

# **SHRI GURU RAM RAI UNIVERSITY**

(Estd. by Govt. of Uttarakhand, vide Shri Guru Ram Rai University Act no. 03 of 2017)  
**PATEL NAGAR, DEHRADUN-248001, UTTARAKHAND, INDIA**



**Syllabus  
For  
M.Ed. (Masters of Education)  
I, II, III & IV Semesters  
Session 2021(July) & Onwards**

**Shri Guru Ram Rai School of Education  
Pathri Bagh, Dehradun,  
Uttarakhand**

The Masters of Education is a two year professional programme in the field of Teacher Education, which aims at preparing teacher educators, education planners, analysis's, administrators, principals, researchers etc. This two year M. Ed programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialized in selected areas and also develop research capabilities, leading to specialization in either Elementary Education or Secondary Education.

**Duration of M.Ed. Course-** The duration of M.Ed. course shall be 2 years (*Four Semesters*). The duration of each semester shall be 6 months (100 working days per semester and 200 working days per year exclusive of the period of admission and examination). Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer/winter break should be used for field attachment/practicum/other activities.

**Eligibility for Admission:** A candidate for admission to M.Ed. course in the School of Education is on the basis of Merit. The candidates will be admitted strictly in accordance with the merit, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates. Candidate seeking admission to the M.Ed. Program should have obtained at least 50% marks in B.Ed./B.A.B.Ed./B.Sc.B.Ed./B.EL.Ed./D.EL.Ed.(with in Under Graduate Degree – 50% marks in each) Reservation and relaxation for SC/ ST/ OBC and other applicable category shall be as per State Govt./NCTE norms.

**Medium of Instruction:** The medium of instruction will be Hindi and English for all courses. Medium of examination shall be Hindi or English.

**Attendance:** A student shall be considered to have satisfactory attendance to appear the examination if he/she attends not less than 80% of the total working days for theory classes and attends 90 % internship in Teacher Education Institutes. 10% attendance in theory classes can be relaxed by the Head for illness or medical condition after submitting the medical certificate in original countersigned by CMO.

**Evaluation Pattern:-** Assessment will include both internal and external evaluation. Internal assessment will be conducted on the basis **of internal tests & reports** presented by students.

**SEMESTER – I**  
**COURSE OUTLINE FOR SEMESTER-I**

Course	Name of Course	Course Code	Instructional Hours	Credit Hours	Tutorials	Maximum Marks		Total Marks
						IA	EI	
<b>Paper– I</b>	Psychology of Learning and Development	<b>M.ED-101</b>	<b>04</b>	<b>04</b>	<b>02</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Paper– II</b>	History and Political Economy of Education	<b>M.ED-102</b>	<b>04</b>	<b>04</b>	<b>02</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Paper– III</b>	Education Studies	<b>M.ED-103</b>	<b>04</b>	<b>04</b>	<b>02</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Paper– IV</b>	Education Research-I	<b>M.ED-104</b>	<b>04</b>	<b>04</b>	<b>02</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>ISB*-I</b> <b>Paper-V &amp; VI</b> <b>ISB*-I</b> <b>(Total credit - 02)</b>	Communication and Expositor Writing	<b>M.ED-105</b>	<b>01</b>	<b>01</b>	<b>01</b>	<b>25</b>	<b>-</b>	<b>25</b>
	SelfDevelopment	<b>M.ED-106</b>	<b>01</b>	<b>01</b>	<b>01</b>	<b>25</b>	<b>-</b>	<b>25</b>
<b>Total Credit = 18</b>						<b>180</b>	<b>240</b>	<b>450</b>
<b>ISB* stands for Inter Semester Break</b>								
Co curricular Activities, yoga,& meditation etc (All working days)								

Approved as per (Agenda No. 3) of 7<sup>th</sup> Academic Council Meet, Dated 9<sup>th</sup> September, 2022

**SEMESTER - II****COURSE OUTLINE FOR SEMESTER – II**

Course	Name of Course	Course Code	Instructional Hours	Credit Hours	Tutorials	Maximum Marks		Total Marks
						IA	EI	
<b>Paper– V</b>	Philosophy of Education	M.ED-107	<b>04</b>	<b>04</b>	<b>02</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Paper– VI</b>	Sociology of Education	M.ED-108	<b>04</b>	<b>04</b>	<b>02</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Paper– VII</b>	Curriculum Studies	M.ED-109	<b>04</b>	<b>04</b>	<b>02</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Paper– VIII</b>	Teacher Education & It's Conceptual Framework –I-	M.ED-110	<b>04</b>	<b>04</b>	<b>02</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>ISB*-II (Total credit = 04 )</b>	Dissertation -I (4Credit) (Preparation of Synopsis)	M.ED-111-I	<b>04</b>	<b>04</b>	<b>02</b>	<b>100</b>		<b>100</b>
<b>Total</b>			<b>20</b>					<b>500</b>

## SEMESTER – III

COURSE OUTLINE FOR SEMESTER-III									
Course	Name of Course		Course Code	Hour per week	Hour per Semester	Total Marks	Internal (Formative)	External (Formative)	Credit
Paper-IX & X(2 Specialisation Courses )Total Credit-08)	Paper– IX-A- (Select any one) Elementary Education OR Paper– IX-BSecondary or Senior Secondary level Education	EEC – Early Childhood Care Education	M.ED-113 (A)	04	60	100	40	60	4
		Institutional Planning & Management of Secondary & Senior Secondary Education	M.ED-113 (B)	04	60	100	40	60	
	Paper – X-A- (Select any one) Elementary Education OR Paper– X-B Secondary or Senior Secondary level Education	Universal Elementary Education	M.ED-114(A)	04	60	100	40	60	4
		Preparation of Secondary and Higher secondary school Teachers- Pre Service & In Service	M.ED-114(B)	04	60	100	40	60	
Paper-XI	Paper-XI Research Methods–II (Advanced)		M.ED-115	04	60	100	40	60	4
Paper-XII	Paper-XII Teacher Education-II Major Issues & Challenges		M.ED-116	04	60	100	40	60	4

Paper-XIII	<b>Internship (In School or specialization field) (Four Weeks)</b>	<b>M.ED-117</b>	04		100	100		4
ISB-III	<b>Dissertation ISB-III* Presentation of Synopsis</b>	<b>M.ED-111-II</b>	04		100	100		4
	<b>Academic Writing</b>	<b>M.ED-118</b>	02		50	50		2
<b>Total Credits</b>								<b>26</b>

## SEMESTER – IV

Semester –IV(January to May including exam)

Course	Name of Course	Course Code	Hours Per week	Hour Per Semester	Total Marks	Internal (Formative)	External (Summative)	Credit
<b>Paper– XIV- (Specialisation on any one course)(Total Credits=04</b>	<b>Pedagogy of Language Education</b>	<b>M.ED-120</b>	<b>04</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>4</b>
	<b>Pedagogy of Social Science Education</b>	<b>M.ED-121</b>	<b>04</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>4</b>
	<b>Pedagogy of Science Education</b>	<b>M.ED-122</b>	<b>04</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>4</b>
	<b>Pedagogy of Mathematics</b>	<b>M.ED-123</b>	<b>04</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>4</b>
<b>Paper- XV&amp;XVI (Specialisation on any two course)(Total Credits=08</b>	<b>Educational Technology</b>	<b>M.ED-124</b>	<b>04</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>4</b>
	<b>Educational Administration &amp; Planning</b>	<b>M.ED-125</b>	<b>04</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>4</b>
	<b>Inclusive Education</b>	<b>M.ED-126</b>	<b>04</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>4</b>
	<b>Education for disadvantaged group</b>	<b>M.ED-127</b>	<b>04</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>4</b>
	<b>Educational Measurement and Evaluation</b>	<b>M.ED-128</b>	<b>04</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>4</b>

**Shri Guru Ram Rai University**

**Syllabus of M.Ed.**

	Computer Education	<b>M.ED-129</b>	<b>04</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>4</b>
	Adult Education	<b>M.ED-130</b>	<b>04</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>4</b>
	Environmental Education & Disaster Management Education	<b>M.ED-131</b>	<b>04</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>4</b>
	Human Rights and value Education	<b>M.ED-132</b>	<b>04</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>4</b>
	Guidance & Counselling	<b>M.ED-133</b>	<b>04</b>	<b>60</b>	<b>100</b>	<b>40</b>	<b>60</b>	<b>4</b>
<b>Paper-XVII</b>	<b>Dissertation (Total Credit-04)</b>	<b>M.ED-111- III</b>	<b>04</b>	<b>60</b>	<b>100(Viva-voce)</b>			<b>4</b>
<b>Total</b>								<b>16 (Credit)</b>
Co curricular Activities, yoga,& meditation etc (All working days)								



**M.Ed. Programme shall have 80 credits.** Out of 80 credits, 44 credits are assigned for core courses, 20 credits are for specializations and 16 credits for field internship (4 credits in a teacher education institution and 12 credits for research leading to dissertation) have been set. The taught courses will have practicum component. Each credit in a taught course is equated to one hour of teaching or two hours of seminars/ group work/laboratory work/ field-work/ workshop per week for 16 weeks. Thus, a 4-credit course entails 4 hours of regular teaching per week or as much as 8 hours of other programmes.

**Note:-**

1. There shall be a university examination at the end of each semester as per details of the scheme of examination.
2. Candidates who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period. This will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the Head of the Institute.
3. The minimum pass marks in semester examinations shall be 51% for each theory paper and practicum and 51% also for internship programme. The candidate will have to pass each theory paper and Internal Examination separately.
4. A candidate who fails only in one subject (theory paper/practicum) as the case may be, in a semester of the course will be eligible to take the examination in that part of the theory/ practical in which he/she fails along with the next examination of that semester.
5. A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.
6. A candidate will be given a maximum of two chances to pass the examination in any semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for M.Ed. degree.

7. Changes in statutes/ordinances/rules/regulations/syllabi made by the University shall be a binding on the candidate to fulfill, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.

**Evaluation:-**

**Rules & Regulations**

The Degree will be awarded to a student who completes a total of 80 Credits in a minimum of two years taking four courses per Semester.

Each paper will be of 4 credits, the evaluation of which will be decided by the teacher educator.

Each 2 credit course will have 50 marks.

Credit:4 means (Lecturer per week: 4 (one hour each) = 4credits

Tutorial per week: 2 (one hour each) = 2 credit

Field work/practicum per week: 2 (one hour each) = 2 credits

- 1) To pass the course, a student shall have to get 51%, the minimum aggregate marks (E and above on grade point scale) in each course and 51% marks in practicum.
- 2) Students who have failed semester-end exam may reappear for the semester-end examination only twice in the subsequent period. The student will be finally declared as failed if she\he does not pass in all credits within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time.
- 3) A student cannot register for the third semester, if she/he fails to obtain 51% credit of the total credits expected to be ordinarily completed within two semesters.
- 4) While marks will be awarded for all examinations, they will be converted into grades. The semester end grade sheet will have only grades and final grade sheet and transcripts shall have grade points average and total percentage of marks (up to two decimal points).

**Definitions of Key Words:**

**Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).

**Course:** Usually referred to as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise of lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work / vocational training/viva/ seminars/ term papers/assignments/presentations/ self-study etc. or a combination of some of these.

**Credit Based Semester System (CBSS):** Under the CBSS, the requirement for awarding a degree is prescribed in terms of number of credits to be completed by the students.

**Credit Point:** It is the product of grade point and number of credits for a course.

**Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

**Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal points.

**Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.

**Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.

**The system of evaluation will be as follows:-**

Each assignment/test will be evaluated in terms of grades. The grades for separate assignments and the final (semester-end) examination will be added together and then converted into a grade and later a grade point average. Results will be declared for each semester and the final examination will give total grade and grade point average.

Letter Grade	Grade Point
<b>O</b> – (Outstanding)	10
<b>A+</b> (Excellent)	91-99
<b>A</b> – (Very Good)	81-89
<b>B+</b> (Good)	71-79
<b>B</b> – (Average)	61-69
<b>P</b> – (Pass)	51-59
<b>F</b> –(Fail)	Below – 50
<b>Ab</b> - (Absent)	0

**Instructions for the programme :**

- M.Ed. programme should have a provision for regular field visits of students across the semesters. A day in every week may be reserved for this purpose. Field visit is visualized as a space where practicum for various courses could be organized. It should provide School/Teacher Education Institute-experience-opportunities (preferably in the first semester) that have sufficient rigour to enable the student to understand school practice in broader perspective.
- Internship should be organized in a way that it involves engagement with teacher education institutions and field experience associated with the specialization a student chooses.

**DISTRIBUTION OF MARKS**

<b>INTERNAL SUMMATIVE</b>					
<b>Course</b>	<b>Total Marks</b>	<b>Internal marks</b>	<b>Distribution Of Marks (Internal Assessment)</b>		
			<b>Assignment</b>	<b>Practicum</b>	<b>Sessional Exam</b>
<b>PAPER I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIV, XV,</b>	100	40	20	10	10
<b>PAPER – XIII &amp; XVI will be 100 marks &amp; Evaluated Saperatly</b>	100				
<b>Inter Semester Break –I</b>	50	<b>25</b> (Communication & Expository Writing)			
		<b>25</b> (Self Development)			

<b>Inter Semester Break –II</b>	100	<b>100</b> (Preparation of Synopsis)			
<b>Inter Semester Break – III</b>	150	<b>100</b> (Dissertation)			
		<b>50 (Academic Writing)</b>			
<b>EXTERNAL (SUMMATIVE)</b>					
<b>Courses</b>					
<b>PAPER I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, XIV, XV, XVI</b>	}	<b>(i) Objectives Type Questions</b>	<b>10 out of 10 (Compulsory)</b>	<b>2 x 10 = 20</b>	
		<b>(ii) Short Answer Type Questions</b>	<b>4 out of 8</b>	<b>4 x 5 = 20</b>	
		<b>(iii) Long Answer Type Questions</b>	<b>2 out of 4</b>	<b>2x10=20</b>	
					<b>Total =60</b>
<b>Paper XIII (Internship) &amp; Paper XVI (Final Dissertation) will be evaluated by the Internal Examiner and External Examiner.</b>					

**Time Allocation-**

The course is visualized keeping the following time schedule-

- Six days per week and 16 weeks /100 days (minimum) per semester
- Each period is of an hour and the classroom engagement is spread across 10.00 am to 4.00 pm with a break of 10 minutes each in the morning and afternoon sessions and 40 minutes for lunch.

**OBJECTIVES OF THE M. Ed. PROGRAMME**

The objectives of this programme is to -

1. To prepare field workers in education equipped with the knowledge of research process and would be conversant with the important techniques of educational researches.
2. To prepare professional who would be required to Staff School of education at primary, and secondary levels.
3. Developed specialized knowledge and understanding about the philosophical and sociological bases of education.

4. Develop ability to understand human behaviour and personality, capability to apply this knowledge and understanding to guide the learners to learn efficiently and effectively.
5. Develop National and International perspectives about Educational theories and practice to enable the learners to visualize the inter-linkages and dependency among different educational systems.
6. To train the future administrators and supervisors for the educational institutions, department of education and supervisory education services.
7. Develop the working knowledge of IC Ts and their application in formal and non-formal system of education and for teacher empowerment.
8. Develop knowledge and understanding of management, planning and functioning of education as also develop managerial and administrative capabilities and skills to effectively manage educational institutions.
9. Develop knowledge and understanding of the process of educational research and aptitude for and skill in conducting research in specialized areas of education and thus generate knowledge and critically evaluate knowledge.
10. Develop awareness and understanding of some specialised areas of education and human development like- educational psychology, curriculum development, teacher education, elementary and secondary education, measurement and evaluation, research in education, value education, environmental education, information and communication technology in education vocational education etc, so as to widen the horizon of understanding of modern educational practices and to develop critical thinking pertaining to issues related to education.
11. To train persons for various psychological services such as psychological testing, educational and vocational guidance, statistical with an educational orientation.

These objectives would be realized through programmes of study, practical work, seminars, and tutorials and field work distributed over the period of two years or four semesters.

## MASTER OF EDUCATION (M.Ed.)

**OUTCOME BASED EDUCATION****Programme Outcomes (POs)****Students will be able to**

PO 1	<b>Knowledge: various learning theories, psychological, sociological and philosophical concepts, principles and apply in day to day classroom teaching.</b>
PO2	<b>Problem Analysis: Explain the nature of issues and problems faced by the State system of education and suggest some innovative remedies to solve them.</b>
PO3	<b>Design/ Development of Solutions: Apply innovative teaching techniques and strategies in classroom teaching and expand professional Competencies skills, interest and expectation in preparing for career as a teacher.</b>
PO4	<b>Conduct investigations of complex problems Educational administration &amp; management in academic planning, organization, evaluation, decision making, resource management according to predetermined goals, norms and standards.</b>
PO5	<b>Modern Tool Usage:Apply technological skills in-Planning, Developing and Implementing classroom teaching, Recording, Tabulating and Analyzing research data etc.</b>
PO6	<b>Society: Apply the contextual Knowledge by reasoning and information to assess societal awareness, legal and cultural issues, rights and duties, and the consequent responsibilities relevant to the professional practices.</b>
PO7	<b>Environment and Sustainability: Develop research abilities and care for environment and its sustainability.</b>
PO8	<b>Ethics: Understand and explain importance of research ethics.</b>
PO9	<b>Individual and Team Work: Function effectively as an individual and as a member of team as well as multi-disciplinary setting.</b>
PO10	<b>Communication: To enable students to professionally communicate their analysis, arguments and recommendation to stake holders.</b>
PO11	<b>Project Management and Finance: Recognize areas of commitment, accountability to manage projects</b>
PO12	<b>Life-long Learning: Recognize the need for and have the perspective and ability to engage in independent and lifelong learning in the broadest context of technological change.</b>



PROGRAMME SPECIFIC OUTCOME (PSOs)	
1.	To acquaint knowledge of organization & planning of evaluation process and extra-curricular activities based on Secondary & Higher Secondary.
2.	To understand the Theories of learning and their utility in the Teaching learning process.
3.	To improve educational reforms for improving Human Development Index in India.
4.	To understand the interrelationship between Philosophy, sociology, psychology and Education.

