the Rhetoric of Teacher Professionalism*. *Teaching and Teacher Education*, 7(3).
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M.Ed. (Semester-III)

Course Code: MED114

Name of the Course: INTERNSHIP (SIP)
(In TEI or Secondary Schools)

Credits: 4

Max. Marks: 100

(Ext.-60; Int.-40)

(Joint Evaluation by Internal & External Examiner)

COURSE OUTCOMES

Course Code: MED114 Name of the Course: INTERNSHIP (04 Weeks)	
COs#	After the completion of this Course the students will be able to do:
MED114.1	Learners will be able to prepare Lesson Plans & Unit Plans and will also be able to deliver lessons using Programmed Learning/ CAI.
MED114.2	Learners will be able to prepare Question Paper & other Assessment Tools (comprising of MCQ, Short Answer & Long Answer Questions).
MED114.3	Learners will be able to maintain a Reflective Diary/ Journal to record day to day happenings & reflections there on during SIP.
MED114.4	Learners will be able to conduct Community Work/ Community Survey etc. on any one issue e.g. Swachta Abhiyan, Digital Economy, Mid Day Meal Scheme, Survey of Out of School Children, Disability Survey etc.

SUGGESTED ACTIVITIES:

The following four Activities (25 Marks each) were decided to be undertaken by students during SIP:

- A. Preparation of twenty Lesson Plans & Unit Plans and delivering two lessons/ day (using Programmed Learning/ CAI).
- B. Preparation a Question Paper & other Assessment Tools (comprising of MCQ, Short Answer & Long Answer Questions).
- C. Maintenance of a Reflective Diary/ Journal to record day to day happenings & reflections there on during SIP.
- D. Community Work/ Community Survey etc. on any one issue (e.g. Swachta Abhiyan, Digital Economy, Mid Day Meal Scheme, Survey of Out of School Children, Disability Survey etc.)

M.Ed. (Semester-III)

Course Code: MED115

Name of the Course: DISSERTATION: Collection & Analysis of Data

Credits: 4

Max. Marks: 100

(Ext.-60; Int.-40)

(Joint Evaluation by Internal & External Examiner)

COURSE OUTCOMES

Course Code: MED115 Name of the Course: DISSERTATION	
COs#	After the completion of this Course the students will be able to do:
MED115.1	Learners will be able to Review comprehensively the Related Literature of the Research Problem and will be able to select/ development of appropriate Research Tool for collection of data relating to his/ her Research Problem.
MED115.2	Learners will be able to prepare and present the Progress Report of his/ her Research Work.

SUGGESTED ACTIVITIES:

- Comprehensive Review of Related Literature, Selection/ Development of Research Tool & Collection of Data
- Submission & Presentation of Progress Report of Research Work (including all above mentioned items)

M.Ed. (Semester-IV)

Course Code: MED116(A)

**Name of the Course: EDUCATION POLICY, ECONOMICS AND PLANNING
(At Secondary Level)**

Time: 2:30 Hrs.

Credit: 4

Max. Marks: 100

Ext.-60; Int.-40

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED116(A) Name of the Course: EDUCATION POLICY, ECONOMICS AND PLANNING (At Secondary Level)	
COs#	After the completion of this Course the students will be able to do:
MED116(A).1	Learners will be able to write the Meaning, Aims, Scope and Significance of Economics of Education.
MED116(A).2	Learners will be able to clarify and differentiate between 'Education as consumption' & 'Education as Investment' and will also be able to discuss the difficulties on Teaching Education as Investment or Consumption.
MED116(A).3	Learners will be able to explain the concept of Cost of Education – its Components & Methods of Determination and will further be able to discuss the Problems arising in the Application of the Concept of Cost in Education
MED116(A).4	Learners will be able to explain the concept of Benefits of Education and Concept & Limitations of Cost Benefit Analysis and further will also be able to discuss the Concept of Private and Social Relevance Rate of Return Analysis and its Limitations.
MED116(A).5	Learners will be able to state the concept of Education & Economic Development, establish relationship between Education & Economic Development, list the Factors affecting contribution to Economic Growth Development and further will be able to elaborate Growth producing Capacities, Difficulties involvement in Calculation of Contributions of Education to Economic Growth.
MED116(A).6	Learners will be able to elaborate the meaning of Human Capital and will be able to discuss the related issues such as Education as Industry, Residual Approach, Criticism against Human Capital Theory and the Issues of Economics of Education.

COURSE CONTENTS

UNIT-I

1. Economics of Education
 - Meaning
 - Aims
 - Scope
 - Significance
2. Education as Consumption or Investment
 - Education as Consumption
 - Education as Investment
 - Difficulties on Teaching Education as Investment or Consumption

UNIT-II

3. Cost of Education
 - Components of Education Cost
 - Methods of Determining Cost
 - Problems arising in the Application of the Concept of Cost in Education
4. Benefits of Education
 - Concept of Cost Benefit Analysis
 - Concept of Private and Social Relevance Rate of Return Analysis and its Limitations
 - Limitations of Cost Benefit Analysis

UNIT-III

5. Education and Economic Development
 - Concept of Growth and Development
 - Education and Economic Development
 - Factors affecting contribution to Economic Growth Development
 - Growth producing Capacities, Difficulties involvement in Calculation of Contributions of Education to Economic Growth
6. Human Capital
 - Meaning
 - Education as Industry
 - Issues of Economics of Education
 - Residual Approach
 - Criticism against Human Capital Theory

UNIT-IV

7. Manpower Requirement
 - Meaning
 - Manpower Forecasting
 - Difference in Forecasting and Projection
 - Rationale of Manpower Forecasting
 - Limitations of Forecasting
 - Approaches of Forecasting
8. Educated Unemployment
 - Causes
 - Problems

- Effects of Unemployment on Economy and their Remedies
- Linking of Education with Job Apprehension
- Self-Employment

SELECTED READINGS

- Alex, V. Alexander (1983). Human Capital Approach to Economic Development. New Delhi: Metropolitan Book Co.
- Blaug, M. (1972). Economics of Education. England: The English Language Book Society and Penguin Books.
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- Hallack, J. (1969). The Analysis of Educational Costs & Expenditure. Paris: UNESCO.
- Harbison, F. & Myers, Charler (1970). Education, Manpower and Economic Growth: Strategies of Human Resource Development. Oxford & IBM Publishing Co.
- Kneller, G. F. (1968). Education and Economics Thought. New York: John Wiley and Sons, INC
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- Rao, V. K. R. V. (1965). Education and Human Resource Development. New Delhi: Allied Publishers.
- Raza, Moonis (1986). Educational Planning: A long Term Perspective. New Delhi: Concept Publishing Company.
- Singh, Baljit (1992). Economics of Indian Education. New Delhi: Meenakshi Prakashan.
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- Tilak, J. B. G. (1992). Educational Planning at Grass Roots. New Delhi: Ashish Publishing House.
- Vaizey, J. (1962). Costs of Education. London: Feber.
- UNESCO (1968). Readings in the Economics of Education. Paris: UNESCO Publications.

M.Ed. (Semester-IV)

Course Code: MED116(B)

Name of the Course: INCLUSIVE EDUCATION (At Secondary Level)

Time: 2:30 Hrs.

Max.Marks: 100

Credit: 4

Ext.-60; Int.-40

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED116 (B) Name of the Course: INCLUSIVE EDUCATION (At Secondary Level)	
COs#	After the completion of this Course the students will be able to do:
MED116(B).1	Learners will be able to differentiate in the Meaning & Definition of Marginalization & Inclusive education and will be able to present the historical perspectives on Education of Children with Diverse Needs further also will be able to differentiate among the terms – 'Mainstreaming', 'Integrated Education' & 'Inclusive Education'.
MED116(B).2	Learners will be able to discuss Intervention, Models and Advantages of Inclusive Education.
MED116(B).3	Learners will be able to explain Policies & Programmes with reference to Children with Special Needs such as NPE (1986), POA (1992), SSA, RMSA, National Policy for Persons with Disabilities (2006) and UNCRPD.
MED116(B).4	Learners will be able to state various Legislative Provisions with reference to Children with Special Needs (CWSN) such as Persons with Disabilities Act (EO, PR, & FP), 1995; Rights of Persons with Disabilities Act, 2016; RCI Act, 1992; National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 & Rules, 2014.
MED116(B).5	Learners will be able to describe Meaning, Difference & Need of Curricular Adaptations & Accommodations with reference to Children with Special Needs and will also be able to state the ways of Engaging Gifted Children.
MED116(B).6	Learners will be able to present a detailed account of Building Inclusive Schools in detail highlighting the 'Ways of Identifying & Addressing Barriers to Inclusive Education – Attitudinal, Physical & Instructional'; 'Ensuring Physical, Academic & Social Access'; 'Leadership & Teachers as Change Agents'; 'Index for Inclusion – Indian & Global' and 'Assistive Technology for CWSN'.

COURSE CONTENTS

UNIT-I

1. Introduction to Inclusive Education
 - Marginalization v/s Inclusive Education: Meaning and Definition
 - Historical Perspective on Education of Children with Diverse Needs
 - Difference: Mainstreaming, Integrated Education and Inclusive Education
2. Intervention and Advantages
 - Intervention and Models of Inclusive Education
 - Advantages of Inclusive Education

UNIT-II

3. Policies & Programmes
 - NPE (1986), POA (1992)
 - SSA and RMSA
 - National Policy for Persons with Disabilities (2006)
 - UNCRPD
4. Legislative Provisions with reference to Children with Special Needs (CWSN)
 - Persons with Disabilities Act (EO, PR, & FP), 1995
 - Rights of Persons with Disabilities Act, 2016
 - RCI Act, 1992
 - National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 & Rules, 2014

UNIT-III

5. Curricular Adaptations and Accommodations
 - Meaning, Difference and Need
 - Specifics for Children with Sensory Disabilities (VI)
 - Specifics for Children with Sensory Disabilities (HI)
6. Curricular Adaptations and Accommodations
 - Specifics for Children with Neuro-Developmental Disabilities
 - Specifics for Children with Locomotor Disabilities
 - Specifics for Children with Multiple Disabilities
 - Engaging Gifted Children

UNIT-IV

7. Building Inclusive Schools
 - Identifying and Addressing Barriers to Inclusive Education: Attitudinal, Physical and Instructional
 - Ensuring Physical, Academic and Social Access
 - Leadership and Teachers as Change Agents
 - Index for Inclusion – Indian and Global
 - Assistive Technology for CWSN
8. Supports and Collaboration for Inclusive Education

- Stakeholders of Inclusive Education
- Advocacy for the Rights of CWSN – Meaning and Importance
- Family Support & Involvement for Inclusive Education
- Community Involvement for Inclusive Education
- Resource Mobilization for Inclusive Education

SUGGESTED READINGS

- Ahuja, A. & Jangira, N. K. (2002). *Effective Teacher Training: Cooperative Learning Based Approach*. New Delhi: National Publishing House.
- Ashman, A. & Elkins, J. (2002). *Educating Children with Special Needs*. French Forest, NSW: Prentice Hall.
- Barlett, L. D. & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote J. S. (1991). *Successful Mainstreaming*. London: Allyn and Bacon.
- Byrne, M. & Shervanian, C. (1977). *Introduction to Communicative Disorder*. New York: Harper & Row.
- GOI (1992). *Scheme of Integrated Education for the Disabled, 1992*. New Delhi: MHRD.
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- Harely, R. K. & Lawrence, G. A. (1977). *Visual Impairment in the School*. Springfield.
- Jangira, N.K. & Mani, M.N.G. (1977). *Integrated Education of the Visually Handicapped: Management Perspectives*. Gurgaon: Academic Press.
- Mohapatra, C.S. (2004). *Disability Management in India: Challenges and Commitments* (Ed.). Secunderabad: NIMH.
- Longone, B. (1990). *Teaching Retarded Learners: Curriculum and Methods for Improving Instruction*. Boston: Allyn and Bacon.
- Mani, M. N. G. (1992). *Technique of Teaching Blind Children*. New Delhi: Sterling.
- Muricken, S. J. & Kareparampil, G. (1995). *Persons with Disabilities in Society*. Trivandrum: Kerala Federation of the Blind.

M.Ed. (Semester-IV)

Course Code: MED116 (C)

Name of the Course: EDUCATIONAL TECHNOLOGY (At Secondary Level)

Time: 2:30 Hrs.

Max. Marks: 100

Credit: 4

Ext.-60; Int.-40

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED116(C) Name of the Course: EDUCATIONAL TECHNOLOGY (At Secondary Level)	
COs#	After the completion of this Course the students will be able to do:
MED116(C).1	Learners will be able to state the Meaning, Scope and Components of Educational Technology and will also be able to explain System Approach to Education and its Characteristics.
MED116(C).2	Learners will be able to explain in detail the multimedia approach in Educational Technology and different levels of teaching.
MED116(C).3	Learners will be able to write the Origin, Principles, Characteristics and Types of Programmed Instructions.
MED116(C).4	Learners will be able to describe the Concept, Principles, Modes & Barriers to Communication, explain Class-Room Communication & Models of Communication.
MED116(C).5	Learners would be able to write the Concept, Need, Characteristics and Fundamental Principles of Models of Teaching.
MED116(C).6	Learners will be able to understand Application of Educational Technology in Distance Education and will be able to Formulate Instructional Objectives.