**SEMESTER – I**  
**COURSE OUTLINE FOR SEMESTER-I**

Course	Name of Course	Course Code	Instructional Hours	Credit Hours	Tutorials	Maximum Marks		Total Marks
						IA	EI	
<b>Paper – I</b>	Psychology of Learning and Development	<b>M.ED-101</b>	<b>04</b>	<b>04</b>	<b>02</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Paper – II</b>	History and Political Economy of Education	<b>M.ED-102</b>	<b>04</b>	<b>04</b>	<b>02</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Paper – III</b>	Education Studies	<b>M.ED-103</b>	<b>04</b>	<b>04</b>	<b>02</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Paper – IV</b>	Education Research-I	<b>M.ED-104</b>	<b>04</b>	<b>04</b>	<b>02</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>ISB*-I Paper-V &amp; VI ISB*-I (Total credit - 02)</b>	Communication and Expositor Writing	<b>M.ED-105</b>	<b>01</b>	<b>01</b>	<b>01</b>	<b>25</b>	<b>-</b>	<b>25</b>
	Self Development	<b>M.ED-106</b>	<b>01</b>	<b>01</b>	<b>01</b>	<b>25</b>	<b>-</b>	<b>25</b>

Total Credit = 18			180	240	450
<b>ISB* stands for Inter Semester Break</b>					
Co curricular Activities, yoga,& meditation etc (All working days)					

**PAPER -I**  
**PSYCHOLOGY OF LEARNING AND DEVELOPMENT**  
**(4-CREDITS)**

**Course Code: M.ED-101**

Total Marks-100

Contact Hour per Week-04

Internal Assessment-40

External Assessment -60

**Course Objectives:**

1. To enable the students to understand concept and principles of Psychology as an applied science
2. To acquaint the students with the methods and approaches of scientific psychology and psycho-pedagogy
3. To understand the Cognitive, Affective and Psychomotor development of Child and adolescents
4. To acquaint the students with the stage related developmental characteristics and roles of teachers to facilitate development.
5. To acquaint with the complex phenomena of learning, the various theories and implied instructional strategies
6. To familiarize with Intelligence, personality and motivational theories and their class room implications

**Course outcomes (COs):**

**Upon successful completion of the course a student will be able to**

<b>CO1</b>	Recognize concept and principles of Psychology as an applied science.
<b>CO2</b>	Explain with the methods and approaches of scientific psychology and psycho-pedagogy
<b>CO3</b>	Categories the Cognitive, Affective and Psychomotor development of Child and adolescents
<b>CO4</b>	Acquaint with the stage related developmental characteristics and roles of teachers to facilitate development;
<b>CO5</b>	Apply with the complex phenomena of learning, the various theories and implied instructional strategies

CO6	Familiarize with Intelligence, personality and motivational theories and their class room implications.
-----	---

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	2	3	3	3	3	3	2	3	2	3	2
CO2	2	2	3	3	3	2	2	2	3	3	3	2
CO3	2	2	3	3	3	3	3	2	3	2	3	2
CO4	2	2	3	3	3	2	2	2	3	3	3	2
CO5	2	2	3	3	3	3	3	2	3	2	3	2
CO6	2	2	2	2	2	2	1	1	1	1	1	1

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline :****UNIT-I -**

- Meaning & Definition of Psychology, Relationship between Psychology and Education. Methods of Educational Psychology - observation, experimental, differential:longitudinal and cross sectional.
- Major Schools of Psychology- Behaviorism, Gestalt Psychology, Psycho-analysis, Humanism and Constructivism.
- Theories of Piaget and Bruner psycho-social development, Kohlberg's moral development, Chomsky's Language development– major concepts stages and implications for Education.

**UNIT-II –**

- Concept, types and causes of Individual differences
- Intelligence- concept and theories (Guilford's Model of Intellect, Multiple Intelligence theory) and its implication to education and Measurement of Intelligence.
- Creativity- concept and its relation to intelligence, Identification, fostering and guiding creative children.

**UNIT-III –**

- Personality- concept, development, structure and dynamics of Personality, factor affecting Personality.

- Theories of Personality- Allport, Eysenck, Freud & Erickson, Murray's Need Theory, Humanistic Approach- Karls Roger, Maslow.
- Techniques of Personality measurement- projective and non- projective techniques.

**UNIT-IV -**

- Learning concept and principles of effective learning.
- Learning Theories- Cognitive Field theories of Tolman, Hull, Ausubel's Reception Learning Theory, E.L. Thorndike – Basic laws of learning, Skinner's Operant Conditioning and Pavlov's Classical Conditioning Theory, Gestalt's Field Theory of Learning.
- Motivation- Motivation: Concept and classification of motives, kind of motivation, relationship between motivation and learning.

**PEDAGOGY-** Classroom -Interaction, Discussion & field work etc.

**PRACTICUM-** Prepare a Report on factors which affect human development in diverse culture and society **OR** Conduct an awareness programme for mental hygiene among adolescence in schools.

**Reference Books/ Text Books:**

1. Anderson, John R.: Cognitive Psychology and Its Implications (2nd Edition), W.H. Freeman & Co., New York
2. Baron, Robert A.: Psychology (5th Edition), Pearson Education
3. Bhatnagar, S. and Saxena, A.: Advanced Educational Psychology, R. Lall Book Depot, Meerut
4. Chauhan, S.S.: Advanced Educational Psychology, Vikas Publishing House, New Delhi
5. Chopra, R.K.: Psychology of Mental Hygiene (Vol. I&II), Arise Publishers, Chandigarh
6. C.L. Kundu : Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989

7. Feldman, Robert S.: Understanding Psychology (6th Edition), TATA McGraw- Hill
8. Flexner, William: Educational Psychology and Mental Health, Sarup & Sons
9. Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay.
10. Lal, Raman Bihari & Manava, Ram Nivas: Shiksha Manovigyan, Rastogi Publications, Meerut
11. Mangal, S.K.: Essentials of Educational Psychology, Prentice-Hall of India
12. Mangal, S.K.: Shiksha Manovigyan , Prentice-Hall of India
13. Mathur, S.S.: Shiksha Manovigyan, Agarwal Publications, New Delhi
14. Santrock, John W.: Adolescence (11th Edition), TATA McGraw-Hill

**PAPER - II**  
**HISTORY AND POLITICAL ECONOMY ( 4-CREDITS)**

**Course Code: M.ED -102**

Total Marks-100

Contact Hour per Week-04

Internal Assessment-40

External Assessment -60

**Course Objectives:-**

1. To develop understanding among the students about the history of Indian Education system
2. To develop understanding among the students about Indian Education system in reference to social, historical and political and economic context.
3. To acquaint the students with the political economy of education.
4. To justify the stance of socially and economically disadvantaged sections of the society.
5. To enable the students to understand the relationship in between education and democracy, freedom, national integration and international understanding.
6. To explain the important features of various reports, commissions and policies of education during pre and post independence development of Education in India.
7. To describe social theories.
8. To explain education as related to social equity and equality.

**Course outcomes (COs):**

**Upon successful completion of the course a student will be able to**

<b>CO1</b>	Recognize about the history of Indian Education system
<b>CO2</b>	Compare about Indian Education system in reference to social, historical and political and economic context.
<b>CO3</b>	Identify the political economy of education.
<b>CO4</b>	Express the stance of socially and economically disadvantaged sections of the society.
<b>CO5</b>	Differentiate between education and democracy, freedom, national integration and international understanding.
<b>CO6</b>	Explain the important features of various reports, commissions and policies of education during pre and post-independence development of Education in India.

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	1	2	2	2	1	2	3	3
CO2	2	2	3	3	2	3	2	1	2	3	2	3
CO3	2	2	2	3	2	3	3	2	3	2	3	3
CO4	2	3	2	2	2	3	3	2	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3
CO6	1	2	2	2	2	2	2	2	3	2	2	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:**

After completing this course student will be able to –

**UNIT- I-**

- Study and Review the impact of the Pre-independent reports (Macaulay's Minutes, Wood's despatch, Hunter's Reports, Sargent's Report, Sadler Commission Report) & post - independent reports (Indian University Commission Report, Mudaliar Commission Report, Kothari Commission Report, Yashpal Commission Report etc).
- Constitutional Provisions for Education in Indian Constitution, National Policy on Education (1986) & Right to Education Bill 2009.
- Govt. Policies for the Educational Enhancement of various social groups – Schedule castes, Schedule tribes, Other backward classes, Women and minorities.

**UNIT- II-**

- Education and Democracy -Meaning, Values main features of democratic education, aims, curriculum methods of teaching and school administration.
- Education and Nationalism / National Integration.

- Education and International Understanding & Globalisation.

**UNIT- III –**

- Issues of Equality of Educational Opportunity - Equality vs. Equity in Education
- Role of NAAC and other agencies in quality control of Education
- Excellence in Education & Professionalism in Teachers.

**UNIT- IV-**

- Meaning and Concept of Social Change
- Social Change and Education
- Integral Humanism – based on Indian Philosophy

**PRACTICUM-** Review the various reports to justify the role of Political / Economic / Historical foundation of education in shaping of education and prepare a report.

**PEDAGOGY –** Classroom Instruction & Discussion

**Reference Books/ Text Books:**

1. Pandey, R.S: Shiksha Darshan, Vinod Pustak Mandir, Agra
2. Ruhela, S.P, & Vyas, K.C,: Sociological Foundation of Education in Contemporary India, Delhi, Dhanpat & Sons
3. Shukla, Suresh: The Context of Education in Developing Societies, Delhi, C.I.E 1963
4. Teneja, V,R (2005): Foundation of Education, Abhishake Publishers, Chandigarh.
5. Ministry of Education (1978):Report on the Education Commission 1964-65, New Delhi.



**PAPER –III**  
**EDUCATION STUDIES (4-CREDITS)**

**Course Code: M.ED-103**

Total Marks-100

Contact Hour per Week-04

Internal Assessment-40

External Assessment -60

**Course Objectives-**

1. To help students understand the nature of education as a discipline.
2. To enable student to critically examine the issues related to education as an interdisciplinary subject.
3. To help students examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc.
4. To enable students examine critically the concerns arises from vision of various levels of school education.
5. Introduce, understand and to enable critical analysis to from current and future professionals.
6. To help students examine critically the concerns arises from vision of teacher education and also the vision of great educators.
7. To enable students discuss on the emerging dimensions of school and teacher education.

**Course outcomes (COs):**

**Upon successful completion of the course a student will be able to**

<b>CO1</b>	<ul style="list-style-type: none"> <li>• <b>Recall the nature of education as a discipline;</b></li> </ul>
<b>CO2</b>	<ul style="list-style-type: none"> <li>• <b>Examine the issues related to education as an interdisciplinary subject;</b></li> </ul>
<b>CO3</b>	<ul style="list-style-type: none"> <li>• <b>Explain the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc.;</b></li> </ul>
<b>CO4</b>	<ul style="list-style-type: none"> <li>• <b>Critically discuss the concerns arises from vision of various levels of school education;</b></li> </ul>

<b>CO5</b>	<b>Analyse the concerns arises from vision of teacher education and also the vision of great educators;</b>
<b>CO6</b>	<b>cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc.;</b>

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	2	3	3
CO2	2	3	3	3	2	3	1	1	2	3	3	2
CO3	2	3	3	3	2	3	3	2	2	2	2	3
CO4	1	1	2	3	3	2	2	3	3	3	2	2
CO5	2	1	2	2	3	2	2	1	1	2	3	2
CO6	2	2	2	2	2	1	1	1	1	1	1	1

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:**

After successful completion of the course, the students will be able to:

## UNIT- I-

Educational studies - Critical analysis of concepts, nature and Importance, principles, theories, assumptions and contexts related to discipline of education viz- Schooling, Curriculum, Syllabus, Text books, Assessment, Teaching-learning process.

Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and humane society.

Issues Related to Planning, Administration , Management and Monitoring of School Education and Teacher Education

## UNIT- II-

Social justice, inclusion, gender discrimination, mental and physical well being, peace and human values.

National and state level reforms in school education.

Employment opportunities and placement in educational institutions.

## UNIT- III-

School Management – Changing Role of Teachers, Principal and Administrators

Multiple school Concept- Schools affiliated to different boards, Types of School-Government & Private or Public, Rural & Urban etc

Autonomy of Teachers and their Academic Freedom.

UNIT- IV-

Knowledge regarding Functioning of Government Education Departments, other Government agencies.

Contemporary Issues Related to School Level Education- Procedure following to linking of Content, Knowledge with Pedagogy, School Knowledge with Community,

Assessment, Monitoring and Evaluation of Schools, Students and Teachers.

PEDAGOGY: Classroom Interaction, Discussion etc.

PRACTICUM- Compile articles from newspapers, magazines and internet on educational issues and prepare a report with suggestions for solutions.

**Reference Books/ Text Books:**

1. Investigations, Studies, and Projects Relating to Internship in teaching- N.C.E.R.T., New Delhi.
2. Buch.M.B (1979): Second Survey of Research on Education, SERD, Baroda.
3. Buch.M.B(1947): Reading in In-service Education, Sardar Patel Pleasance, M.M. university, Anand.
4. Buch.M.B(1971): First Survey of Research in Education, SERD, Baroda.
5. Dunkin Michael J. (1987): The International Encyclopaedia of Teaching and Teacher Education, Pergmon Education Forum, Vol 4 no 12, New York.
6. NCERT 1968: The Third Indian year book on education NCERT, New Delhi.
7. NCTE, Teacher Education Curriculum (1978): A Framework, NCERT, New Delhi.
8. Pradeep kumar T.(2010): Teacher Education, APH Publishing corporation.
9. Kothari D S, Education Commission (1964-66), Ministry of Education, New Delhi, 1966.

**PAPER IV**  
**RESEARCH METHODS IN EDUCATION - I (4-CREDITS)**

**Course Code: M.ED - 104**

Total Marks-100

Contact Hour per Week-04

Internal Assessment-40

External Assessment -60

**COURSE OBJECTIVES –**

To enable the students to understand-

1. To describe the nature, purpose, scope, areas, and types of research in education.
2. The meaning to Scientific method, Scientific inquires, Paradigm and its implications for Educational Research
3. The characteristics of Philosophical, Psychological and Sociological Research in Education and to explain the characteristics of quantitative, qualitative and mixed research.
4. To select and explain the method appropriate for a research study
5. To conduct a literature search and develop a research proposal, sampling design appropriate for a research study.
6. To explain tool, design and procedure for collection of data
7. To explain the importance of documentation and dissemination of researches in education.
8. Understand the Interdisciplinary Research.

**Course outcomes (COs):**

Upon successful completion of the course a student will be able to

CO1	• <b>Develop an insight of the various underlying concepts of research.</b>
CO2	• <b>Differentiate relationship between various research methods and sampling techniques.</b>
CO3	• <b>Establish research designs, tools and techniques of gathering data.</b>
CO4	• <b>Apply the theoretical knowledge into practical dissertation work.</b>

CO5	<ul style="list-style-type: none"> <li>Analyze qualitative and quantitative data, and explain how evidence gathered supports or refutes an initial hypothesis.</li> </ul>
CO6	<ul style="list-style-type: none"> <li>Describe descriptive and inferential statistics techniques.</li> </ul>

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	2	3	3
CO2	2	3	3	3	2	3	1	1	2	3	3	2
CO3	2	3	3	3	2	3	3	2	2	2	2	3
CO4	1	1	2	3	3	2	2	3	3	3	2	2
CO5	2	1	2	2	3	2	2	1	1	2	3	2
CO6	2	3	3	3	2	3	3	2	2	2	2	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:****UNIT I –**

- Meaning, purpose and areas of educational research and need for Research in Education determining priorities in the field of Educational Research in India.
- Sources of Data– Primary and secondary data sources; documents, records, real objects, pictures. Tools of data collection-Characteristics and selection criteria of Questionnaire, Scales, Schedule, Checklist-Principles, Strengths and Weaknesses, Limitations
- Sources of knowledge –Historical perspective, the scientific approach to the knowledge - basic assumptions of science, scientific methods, applied to researches in education.

**UNIT II -**

- Research paradigms in education: Quantitative Research and its Characteristics.

- Review of the related literature- purpose and resource; conducting the literature search: using databases and internet, internet search tools, Identification and conceptualization of research problem: statement of problem, objectives and research questions in qualitative and quantitative research.
- Objectives of the study, Variable: meaning and types (independent, dependent and confounding variable), Hypothesis – Nature, Definition, Characteristics, Types, Sources, Characteristics of good Hypothesis; Directional and Non-Directional Hypothesis and Importance and Formulation.

### UNIT- III –

- Types of Educational Research and Research Design- Survey Studies, Descriptive Studies, Co-relational Studies, Developmental Studies, Comparative Studies, Casual-comparative and Correlation research & Action Research
- Experimental research- Nature of experimental research, independent, dependent and confounding variable. Experimental research design: single-group pre-test post-test design, pre- test post-test control-group design, post-test only control group design and factorial design Quasi—experimental design: Non-equivalent Comparison Group Design, and Time-series Design, Internal and external validity of results in experimental research.
- Qualitative Research: Meaning, Steps and Characteristics, Qualitative Research Approaches- Phenomenology, Ethno- methodology, Naturalistic

Enquiry: Case Studies and Grounded Theory.

### UNIT IV –

- Meaning and importance of statistics, Normal Distribution- properties and uses of Normal Distribution.
- Measurement of Central Tendencies-(Mean, Mode and Median), and Graphical representation of data: Histogram, Frequency Polygon,



3. Understand about writing skill and enhance their expository writing skill.
4. Implement their knowledge of communication in classroom discussion and daily life.