COURSE CONTENTS

UNIT-I

1. Educational Technology

- Meaning and Scope of Educational Technology
- Components of Educational Technology – Software, Hardware & System Approach
- System Approach to Education and its Characteristics

2. Multimedia Approach in Educational Technology

- ICT

- Multimedia Approach
- **Blended Approach in Teaching Learning**

UNIT-II

3. Teaching

- Modalities of Teaching – Teaching as different from Indoctrination, Instructions, Conditioning and Training
- Stages of Teaching – Pre-Active, Interactive and Post-Active
- Teaching at Different Levels – Memory, Understanding and Reflective Level of organizing Teaching and Learning

4. Programmed Instructions

- Origin, Principles and Characteristics
- Types: Linear, Branching and Mathematics
- Development of a Programmed Instructions: Preparation, Writing, Try out and Evaluation

UNIT-III

5. Class-Room Communication & Modification of Teaching Behavior

- Class-Room Communication
 - Communication Process: Concept of Communication
 - Principles, Modes and Barriers to Communication
 - Class-Room Communication (Interaction, Verbal and Non-Verbal)
 - Models of Communication
 - Shannon & Weaver Model of Communication
 - Berlo's Model of Communication
- Modification of Teaching Behavior
 - Micro-Teaching
 - Flanders Interaction Analyses
 - Simulation

6. Models of Teaching

- Concept and Need
- Characteristics and Fundamental Principles
- Different Families of Teaching Models
- Teaching Models: Glaser's Basic Teaching Model, Bruner's Concept Attainment Model, Ausubel's Advance Organizer Model, Social Enquiry Model of Cox & Massials

UNIT-IV

7. Designing Instructional System and Developing Evaluation Tools

- Designing Instructional System
 - Formulation of Instructional Objectives
 - Task Analysis
 - Designing of Instructional Strategies: Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brain-Storming Sessions
- Development of Evaluation Tools
 - Norm Referenced Tests and Criterion Referenced Tests

8. Application of Educational Technology in Distance Education

- Concept of Distance Education and Application of Educational Technology
- Open Learning Systems and Application of Educational Technology
- Application of Educational Technology w.r.t. Student Support Services, Evaluation Strategies and Counseling in Distance Education

SELECTED READING

- Adam, D. M. (1985). *Computers and Teacher Training: A Practical Guide*. N.Y.: The Haworth Pren, Inc.
- Anand, C. L. (1988). *Aspects of Teacher Education*. Delhi: S. Chand and Co.
- Dahiya, S. S. (2008). *Educational Technology: Towards Better Teaching Profession*. Delhi: Shipra Publication.
- Davies, I. K. (1971). *The Management of Learning*. London: Mc Graw Hill. Dececco, J. P. (1988). *The Psychology of Learning and Instruction*. New Delhi: Prentice Hall.
- Dunkin, J. Michal (1987). *The International Encyclopedia of Teaching and Teacher Education*. Pergamon Press.
- Joyce, B. & Weil, M. (1992). *Models of Teaching*. New Delhi: Prentice Hall.
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- Kumar, K. L. (1996). *Educational Technology*. New Delhi: New Age International Publisher.
- Locatis, C. N. & Atkinson, F. D. (1984). *Media and Technology for Education and Training*. London: Charles E. Publishing Co.
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- Mangal, S. K. & Mangal, U. (2014). *Essentials of Educational Technology*. Delhi: PHI Learning Private Limited.
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- Semenov, A. (2005). *Information and Communication Technologies in School: A Handbook for Teachers*. UNESCO: Division of Higher Education.
- Skinner, B. F. (1968). *The Technology of Teaching*. New York: Appleton Century Crofts.
- UNESCO. (2004). *Information and Communication Technologies in Secondary Education* (Position Paper). UNESCO: Institute of Information Technologies in Education, 1-24.
- Vedanayagam, E. G. (1988). *Teaching Technology for College Teacher*. New Delhi: Sterling Publisher.

M.Ed. (Semester-IV)

Course Code: MED116(D)

**Name of the Course: EDUCATIONAL MEASUREMENT & EVALUATION
(At Secondary Level)**

Time: 2:30 Hrs.

Credit: 4

Max. Marks: 100

Ext.-60; Int.-40

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED116(D) Name of the Course: EDUCATIONAL MEASUREMENT & EVALUATION (At Secondary Level)	
COs#	After the completion of this Course the students will be able to do:
MED116(D).1	Learners will be able to write the Meaning, Nature, Need, Scope, Kinds & Levels of Measurement and will be able to differentiate between Mental & Physical Measurement.
MED116(D).2	Learners will be able to explain the Concept, Need, Process, Purpose, Uses, Functions & Principles of Evaluation and will be able to explain in detail the Types of Evaluation Procedure.
MED116(D).3	Learners will be able to explain Need, Functions & Classification of Instructional Objectives, express Relationship between Educational & Instructional Objectives and further will be able to describe the Principles for the Statement of Instructional Objectives, Taxonomy of Educational Objectives and Utility of Taxonomical Classification.
MED116(D).4	Learners will be able to discuss Appraisal of Existing System of Evaluation viz. Grading System v/s Marking System, Semester System v/s Annual System and Continuous and Comprehensive Evaluation.
MED116(D).5	Learners will be able to state Characteristics of Good Test, Similarities & Differences between Teacher Made Tests & Standardized, explain Steps of Preparing Standardized Test and further will be able to differentiate between Norms Referenced & Criterion Referenced Test.
MED116(D).6	Learners will be able to describe the Concept and Measurement of Intelligence Test, Attitude Test, Aptitude test & Interest Inventory and will also be able to write the Concept & Significance and will be able to compute Correlation – Partial, Multiple Biserial, Point Biserial, Tetrachoric, Phi and Computation and Uses of Analysis of Variance: ANOVA upto two way with and without replication.

COURSE CONTENTS

UNIT-I

1. Measurement in Education
 - Meaning & Kinds
 - Difference between Mental & Physical Measurement
 - Nature, Need and Scope of Measurement
 - Levels of Measurement
2. Evaluation in Education
 - Concept, Need, Process, Purpose and Uses of Evaluation
 - Functions and Principles of Evaluation
 - Types of Evaluation Procedure
 - Interrelationship & Difference between Measurement & Evaluation

UNIT-II

3. Taxonomy of Educational Objectives
 - Need and Functions of Instruction Objectives
 - Relationship between Educational and Instructional Objectives
 - Classification of Educational Objectives
 - Utility of Taxonomical Classification
 - Principles for the Statement of Instructional Objectives
4. Appraisal of Existing System of Evaluation
 - Grading System v/s Marking System
 - Semester System v/s Annual System
 - Continuous and Comprehensive Evaluation

UNIT-III

5. Text Construction
 - Characteristics of Good Test
 - Teacher Made Tests v/s Standardized Test: Similarities and Differences
 - Steps of Preparing Standardized Test
 - Norms Referenced & Criterion Referenced Test
6. Concept and Measurement of the following -
 - Intelligence Test
 - Attitude Test
 - Aptitude Test
 - Interest Inventory

UNIT-IV

7. Correlation: Concept, Computation and Significance of Partial, Multiple Biserial, Point Biserial, Tetrachoric, phi
8. Analysis of Variance: ANOVA upto two way with and without replication:
 - Concept, Assumptions, Computations and Use