**Course outcomes (COs):**

Upon successful completion of the course a student will be able to

CO1	<ul style="list-style-type: none"> <li>• <b>Define the meaning of Information and Communication Technology (ICT) for effective communication.</b></li> </ul>
CO2	<ul style="list-style-type: none"> <li>• <b>Express the ability to listen, converse, speak, present and explain ideas in group and before an audience.</b></li> </ul>
CO3	<ul style="list-style-type: none"> <li>• <b>Recognize about writing skill and enhance their expository writing skill.</b></li> </ul>
CO4	<b>Implement knowledge of communication in classroom discussion and daily life.</b>
CO5	Prepare writing skill and enhance their expository writing skill.
CO6	Implement their knowledge of communication in classroom discussion and daily life.

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	2	3	3
CO2	2	3	3	3	2	3	1	1	2	3	3	2
CO3	2	3	3	3	2	3	3	2	2	2	2	3
CO4	1	1	2	3	3	2	2	3	3	3	2	2
CO5	2	2	1	1	2	2	2	1	1	1	1	1
CO6	2	1	1	1	1	1	1	1	1	1	1	1

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:****UNIT – 1**



- Meaning, Nature and components of effective communication and Role of ICT in effective communication.
- Communication skills: Meaning, concept and components of effective communication & Strategy of effective communication.
- Expository writing: Meaning, concept, Types and tips for effective expository writing. Listening skill: meaning, concept and importance of listening skills academic listening-(lecturing) listening to talk and presentation.
- Asking for and giving information, giving instruction, listening for tone/mood and attitude at the other end, handling the stations especially trouble shooting, tele-conferences, tele-interviews handling and Internet based communication.

**PRACTICUM/FIELD WORK:-**

Participation in workshop on Development of Expository Writing skills for seven days or

Workshop on Communication skills for ten days

**PEDAGOGY** - Mode of transaction of this course will be workshop.

**Reference Books/ Text Books:**

[www.ugc.ac.in](http://www.ugc.ac.in), [www.ncte-india.org](http://www.ncte-india.org), [www.ngu.ac.in](http://www.ngu.ac.in), [www.education.nic.in](http://www.education.nic.in),  
[www.scribid.com](http://www.scribid.com)

HNGU Handbook-I, HNGU Handbook-II

**SELF-DEVELOPMENT (1 CREDIT)**

**(DURING INTER SEMESTER BREAK –I)**

**Course Code: M.ED.- 106**

**Contact Hours per week: 1**

**Maximum Marks: 50**

**Internal: 25**

**COURSE OBJECTIVES** : After completion of the course, student-teachers will be able:-

1. To know oneself and through that knowing entire existence.
2. To make self exploration and self evolution.
3. To recognize one's relation with every unit in existence and fulfilling it.
4. To know human conduct, human character and to live accordingly.
5. To being in harmony in one self and in harmony with entire existence.
6. It is a process of reflecting on the linkages between the self and professional practice.

### Course outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	<b>1. Understand self-exploration and self-evolution.</b>
CO2	<b>2. Associate one's relationship with existence.</b>
CO3	<b>3. Describe human conduct, human character and to live accordingly.</b>
CO4	<b>4. Apply harmony with one self and in harmony with entire existence.</b>
CO5	<b>Integrate linkages between the self and professional practice</b>
CO6	Reflecting on the linkages between the self and professional practice.

### CO-PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	2	3	3
CO2	2	3	3	3	2	3	1	1	2	3	3	2
CO3	2	3	3	3	2	3	3	2	2	2	2	3
CO4	1	1	2	3	3	2	2	3	3	3	2	2
CO5	2	1	2	2	3	2	2	1	1	2	3	2
CO6	2	1	2	2	2	1	1	1	1	1	1	1

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**COURSE CONTENT:-**

- Workshops on the themes such as gender, society and education, 'disability', psychosocial dimensions of exclusion, and inclusive education,
- Sessions on mental and physical well-being (through modalities such as Yoga), will also be interwoven.
- Happiness, harmony: with/within I, body, other society, nature, existence
- Realization, understanding, desiring, thinking, selecting such, Shanti, Santosh, Anand.
- Harmony: with body, in family, in society, in nature, in existence.
- Human Values: - Swatantrata - Swarajya - Moksha
- Idea of self: Self-concept and self-esteem
- Analysis of SWOT: Strength, Weakness and opportunity & Prayer & Meditation

**PEDAGOGY:** Self-development & workshops.

**SEMESTER - II****COURSE OUTLINE FOR SEMESTER – II**

Course	Name of Course	Course Code	Instructional Hours	Credit Hours	Tutorials	Maximum Marks		Total Marks
						IA	EI	
<b>Paper– V</b>	Philosophy of Education	M.ED-107	<b>04</b>	<b>04</b>	<b>02</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Paper– VI</b>	Sociology of Education	M.ED-108	<b>04</b>	<b>04</b>	<b>02</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Paper– VII</b>	Curriculum Studies	M.ED-109	<b>04</b>	<b>04</b>	<b>02</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>Paper– VIII</b>	Teacher Education & It's Conceptual	M.ED-110	<b>04</b>	<b>04</b>	<b>02</b>	<b>40</b>	<b>60</b>	<b>100</b>

	Framework –I-							
<b>ISB*-II (Total credit = 04 )</b>	Dissertation -I (4Credit) (Preparation of Synopsis)	M.ED-111-I	<b>04</b>	<b>04</b>	<b>02</b>	<b>100</b>		<b>100</b>
<b>Total</b>			<b>20</b>					<b>500</b>

## PAPER-V

## PHILOSOPHY OF EDUCATION (04 CREDITS)

COURSE CODE: - M.ED- 107

Total Marks 100

Contact hours per week-4

Internal assessment :40

External assessment :60

**Course Objectives** – The Philosophical component of this paper for the post graduate course in Education (M. Ed) aims at developing the following competencies amongst the students-

1. To define the concept of Philosophy of Education.
2. To understand the nature and function of Philosophy of Education.
3. To explain the relationship between Education and Philosophy.
4. To analysis logical analysis, interpretation and philosophical assumptions about educational phenomena.
5. To enable write a critical note on the contribution of philosophy to the field of education and vice versa.
6. To able to critical appraisal of contributions made to education by Indian and Western schools of philosophy to the field of Education

**Course outcomes (COs):**

Upon successful completion of the course a student will be able to

CO1	• <b>Define the concept of Philosophy of Education.</b>
CO2	• <b>Express the nature and function of Philosophy of Education.</b>
CO3	• <b>Explain the relationship between Education and Philosophy.</b>
CO4	• <b>Analysis logical analysis, interpretation and philosophical assumptions about educational phenomena.</b>
CO5	• <b>Produce critical note on the contribution of philosophy to the field of education and vice versa.</b>
CO6	<b>Generate ideas of contributions made to education by Indian and Western schools of philosophy to the field of Education</b>

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	2	3	3
CO2	2	3	3	3	2	3	2	1	2	3	3	2
CO3	2	3	3	3	2	3	3	2	2	2	2	3
CO4	1	2	2	3	3	2	2	3	3	3	2	2
CO5	2	2	2	2	3	2	2	2	1	2	3	2
CO6	2	3	3	3	2	3	3	2	2	2	2	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course Outline:

## UNIT- 1

- Concept of philosophy, its Nature and Significance, relationship between Philosophy and other branches viz- Philosophy and Arts - Philosophy and Science –Philosophy and Religion.
- Metaphysical, Epistemological and Axiological problems of Philosophy related to Nature, Man and Society.
- Meaning of Educational Philosophy and Relationship between Philosophy and Education.

## UNIT- II -

- Vedic and Upanishad Educational Thoughts - Aims of Education, Curriculum, Methods of Education, Discipline
- Educational ideas of Buddhism – Aims of Education, Curriculum, Methods, Discipline
- Sankhya, Geeta, Vedanta & Yoga, and their educational implications.

## UNIT- III -

- Western Schools of Philosophy with special reference to the Philosophical concepts of reality and their educational implication . Idealism, Naturalism Realism, Existentialism
- Contribution to Educational Thoughts and practice made by great thinkers- Indian Thinkers- Ravindranath Tagore, Swami Vivekananda, M. K. Gandhi, Sri Aurobindo and Jiddu Krishnamurthy.
- Western Thinkers: John Dewey, Bertrand Russell, Ivan D. Illich and Plato

## UNIT- IV-

- Naturalism and its- Philosophical Concepts: Metaphysics, Epistemology and Axiology, Aims of Education, curriculum, Methods of Teaching, Discipline and its Educational Implication.
- Pragmatism and its- Philosophical Concepts: Metaphysics, Epistemology and Axiology Aims of Education, curriculum, Methods of Teaching, Discipline and its Educational Implication.
- Existentialism and its-Philosophical Concepts: Metaphysics, Epistemology and Axiology Aims of Education, curriculum, Methods of Teaching, Discipline and its Educational Implication.

PEDAGOGY:- Classroom Discussion

PRACTICUM:- Identify the common factors between Indian & western philosophies & prepare a report on it.

**Reference Books/ Text Books:**

1. Brubacher, Johns: Modern Philosophy in Education, Tata McGraw Hill Pvt. Ltd New Delhi
2. Rusk. Robert. R, Philosophical Basis of Education, Warwich Square, University of London 1962
3. Ram Shakal Panday : Major Philosophies of Education, Agra, Vinod Pustak Mandir
4. Dr. S, Radha Krishnan: Indian Philosophies Vol-I & Vol. II
5. Dr. S. Radhakrishnan (1930) - Indian Philosophy; D.R. Bhagi for Blackie & son (Publishers) Pvt. Ltd. Bombay.
6. Earle F. Zeigler (1964) - Philosophical foundations for physical, health and recreation education; Prentice-Hall, Inc. Englewood Cliffs, N. J.
7. Nikunja Vihari Banerjee (1974) – The Spirit of Indian Philosophy; Arnold-Heinemann Publishers (INDIA) Pvt. Ltd., New Delhi.
8. Nagaraja Rao – Fundaments of Indian Philosophy; Indian Book Company, New Delhi.
9. Palmer, Joy A, (2001): Fifty Modern thinkers on Education: from Piaget to the Present Day. Routledge Flamer. London. USA. Canada.
10. Rawat, P.L. (1956): History of Indian Education, Arya Bhait Publication.

11. Sandeep, P. & C. Madhumathi (2008): Philosophical and Sociological Foundations of Education. Secunderabad: Veera Educational Services & Consultants Pvt. Ltd.

**PAPER- VI**

**SOCIOLOGY OF EDUCATION (04 CREDITS)**

**Course Code – M.ED-108**

Total Marks 100

Contact Hours per Week-4

Internal assessment: 40

External assessment: 60

**COURSE OBJECTIVES**

1. To enable the students to understand concept and process of social organization, social stratification and institution.
2. To familiarize students with sociological inquiry
3. To enable the students to understand relationship between culture, society and Education.
4. To make the students understand education as a social process.
5. To Social Interactions and their educational implications
6. To Education as a means of social changes

**Course outcomes (COs):**

Upon successful completion of the course a student will be able to

CO1	• <b>Indicate concept and process of social organization, social stratification and institution.</b>
CO2	• <b>Familiarize with sociological inquiry.</b>
CO3	• <b>Judge relationship between culture, society and education</b>
CO4	• <b>Explain education as a social process.</b>
CO5	• <b>Examine social interaction and their educational implications.</b>
CO6	• <b>Analyze education as a means of social changes.</b>



**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	2	2	3
CO4	1	3	2	3	1	2	2	3	3	3	2	2
CO5	2	2	2	2	3	2	2	2	1	2	3	2
CO6	2	3	3	3	2	3	3	2	3	2	2	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

## Course Outline:

## UNIT - I -

- Meaning, Concept and Nature of Sociology of Education
- Relationship between Education and Social Variable
- Process of socialization and role of Political Awareness

## UNIT II –

- Social Structure: Components, Class and Caste Structure In India, Changing Structure and Religious Groups,
- Meaning, Concept and Definitions of Family- Educational role of the family-types of families- joint family, nuclear family, single parent family-their advantages and disadvantages, influence of family on system of education.
- Culture: Definition, meaning, need and importance – Characteristics of culture, Relationship between Culture and Education.

## UNIT III -

- Social Change- its Meaning and Concept with Special Reference to India.
- Social Mobility, Social Stratification and Education
- Social Group – Inter Group Relationship , Group Dynamics & Education

## UNIT- IV:

- Educational Opportunity and Social Justice with Special Reference with Indian Society

- Terrorism as a World Problems - its Causes, and its Impact on Society and Remedies through education
- Concept of secularism in India and World Prospect and Building of Secularism through Education

PEDAGOGY:- Class room Interaction, discussion etc

PRACTICUM:- Prepare a report on entire activity OR Organise a debate on Education & Socialization.

**Reference Books/ Text Books:**

1. Unithan T.K.N. (1965) – Towards Sociology of culture in India; Prentice Hall of India, New Delhi.
2. Hansen Donald A and Gers –T Joel E (ED)- (1967) : on Education Sociological Perspectives – John wiley and Some Inc. New York.
3. Shivakumar (1991) – Education, Social Change In Karnataka- International Book House , New Delhi.
4. Jayaram N (1990) – Sociology of Education In India- Rawat Publications, Jaipur.
5. Gore M.S., Desai I.P., Chitmis S (Ed) – 1967: Papers in the Sociology of Education in India, NCERT, New Delhi.
6. Swift (1991)- Sociology Of Education ,International Book House, New Delhi.
7. UNESCO (1982)- Inequalities In Educational Development – An IIEP Seminar, Paris, UNESCO.
8. Rao M.S.A. Education, Social Stratification and Mobility NCERT, New Delhi.
9. Unithan T.K.N. (1965)- Towards A Sociology of Culture In India- Prentice Hall of India, New Delhi.
10. William – Son Bill (1979)- Education, Social Structure and Development – Max Millan Press Ltd. London.
11. John Brubacher (2007): Modern Philosophy of Education. New Delhi: Surjeet Publication.

**PAPER-VII**

**CURRICULUM STUDIES (04Credits)**

**Course Code: M.ED-109**

Total Marks 100 Contact hours per week-4

Internal Assessment: 40

External Assessment: 60

### COURSE OBJECTIVES

1. To enable the students understand the Meaning, Nature, and Components of Curriculum.
2. To enable the Students of develop an understanding of important principles of Curriculum Construction / Development.
3. To describe various guiding principles for selection and organization of learning experiences.
4. To develop in students the ability and skills needed to plan and develop curriculum for different levels of education.
5. To Acquaint Students with Curriculum Content, Curriculum Implementation and process of curriculum.

### Course outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	• Define the Meaning, Nature, and Components of Curriculum.
CO2	• Understanding of important principles of Curriculum Construction / Development.
CO3	• Describe various guiding principles for selection and organization of learning experiences.
CO4	• Develop the ability and skills needed to plan and develop curriculum for different levels of education.
CO5	• Compare with Curriculum Content, Curriculum
CO6	• Implement the process of curriculum development.

### CO-PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	1	3	2	2	3	3	2	3	3	3	2	2
CO5	2	3	2	2	3	2	3	2	1	2	3	2
CO6	2	3	3	3	2	3	3	2	3	2	2	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course Outline:

**UNIT - I:**

- ❑ Curriculum- Concept, Meaning, Nature and Scope.
- ❑ Components of Curriculum- Objectives, Content, Transaction Mode and Evaluation
- ❑ Historical Perspective of Curriculum in India- Commissions and Committees on Secondary Education Curriculum related to Issues and Recommendations.

**UNIT - II:**

- ❑ Types of Curriculum-Subject Centred, Activity Centred, Learner Centred- Characteristics, Purpose, Psychological Basis & Role of the Teacher.
- ❑ Humanistic Curriculum - Characteristics, Purpose, Psychological Basis of Humanistic Curriculum, Role of the Teacher.
- ❑ Critical issues in Curriculum Design: environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

**UNIT - III :**

- ❑ Formulation and Validation of Educational Objectives, Deduction of Curriculum from Aims and Objectives of Education, Administrative Consideration, Gross Root Planning and System – analysis.
- ❑ Curriculum Construction Process - Steps of Curriculum Construction, Criteria for Selection of Content, Scope, Sequence and Relevance,
- ❑ Designing Integrated and Interdisciplinary Learning Experiences

**UNIT - IV :**

- ❑ Models of Implementation- Formative, Summative and Continuous comprehensive evaluation.
- ❑ Curriculum Evaluation: Importance of Evaluation of Curriculum Models of Curriculum Evaluation, Interpretation of Evaluation Results and Method.
- ❑ Issues and Trends in Curriculum Development, Role of Norm Reference and Criterion Test, Interpretation of Evaluation Results.

**PEDAGOGY:** Classroom Interaction, Discussion etc.

**PRACTICUM:-** Review a curriculum of Teacher education in the light of critical issues & prepare a report.

**Reference Books/ Text Books:**

1. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi, Book Enclave.
2. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
3. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
4. Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co
5. Bhatt, B.D and Sharma S.R, "Principles of Curriculum Construction", Kanishka publishing House, New Delhi, 1992.
6. In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
7. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
8. NCERT (2005): National Curriculum Framework, NCERT, New Delhi
9. NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi
10. UNESCO (1981) Curriculum and Life Long Education, UNESCO, Paris. Verduin

**PAPER-VIII**

**TEACHER EDUCATION AND ITS CONCEPTUAL FRAMEWORK –I**

**(04 CREDITS)**

**Course Code: M.ED-110**

Total Marks 100

Contact hours per week-4

Internal assessment: 40

External assessment: 60

**COURSE OBJECTIVES**

To enable the students to understand about the :

1. Concept aims and scope of teacher education in India with its historical perspectives.

2. Different competencies essential for a teacher for effective transaction and able to use of use various methods of teaching for transacting the curriculum in schools
3. To understand the Roles and Responsibilities of teachers and teacher educators.
4. To able to critically examine the Role, Responsibilities and Contribution of various Regulating Bodies and Support Institutions for improving quality of teacher's education.
5. To able to know the various aspects and importance of Supervision and Feedback for Teacher Education programmes.

### Course outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	• Define the scope and importance of teacher education.
CO2	• Understand the roles and responsibilities of teachers.
CO3	• Discuss the functions of agencies regulating teacher education in India.
CO4	• Explain the concept and importance of professional development of teachers.
CO5	• Prepare strategies of professional development of teachers.
CO6	Evaluate the agencies for in-service education.

### CO-PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	1	2	2	3	2	3	2	3	2	3	2	2
CO5	2	3	2	2	3	2	3	2	1	2	3	2
CO6	2	3	3	3	2	3	3	2	3	2	2	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course Outline:

**UNIT-I-**

- ❑ Teacher Education –Concept, Aims, Need and Scope.
- ❑ Historical perspective of the Development of teacher Education in India- Ancient, Medieval, British period and Post-Independence Period.
- ❑ Recent Developments in Teacher Education Programme in India- Recommendation of Various Education Commissions and Committees on Teacher Education, National Policy of Education (1986) & Programme of Action (1992), National Curriculum Framework for Quality Teacher Education.

**UNIT-II:**

- ❑ Issues Related to Admission Policies and Procedures.
- ❑ Standards, Quality Assurance and Accreditation in Teacher Education.
- ❑ Role of different Agencies in Teacher Education – District Level, State Level, National Level, International Level.

**UNIT-III:**

- ❑ Concept and Objectives of Pre-Service Teacher Education Programme
- ❑ Components of Pre-Service Teacher Education Curriculum - Foundation Course, Specialization and Pedagogy, Special Fields, School based Practicum and Internship, Weigtages in Course Work and Evaluation
- ❑ Role of NCERT, NCTE, UGC, SCERT, DITEs, Colleges of T. E., Open University, Academic Staff Colleges, University Department of Education and Teacher Organization in maintaining Quality Measures for Pre-Service Teacher Education Programme

**UNIT-IV:**

- ❑ Concept and Objectives of In-Service Teacher Education Programme, and Need and Importance of an In - Service Teacher Education Programme especially country like –India.
- ❑ Role of In-Service Teacher Education Programme for Professional Development of Teachers in light of – Orientation Programme, Refresher Programme, Workshops, Seminar and Conferences etc
- ❑ The Structure for In - Service Teacher Education Programme – District Level, State Level, Regional Level and National level, Agencies and Institutions.

**PEDAGOGY-** Class room interaction & Discussion

Approved as per (Agenda No. 3) of 7<sup>th</sup> Academic Council Meet, Dated 9<sup>th</sup> September, 2022

**PRACTICUM:-** Preparation of report on Integration of Theory and Practice in Teacher Education Programme **OR** Write a report on Organization of Internship and Mentoring in Teacher Education and Maintaining the Qualities and Characteristics of Teacher Educator and present suggestions for improvement.

**Reference Books/ Text Books:**

1. Anderson, Lorin W. (1991) *Increasing Teacher Effectiveness*, Paris, UNESCO : International Institute for Education Planning.
2. Arora, G.L. (2002) *Teachers and Their Teaching* Delhi, Ravi Books.
3. Association of Indian Universities (2000, 2005) *Teacher Education in India: Selections from University News-6*, New Delhi, Association of Indian Universities
4. Capel Susan, Leask Marilyn and Turner Tony (2001) *Learning to Teach in the Secondary School*, London, Routledge Falmer.
5. Chaurasia Gulab (2000) *Teacher Education and Professional Organizations* Delhi, Authorspress.
6. Dillon Justin and Maguire Meg (1997) *Becoming A Teacher: Issues in Secondary Teaching* Buckingham, Open University Press.
7. Evans, Linda (1998) *Teacher Morale, Job Satisfaction and Motivation* London, Paul Chapman Publishing Ltd. A Sage Publications Company
8. Dasgupta D.N. (2004) *Effective Teaching Techniques* Jaipur, Aavishkar Publishers.
9. Sualemeyarl indsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55.
10. K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India
11. Dr. S. S. Dikshit- Teacher education in modern Democracies- Sterling Publishers Pvt.,Ltd., Delhi- G
12. Report of the study Group on the Education of Secondary Teachers in India Association of Training College.
13. Four Year Courses in Teacher Education- All India Association of Teacher Educations, B-1/G-A, Model Down, Delhi-9.
14. Investigations, Studies, and Projects Relating to Internship in teaching- N.C.E.R.T., NewDelhi.



**DESSERTATION- I (Preparation of Synopsis)****Credit -04****Course Code – M.ED-111-I**

Total Marks: 100

Contact hours per week-2

Internal assessment: 100

**COURSE OBJECTIVES:**

Through this paper, the students are supposed to:

- Orient them into the process of research.
- Identify a problem for undertaking the research project
- Prepare a synopsis on which they will conduct research in II Semester.

**Course outcomes (COs):**

Upon successful completion of the course a student will be able to

<b>CO1</b>	<b>Define the skills of doing research.</b>
<b>CO2</b>	<b>Understand skills of reviewing the literature.</b>
<b>CO3</b>	<b>Explain critical thinking and research attitude.</b>
<b>CO4</b>	<b>Collect and analyze the research data.</b>
<b>CO5</b>	<b>Develop an insight to solve educational problems in scientific manner</b>
<b>CO6</b>	<b>Interpret research and its forms.</b>

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	1	2	2	3	2	3	2	3	2	3	2	2
CO5	2	3	2	2	3	2	3	2	1	2	3	2
CO6	2	2	2	1	1	1	1	1	1	1	1	1

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course Outline:

Approved as per (Agenda No. 3) of 7<sup>th</sup> Academic Council Meet, Dated 9<sup>th</sup> September, 2022

## UNIT-I-

1. Students will explore the areas of educational research with the help of Supervisor.
2. Student /scholar is expected to take up a research based project on an area of interest which is associated with optional/specialization course or Problems face /recent needs
3. Identification of the problem and definition.
4. Preparation of Synopsis & presentation of the synopsis in Departmental Research Committee.

## PRACTICUM

A research project will be taken up by each candidate under the supervision of a guide allotted to them by the Departmental Committee. They will follow steps of preparing a synopsis and report to their supervisor for its finalization. The students will submit synopsis on specified date.

## EVALUATION

It will be internal evaluation by the guide and department.

SEMESTER – III							
COURSE OUTLINE FOR SEMESTER-III							
Course	Name of Course		Course Code	Hour per week	Hour per Semester	Total Marks	In ( )
Paper-IX & X(2 Specialisation Courses )Total Credit-08)	Paper– IX-A- (Select any one) Elementary Education	EEC – Early Childhood Care Education	M.ED-113 (A)	04	60	100	4
	OR Paper– IX-BSecondary or Senior Secondary level Education	Institutional Planning& Management of Secondary & SeniorSecondary Education	M.ED-113 (B)	04	60	100	4
	Paper – X-A- (Select any one) Elementary Education	Universal Elementary Education	M.ED-114(A)	04	60	100	4
	OR Paper– X-BSecondary or Senior Secondary level Education	Preparation of Secondary and Higher secondary school Teachers- Pre Service& In Service	M.ED-114(B)	04	60	100	4
Paper-XI	Paper-XI Research Methods–II		M.ED-	04	60	100	4

	(Advanced)	115				
Paper-XII	Paper-XII Teacher Education- IIMajorIssues &Challenges	M.ED- 116	04	60	100	4
Paper-XIII	Internship (In School or specialization field) (Four Weeks)	M.ED- 117	04		100	1
ISB-III	Dissertation ISB-III* Presentation of Synopsis	M.ED- 111-II	04		100	1
	Academic Writing	M.ED- 118	02		50	5
<b>Total Credits</b>						

## SPECIALIZATION ON ANY ONE OF THE FOLLOWING

## PAPER IX (A)

## ELEMENTARY EDUCATION

## EARLY CHILDHOOD CARE AND EDUCATION

## (CREDIT-04)

Paper Code : M.ED-113 (A)

Total Marks 100

Contact hours per week-4

Internal assessment - 40

External assessment - 60

Objectives -

On completion of this course the student will be able to:

1. Understand the need and significance of early childhood care and education
2. Understand the policy perspectives on ECCE in India and world
3. Understand social and personal development of children (3-6 years)
4. Understand the quality dimensions i.e. curriculum, programmes and work force for ECCE
5. Develop knowledge and skills for research and evaluation in ECCE and training of personnel.

**Course outcomes (COs):**

Upon successful completion of the course a student will be able to

CO1	• Recall the policy perspectives on ECCE in Indian and the world.
CO2	• Identify developmental problems of children with special needs.
CO3	• Differentiate quality and dimensions of ECCE programs and curriculum in India and foreign countries.
CO4	• Describe the alternative thoughts in early childhood education.
CO5	• Express social and personal development of children (3 – 6 years).
CO6	• Indicate the quality-dimensions i.e., curriculum, programmes and workforce for ECCE.

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3

CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	1	2	2	3	2	3	2	3	2	3	2	2
CO5	2	3	2	2	3	2	3	2	1	2	3	2
CO6	2	3	2	3	3	3	2	1	2	3	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course Outline:

#### **UNIT-I –**

- Meaning & objectives and significance, need & scope of Early Childhood Care & Education.
- Methods of studying child behaviour and child development.
- ECCE in global perspective: United Nations convention on rights of the child (UNCRC, 1989), millennium development Goals (2000) and global monitoring report (UNESCO) 2007 - Concerns and issues.

#### **UNIT- II –**

- Curriculum for school readiness – physical, cognitive, socio-emotional dimension; characteristics of learning experiences and approaches.
- Different types of pre-school curriculum / Montessori, kindergarten, balawadi and anganwadi centres.
- Supports in functioning of ECCE centres.

#### **UNIT-III-**

- General principles to curricular approaches – activity based / play – way, child – centered, theme-based, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play.
- Field trips and explorations as method in primary and early primary stages – meaning, rational, method of transaction in specific contexts.
- Informal evaluation through observation & remediation; training of ECCE workers.

#### **UNIT-IV – Training, Research & Evaluation in ECCE**

- Status & nature of training programmes – pre-service & in-service – a critical

Approved as per (Agenda No. 3) of 7<sup>th</sup> Academic Council Meet, Dated 9<sup>th</sup> September, 2022

evaluation, issues, concerns and problems .

- Areas of research studies in ECCE.
- Evaluation of ECCE programmes, methodology and implications
- PEDAGOGY- Classroom Discussion, Report Writing etc

**PRACTICUM- Preparation of a brief Report on Early Child Care Education**

**OR**

**PAPER- IX (B) - SECONDARY / SENIOR SECONDARY LEVEL  
EDUCATION**

**Reference Books/ Text Books:**

S 1, अरोड़ा प्रो.रीता एवं मारवाहा, डॉ सुदेश शिक्षण एवं अधिगम मे मनोसामाजिक आधार (2007) शिक्षा प्रकाशन 23 भगवान दास मार्केट चौडा रास्ता जयपुर

S 2, भाई योगेन्द्रजीत बाल मनोविज्ञान : बाल विकास (1997) विनोद पुस्तक मन्दिर , रागेय राधव मार्ग आगरा

· 3] U.K. Hurlock, E. (1995). **Child Development. McGraw Hill Book Company, USA Kabra,**

**INSTITUTIONAL PLANNING & MANAGEMENT OF SECONDARY &  
SENIOR SECONDARY EDUCATION**

**(CREDIT-04)**

**Paper Code – MED-113 (B)**

**Total Marks 100**

**Contact hours per week-**

**4**

**Internal assessment - 40**

**External assessment - 60**

**Objectives -** After completion of the course, student-teachers will be able to:-

1. To acquaint the students with the need, scope and purpose of Educational Planning and Management in terms of national and community needs.
2. To help them determine and implement objectives of Planning and Management on the basis of individual needs of the students.
3. To develop in them the skills in planning and management and implementing conventional administrative procedures.
4. To understand the recommendations of different education commissions regarding secondary education commissions.

5. To know different programmes and policies for realizing the constitutional obligations related to secondary education in India.

**Course outcomes (COs):**

Upon successful completion of the course a student will be able to

<b>CO1</b>	<ul style="list-style-type: none"> <li>Acquaint with the need, scope and purpose of Educational Planning and Management in terms of local, national and community needs;</li> </ul>
<b>CO2</b>	<ul style="list-style-type: none"> <li>Determine and implement objectives of Planning and Management on the basis of individual needs of the students;</li> </ul>
<b>CO3</b>	<ul style="list-style-type: none"> <li>Develop the skills in planning and management and implementing conventional administrative procedures;</li> </ul>
<b>CO4</b>	<ul style="list-style-type: none"> <li>Explain the recommendations of different education commissions regarding secondary education;</li> </ul>
<b>CO5</b>	<ul style="list-style-type: none"> <li>Apply different programmes and policies for realizing the constitutional obligations related to secondary education in India.</li> </ul>
<b>CO6</b>	Demonstrate conventional administrative procedures;

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	1	2	2	3	2	3	2	3	2	3	2	2
CO5	2	3	2	2	3	2	3	2	1	2	3	2
CO6	2	2	2	2	1	1	1	1	1	1	1	1

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

Course Outline:

**UNIT – I-**

· Meaning, aims, objectives and function of Secondary & Senior Secondary Education.

· Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, National Policy of Education 1986, Programme

Approved as per (Agenda No. 3) of 7<sup>th</sup> Academic Council Meet, Dated 9<sup>th</sup> September, 2022

of Action, Yashpal Committee, RMSA and NCF-2005.

- Constitutional Provisions and Constitutional obligations related to secondary education in India.

**UNIT – II-**

- Structure of secondary education in India (10+2+3 pattern of education).
- Problems and issues of secondary education in India - equalization of educational opportunity, wastage and stagnation in secondary school level.
- Vocationalization of secondary education in India - the efforts, present status, problems and prospects.

**UNIT – III-**

- Concept, scope and nature, Need and importance of Institution Planning
- Type and process of Institution Planning in India and Characteristics and importance of School Calendar. Formulation of aims and objectives,- Methods and techniques of planning.
- Evaluation of Institutional Planning.

**UNIT – IV-**

- Meaning, Concept and need for management at secondary to senior secondary school level.
- Management at Nation: MHRD, CABE, NCERT, State & District level.
- Management of educational Institution at secondary school level & senior secondary level.

**PEDAGOGY-** Class room interaction and discussion **PRACTICUM-** Analysis of Reports of Various Commissions

**Reference Books/ Text Books:**

1. Mohanty Jagannatu , (1990), “Educational Administration, supervision and school Management ,Deep & Deep Publications. New Delhi
2. Mudhopadyay,S. and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
3. Govt. of India (1953) Report of Secondary Education Commission, New Delhi
4. National Curriculum Framework on school education, NCERT (2005).
5. K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.



6. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
7. Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
8. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.

**PAPER - X (A)**  
**ELEMENTARY EDUCATION**  
**(SPECIALIZATION ON ANY ONE)**  
**UNIVERSAL ELEMENTARY EDUCATION (CREDIT 04)**  
**Paper Code – MED-114 (A)**

**Total Marks 100**

**Contact hours per week-4**

**Internal assessment - 40**

**External assessment - 60**

**COURSE OBJECTIVES -**

1. On completion of this course the student will be able to: Understand the need and significance of Universal Elementary education.
2. Understand the policy perspectives on Universal Elementary education in India and world.
3. Understand social and personal development of children (6-14 years)
4. Understand the quality dimensions i.e. curriculum, programmes and work force for Universal Elementary education.
5. Develop knowledge and skills for research and evaluation in Universal Elementary education.

**Course outcomes (COs):**

**Upon successful completion of the course a student will be able to**

<b>CO1</b>	<ul style="list-style-type: none"> <li>• Recall the need and significance of Universal Elementary education.</li> </ul>
<b>CO2</b>	<ul style="list-style-type: none"> <li>• Discuss the policy perspectives on Universal Elementary education in India and world.</li> </ul>
<b>CO3</b>	<ul style="list-style-type: none"> <li>• Relate and social and personal development of children (6-14 years).</li> </ul>

<b>CO4</b>	<ul style="list-style-type: none"> <li>Indicate and the quality dimensions i.e. Curriculum, programmes and work force for Universal Elementary education.</li> </ul>
<b>CO5</b>	<ul style="list-style-type: none"> <li>Develop knowledge and skills for research and evaluation in Universal Elementary education.</li> </ul>
<b>CO6</b>	Differentiate knowledge and skills for research

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	1	2	2	3	2	3	2	3	2	3	2	2
CO5	2	3	2	2	3	2	3	2	1	2	3	2
CO6	2	2	2	1	1	1	1	1	1	1	1	1

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:**

## UNIT-I –

- Meaning & objectives and significance of Universal Elementary Education.
- Need and Scope of Universal Elementary Education.
- UEE in global perspective: rights of the child, global monitoring report (UNESCO) 2007 - Concerns and issues.

## UNIT – II –

- Constitutional provision for education and Directive Principles related to elementary education, Right to Education and their implications.
- Elementary education as referred to in NPE-1986, POA-1992.
- National Curriculum Framework (NCF)-2005, and National curriculum Framework for Quality Teacher Education (2009).

## UNIT- III –

- Critical appraisal of current status of UEE (access enrolment) with reference to the equity principles: gender, caste and other socially disadvantaged groups.