SELECTED READINGS

- Aggarwal, Y. P. (1998). *Statistical Methods*. New Delhi: Sterling.
- Aggarwal, Y.P. (1998). *The Science of Educational Research: A Source Book*. Kurukshetra: Nirmal Publishing Pvt. Ltd.
- Best, John W. & Kahn, James V. (1995). *Research in Education*. New Delhi: Prentice Hall.
- Burns, R. B. (1991). *Introduction to Research in Education*. New Delhi: Prentice Hall.
- Edward, Allen L. (1968). *Experimental Designs in Psychological Research*. New York: Holt, Rinehart and Winston.
- Forguson, George A. (1976). *Statistical Analysis in Psychology and Education*. New York: McGraw Hill.
- Garrett, H. E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simon.
- Good, C. V. & Douglas, E. Scates (1954). *Methods in Social Research*. New York: McGraw Hill.
- Guilford, J. P. & Benjabin Fruchter (1973). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill.
- Kerlinger, F. N. (1973). *Foundation of Bahavioural Research*. New York: Holt, Rinehart and Winston.
- Koul, Lokesh (1988). *Methodology of Educational Research*. New Delhi: Vikas Publishing Pvt. Ltd.
- Kurtz, A. K. & Mayo S. T. (1980). *Statistical Methods in Education and Psychology*. Narela, New Delhi.
- McMillion, James H. & Schumarcher, S. (1989). *Research in Education: A Conceptual Introduction*. New York: Harper and Collins.
- Mouly, A. J. (1963). *The Science of Educational Research*. New Delhi: Euroasia.
- Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.
- Siegel, S. (1986). *Non-Parametric Statistics*. New York: McGraw Hill.
- Travers, R. M. W. (1978). *An Introduction to Educational Research*. New York: McMillan.
- Van Delen, D. B. (1962). *Understanding Educational Research*. New York: McGraw Hill.
- Young, P. V. (1960). *Scientific Social Surveys and Research*. New York: Prentice Hall.

M.Ed. (Semester-IV)

Course Code: MED116(E)

**Name of the Course: COMPARATIVE EDUCATION
(At Secondary Level)**

Time: 2:30 Hrs.

Credit: 4

Max. Marks: 100

Ext.-60; Int.-40

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED116(E) Name of the Course: COMPARATIVE EDUCATION (At Secondary Level)	
COs#	After the completion of this Course the students will be able to do:
MED116(E).1	Learners will be able to write the Concept, Historical Perspective, Aims, Need & Scope of Comparative Education and will also be able to explain the Approaches to Comparative Education like Historical, Philosophical, Sociological and Problem Approach.
MED116(E).2	Learners will be able to explain the various Factors influencing Education System of a Country.
MED116(E).3	Learners will be able to explain concept of Universalization of Elementary Education (UEE) & its implications for India and will also be able to explain in detail the Programmes for UEE in India viz. National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and Primary Education & RTE Act-2009 and Primary Education.
MED116(E).4	Learners will be able to compare the Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System of Primary Education in UK, USA & India.
MED116(E).5	Learners will be able to explain Aims, Structure, Pattern, Curriculum, Methods of Instructions, Evaluation System, Expansion and Vocationalisation of Secondary Education in UK, USA & India.
MED116(E).6	Learners will be able to present a comparative view of Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System of Higher Education in UK, USA & India.

COURSE CONTENTS

UNIT-I

1. Comparative Education
 - Concept & Historical Perspective of Comparative Education
 - Aims, Need & Scope of Comparative Education
 - Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach
2. Factors influencing Education System of a Country

UNIT-II

3. Elementary Education
 - Concept of Universalization of Elementary Education (UEE)
 - Implications of UEE for India
 - Programmes for UEE in India
 - National Policy of Education (NPE-1986) and Primary Education
 - District Primary Education Programme (DPEP)
 - Sarva Shiksha Abhiyan (SSA) and Primary Education
 - RTE Act-2009 and Primary Education
4. Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System at Primary Education in UK, USA & India

UNIT-III

5. Aims, Structure, Pattern, Curriculum, Methods of Instructions, Evaluation System, Expansion and Vocationalisation of Secondary Education in UK, USA & India
6. Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System of Higher Education in UK, USA & India

UNIT-IV

7. Educational Administration in UK, USA & India
8. Distance Education and Systems of Open Learning in UK, USA & India

SELECTED READINGS

- Arnove, Robert F. & Alberto, Torres Carlos. (2007). *Comparative Education: The Dialectic of the Global and Local*. USA: Rowman and Little field Publisher.
- Bereday G. Z. F. (1967). *Comparative Methods in Education*. New Delhi: Oxford and IBH Publishing Co.
- Chaube, S. P. & Chaube, A. (2007). *Comparative Education*. Noida: Vikas Publishing House.
- Chaubey S. P. (1969). *Comparative Education*. Agra: Ram Prasad and Sons Publishers.
- Cramer J. F. & Brown G. S. (1965). *Contemporary Education: A Comparative Study of National Systems*. New York: Naracourt Brace and Co.

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- Gazette of India (2009). *The Gazette of India – Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Ministry of Law and Justice.
- Kandel I. L. (1963). *Studies in Comparative Education*. New York: George Harrap.
- Kubow, Patria K. & Fossum, Paul R. (2007). *Comparative Education: Exploring Issues in International Context*. USA: Pearson/Merrill/Prentice Hall Publishers.
- Mundy, Karen; Bickmore, Kothy; Hayhoe, Ruth; Madden, Meggan & Madjidi, Katherine (2008). *Comparative and International Education: Issues for Teachers*. USA: Teacher College Press.
- MHRD (1995). *DPEP Guidelines*. New Delhi: Govt. of India.
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- NCERT (2012). *Impact of In-Service Teacher Training on Class Room Transaction in Haryana*.
- NUEPA *Elementary Education in India - Where do we Stand?* New Delhi: State and District Report Cards (Yearly Publication).
- Shrivastava, S. K. (2005). *Comparative Education*. New Delhi: Anmol Publications Pvt.Ltd.
- Sodhi, T. S. (2005). *A Text Book of Comparative Education - Philosophy, Patterns and Problems of National Systems*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Sodhi, T. S. (2007). *Textbook of Comparative Education*. Noida: Vikas Publishing House.
- Yadav, Rajender Singh (2006). *Community Participation in Education: Role of Village Education Committee*. Ambala Cantt.: The Associated Publishers.

M.Ed. (Semester-IV)

Course Code: MED116(F)

**Name of the Course: EDUCATIONAL AND VOCATIONAL GUIDANCE
(At Secondary Level)**

Time: 2:30 Hrs.