- Access and enrolment of different types of learner-issues and challenges.
  - Enrolment and dropout : meaning and assessment and related issues and dropout
- UNIT-IV-
- Panchayatraj and community involvement in Universal Elementary Education planning and management related issues
  - Sarva Shiksha Abhiyan – goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention / participation and achievement.
  - Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels.
- PEDAGOGY- Class room Interaction & discussion
- PRACTICUM - Preparation of reports on various issues related with SSA and its Intervention Programmes

**Reference Books/ Text Books:**

1. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
2. References Celin Richards (1984). The Study of Elementary Education and Resource Book. Vol. I.
3. Government of India (1986) National Policy on Education, New Delhi, MHRD.
4. Government of India (1987) Programme of Action, New Delhi: MHRD. Hayes, Denis (2008):
5. Elementary Teaching Today: An Introduction. Routledge Publications,
6. Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
7. Mohanty, J. N. (2002): Elementary and Elementary Education. Deep & Deep Publications, New Delhi
8. Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
9. Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi. NCERT (2005)
10. The Study of Elementary Education – A Source Book, Volume I & II, 1984

**PAPER- X (B)**  
**SECONDARY / SENIOR SECONDARY LEVEL**  
**EDUCATION**  
**PREPARATION OF SECONDARY AND HIGHER SECONDARY SCHOOL**  
**TEACHERS- PRE SERVICE & IN SERVICE (CREDIT-04)**  
**Paper Code – MED-114 (B)**

Total Marks 100

Contact hours per week-4

Internal assessment - 40

External assessment - 60

**COURSE OBJECTIVES -****On completion of the course the student will be able to:**

1. Understand the nature-scope and systems of Secondary and Higher Secondary Education in India.
2. Examine the status of development of Secondary and Higher Secondary Education in India after Independence.
3. Understand the problem and challenges related to Secondary and Higher Secondary Education.
4. Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
5. Identify critical issues related to universalization of secondary education.
6. Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education.

**Course outcomes (COs):****Upon successful completion of the course a student will be able to**

CO1	<ul style="list-style-type: none"> <li>• <b>Recognize the nature-scope and systems of Secondary and Higher Secondary Education in India.</b></li> </ul>
CO2	<ul style="list-style-type: none"> <li>• <b>Examine the status of development of Secondary and Higher Secondary Education in India after Independence.</b></li> </ul>
CO3	<ul style="list-style-type: none"> <li>• <b>Identify the problem and challenges related to Secondary and Higher Secondary Education.</b></li> </ul>
CO4	<ul style="list-style-type: none"> <li>• <b>Explain the interventions to solve the problems and issues related to alternative schooling at secondary schools.</b></li> </ul>

CO5	<ul style="list-style-type: none"> <li>• <b>Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education.</b></li> </ul>
CO6	<ul style="list-style-type: none"> <li>• <b>solve the problems and issues related to alternative schooling at secondary schools.</b></li> </ul>

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	1	2	2	3	2	3	2	3	2	3	2	2
CO5	2	3	2	2	3	2	3	2	1	2	3	2
CO6	2	2	2	2	2	1	1	1	1	1	1	1

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:**

## UNIT - I -

- Nature, scope, function and systems of secondary and higher secondary education in India.
- Problems and Challenges related to secondary and higher secondary education in India.
- Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Programme of Action, 1986, NPE, Ramamurti Review Committee, Yashpal, Committee and NCF-2005.

## UNIT – II -

- Structure of secondary education in India (10+2+3 pattern of education) - Problems and issues of secondary education in India.
- Strategies and interventions in relation to access enrolment, dropout, achievement equality of educational opportunities (equalization of educational opportunity, wastage and stagnation in secondary school level).
- Problems of education for girls, socially disadvantaged groups children and disabled children.

Approved as per (Agenda No. 3) of 7<sup>th</sup> Academic Council Meet, Dated 9<sup>th</sup> September, 2022

UNIT – III-

- Meaning, Concept and need for Education management at secondary to higher **secondary school level.**
- Management at National level - MHRD, CABE, NCERT etc and State, District, Sub-district level.
- Management of educational Institution at secondary and higher secondary school level.

UNIT – IV-

- Constitutional Provisions and Constitutional obligations related to secondary education in India.
- Problems and challenges related to Universalization of secondary education in context to RAMSA.
- CCE in Secondary and Higher Secondary Education: Formative and summative evaluation and Evaluation of school experience or internship programme.

PEDAGOGY- Class Room Interaction, Discussion & Seminar

PRACTUCUM- Prepare a report on major obstacles and challenges in universalization of secondary education.

**Reference Books/ Text Books:**

1. Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
2. Govt. of India - (1986 /1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
3. Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
4. Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.
5. The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, by NCERT (2006).
6. Report of the Education Commission (1964-66).
7. Report of the National Commission on Teachers (1983-85).
8. National Curriculum Frameworks for Teacher education, 2009
9. Report of the Delors Commission, UNESCO, 1996
10. National Policy of Education 1986/1992.
11. NCERT (1987): In-service Teacher Education Package for Elementary School

Teachers, New Delhi. NCERT (1991)

12. Govt. of India, MHRD (2005). Universalisation of Secondary Education : Report of the CABE Committee, New Delhi

13. NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.

## PAPER- XI

### RESEARCH METHODS IN EDUCATION-II

**Paper Code – MED-115**

**(CREDIT-04)**

Total Marks 100

Contact hours per week-4

Internal assessment - 40

External assessment - 60

#### Course Objectives

The objectives of this course are

1. To develop research aptitude among the students.
2. To enable students to familiarize with different methods and approaches of educational research
3. Explain the characteristics of qualitative and quantitative research.
4. Select and explain the method appropriate for a research study
5. Conduct a literature search and develop a research proposal
6. Explain a sampling design appropriate for a research study explain tool, design and procedure for collection of data
7. Design educational research and use relevant tools, techniques & procedures
8. Write and evaluate educational research report and dissertation.

#### Course outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	<b>1. Name/Formulate educational research problems.</b>
CO2	<b>2. Understand a research proposal</b>
CO3	<b>3. Develop research skills of administrating research tools and data collection.</b>
CO4	<b>4. Use statistical techniques and software's (SPSS) for data analysing.</b>

CO5	<b>5. Discuss skills of doing research.</b>
CO6	<b>6. Collect and analyze the research data.</b>

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	1	2	2	3	2	3	2	3	2	3	2	2
CO5	2	3	2	2	3	2	3	2	1	2	3	2
CO6	2	3	2	3	3	3	2	1	2	3	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:**

## UNIT- I:

- Population – Meaning and Concept, Type and Importance, Sample - Characteristics of good Sampling, Sampling Frame, Sample Size, Sampling Error, Representative and Biased Samples
- Random Sampling Technique / Probability Sampling Technique - Simple Random Sampling, Systematic Sampling, Stratified Random Sampling, Cluster Sampling, and Multi-stage Sampling, Determining the Sample size during / using Random sampling. Tables of Random Numbers- types and how to use them.
- Non – Random Sampling Techniques / Non Probability Sampling Technique- Convenience Sampling, Purposive Sampling, Quota Sampling, Snowball Sampling, Theoretical Sampling, Incidental and Critical case Sampling

## UNIT- II:

- General principles of construction of tools (Tests, Inventories and Scales), Reliability and Validity of various tools and techniques.
- Types of Questionnaire and Psychological Tests- Characteristics and Applicability.



· Tabulation for Quantitative and Qualitative Data – Nominal, Ordinal, interval and ratioscale; Data levels - Individual and Group, Graphical Representation of Data

UNIT- III:

· Objectives & Hypothesis, Testing of Hypothesis- I & II- Parametric & Non Parametric. Types of Error; One – tailed and Two – tailed tests, The t-test, The Ftest (ANOVA - Analysis of Variance); and chi-square test

· Correlation and Regression - Biserial, Point – biserial Correlation, Pearson's Product Moment Correlation, Partial and Multiple correlations

· Level of signification, Two-tailed and one tailed Tests of significance, Degree of freedom, Interpretation of Data, Conclusion and Generalization.

UNIT- IV:

· Review of Educational Research Report /Articles, Web sites etc, Data Analysis Manually or by using Computer Bibliography, Appendices etc

· Preparation of Research Proposal - framework of the research proposal and strategies for writing the research proposals.

· Final Research Report Writing -Based on APA (American Psychological Association) Style.

PEDAGOGY- Class room discussion & Survey for Data collection

PRACTICUM: Construction & standardization of test, its administration and preparation of Manual

### **Reference Books/ Text Books:**

1. Best John W & James V Kahn (2008): Research in Education, Prentice-Hall of India Pvt. Ltd. New Delhi.
2. Kothari CR (2004): Research Methodology – Methods & Techniques, New Age International Publications, New Delhi.
3. Lokesh Koul (2002): Methodology of Educational Research. Vikas Publishing House Pvt. Ltd. New Delhi.
4. Ram Ahuja (2001): Research Methods, Rawat Publications, Jaipur.
5. Garrett Henry E (1985): Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd, Bombay.
6. Gay L R (1996): Educational Research – Competencies for Analysis and Applications. Prentice - Hall Inc. New Jersey.
7. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra

Publishers and Distributors.

8. Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.

9. Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.

10. Ferguson, G. (1981): *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.

11. Garrett, H.E & Woodworth, R, S. (1961): *Statistics in Psychology and Education*. New York: Longman Greens & Co.

12. Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student\_Sixth edition).

13. Henry, G.T. (1995): *Graphing data: Techniques for display and analysis*. Thousand Oaks', CA: Sage.

14. Siegal, S. (1956). *Non Parametric Statistics for Behavioural Science*, New York: McGraw Hill.

15. Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, CA: Sage.

## **PAPER-XII**

### **TEACHER EDUCATION – (II) – MAJOR ISSUES AND CHALLENGES**

**Course Code – MED-116**

**Total Marks 100**

**CREDIT :**

**04**

**Contact hours per week-4**

**Internal assessment: 40**

**External assessment: 60**

**Course Objectives -**

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

1. Gain insight and reflect on the concept of teaching and the status of teaching as a profession, develop positive attitude towards teaching profession.
2. Use of ICT and other various strategies of teachers' professional development.

3. Use various methods and techniques for the identification of training needs,
4. Familiar with the use various techniques for the evaluation of Teacher Education Programmes.
5. Acquaint the students with researches in teacher education.

**Course outcomes (COs):**

Upon successful completion of the course a student will be able to

CO1	<ul style="list-style-type: none"> <li>• Recall the concept of teaching and the status of teaching as a profession, develop positive attitude towards teaching profession.</li> </ul>
CO2	<ul style="list-style-type: none"> <li>• Use of ICT and other various strategies of teachers' professional development.</li> </ul>
CO3	<ul style="list-style-type: none"> <li>• Judge various methods and techniques for the identification of training needs</li> </ul>
CO4	Correlate the use of various techniques for the evaluation of Teacher Education Programmes.
CO5	Differentiate techniques for the evaluation of Teacher Education Programmes.
CO6	Develop positive attitude towards teaching profession.

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	1	2	2	3	2	3	2	3	2	3	2	2
CO3	2	3	2	2	3	2	3	2	1	2	3	2
CO4	2	3	2	3	3	3	2	1	2	3	3	2
CO5	2	2	2	2	2	2	2	2	2	3	2	2
CO6	2	2	2	2	2	2	2	2	2	2	2	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:****UNIT I :**

- Current Issues Related to Quality Teacher Education, Maintaining Standards in Teacher Education especially in Recruitment of Teacher Educators.

· Quality Concerns of Teacher Education: Role of NCTE, NAAC, UGC, SCERT, NCERT and other agencies.

· Privatization, Globalization and Autonomy in Teacher Education.

**UNIT- II:**

· Teaching as a Profession: Internship & Modification of Teaching Behavior Micro Teaching & Simulated Teaching, Programmed Instruction & Flanders Interaction Analysis

· Teacher Competencies as per NCTE & Teacher Effectiveness

· Enhancing and Evaluating Teacher Effectiveness through Performance Appraisal of Teachers and Teacher Educators

**UNIT- III:**

· Evaluation Procedures in Teacher Education- Internal Assessment: Aspect of Internal Assessment, Weightage for Internal assessment

· External Evaluation- Practice Teaching – Final Lesson & Theory papers

· Organization, Observation, Supervision and Assessment of Practice Teaching, Concept and Types of Feedback to Student Teachers.

**UNIT- IV:**

· Purpose of Research in Teacher Education, Scope of Teacher Education Research,

· Areas of Research in Teacher Education : Teaching & Teacher's Characteristics, Teacher Performance & Teacher Competencies, Teacher Education & Teacher Educators, Teacher Education Institutions, Teacher effectiveness & ICT in teacher education.

· Implications of Research for Teacher Education

PEDAGOGY- Class room interaction & Discussion

PRACTICUM- Preparation a report on new area of research in field of teacher Education

**Reference Books/ Text Books:**

1. Aggarwal J.C (1998): Teacher education, theory and practices, Doaba Home ,New Delhi.

2. Anderson.L.W.et al (1997): International Encyclopedia of Teaching and Training education, Pergmon press.

3. Altekur.A.S (1951): Education in ancient India,Nand kishore Bros,Banaras.

4. Biddle, Bruce.J, and Ellena- Contemporary research on teacher-effectiveness

5. Buch.M.B (1979): Second Survey of research on Education, SERD, Baroda.
6. Buch.M.B(1947): Reading in in-service education, Sardar Patel Palasane, M.M. university, Anand.
7. Buch.M.B(1971): First survey of research in Education,SERD ,Baroda.
8. Dunkin Michael J. (1987): The international encyclopedia of teaching and teacher education, Pergmon education forum, vol 4 no 12, New York.
9. Harvilas,S and Naik .J.P (1951): A history of education in India, Macmillan and co.Bombay.
10. Hittlilman,Daniel.R.(1976) : *A model for a competency based teacher preparation in Program-teacher education Forum*, vol 4 no 12, New York.
11. Jangira N.K. (1979): Teacher training and teacher effectiveness an experience in Teaching, National Publishing House, New Delhi.
12. NCERT 1968: The Third Indian year book on education NCERT,New Delhi.
13. NCTE,Teacher education curriculum (1978), A Framework,NCERT, NewDelhi.
14. Pradeep kumar T.(2010): Teacher education APH Publishing corporation.
15. Shrimali .K.L Better teacher Education, Ministry of education Govt.of India, New Delhi.
16. Ryan, Dravid, G., Charecteristics of Teachers, Delhi Sterling Publishers (P) Ltd, 1969.
17. Sharma R A, Technology of Teaching, International Publishing House, Meerut, 1988.
18. Skinner B F, Technology of Teaching, International Publishing House, Meerut, 1988.
19. Anderson, Edmund J. and Hunter Eligabeth, Improving the Teaching analysis of Classroom Verbal Instructions, New York, Halt Rinehart and Winston, Inc.
20. Biddle Bruce J. and Ellina, Contemporary Research on Teacher Effectiveness, Hoet Rine hart and wins for New York.
21. Bruner J S., Towards a Theory of Instruction Massachusetts, Harward University Press.
22. Flenders, Analysing Teaching Behaviour, California, London, Addision – Wesley Publishing Company, 1970.
23. Kothari D S, Education Commission (1964-66), Ministry of Education, New Delhi, 1966.

## PAPER- XIII

## INTERNSHIP IN TEACHER EDUCATION INSTITUTIONS

Course Code – M.ED-117

(CREDIT -4 )

Total Marks: 100

Internal assessment: 40

External Assessment -60

**Course Objectives:** After completion of the course, the student-teachers will be able:-

- To internalize the working of teacher training institution.
- To develop insight into the working of training college.
- To create an interface of theory and practice.
- To enhance practical competence of M. Ed students regarding various function of teaching, management & organization of activities.

**Course outcomes (COs):****Upon successful completion of the course a student will be able to**

CO1	<ul style="list-style-type: none"> <li>• Understand the working environment of Secondary, Higher Secondary and institutes of Teacher Education.</li> </ul>
CO2	<ul style="list-style-type: none"> <li>• Discover classroom teaching activities and organization of school/Higher Secondary schools &amp; institutes of Teacher Education.</li> </ul>
CO3	<ul style="list-style-type: none"> <li>• Explain knowledge of organization &amp; Planning of evaluation process and extracurricular activities.</li> </ul>
CO4	Widen & Enlarge professional Competencies skills, interest and expectation in preparing for career as a Teacher/ Teacher Educator.
CO5	Prepare Planning of evaluation process and extracurricular activities.
CO6	Comprehend Competencies skills, interest and expectation in preparing for career as a Teacher

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	3	2	2	3	3	2	2	3	2	3
CO2	1	2	2	3	2	3	2	3	2	3	2	2
CO3	2	3	2	2	3	2	3	2	1	2	3	2

CO4	2	3	2	3	3	3	2	1	2	3	3	2
CO5	2	2	2	2	3	3	2	1	1	2	2	2
CO6	2	2	2	2	2	2	1	1	1	1	1	1

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

### Course Outline:

Widen & Enlarge professional Competencies skills, interest and expectation in preparing for career as a Teacher/ Teacher Educator.

S.no.	Assessment will be based on the Marks Allotted following activities –	Marks Allotted
1	Observation of day-to-day *Teacher training Institution / Higher Secondary School activities and report of an in- depth study of two activities.	20
2	Participation and organization of Co-curriculum activities like- Cultural, Literacy Campaign, Games & sports & Community Work etc.	20
3	Observation & supervision of 10 lessons in teaching subjects.	20
4	Prepare an evaluation Performa for Pre Service teachers training programme, apply it and prepare a report on its effectiveness of the programme with suggestive plan.	20
5	Training about arrangement of different department of the Teacher Training Institutions OR Higher Secondary Schools- 1. Library management 2. Science / Social Science club Management. 4 Office Records and maintenance of attendance register, teacher's diary & stock Register.	10

	5 Maintenance of ICT department etc.	
<b>6</b>	Training for evaluation process:- Construction of question papers.	10
	<b>Total Marks</b>	<b>100</b>

.Internship will be organized with attachment to both pre service teacher education institutions and in service teacher education (*Higher Secondary Schools*) setting for 3weeks. Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.

### DISSERTATION

Course Code: M.ED-111-II

CREDIT

:04

(Code: M.ED.-210-II)

Contact Hours per week: 4 Maximum Marks: 100 Internal: 100

#### Course outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	1. Define steps of research.
CO2	2. Understand to procure all relevant tools and prepare tools,
CO3	3. Interpret and write the dissertation chapters.
CO4	4. Ready for final Assessment
CO5	5. Prepare for viva-voce
CO6	6. Solve educational problems in scientific manner.

#### CO-PO Mapping

Approved as per (Agenda No. 3) of 7<sup>th</sup> Academic Council Meet, Dated 9<sup>th</sup> September, 2022



Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	1	2	2	3	2	3	2	3	2	3	2	2
CO5	2	3	2	2	3	2	3	2	1	2	3	2
CO6	2	3	2	3	3	3	2	1	2	3	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

### Course Outline:

#### UNIT-I-

- Give the background of the problem.
- Review of the literature.
- Selection of Tool and Collecting and using data thought provokingly and in a convincing manner.
- Analysis and Tabulation of data and Preparation of Synopsis

### \* ISB-III

#### ACADEMIC WRITING

**Course Code -118**

**CREDIT:02**

**Internal Assessment: 50**

#### COURSE OBJECTIVES –

After completion of the course, student will be able to:-

1. Enhance their listening & writing skill.
2. Present effective lecture after enhancing their listening skills.
3. Write or draft professional letters and mail etc.
4. Use & differentiate different kinds of writings and writing styles according to Co curriculum activities.
5. Reflect on essential requirements of academic writing & distinguish a good academic writing from others.
6. Analyse academic sources and how to refer to them.
7. Cite a source, paraphrase and acknowledge the source & edit one's own writing.

**Course Outcomes:**

After completion of the course, student will be able to:-

- C01. Express listening & writing skills.
- C02. Apply that knowledge by presenting effective lecture after enhancing their listening skills.
- C03. Creatively Write or draft professional letters and mail etc.
- C04. Choose between different kinds of writings and writing styles according to Curriculum activities.
- C05. Reflect on essential requirements of academic writing & distinguish a good academic writing from others.
- C06. Analyse academic sources and how to refer to them.  
Cite a source, paraphrase and acknowledge the source & edit one's own writing.

**PAPER-XIII- (SPECIALIZATION ON ANY ONE COURSE)**

**PEDAGOGY OF LANGUAGE EDUCATION**

**Course Code: M.ED-120**

**CREDITS = 04**

**Total -100**

**Internal Assessment -40**

**External Assessment- 60**

**COURSE OBJECTIVES**

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

1. Understand of the nature, sanctions and the implications of planning for teaching language/languages.
2. Understand the psychology of language learning and pedagogy of language learning.
3. Analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.
4. Identify various problems with respect to language learning.
5. Know and high light on factors affecting language policy.
6. Evaluate various areas of research in language Education.

**Course outcomes (COs):**

**Upon successful completion of the course a student will be able to**

<b>CO1</b>	<b>Define the nature, functions and the implications of planning for teaching language/ languages.</b>
<b>CO2</b>	<b>2.Understand psychology of language learning.</b>
<b>CO3</b>	<b>3.Discuss pedagogy of language learning.</b>
<b>CO4</b>	<b>4.Analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.</b>
<b>CO5</b>	<b>Differentiating between teaching language and teaching literature in the context of first language and second language.</b>
<b>CO6</b>	Evaluate various areas of research in language Education.

### CO-PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	2	2	3	2	3	2	1	2	3	2
CO4	2	3	2	3	3	3	2	1	2	3	3	2
CO5	3	2	3	3	2	3	2	2	2	2	1	1
CO6	3	3	3	1	2	2	2	2	2	1	1	1

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

### Course Outline:

#### UNIT I-

- Language acquisition and communication – factors affecting language learning and language acquisitions and communication
- Linguistic, psychological and social processes involved in learning of languages
- Issues of learning language in a multi-lingual/multi-cultural society: the multilingual Teaching of first language, second language and foreign language: developmental, socio-economic and psychological factors; the politics of teaching

#### UNIT-II-

- Language learning at secondary and higher secondary stage and Three languages for rule constitution provision regarding language.
- Syllabus of language: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.
- The text book: Critical literacy, personal response to poems and stories, adapting the textbook.

**UNIT-III-**

- Meta linguistic awareness with a focus on listening, speaking, saving, comprehension at writing.
- Innovative techniques for teaching grammar, reading Comprehension and written Expression
- Use of ICT in Teaching-learning language

**UNIT-IV-**

- Medium of instruction – recommendation of NPE 1986/1992, NCF -2005
  - Preservation of heritage language - Home language & school language – problem of tribal dialects
  - Continues and Comprehensive Assessment in language learning
- PEDAGOGY – Class room interaction, discussion and practical in language lab
- PRACTICUM- Development of criteria for evaluation of language laboratory work and using it in the laboratory and Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction

**Reference Books/ Text Books:**

1. Braden, K. (2006). Task Based Language Education: From Theory to Practice. London : Cambridge University Press.
2. Byrnes, H. (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International Publishing Group.
3. Joyce & Banks (1971) Teaching the Language Arts to Culturally Different Children. London: Addison–Wesky, Pub Co.
4. Krashen, S. (1988). Second Language Acquisition and Second Language Learning. Prentice Hall International.
5. Martinovic, T. (2004). Discourse Across Languages and Cultures. John Benjamins Publishing Company.
7. Schiffrin, D. et. al.(2001). The Handbook of Discourse Analyses. Blackwell

Publishing.

8. Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press.

9. Wilkinson, A. (1971). The Foundations of Language. London: Oxford University Press.

**PAPER-XIII (SPECIALIZATION COURSE)  
PEDAGOGY OF SOCIAL SCIENCE EDUCATION**

**Course Code: M.ED-121**

**Total -100**

**Credits =**

**04**

**Internal Assessment -40**

**External Assessment- 60**

**COURSE OBJECTIVES On**

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

1. Develop an understanding about the meaning, nature, scope of social sciences and social science education
2. To find out the distinction and overlap between social sciences, humanities and liberal arts
3. Understand the role of various methods and approaches of teaching social sciences
4. Employ appropriate approach for transaction of social science curricula
5. Effectively use different ICT sources, materials and resources for teaching social Sciences

**Course outcomes (COs):**

**Upon successful completion of the course a student will be able to**

<b>CO1</b>	<ul style="list-style-type: none"> <li>• Develop an understanding about the meaning, nature, scope of social sciences and social science education</li> </ul>
<b>CO2</b>	<ul style="list-style-type: none"> <li>• Find out the distinction and overlap between social sciences, humanities and liberal arts</li> </ul>
<b>CO3</b>	<ul style="list-style-type: none"> <li>• Explain the role of various methods and approaches of teaching social sciences</li> </ul>
<b>CO4</b>	<ul style="list-style-type: none"> <li>• Employ appropriate approach for transaction of social science curriculum</li> </ul>
<b>CO5</b>	<ul style="list-style-type: none"> <li>• Effectively use different ICT sources, materials and resources for teaching social sciences</li> </ul>
<b>CO6</b>	Interpret different ICT sources, materials and resources for teaching social Sciences

--	--

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	3	3	2	1	2	3	3	2
CO2	2	3	3	2	2	3	3	2	2	3	2	3
CO3	1	2	2	3	2	3	2	3	2	3	2	2
CO4	2	3	2	2	3	2	3	2	1	2	3	2
CO5	2	3	2	3	3	3	2	1	2	3	3	2
CO6	2	2	2	2	2	1	1	1	1	1	1	1

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:**

## UNIT-I

- Concept, nature, and scope of social sciences, Evolution of social science as a discipline, social science as a dynamic expanding body of knowledge & Interdisciplinary & Intra - disciplinary correlation of social science
- Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education.
- Contemporary and current problems in India, perspective of elementary education

## UNIT- II-

- Meaning of Curriculum and Core Curriculum.
- Principle for curriculum development in social Science Education. Integrating Cocurriculum activities with social science education.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials –their conceptualization and processes;

## UNIT-III-

- Critical appraisal of approaches to teaching learning social sciences – behaviourist approach; constructivist approach; inter disciplinary approach, integrated

approach; child-centered approach; environmental approach; the overlap between these approaches

- Critical appreciation of various learning-strategies: SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic),
- Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.

UNIT-IV-

- Integration of ICT in teaching-learning of social science. Development of teaching learning materials; workbook; activity book and self instructional materials.
- Alternative assessment: rubrics, portfolios and projects
- Evaluation of attitudes, values, etc.

PEDAGOGY – Class room discussion & seminar

PRACTICUM Preparation

and teaching two lessons using integrated approach of teaching social science and Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction.

**Reference Books/ Text Books:**

1. Alan J Singer (2003), Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey.
2. Arora, GL (1988), Curriculum and Quality in Education, NCERT, New Delhi.
3. Ashley Kent, (2001) Reflective Practice in Geography Teaching, Paul Chapman Educational Publishing, Ltd.
4. Avijit Pathak, (2002) Social Implications of Schooling: Knowledge, Pedagogy and Consciousness, Rainbow Publishers, New Delhi.
5. Digumarti Bhaskara Rao (ed.), Techniques of Teaching Social Sciences, Sonali Publications, Delhi.
6. Digumarti Bhaskara Rao and Ranga Rao (2007), Techniques of Teaching Economics, Sonali Publications, New Delhi.
7. Ferris, J.Pamela (2003), Elementary and Middle School Social Studies: An Interdisciplinary instructional approach, McGraw Hills, New York.
8. GOI (1993), Learning without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education, New Delhi.

9. GOI (2005), Regulatory Mechanisms for Textbooks and Parallel Textbooks
10. Taught in Schools Outside the Government System: A Report, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi.
11. Indian Economic Association Trust for Research and Development (1991), Teaching of Economics in India, Interest Publications, New Delhi.
12. NCERT (1972), Preparation and Evaluation of Textbooks in Geography: Principles and Procedures, National Council of Educational Research and Training, New Delhi.
13. NCERT (1988), National Curriculum for Elementary and Secondary Education: A Framework, Revised Edition, National Council of Educational Research and Training, New Delhi.
14. NCERT (2005) National Curriculum Framework Review 2005 National Focus Group Position Papers Vol. II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks), National Council of Educational Research and Training, New Delhi.
15. NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science, National Council of Educational Research and Training, New Delhi.
16. NCERT (2005b), National Curriculum Framework 2005, National Council of Educational Research and Training, New Delhi.
17. NCERT (2006a), Syllabi for Secondary and Senior secondary Classes, National Council of Educational Research and Training, New Delhi.
18. NCERT (2006b), Syllabus for Classes at the Elementary Level, National Council of Educational Research and Training, New Delhi.

**PAPER-XIII**

**(SPECIALIZATION COURSE)**

**PEDAGOGY OF SCIENCE EDUCATION**

**Course Code: M.ED-122**

**Total -100**

**Credits =**

**04**

**Internal Assessment -40**

**External Assessment- 60**

**COURSE OBJECTIVES**

Approved as per (Agenda No. 3) of 7<sup>th</sup> Academic Council Meet, Dated 9<sup>th</sup> September, 2022



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

1. Explain the nature of science as a dynamic, expanding body of knowledge and as a social endeavor
2. Understand the need to evaluate curricula and evaluate the same on the basis of different validities
3. Understand diversity of instructional materials, their role and the need for contextualization in science education;
4. Understand the importance of the role of co-curricular activities in science education;
5. Explain the constructivist approach to science instruction;
6. Understand the role of assessment in the teaching –learning process in science;

### Course outcomes (COs):

Upon successful completion of the course a student will be able to

<b>CO1</b>	<ul style="list-style-type: none"> <li>Identify the nature of Science as a dynamic, expanding body of knowledge and as a social endeavor.</li> </ul>
<b>CO2</b>	<ul style="list-style-type: none"> <li>Express the evaluation of curricula.</li> </ul>
<b>CO3</b>	<ul style="list-style-type: none"> <li>Utilize the diversity instructional material, their role and the need for contextualization effectively in Science Education.</li> </ul>
<b>CO4</b>	<ul style="list-style-type: none"> <li>Categories co-curricular activities in Science Education.</li> </ul>
<b>CO5</b>	<ul style="list-style-type: none"> <li>Acquire knowledge about the constructivist approach in Science Education.</li> </ul>
<b>CO6</b>	Associate the role of assessment in the teaching learning process in Science.

### CO-PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	1	2	2	3	2	3	2	3	2	3	2	2
CO5	2	3	2	2	3	2	3	2	1	2	3	2
CO6	2	3	2	3	3	3	2	1	2	3	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:**

UNIT- I –

- Meaning, concept, scope and importance of science. Science as a discipline, science as a dynamic expanding body of knowledge; development of scientific knowledge; scientific methods explanations.
- Science and technology, relationship between science and technology; Science and Mathematics and their complementarities.
- Trends in science education from the beginning of the nineteenth century to the present national and international level;

UNIT II -

- Experiences in Science -Science Centers , Science museums , Science Clubs , Science fairs ,Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium
- Taxonomy for curriculum development in Science Education. Science curriculum at different stages of school education-at elementary, secondary, senior secondary.
- Place of sciences in school curriculum; aims and objectives of teaching sciences at various stages of school education.

UNIT- III-

- Constructivist approaches to science learning: inquiry method, problem solving strategies, guided discovery approach; inductive method, project based learning, planning different types of projects.
- Role of experiments in science, integration of theories and experiments in science, development of laboratory design, planning and organisation of laboratory and work reporting skills.
- Cooperative collaborative learning, Lerner centred activity-based participatory learning and Reflective enquiry.

UNIT- IV-

- Continues and Comprehensive Evaluation in Science
- Assessment of affective measures in science: use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.

· Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills

PEDAGOGY – Classroom teaching and various activities regarding science education like-Preparation of question bank

PREACTICUM

A study of curriculum load and home work practices, conducting an action research and reporting the results making a critical study of a text-book/work book Or Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction

**Reference Books/ Text Books:**

1. Alan J. McCormack. Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 science curriculum. Kraus International Publications
2. Bhatnagat S.S. (2003). Teaching of science. Meerut: Surya publications
3. Black, P (1998). Testing: Trend or Foe? Theory and practice of Assessment and Testing. London : Falmer Press.
4. Chalmers, A. (1999). What is the thing called Science.3rd Ed. Buckingham: Open University Press.
5. Das R.C. (2012). Science teaching in schools. New Delhi: Sterling publications.
6. Driver. R, Leach. J, Millar. R and Scott, P. (1996). Young Peoples' Image of Science. Buckingham: Open University Press.
7. Kaur. R. (2007). Teaching of Science. Patiala: Twenty first century publications.
8. Kohli V.K. (2003). How to teach science. Ambala: Vivek publishers.
9. Kulshreshtha S.P. (2009). Teaching of Science. Meerut: VinayRakheja publications.
10. NCERT, National Curriculum Framework- 2005, NCERT. New Delhi.
11. NCERT, 'Focus Group Report' Teaching of Science (2005). NCERT New Delhi.
12. Sharma B.M. (2002). Teaching of Science. Chandigarh: Abhishek publishers.
13. Sharma R. C. (2013). Modern Science Teaching. New Delhi: DhanpatRai Publishing Co.
14. Steve Alsop & Keith Hicks (2003). Teaching Science. Kogan Page India Private Limited.
15. Yadav M.S. (2002). Teaching of science. New Delhi: Anmol publications Pvt. Ltd.

16. Zaidi S.M. (2006). Teaching of Modern science. New Delhi: Anmol Publications Pvt. Ltd.

**PAPER-XIII (SPECIALIZATION COURSE)  
PEDAGOGY OF MATHEMATICS EDUCATION**

**Course Code: M.ED-123**

**Total -100**

**Credits = 04**

**Internal Assessment -40**

**External Assessment- 60**

**COURSE OBJECTIVES-** After completion of the course, student will be able to:-

1. Appreciate the abstract nature of mathematics distinguish between science and mathematics
2. Distinguish between the roles of pure and applied mathematics
3. Develop the skill of solving real-life problems through mathematical modeling as an art
4. Develop the understanding of using constructivist approach in mathematics
5. Develop the skill of using various methods of teaching mathematics
6. Highlight the significance of mathematics laboratory.
7. Develop the skills required for action research in mathematics

**Course outcomes (COs):**

**Upon successful completion of the course a student will be able to**

<b>CO1</b>	<ul style="list-style-type: none"> <li>• Distinguish between the roles of pure and applied mathematics.</li> </ul>
<b>CO2</b>	<ul style="list-style-type: none"> <li>• Solve real-life problems through mathematical modeling as an art.</li> </ul>
<b>CO3</b>	<ul style="list-style-type: none"> <li>• Use of constructivist approach in mathematics.</li> </ul>
<b>CO4</b>	<ul style="list-style-type: none"> <li>• Develop the skill of using various methods of teaching mathematics.</li> </ul>
<b>CO5</b>	<ul style="list-style-type: none"> <li>• Highlight the significance of mathematics laboratory.</li> </ul>
<b>CO6</b>	Apply skills required for action research in mathematics

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	1	2	2	3	2	3	2	3	2	3	2	2
CO5	2	3	2	2	3	2	3	2	1	2	3	2
CO6	2	3	2	3	3	3	2	1	2	3	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:**

## UNIT-I-

- Meaning, Nature and scope of mathematics. Distinction between mathematics and science and Aims and Objectives of teaching mathematics at various school levels.
- Problem solving skills- stages in problem solving techniques to improve problem solving skills , competence based approach in teaching mathematics
- Recreational and Aesthetic aspect of mathematics: Games, Puzzles, Riddles, Symmetry etc and their role in learning mathematics.

## UNIT-II-

- Principle for curriculum development in mathematics Education.
- Mathematics curriculum at different stages of school education-at secondary, senior secondary.
- Integrating Co-curriculum activities with mathematics education.