Credit: 4

Max. Marks: 100

Ext.-60; Int.-40

NOTE: Paper setter will set the question paper in three following sections. Section 'A' contains 10 Very Short Answer Type questions/ MCQ's carrying weightage of 1 mark each. All questions in section A are compulsory. Section 'B' contains 8 Short Answer Type questions carrying weightage of 5 marks each. Students have to attempt any 4 out of 8 short answer questions. Section 'C' contains 4 Descriptive/ Long Answer Type questions, carrying weightage of 15 marks each. Students have to attempt any 2 out of 4 questions from Section 'C'.

COURSE OUTCOMES

Course Code: MED116(F) Name of the Course: EDUCATIONAL AND VOCATIONAL GUIDANCE (At Secondary Level)	
COs#	After the completion of this Course the students will be able to do:
MED116(F).1	Learners will be able to write the Concept, Importance and Areas of Guidance - Educational Guidance, Vocational Guidance and Personal Guidance.
MED116(F).2	Learners will be able to explain the Organization of Guidance Services in Secondary Schools, Occupational Information at Secondary School Level and Sources of Occupational Material in India.
MED116(F).3	Learners will be able to present a detailed view of Guidance of Students with Special Needs at Secondary School Level.
MED116(F).4	Learners will be able to present a detailed account on - Meaning, Functions & Principles of Placement Services and Meaning, Purpose & Characteristics Follow-up Services.
MED116(F).5	Learners will be able to describe Study of the Individual, Data Collection Techniques of Information - Standardization & Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview & Cumulative Records.
MED116(F).6	Learners will be able to reflect on Meaning, Need & Principles of Counselling at Secondary School Level and will be able to express Concept, Procedure, Advantage & Limitations of Directive Counselling, Non-Directive Counselling & Eclectic Counselling.

COURSE CONTENTS

UNIT-I

1. Concept, Importance and Areas of Guidance - Educational Guidance, Vocational Guidance & Personal Guidance
2. Organization of Guidance Services in Secondary Schools, Occupational Information at Secondary School Level and Sources of Occupational

UNIT-II

3. Group Guidance - Meaning, Advantages, Principles and Kinds of Group Guidance
4. Guidance of Students with Special Needs at Secondary School Level

UNIT-III

5. Job Analysis - Meaning, Type and Purpose of Job Analysis
6. Meaning, Functions & Principles of Placement Services and Meaning, Purpose & Characteristics Follow-up Services

UNIT-IV

7. Study of the Individual, Data Collection Techniques of Information - Standardization & Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview & Cumulative Records
8. Counseling at Secondary School Level - Meaning, Need and Principles
 - Directive Counseling: Concept, Procedure, Advantage and Limitations
 - Non-Directive Counseling: Concept, Procedure, Advantage and Limitations
 - Eclectic Counseling: Concept, Procedure, Advantage and Limitations

SELECTED READINGS

- Bernard, Harold W. & Fullmer, Daniel W. (1977). *Principles of Guidance*, Second Edition. New York: Thomas Y. Crowell Company.
- Jones, J. A. (1970). *Principles of Guidance*. Bombay: Tata McGraw Hill.
- Myres, G. E. *Principles and Techniques of Vocational Guidance*. New York: McGraw Hill.
- Granz, F. M. *Foundation and Principles of Guidance*. Boston: Allyn and Bacon.
- Miller, F. W. (1961). *Guidance: Principles and Services*. Columbia, Ohio: Merrill.
- Pandy, K.P. (2000). *Educational and Vocational Guidance in India*. Varanasi: Vishwa Vidyalaya Prakashan Chowk.
- Mc Gowan, J.P. (1962). *Counselling: Reading in Theory and Practice*. New York: Holt, Rinehard and Winston.
- Tolbert, E.L. (1967). *Introduction of Counselling*. New York: McGraw Hill.
- Strang, Ruth. *Counselling Techniques in Colleges and Secondary Schools*. New York: Harpar.
- Taxler, A.E. (1964). *Techniques of Guidance*. New York: McGraw Hill.
- Robinson. *Principles and Procedures in Student Counselling*. New York: Harper & Roe.
- Super, D.E. & Schmidt (1962). *Apprising Vocational Fitness by Means of Psychological Testing*. New York: Haper and Row.

M.Ed. (Semester-IV)

Course Code: MED117

Name of the Course: COMMUNICATION SKILL & EXPOSITORY WRITING

Credit: 1

M. Marks: 25
(Ext.-0; Int.-25)

COURSE OUTCOMES

Course Code: MED117 Name of the Course: COMMUNICATION SKILL & EXPOSITORY WRITING	
COs#	After the completion of this Course the students will be able to do:
MED117.1	Learners will be able to write Essays/Articles on any issue relating to Education.
MED117.2	Learners will be able to prepare PPTs on any topic and also will be able to present his/ her views with those prepared PPTs at any platform like Seminar etc.
MED117.3	Learners will be able to express publically his views regarding any educational issue and will also be able to discuss any educational issue in Panel/ Group Discussion.
MED117.4	Learners will be able to analyse the content available on Education and will also be able to report in his words, event(s)/news (from electronic/print media) related to field of Education.

SUGGESTED ACTIVITIES:

- Writing Essay/Articles on any issue relating to Education.
- Seminar presentation with PPT (on any one topic).
- Student's Discussion (panel/group).
- Content Analysis & reporting any one event/news (from electronic/print media) related to field of Education.

M.Ed. (Semester-IV)

Course Code: MED118

Name of the Course: SELF DEVELOPMENT

Credit: 1

M. Marks: 25

(Ext.-0; Int.-25)

COURSE OUTCOMES

Course Code: MED118 Name of the Course: SELF DEVELOPMENT	
COs#	After the completion of this Course the students will be able to do:
MED118.1	Learners will be able to organize effectively activities on any general issue of public concern and specifically on issues relating to Education.
MED118.2	Learners will be able to prepare and present report of the activities on any general issue of public concern and specifically on issues relating to Education being organized publically or in any Institution.

SUGGESTED ACTIVITIES:

Activities may be organized in the following given areas (any one); and students are required to prepare and submit a report of the same.

- Gender Issues
- Inclusive Education
- Health & Physical Education
- Mental Hygiene
- Yoga & Well Being
- Socio-Environmental Issues

M.Ed. (Semester-III)

Course Code: MED119

Name of the Course: ACADEMIC WRITING

Credit: 2

M. Marks: 50

(Ext.-0; Int.-50)

COURSE OUTCOMES

Course Code: MED119 Name of the Course: ACADEMIC WRITING	
COs#	After the completion of this Course the students will be able to do:
MED119.1	Learners will be able to Review Books and Research Articles.
MED119.2	Learners will be able to write Research Article/ Paper.
MED119.3	Learners will be able to give Critical Reflections on Current Events/ News related to the Field of Education.

SUGGESTED ACTIVITIES:

- Book Review and Review of 2 Research Articles
- Writing Research Article/ Paper
- Critical Reflections on any 05 Current Events/ News related to Field of Education.

M.Ed. (Semester- IV)

Course Code: MED120

Name of the Course: DISSERTATION

Credit: 4

M. Marks: 100

(Ext.-60 & Int.-40)

(Joint Evaluation by Internal & External Examiner)

COURSE OUTCOMES

Course Code: MED121 Name of the Course: DISSERTATION	
COs#	After the completion of this Course the students will be able to do:
MED121.1	Learners will be able to conduct systematically and scientifically Research Work (Dissertation) on Minor Topic from the Field of Education and will also be able to write his/ her Dissertation Work in an effective way following all the procedures and norms of writing research works.
MED121.2	Learners will be able to present the Report of his/ her Research Work and will also be able to clarify/ defend his/ her Research Work.

SUGGESTED ACTIVITIES:

Submission of Dissertation & Viva-Voce

MAPPING MATRICES
Program: M.Ed. (Two Years)
CO-PO-PSO Mapping Matrices for Courses of Programme: M.Ed.

Course Code: MED101: Psychology of Learning & Development

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
101.1	3	3	2	2	2	1	2	2	2	2	2	2	2	1	2
101.2	3	2	2	2	2	1	2	2	2	3	2	3	3	1	2
101.3	3	3	3	2	2	1	2	2	1	3	3	3	3	1	3
101.4	3	2	2	2	2	1	3	2	2	3	2	3	3	1	2
101.5	3	3	2	2	2	1	3	2	2	3	3	3	3	1	2
101.6	3	3	2	2	2	1	3	2	2	3	3	3	3	1	2
Avg.	3.00	2.66	2.16	2.00	2.00	1.00	2.50	2.00	1.83	2.83	2.50	2.83	2.83	1.00	2.16

Course Code: MED102: History and Political Economy of Education

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
102.1	3	2	2	2	2	2	2	2	2	3	2	3	3	2	2
102.2	3	2	2	2	2	2	2	2	2	3	2	3	3	2	2
102.3	3	2	2	2	2	2	2	2	2	2	2	3	3	2	2
102.4	3	2	2	2	2	2	2	2	2	3	2	3	3	2	2
102.5	3	3	2	2	2	2	3	2	2	3	3	3	3	2	2
102.6	3	3	2	2	2	2	3	2	2	3	3	3	3	2	2
Avg.	3.00	2.33	2.00	2.00	2.00	2.00	2.33	2.00	2.00	2.83	2.33	3.00	3.00	2.00	2.00

Course Code: MED103: Education Studies

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
103.1	3	2	2	1	3	3	2	2	1	3	2	1	1	3	3
103.2	3	2	3	2	2	1	2	2	2	2	3	2	1	2	3
103.3	3	3	2	1	2	2	2	2	1	3	3	2	3	2	3
103.4	3	3	2	2	2	3	3	3	2	3	3	2	2	2	3
103.5	3	2	2	3	2	3	2	3	2	3	3	2	3	3	3
103.6	3	3	3	2	3	2	2	3	2	2	2	2	2	2	3
Avg.	3.00	2.50	2.33	1.83	2.33	2.33	2.16	2.5	1.66	2.66	2.66	1.83	2.00	2.33	3.00

Course Code: MED104: Introduction to Research Methods

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
104.1	2	2	2	3	2	1	2	3	3	1	2	3	2	3	3
104.2	2	3	2	3	3	1	2	3	3	2	3	3	3	3	3
104.3	2	3	3	3	3	1	2	3	3	1	3	3	2	3	3
104.4	2	3	3	2	3	1	2	3	3	1	2	3	2	3	3
104.5	2	2	3	2	3	1	2	3	3	1	2	3	2	2	2
104.6	2	2	2	2	3	1	2	3	3	1	2	3	2	2	2
Avg.	2	2.5	2.5	2.5	2.83	1	2	3	3	1.16	2.3	3	2.16	2.6	2.6

Course Code: MED105: Planning & Management of Secondary Education

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
105.1	3	3	3	2	3	3	3	2	2	3	3	3	3	2	2
105.2	3	3	3	2	3	3	3	2	2	3	3	3	3	2	2
105.3	3	3	3	2	3	3	3	2	2	3	3	3	3	2	2
105.4	3	2	2	2	2	2	3	2	2	3	2	3	3	2	2
105.5	3	2	2	2	2	2	3	2	2	2	2	2	3	2	2
105.6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Avg.	3.00	2.67	2.67	2.17	2.67	2.67	3.00	2.17	2.17	2.83	2.67	2.83	3.00	2.17	2.17

Course Code: MED106: Philosophy of Education

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
106.1	3	2	2	1	2	2	2	2	1	2	2	2	2	1	1
106.2	3	2	2	2	2	2	2	2	2	3	2	3	3	2	2
106.3	3	2	2	2	2	2	3	2	2	3	2	3	3	2	3
106.4	3	2	2	2	2	2	3	2	2	3	2	3	3	2	2
106.5	3	2	2	2	2	2	3	2	2	3	2	3	3	2	2
106.6	3	2	2	2	2	2	3	2	2	3	2	3	3	2	2
Avg.	3.00	2.00	2.00	1.83	2.00	2.00	2.67	2.00	1.83	2.83	2.00	2.83	2.83	1.83	2.00

Course Code: MED107: Sociology of Education

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
107.1	3	3	3	2	2	3	2	3	2	3	3	2	2	3	3
107.2	3	2	2	2	1	2	2	2	2	3	2	2	2	2	3
107.3	3	2	2	2	3	2	2	2	2	3	3	2	2	2	3
107.4	3	3	2	2	2	3	3	3	2	3	3	2	2	2	3
107.5	3	3	2	3	2	2	2	3	2	3	3	2	3	3	3
107.6	3	3	3	2	3	2	2	3	2	3	2	2	2	2	3
Avg.	3.00	2.66	2.33	2.16	2.16	2.33	2.16	2.66	2.00	3.00	2.66	2.00	2.16	2.33	3.00

Course Code: MED108: Curriculum Studies

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
108.1	2	1	2	2	2	2	2	2	1	1	2	2	2	2	2
108.2	2	2	2	2	3	2	2	2	2	2	2	3	3	2	3
108.3	3	2	2	2	3	2	2	2	3	1	2	3	2	3	3
108.4	2	3	3	3	3	2	2	2	3	2	3	3	3	3	3
108.5	2	3	3	3	3	2	2	2	3	3	3	3	3	3	3
108.6	2	3	3	3	3	2	2	2	3	3	3	3	3	3	3
Avg.	2.17	2.33	2.50	2.50	2.83	2.00	2.00	2.00	2.50	2.00	2.50	2.83	2.67	2.67	2.83