## UNIT-III-

- Teaching gifted /Slow learners in mathematics
- Pedagogical analysis of mathematics, reflective discussion
- Computer aided learning and computer based instructions; Use and preparation of teaching aids

## UNIT-IV-

- Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic)
- Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures
- Types of test items in mathematics such as long answer type, short answer type,

very short answer type and objective type PEDAGOGY- Class room discussion,  
laboratory work

PRACTICUM- Prepare and experiment on an action plan for use of ICT multi-media in  
teaching concepts of maths and Development of criteria for evaluation of laboratory work  
and using it in the laboratory.

### **Reference Books/ Text Books:**

1. Baw, G.R. and George, L.U. (1976). Helping Children Learn Mathematics-A Competency Based Laboratory Approach. California, Cummings Publishing Co.
  2. Bhanumurthy, I.S. (1992). Ancient Indian Mathematics. Wiley Eastern Ltd, New Delhi.
  3. Gronlund, N.E., (1990) Measurement and Evaluation in Teaching. New York; Macmillan.
  4. Lieback, Pamela (1984). How Children Learn Mathematics. Penguin Books.
  5. NCERT (2005): National curriculum framework, New Delhi.
  6. NCERT (2006): Position Paper: National focus group on teaching mathematics, New Delhi.
  7. NCERT and Bosem textbooks in mathematics for Class VIII TO X.
- Singh.M (2004): Modern Teaching of Mathematics. New Delhi: D.K. Publishers.

## **PAPER – XV (SPECIALIZATION ON ANY TWO COURSE)**

### **EDUCATIONAL TECHNOLOGY**

**Course Code: M.ED-124**

**Total -100**

**Credits = 04**

**Internal Assessment -40**

**External Assessment- 60**

COURSE OBJECTIVES- After completion of the course, student will be able to:-

1. Explain the concept of educational technology and understand the nature and scope of educational technology and also about the various forms of technology,
2. Trace the history of educational technology and understand the systems approach to Education and communication theories and modes of communication,
3. Know the instructional design and modes of development of self learning material develop the ability for critical appraisal of the audio-visual media,

4. Develop basic skills in the production of different types of instructional material; know the recent innovations and future perspectives of Education Technology.
5. Explain various teacher training techniques & discuss the concept, principles and types of programmed instruction.
6. Discuss the concept and method of computer-assisted instruction, e-learning, online learning and m-learning.

### Course outcomes (COs):

Upon successful completion of the course a student will be able to

CO1	<ul style="list-style-type: none"> <li>• Define the concept of educational technology and understand the nature and scope of educational technology and also about the various forms of technology;</li> </ul>
CO2	<ul style="list-style-type: none"> <li>• Trace the history of educational technology and understand the systems approach to Education and communication theories and modes of communication;</li> </ul>
CO3	<ul style="list-style-type: none"> <li>• Develop basic skills in the production of different types of instructional material;</li> </ul>
CO4	<ul style="list-style-type: none"> <li>• Explain various teacher training techniques &amp; discuss the concept, principles and types of programmed instruction;</li> </ul>
CO5	Discuss the concept and method of computer-assisted instruction, e-learning, online learning and m-learning.
CO6	Relate method of computer-assisted instruction, e-learning, online learning and m-learning.

### CO-PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	2	3	2	2	3	2	3	2	1	2	3	2
CO5	2	3	2	3	3	3	2	1	2	3	3	2
CO6	2	2	2	2	2	1	1	1	1	1	1	1

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

### Course Outline:

**UNIT-I-**

- Educational Technology: Concept, Nature and scope of educational technology in India.
- Approaches of educational technology: Hardware and Software
- Recent trends in Educational Technology. Major institutions of Educational Technology in India: CIET, EMRC, CEC. IGNOU, SIET, Consortium for Educational Communication (CEC), UGC, their role in education.

**UNIT-II-**

- Teaching: Concept, variables, phases and levels of teaching. Models of Teaching: Basic teaching model, Concept Attainment model and Advance & Organizer Model.
- Teacher Training Techniques: Microteaching, Teaching skills, Skill of stimulus variation, introducing the lesson, reinforcement and probing question.
- Education and Training: Face-to-face, Distance (EDUSAT) and other alternative modes

**UNIT-III-**

- Instructional Design: Concept, Views. Process and stages of Development of Instructional Design.
- Programmed Instruction: Concept, theoretical rationale, principle and styles of programmed instruction & Development of a linear programme.
- Development of a programme ; preparation, writing, try out and evaluation .

**UNIT-IV-**

- Information and Communication Technology (ICT): concept, need, advantages and barriers to expansion of Information and Communication Technology.
- Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training, Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes.
- Computer assisted instruction, e-learning, online learning and m-learning.

PEDAGOGY- Classroom Instruction, small Projects on Educational Technology

PRACTICUM - Power-point presentation (at least 10 slides) & Development of a linear programme (30 frames).



**Reference Books/ Text Books:**

1. Bhushan,A.& Ahuja, M.(1992): Educational Technology, Meerut, Vikas Publication.
2. Bloom, B.S. (1972): Taxonomy of Education Objectives. A Hand Book-I(Cognitive Domain), New York: David Mokeay Campo.
3. Chauhan, S.S. (1978): A Textbook of Programmed Instruction, New Delhi, Sterling Publishers.
4. Das, R.C. (1993): Educational Technology: A Basic Text, New Delhi, Sterling Publishers.
5. Dececco, J.P. & Cramford, W.R., (1970): Psychology of Learning and Instructions, Prentice Hall of India Pvt. Ltd.
6. Flanders, Ned A.(1978): Analysing Teaching Behaviour, London , Addison Wesley Publishing Co.
7. Gage, N.L., (1978): The Scientific Basis of the Art of Teaching, London, Teacher's College Press.
7. Gakhar , S.C. (2008). Educational Technology, Panipat, N.,M. Publication
8. Goswami. M.K. (2008) Educational Technology. New Delhi: Asian Books Private Limited.
8. Joyce, B.Weil, M. & Showers, B., (2009) : Models of Teaching, New Delhi: Prentice Hall of India, Pvt. Ltd.
9. Khirwadkar, A. and Puspanadham, K. (2005). Information and Communication Technology in Education. New Delhi: Sarup and Sons.
9. Mehra, V.(2010) : A text book of Educational Technology, New Delhi : Sanjay Prakashan.
10. Modi, J.(2010) Micro Teaching Technique and Practice, Delhi: Shipra Publications.
10. Schrum, L. (2012) Educational Technology for School Leaders. New Delhi: Sage India Pvt Ltd.
11. Sharma, Y.K. and Sharma, M. (2006) Educational Technology and management, Vol. 1, New Delhi: Kanishka Publishers, Distributers.
12. Thamarasseri, I. (2009). Information and Communication Technology in Education. New Delhi, Kanishka Publisher, distributors.
13. Vallikad, S. (2009) Information Communication Technology for Teacher Education. New Delhi: Kanishka Publishers, Distributers.

**PAPER – XV****(SPECIALIZATION COURSE)****EDUCATIONAL ADMINISTRATION & PLANNING****Course Code: M.ED-125****Total -100****Credits = 04****Internal Assessment -40****External Assessment- 60**

COURSE OBJECTIVES- After completion of the course, student will be able to:-

1. To enable the students to learn the basic concept of educational administration and planning.
2. To acquaint the students with the elements of the process of educational administration and planning.
3. To develop an understanding and an appreciation of the role of different agencies in educational administrations and planning.
4. To develop understanding of the problems of educational administration and planning in India.
5. To enable the students to comprehend the significance of educational administration at different levels.

**Course outcomes (COs):****Upon successful completion of the course a student will be able to**

<b>CO1</b>	<b>1. Define the meaning/concept of Planning and Management.</b>
<b>CO2</b>	<b>2. Describe the nature of Planning &amp; Management.</b>
<b>CO3</b>	<b>3. Relate the functions of Planning and Management.</b>
<b>CO4</b>	<b>4. Explain the meaning of Educational Planning and Management.</b>
<b>CO5</b>	<b>5. Discuss the nature and scope of Educational Planning and Management.</b>
<b>CO6</b>	<b>6. Illustrate the functions of Educational Planning and Management.</b>

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	1	2	2	3	2	3	2	3	2	3	2	2
CO5	2	3	2	2	3	2	3	2	1	2	3	2
CO6	2	3	2	3	3	3	2	1	2	3	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

### Course Outline:

#### UNIT 1:

- Meaning, Scope and importance of educational administration.
- Conceptual differences between Educational Organization, Educational administration and Educational planning.
- Components comprising the emerging new concept of educational administration.

#### UNIT –II-

- Concept, scope and nature of Educational Planning, Need and importance of Educational planning, Types of Educational Planning, Process of Educational Planning in India
- Agencies involved in the administration and planning of different levels of Education-primary education to Higher Education level viz- Central Advisory Board, University Grant Commission, N.C.E.R.T., AICTE & NCTE
- Approaches to Educational Planning. a. Social demand approach b. Manpower approach & Return of Investment approach

#### UNIT – III-

- Organizational Climate: Strategies for maintaining healthy work environment
- Processes in educational organization: structure, communication, decision making, management by objectives.
- Strategies for efficient management: motivation, job satisfaction, conflict management

#### UNIT – IV-

- Educational leadership: meaning, need, nature and importance
- Types of leadership: Styles of leadership; Traits & skills for effective leadership
- Grid Concept of Academic Leadership and Measurement of

Leadership PEDAGOGY- Discussion, seminar & self study

PRACTICUM – Survey of at least five schools to identify the most popular leadership style and analyze the reason of its popularity and Preparation of questionnaire/ interview schedule for micro level educational survey.

**Reference Books/ Text Books:**

1. Dr. S.R. Pandya : Administration and management of Education- Himalaya Publishing House
2. Castettel W.B. Personnel Function in Education administration. London, Macmillan & Co., 1980.
3. T.P. Lambal, V.R. Saxena, V. Murthy: Educational Administration Planning and Supervision- Delhi Daoba House
4. Premila Chandrasekaran : Educational Planning and Management, Sterling Publication Pvt. Ltd.
5. Government of India Five Year Plans.
6. Govt. of India, Report of education Commission (1964-66) New Delhi, Ministry of Education, 1966.
7. Griffiths, V. L. 'Educational Planning', London, O. U. P. 1962.
8. Hughes, E.G. (1965) Education in World Perspective, New York; Harper and Row
9. Khan and Khan, Educational Administration, New Delhl, Ashish Publication, 1980.
10. Krojsma Acjaro, V. T. 'Planning in India', New Delhi : Longmans, 1961.
11. Mathur S.S. Educational Administration, Principles and practices, Jullunder, Krinshna Brothers, 1966.
12. Monhan, W.G. Contemporary Educational administration Hengst. H.R. London, Mcmillan Eco. 1982.
13. Mukerji S.N. Administration Education, Planning and Finance, Baroda Acharya, Book, Depot, 1962.
14. Naik J.P. The Role of Govt. of India in Education, Ministry of Education Delhi. 1963.
15. Naik, J. P. Educational Planning in India, India : Allied Publishers, 1965.
16. Rajgopal, M. V. Programmes of Educational Improvement at the District level, New Delhi : Asian Institute of Educational Planning and administration, 1969.

17. Rao, V.K.R.V. Education and Human Resources Developments, Delhi, Allied Publishers, 1966.
18. Schultz, T. W. Education and Economic Growth, Univesity of Chicago, 1960.
19. Shukla P.D. Administration of education in india, New Delhi Vikash Publication, 1982.
20. Silver Paula F. Educational Administration : Theoritical Perspectives on practice and research, New York, Harper and Row 1983.
21. Thakur A.S. & Others, Educational Administration, New Delhi, National Book Trust, 1980.
22. Theory of Educational Administration, New Delhi, Dept. of Educational Administration N.C.E.R.T.

**PAPER – XV (SPECIALIZATION COURSE)  
INCLUSIVE EDUCATION**

**Course Code: M.ED-126**

**Total -100**

**Credits = 04**

**Internal Assessment -40**

**External Assessment- 60**

**COURSE OBJECTIVES**

After completion of the course, student will be able to:-

1. Understand the global and national commitments towards the education of children with diverse needs,
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
4. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
5. Analyze special education, integrated education, mainstream and inclusive education practices,
6. Appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
7. Developing a positive attitude and sense of commitment towards actualizing the

Approved as per (Agenda No. 3) of 7<sup>th</sup> Academic Council Meet, Dated 9<sup>th</sup> September, 2022

right to education of all learners,

8. Seeking parental and community support for utilizing available resources for education in inclusive setting.

### Course outcomes (COs):

Upon successful completion of the course a student will be able to

<b>CO1</b>	<ul style="list-style-type: none"> <li>Recall the trends and developments in inclusive education.</li> </ul>
<b>CO2</b>	<ul style="list-style-type: none"> <li>Discuss challenges faced by students with diverse needs.</li> </ul>
<b>CO3</b>	<ul style="list-style-type: none"> <li>Categorize educational approaches and measures to meet the diverse needs of students.</li> </ul>
<b>CO4</b>	<ul style="list-style-type: none"> <li>Develop knowledge and skill to address the diverse needs of the students in inclusive education.</li> </ul>
<b>CO5</b>	<ul style="list-style-type: none"> <li>Associate various aspects of teacher preparation and research priorities in inclusive education.</li> </ul>
<b>CO6</b>	<ul style="list-style-type: none"> <li>Critically analyze the policies and legislations related to inclusive education.</li> </ul>

### CO-PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	1	2	2	3	3	2	2	3	2	3
CO4	3	1	2	3	2	3	1	3	2	3	2	2
CO5	2	3	2	2	3	2	3	2	1	2	3	2
CO6	2	3	2	2	3	3	2	1	2	3	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

### Course Outline:

#### UNIT-I-

- Concept and meaning of diverse needs, Difference between special education, integrated education and inclusive education
- National and international initiatives for inclusive education
- Current laws and policy perspectives supporting IE for children with diverse needs

#### UNIT II-

- Brief account of existing special, integrated and inclusive education services in

India Building inclusive learning friendly classrooms, overcoming barriers for inclusion Creating and sustaining inclusive practices Role of teachers, parents and other community members for supporting inclusion of children with divers needs.

UNIT III-

- Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental difficulties and children belonging to other marginal groups
- Importance of early detection and Identifying the required resources for children with varied special needs
- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.

UNIT IV –

- Utilization of records / case profiles for identification, assessment, and intervention for inclusive classrooms Techniques and methods used for adaptation of content, laboratory skills and play material
  - Role of Regular and Integrated schools, Special Schools Vocational Guidance Institution and Clinics and Residential rehabilitation centers
  - Role of different national and international agencies in promoting inclusive education.
- and Role of teachers, parents and other community members for supporting inclusion of children with divers needs.

PEDAGOGY- Self Study, Discussion and Interaction with Parents, Teachers &Community Members

PRACTICUM- Preparation a report on children with divers needs.

**Reference Books/ Text Books:**

1. Advani, L & Chadha, A. (2003) : You and your special Child, New Delhi: UBS Publishers and Distributors
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning base Approach: National Publishing House 23 Daryaganj, New Delhi 110002.
3. Curickshank W. and Jonson O. (1965) Education of Exceptional Children, Prentice

Hall.

4. Deno E (1973) – Instructional Alternatives for Exceptional Children Reston – VAE.F.

5. Evans R.C. and Laughlin P.J. (1993) – recent advances in Special education and rehabilitation –Boston: Andover Medical Publishers.

6. Evans, P and Verma, V(Eds) – Special Education, Past,Present & Future- The Falmer Press (1990).

7. Panda, K.C. (1997) – Education of Exceptional Children, New Delhi: Vikas publishing House.

1. Pandey,R.S. and Advani I.(1995) – Perspectives in Disability and Rehabilitation, New Delhi.Vikas Publishing House.

2. Panda K.C. (1997)- education of exceptional Children, New Delhi: Vikas Publishing House.

3. Pandey, R.S. and Advani L., (1995) Perspectives in Disability and Rehabilitation. New Delhi. Vikas Publishing House.

**PAPER – XV (SPECIALIZATION COURSE)  
EDUCATION FOR DISADVANTAGED GROUP**

**Course Code: M.ED-127**

**Total -100**

**Credits =**

**04**

**Internal Assessment -40**

**External Assessment- 60**

**COURSE OBJECTIVES**

After completion of the course, student will be able to:-

1. Analyze the status of education of the socially disadvantaged children in the country develop knowledge and skill to address issues like social group inequality in schools and, society
2. Understand the schemes and programmes for education of socially disadvantaged groups identify research priorities and conduct researches in the area of education of socially disadvantaged groups understand the concept and importance of gender justice and equality,
3. Analyze the status of education of girls in schools: access, enrolment, achievement

Approved as per (Agenda No. 3) of 7<sup>th</sup> Academic Council Meet, Dated 9<sup>th</sup> September, 2022



develop an insight into policy, perspectives, issues and concerns of girl's education in India

4. Understand the policy perspectives related to education of socially disadvantaged section in India,

5. Reflect on various schemes programmes for girls' education identify research gaps in the area of girls' education

### **Course outcomes (COs):**

**Upon successful completion of the course a student will be able to**

<b>CO1</b>	• Remember children with diverse needs, their nature and educational implications.
<b>CO2</b>	• Explain inclusive education and legislation related to it.
<b>CO3</b>	• Describe various resources needed for children with diverse needs.
<b>CO4</b>	• Compare various aspects of teacher preparation for children with diverse needs.
<b>CO5</b>	• Describe the mode off teacher selection, appointment and induction.
<b>CO6</b>	Analyze the assessment and evaluation techniques in teacher education.

### **CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	3	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	1	3	2	3	2	3	2	3	2	3	2	2
CO5	3	3	2	2	3	2	3	2	1	2	3	2
CO6	2	3	2	3	3	3	2	1	2	3	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

### **Course Outline:**

#### UNIT I-

· Meaning of socially disadvantaged children: the scheduled castes, scheduled tribes, educationally backward minorities and slum children.