Course Code: MED109: Teacher Education : Pre-service & In-Service

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
109.1	2	1	1	1	1	1	2	2	1	2	1	2	3	1	3
109.2	2	2	2	2	1	1	1	2	2	3	1	2	2	2	3
109.3	3	3	2	2	2	2	2	3	2	3	2	3	2	2	3
109.4	3	2	2	2	2	2	3	3	2	3	2	3	3	2	2
109.5	3	2	2	1	2	2	3	2	2	3	2	3	3	1	2
109.6	2	3	3	2	3	2	2	3	3	3	1	3	3	2	2
Avg.	2.50	2.10	2.00	1.60	1.80	1.60	2.10	2.50	2.00	2.80	1.50	2.60	2.60	1.60	2.50

Course Code: MED110: Dissertation: Preparation & Presentation of Synopsis

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
110.1	2	2	2	2	2	2	2	3	2	2	2	2	2	2	3
110.2	3	3	3	2	3	2	3	2	3	3	3	3	3	2	2
Avg.	2.50	2.50	2.50	2.00	2.50	2.00	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.00	2.50

Course Code: MED111: Preparation of Secondary School Teachers

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
111.1	3	2	2	1	2	3	3	2	2	2	1	2	2	1	2
111.2	2	2	2	2	2	2	2	3	3	3	3	2	3	2	2
111.3	3	3	3	2	3	3	3	2	3	3	3	3	2	3	3
111.4	3	2	3	2	3	2	2	2	2	3	3	3	3	2	3
111.5	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3
111.6	3	3	3	3	3	2	2	3	3	3	3	3	3	3	3
Avg.	2.83	2.5	2.67	2.17	2.67	2.33	2.5	2.33	2.67	2.83	2.67	2.67	2.67	2.33	2.67

Course Code: MED112: Advanced Educational Research

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
112.1	3	3	3	3	3	2	3	2	3	2	3	3	2	3	3
112.2	3	3	3	3	3	2	3	2	3	2	3	3	2	3	3
112.3	3	3	3	3	3	2	3	2	3	2	3	3	2	3	3
112.4	3	3	3	3	3	2	3	2	3	2	3	3	2	3	3
112.5	3	3	3	3	3	2	3	1	3	2	3	3	2	3	3
112.6	3	3	3	3	3	2	3	1	3	2	3	3	2	3	3
Avg.	3.00	3.00	3.00	3.00	3.00	2.00	3.00	1.67	3.00	2.00	3.00	3.00	2.00	3.00	3.00

Course Code: MED113: Teacher Education: Perspective, Research and Issues in Teacher Education

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
113.1	3	3	3	2	2	2	3	2	3	3	3	3	2	3	3
113.2	3	3	3	2	2	2	3	3	3	3	3	3	2	3	3
113.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
113.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
113.5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
113.6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Avg.	3.00	3.00	3.00	2.66	2.66	2.66	3.00	2.83	3.00	3.00	3.00	3.00	2.66	3.00	3.00

Course Code: MED114: Internship in TEI/ Secondary School (Duration 04 Weeks)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
114.1	2	1	1	2	3	2	2	2	3	2	1	3	2	3	2
114.2	2	2	2	2	3	2	2	2	3	2	3	2	2	2	3
114.3	3	3	3	2	3	2	3	2	3	3	3	3	2	3	2
114.4	2	2	2	3	3	2	3	2	2	3	3	2	3	3	3
Avg.	2.25	2.00	2.00	2.25	3.00	2.00	2.50	2.00	2.75	2.50	2.50	2.50	2.25	2.75	2.50

Course Code: MED115: Dissertation: Collection and Analysis of Data

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
115.1	2	1	1	3	1	3	2	2	3	1	1	3	3	3	2
115.2	2	2	2	2	3	1	1	1	2	2	3	2	2	2	3
Avg.	2.00	1.50	1.50	2.50	2.00	2.00	1.50	1.50	2.50	1.50	2.00	2.50	2.50	2.50	2.50

Course Code: MED116A: Education: Policy, Economics and Planning (at Secondary Level)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
116A.1	1	1	1	1	1	1	2	2	1	2	1	2	2	1	3
116A.2	3	3	2	2	3	2	2	2	3	2	3	2	2	2	2
116A.3	3	2	2	2	2	2	3	2	2	3	2	3	3	2	2
116A.4	3	2	2	2	2	2	3	2	2	3	2	3	3	2	2
116A.5	3	3	3	2	3	2	3	3	3	3	3	3	3	2	3
116A.6	3	3	3	2	3	2	3	2	3	3	3	3	3	2	2
Avg.	2.67	2.33	2.17	1.83	2.33	1.83	2.67	2.17	2.33	2.67	2.33	2.67	2.67	1.83	2.33

Course Code: MED116B: Inclusive Education (at Secondary Level)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
116B.1	3	2	2	1	3	3	2	2	2	3	1	3	2	1	2
116B.2	3	2	2	2	3	2	3	2	3	3	3	2	2	2	2
116B.3	3	3	3	2	3	3	2	2	2	3	2	3	2	2	2
116B.4	3	2	3	3	3	2	3	2	3	3	2	2	3	2	3
116B.5	3	2	3	3	3	2	3	2	3	3	3	3	3	2	3
116B.6	3	2	2	3	3	2	2	3	2	3	2	3	3	2	3
Avg.	3.00	2.17	2.50	2.33	3.00	2.33	2.50	2.17	2.50	3.00	2.17	2.67	2.50	1.83	2.50

Course Code: MED116C: Education Technology (at Secondary Level)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
116C.1	3	3	3	3	2	2	2	2	2	2	3	3	2	3	3
116C.2	3	3	3	3	3	2	2	2	2	3	3	3	2	3	3
116C.3	3	3	3	3	3	2	2	2	2	3	3	3	2	3	3
116C.4	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3
116C.5	3	3	3	3	3	2	2	2	3	3	3	3	2	3	3
116C.6	3	3	3	3	3	2	2	2	3	3	3	3	2	3	3
Avg.	3.00	3.00	3.00	3.00	2.83	2.00	2.16	2.00	2.5	2.83	3.00	3.00	2.16	3.00	3.00

Course Code: MED116D: Educational Measurement and Evaluation (at Secondary Level)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
116D.1	2	1	1	1	1	1	2	2	1	2	1	2	2	1	3
116D.2	3	1	1	1	1	1	2	2	1	2	1	3	3	1	3
116D.3	3	2	2	2	2	3	2	2	2	2	2	3	3	2	2
116D.4	1	2	2	2	2	2	3	2	2	1	2	2	3	3	2
116D.5	3	2	3	2	3	2	2	3	2	2	2	2	2	2	3
116D.6	3	3	3	3	2	2	2	2	2	3	2	2	3	2	2
Avg.	2.50	1.83	2.00	1.83	1.83	1.83	2.17	2.17	1.67	2.00	1.67	2.33	2.67	1.83	2.50

Course Code: MED116E: Comparative Education (at Secondary Level)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
116E.1	2	3	2	2	3	1	2	2	3	3	3	3	2	1	2
116E.2	2	2	3	3	1	2	3	1	1	3	2	3	3	1	2
116E.3	1	1	2	2	1	1	3	2	2	3	2	3	3	2	3
116E.4	1	2	2	2	1	2	2	2	1	2	1	2	2	1	2
116E.5	2	2	3	3	1	2	3	1	1	3	2	3	3	1	2
116E.6	2	2	3	3	3	3	2	2	2	3	3	3	3	2	2
Avg.	1.67	2.00	2.50	2.50	1.67	1.83	2.50	1.67	1.67	2.83	2.17	2.83	2.67	1.33	2.17

Course Code: MED116F: Educational and Vocational Guidance (at Secondary Level)

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
116F.1	1	1	1	1	1	1	2	3	1	2	1	2	2	1	3
116F.2	3	2	1	2	1	1	3	2	1	3	1	3	3	1	3
116F.3	3	3	3	3	1	1	3	2	2	3	2	3	3	2	2
116F.4	3	3	3	3	2	2	2	2	2	3	2	2	3	2	2
116F.5	3	2	2	2	2	2	3	1	2	3	2	3	3	3	1
116F.6	3	3	3	3	3	2	3	2	2	3	3	2	2	2	2
Avg.	2.66	2.33	2.16	2.33	1.66	1.5	2.66	2	1.66	2.83	1.83	2.5	2.66	1.83	2.16

Course Code: MED117: Communication Skill & Expository Writing

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
105.1	2	1	1	2	2	2	2	3	2	2	1	2	2	2	3
105.2	2	2	2	3	3	2	2	2	3	2	3	2	2	2	2
105.3	3	3	3	2	3	2	2	1	3	3	3	2	2	3	2
105.4	2	3	3	3	3	2	3	2	2	3	3	2	3	3	1
Avg.	2.25	2.25	2.25	2.50	2.75	2.00	2.25	2.00	2.50	2.50	2.50	2.00	2.25	2.50	2.00

Course Code: MED118: Self-Development

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
106.1	3	3	3	3	3	3	3	2	3	3	3	3	2	2	2
106.2	2	2	2	2	3	3	2	1	3	3	3	3	3	3	2
Avg.	2.50	2.50	2.50	2.50	3.00	3.00	2.50	1.50	3.00	3.00	3.00	3.00	2.50	2.50	2.00

Course Code: MED119: Academic Writing

[illegible]

Course Code: MED120: Dissertation

[illegible]

Semester-wise CO-PO-PSO Mapping Matrix for Courses
Programme: M.Ed. (Two Years)

Semester- I

Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
MED101	3.00	2.66	2.16	2.00	2.00	1.00	2.50	2.00	1.83	2.83	2.50	2.83	2.83	1.00	2.16
MED102	3.00	2.33	2.00	2.00	2.00	2.00	2.33	2.00	2.00	2.83	2.33	3.00	3.00	2.00	2.00
MED103	3.00	2.50	2.33	1.83	2.33	2.33	2.16	2.5	1.66	2.66	2.66	1.83	2.00	2.33	3.00
MED104	2.00	2.50	2.50	2.50	2.83	1.00	2.00	3.00	3.00	1.16	2.30	3.00	2.16	2.60	2.60
MED105	3.00	2.67	2.67	2.17	2.67	2.67	3.00	2.17	2.17	2.83	2.67	2.83	3.00	2.17	2.17
Avg.	2.80	2.53	2.33	2.10	2.37	1.80	2.40	2.33	2.13	2.46	2.49	2.70	2.60	2.02	2.39

Semester- II

Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
MED106	3.00	2.00	2.00	1.83	2.00	2.00	2.67	2.00	1.83	2.83	2.00	2.83	2.83	1.83	2.00
MED107	3.00	2.66	2.33	2.16	2.16	2.33	2.16	2.66	2.00	3.00	2.66	2.00	2.16	2.33	3.00
MED108	2.17	2.33	2.50	2.50	2.83	2.00	2.00	2.00	2.50	2.00	2.50	2.83	2.67	2.67	2.83
MED109	2.50	2.10	2.00	1.60	1.80	1.60	2.10	2.50	2.00	2.80	1.50	2.60	2.60	1.60	2.50
MED110	2.50	2.50	2.50	2.00	2.50	2.00	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.00	2.50
Avg.	2.63	2.32	2.27	2.02	2.26	1.99	2.29	2.33	2.17	2.63	2.23	2.55	2.55	2.09	2.57

Semester- III

Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
MED111	2.83	2.50	2.67	2.17	2.67	2.33	2.50	2.33	2.67	2.83	2.67	2.67	2.67	2.33	2.67
MED112	3.00	3.00	3.00	3.00	3.00	2.00	3.00	1.67	3.00	2.00	3.00	3.00	2.00	3.00	3.00
MED113	3.00	3.00	3.00	2.66	2.66	2.66	3.00	2.83	3.00	3.00	3.00	3.00	2.66	3.00	3.00
MED114	2.25	2.00	2.00	2.25	3.00	2.00	2.50	2.00	2.75	2.50	2.50	2.50	2.25	2.75	2.50
MED115	2.00	1.50	1.50	2.50	2.00	2.00	1.50	1.50	2.50	1.50	2.00	2.50	2.50	2.50	2.50
Avg.	2.62	2.40	2.43	2.52	2.67	2.20	2.50	2.07	2.78	2.37	2.63	2.73	2.42	2.72	2.73

Semester- IV

Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
MED116A	2.67	2.33	2.17	1.83	2.33	1.83	2.67	2.17	2.33	2.67	2.33	2.67	2.67	1.83	2.33
MED116B	3.00	2.17	2.50	2.33	3.00	2.33	2.50	2.17	2.50	3.00	2.17	2.67	2.50	1.83	2.50
MED116C	3.00	3.00	3.00	3.00	2.83	2.00	2.16	2.00	2.5	2.83	3.00	3.00	2.16	3.00	3.00
MED116D	2.50	1.83	2.00	1.83	1.83	1.83	2.17	2.17	1.67	2.00	1.67	2.33	2.67	1.83	2.50
MED116E	1.67	2.00	2.50	2.50	1.67	1.83	2.50	1.67	1.67	2.83	2.17	2.83	2.67	1.33	2.17
MED116F	2.66	2.33	2.16	2.33	1.66	1.50	2.66	2.00	1.66	2.83	1.83	2.50	2.66	1.83	2.16
MED117	2.25	2.25	2.25	2.50	2.75	2.00	2.25	2.00	2.50	2.50	2.50	2.00	2.25	2.50	2.00
MED118	2.50	2.50	2.50	2.50	3.00	3.00	2.50	1.50	3.00	3.00	3.00	3.00	2.50	2.50	2.00
MED119	2.67	2.67	2.67	2.67	3.00	2.67	2.67	3.00	2.67	2.67	2.67	2.67	2.67	2.67	3.00
MED120	3.00	3.00	3.00	3.00	3.00	2.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Avg.	2.59	2.41	2.48	2.45	2.51	2.10	2.51	2.17	2.35	2.73	2.43	2.67	2.58	2.23	2.47