· Provisions in the constitution of India for social group equity and education of

socially disadvantaged sections, national policy on Education (1986), POA, 1992, national curriculum framework, 2005

· Status of enrolment dropout and retention of children belonging to socially disadvantaged groups at elementary and secondary stage with reference to social group equity, different access in habitations, class, caste, tribe, and other disadvantages groups

UNIT II-

· Organization and management of schools to address socio-cultural diversity, Multicultural education Schemes,  
· programmes for education of socially disadvantaged section  
· Positions of India in human Development Index (with focus on gender)

UNIT III-

· status, Problems and Issues of Girls / Women Education in Indian society  
· Status of access, enrolment, retention of and achievement girls' at pre-school, elementary and secondary stages  
· Gender inequality in schooling: organization of schooling, gender bias in text books, curricular choices and the hidden curriculum (expectation of teacher – student interaction)

UNIT IV-

· Status study of education of SCs STs, minorities and other marginalized groups  
study of teaching – learning practices in school for disadvantage children  
· Evaluation of centrally sponsored schemes of education of SCs STs and minorities  
· Innovative practices on education of children belonging to disadvantaged groups.  
Case studies of KGVB, Mhila samakshya, and their programmes

PEDAGOGY- Self Study, Discussion and Review of various Government Reports on Disadvantage Groups

PRACTICUM- Preparation of Brief Report on any one Government Policy or Report

**Reference Books/ Text Books:**

1. Various Reports of Government of India regarding Disadvantage Groups
2. Various Commissions and Committees Reports on Disadvantage Groups (National & International)
3. Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, etc.

**PAPER – XV (SPECIALIZATION COURSE)  
EDUCATIONAL MEASUREMENT AND EVALUATION**

**Course Code: M.ED-128**

**Total -100**

**Credits =**

**04**

**Internal Assessment -40**

**External Assessment- 60**

**COURSE OBJECTIVES**

After completion of the course, student will be able to:-

1. Understand the Concept scope and need and Levels of measurement and Evaluation
2. Understand the Inter relationship between measurement and evaluation
3. To acquaint the student with the basic concepts and practices adopted in Educational Measurement and Evaluation.
4. To help the student understands relationship between measurement and evaluation in Education and the existing models of evaluation.
5. To orient the students with tools and techniques of measurement and evaluation.
6. To develop skills and competencies in constructing and standardizing a test.
7. To make students understand how various aspects of education are measured, evaluate, interpreted and results are recorded to help learners.

**Course outcomes (COs):**

**Upon successful completion of the course a student will be able to**

<b>CO1</b>	• Recall basic knowledge of Educational Measurement & Evaluation.
<b>CO2</b>	• Describe history of Educational Measurement & Evaluation.
<b>CO3</b>	• Develop understanding about various models of Evaluation.
<b>CO4</b>	• Apply skills in preparing measuring instruments.
<b>CO5</b>	• Distinguish the guiding principles of constructing different types of test items.
<b>CO6</b>	• Judge the new trends in Educational Evaluation.

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	1	2	2	3	2	3	2	3	2	3	2	2
CO5	2	3	2	2	3	2	3	2	1	2	3	2
CO6	2	3	2	3	3	3	2	1	2	3	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:**

## UNIT –I-

- Concept of Measurement and Evaluation, Scope and Need and Functions of Evaluation & Inter-relationship between Measurement and Evaluation in Education
- Tools of measurement and evaluation, Subjective and objective tools- essay test, objectives test, scales, questionnaires, schedules, inventories and performance tests. Characteristics of a good measurement instrument

## UNIT – II-

- Qualities desired in measurement procedure: Validity, Reliability, Usability and Norms ; Types, Ways of determination, importance and application  
Concept of norm reference and criterion reference test & Difference between criterion reference and norm reference test, Steps for construction of norm and Criterion Reference Test & Use of criterion referenced test
- Item analysis procedure for norm reference and criterion referenced mastery Tests

## UNIT – III-

- Measurement of Achievement, Aptitudes, Intelligence, Attitudes, Interest, Skills. Standardized test Nature and uses of standardization, types of standardization tests Steps involved in standardization of a test.
- New trends in evaluation viz. : Grading, Semester, Continuous internal assessment Question bank : Meaning importance and Use of Computers in Evaluation

UNIT – IV-

- Correlation- Biserial and Point-Biserial Correlation; Tetrachoric partial correlation, canonical Correlation, Regression and Prediction- linear and multiple.
- Concept of Variance: Partitioning of variance; ANOVA a technique of multivariate analysis; Use effects; One way analysis, and multiple way analysis.
- Analysis of Covariance; Application of ANOVA and ANCOVA techniques in experimental and other types of educational research.

PEDAGOGY: Self Study, Discussion and Review of any one psychological test. PRACTICUM : Preparation of an Achievement Test

**Reference Books/ Text Books:**

1. Aggarwal Y.P. (1989), Statistical Methods - Concepts, Applications and Computation, New Delhi: Sterling
2. Aggarwal, R.N. and Vipin Asthana (1983), Educational Measurement and Evaluation, Agra : Vinod Pustak Mandir.
- Aiken, L.R. (1985), Psychological Testing and Assessment, Boston: Allyn and Bacon
3. Anastasi, A.(1983), Psychological Testing,6th Ed., New York:The Macmillan Co.
4. Ebel, L.R. and Frisbie, D.A.(1991), Essentials of Educational Measurement, New Delhi : Prentice Hall of India Pvt. Ltd.
5. Garrett, H.E.(1973), Statistics in Education and psychology, Bombay : Vakils Febber and Simon.
6. Grownlund, N.E.(1981), Measurement and Evaluation in Teaching , New and problems of measures,
7. Groundland, N.E. (1976). Measurement and Evaluation in Teaching (3rd Ed.), New York; Macmillan Co.
8. Guilford, J.P. (1978), Fundamental statistics in Psychology and Education, New York: McGraw Hills. 6th edition
9. Guilford, S.P. and Fruchtor, B. (1973), Fundamental Statistics in Psychology and Education, 5th edition, New York : McGraw Hill and Co.
10. Hills, J. R. (1976). Measurement and Evaluation in the Classroom, Columbus, Ohio; A Bell Howell Co.
11. Mager Robert F. (1962). Preparing Instructive Objectives, Palo, Alto, California:

Fearin Publishers.

12. Meherens W. A. & Lehman J. J. (1973). Measurement and Evaluation in Education in Education and Psychology, New York; Holt, Rinehart & Winston, Inc.

**PAPER – XV (SPECIALIZATION COURSE)  
COMPUTER EDUCATION**

**Course Code: M.ED-129**

**Total -100**

**Credits = 04**

**Internal Assessment -40**

**External Assessment- 60**

**COURSE OBJECTIVES-** After completion of the course, student will be able to:-

1. To develop awareness about uses of computers in teaching, learning, research, evaluation and administration
2. Develop awareness about uses of computer technology in teaching learning training and research,
3. To develop understanding about the various aspects multimedia development in education
4. To develop various skills in the use of Internet in education
5. To make them understand the integration of Information Communication Technology in educational research
6. Know the instructional applications of Internet and web resources.
7. Understand the process of using the application software for creating documents, database, presentation and other media applications.
8. Develop understanding about various aspects of data analysis software, develop various skills to use computer technology for sharing of information, understand the process of locating the research studies available in the Internet and use of online journals and books,

**Course outcomes (COs):**

**Upon successful completion of the course a student will be able to**

<b>CO1</b>	<ul style="list-style-type: none"> <li>• Define the uses of computers in teaching, learning, research, evaluation and administration.</li> </ul>
<b>CO2</b>	<ul style="list-style-type: none"> <li>• Classify the uses of computer technology in teaching learning training and</li> </ul>

	research.
<b>CO3</b>	• Discuss about the various aspects multimedia development in education.
<b>CO4</b>	• Develop various skills in the use of Internet in education.
<b>CO5</b>	• Make them understand the integration of Information communication technology in educational research.
<b>CO6</b>	• Apply the instructional applications of Internet and web resources.

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	3	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	1	2	2	3	2	3	2	3	2	3	2	2
CO5	2	3	2	2	3	2	3	2	3	2	3	2
CO6	2	3	2	3	3	3	2	1	2	3	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:**

## UNIT – I:

- Introduction to Computers in Education- Computers in Teaching & Learning and Administration & Planning
- Role of Computers in Research: Data analysis using MS Excel, Graphical and diagrammatic representation of data, Descriptive and inferential statistical analysis using MS Excel
- Introduction to SPSS applications in educational research & Integration of Information and Communication Technology in educational research

## UNIT – II:

- Multimedia in Education: Introduction to Multimedia, Development of Multimedia lessons in education
- Building block: Text, Graphics, Digital Video or Animation & Digital Audio
- Software tools: Basic tools, authoring tools & Software drivers

UNIT-III

- Internet and Education Concepts & types of networks, Protocols
- Internet and World Wide Web: Introduction, Uses, Procedures, Browsers and Search Engines: Meaning, types and procedures
- Internet Applications in Education: Internet in Teaching – Learning process (IBTL), E – learning & its pitfalls, Virtual Classroom

UNIT – IV:

- Management Information System & Decision Support System; Files and database management with MS Access
- Management information system in the field of education; An overview of Decision support system
- Study of current Official Management Information Systems

PEDAGOGY: Self Study, Discussion and preparation of Data sheet on Computer. PRACTICUM : Practical Use of SPSS and Prepare a Report.

**Reference Books/ Text Books:**

1. Adam, D.M. (1985)Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.
2. Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
3. Bose K Sanjay (1996): Hardware and Software of Personal Computer.
4. Conrad, Kerri (2001) Instructional Design for web – based Training HRD Press.
5. Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
6. Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.
7. Horton, W (2001): Designing web-based Training John Wiley & Sons.
8. Lee, William W; Diana L Owens (2001) Multi-media – Based Instructional Design:
9. Mallik, Utpal et al. (2001): Learning with Computers Level – III. NCERT New Delhi
10. Morey, D; Maybury M & Bhavani, Th. (2001) Knowledge Management University Press (India) Ltd: Hyd.
11. Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
12. Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.
13. T.M. Srinivasan (2002), Use of Computers and Multi-media in Education Horton,



W (2001).

14. Vaughan, T. (1999) Multi-media making it work, New Delhi: Tata McGraw Hill  
[Fourth Edition].

**PAPER – XV (SPECIALIZATION COURSE)  
ADULT EDUCATION**

**Course Code: M.ED-130**

**Total -100**

**Credits =**

**04**

**Internal Assessment -40**

**External Assessment- 60**

**COURSE OBJECTIVES**

After completion of the course, student will be able to:-

1. To develop an understanding of different types of educational systems.
2. To develop among the students a deeper understanding of the scope and Nature of Non-formal Education.
3. To develop insights into the adult education and Development among the students.
4. To develop a deeper understanding of different types of adult education programmes implemented in India.
5. To develop a deeper understanding of lifelong education/continuing education concept.
6. To provide a practical experience to students in adult education programmes;
7. To give a live experience to students in developmental programmes.

**Course outcomes (COs):**

**Upon successful completion of the course a student will be able to**

<b>CO1</b>	• Recall different types of educational systems.
<b>CO2</b>	• Explain the scope and nature of non-formal education.
<b>CO3</b>	• Discuss the adult education and its development.
<b>CO4</b>	• Apply the different types of adult education programmes implemented in India.
<b>CO5</b>	• Acquire practical experience in Adult education programmes.
<b>CO6</b>	• Associate live experience in developmental programmes.

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	2	1	2	1	2	2	3	2	3
CO2	2	3	2	3	3	3	2	1	2	3	3	2
CO3	2	3	3	2	2	3	3	2	2	3	2	3
CO4	1	2	2	3	2	3	2	3	2	3	2	2
CO5	2	3	2	2	3	2	3	2	1	2	3	2
CO6	2	3	2	3	3	3	2	1	2	3	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:**

## UNIT-I -

- Adult Education in India: Concept, importance & objectives of Adult education
- Meaning and Definition of Non-formal Education, Objectives of Non-formal Education Nature and scope of Non-formal Education
- Approaches to Adult Education, with reference to NPE (1986) Review of NPE (1992) NLM, TLC, JSN, UNESCO & Education for all with special reference to Adult Education

## UNIT-II-

- Psychology of Adults: their characteristics, needs and problems & Adult learning – factors facilitating adult learning.
- Methods of adult education Lecture, Role-play seminar, symposium, discussion, demonstration, and dramatization.
- Methods of teaching literacy – analytic, synthetic and eclectic

## UNIT-III

- Lifelong continuing Education ; Meaning, Definition and growth of the concept,
- Nature and Scope of continuing education& Importance of continuing education.
- Total Literacy Campaigns & Sarva Shiksha Abhiyan (SSA)

## UNIT – IV –

- Research and Evaluation in Non-Formal education- Concept of evaluation in nonformal

education & Basic principles, informal built-in evaluation and formal evaluation,

- Need and importance of evaluation & Types of evaluation
- Research priorities in non-formal education or Adult Education

PEDAGOGY- Self Study, Survey & Discussion

PRACTICUM- Visit at least one adult education Center and prepare a report

**Reference Books/ Text Books:**

1. Adinarayana Reddy. P , and Uma Devi. D, (2006) Current Trends in Adult Education, Sarup & Sons Publishers, New Delhi,.
2. Anil Bordia, Kidd J.R and Draper.J.A, (Edt) Adult Education in India, Nachiketa Publications Limited 5, Kasturi Buildings, J Tata Road, Bombay – 400020.
3. Ansari N.A; (1990) Adult Education in India, S. Chand & Co. New Delhi.
4. Bhaskaracharyulu Yerroju, (Edt), (2009) Facets of Continuing Education, Sarup Book publishers Pvt. Ltd. New Delhi
5. Dikshit .H.P, Suresh Garg, Santosh Panda and Vijayshri,(2002), Access & Equity: Challenges for Open and Distance Learning, Kogan Page India Private Limited, New Delhi. 110002.
6. Eswara Reddy. V, (1983) Life Long Learning Operational Concepts, Booklinks Corporation, Hyderabad.
7. Jagannath Mohanty, (1991) Adult and Non-Formal Education, Deep & Deep Publication, New Delhi,
8. Mahapatra B.C.& Kaushal Sharma (2010): Information Technology and Distance Education, Sarup Publishers Pvt. Ltd. New Delhi.
9. Mohanty S. (2012): Lifelong Learning and Adult Education, APH Publishing Corporation, New Delhi.
10. Mohsini.S.R, (1993), History of Adult Education in India, Anmol Publications, New Delhi-110002.
11. Naik J.P., (1977), Some Perspectives as Non-formal Education, Allied Publishers, New Delhi.
12. Rahi. A. L,Adult Education: Trends & Issues (1994) The Indian Publications, 2963/2, Naliwali Gali, Kacha bazaar, Post Box No . 49. Ambala Cantt, 133001, India,
13. Sandeep P and Madhumathi C, (2000) Non-Formal Adult & Continuing Education – Insights for 21st Century,(Revised edition), Veera Educational Services & Consultancy

PVT. Ltd, Secunderabad-17,

14. Soti Shivendra Chandra, (2007), Adult and Non-Formal Education, Surjeet

Publication, New Delhi.

**PAPER – XV**

**(SPECIALIZATION COURSE)**

**ENVIRONMENTAL EDUCATION & DISASTER MANAGEMENT EDUCATION**

**Course Code: M.ED-131**

**Total -100**

**Credits =**

**04**

**Internal Assessment -40**

**External Assessment- 60**

**COURSE OBJECTIVES**

After completion of the course, student will be able to:-

1. To provide an overview of Disaster Management as a multidisciplinary subject area
2. To create awareness on the Disaster Management cycle (Preparedness, Prevention/Investigation, Response, Rehabilitation and Recovery)
3. To develop understanding about disaster response, relief, rehabilitation & reconstruction
4. To strengthen the transfer of learning from teachers to students on creating a culture of effective disaster management
5. To impart the skills to teacher trainees to create, develop and adapt instructional material on disaster management
6. To make student teachers understand about the concept, scope and objectives of environmental education
7. To help student teachers understand environmental education at various levels of education
8. To orient student teachers with various components and use and abuse of natural resources
9. To enable the student teachers understand the concept and strategies of sustainable development
10. To enable the student teachers to understand about various activities related to

Approved as per (Agenda No. 3) of 7<sup>th</sup> Academic Council Meet, Dated 9<sup>th</sup> September, 2022

protection of environment

11. To orient the student teachers about the Environmental law in India

**Course outcomes (COs):**

Upon successful completion of the course a student will be able to

CO1	<ul style="list-style-type: none"> <li>Recall the concept, importance, scope and aims of environmental education</li> </ul>
CO2	<ul style="list-style-type: none"> <li>Familiarize the emerging terminologies and concepts in the field of environmental education.</li> </ul>
CO3	<ul style="list-style-type: none"> <li>Acquaint the student with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.</li> </ul>
CO4	<ul style="list-style-type: none"> <li>Orient student with various components of environmental concerns for preparing a curriculum for environmental education.</li> </ul>
CO5	<ul style="list-style-type: none"> <li>Realizing the objectives of environmental education with special emphasis at local level.</li> </ul>
CO6	<ul style="list-style-type: none"> <li>Indicate the quality-dimensions i.e., curriculum, programmes and workforce for ECCE.</li> </ul>

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	3	3	2	1	2	3	3	2
CO2	2	3	3	2	2	3	3	2	2	3	2	3
CO3	1	2	2	3	2	3	2	3	2	3	2	2
CO4	2	3	2	2	3	2	3	2	1	2	3	2
CO5	2	3	2	3	3	3	2	1	2	3	3	2

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:**

UNIT-I-

- Concept and definitions of Disaster; Types of Disaster – natural and man-made disasters Consequences of Disaster; Overview of Disaster scenes world over, in India and Uttarakhand & India Disaster Report: Government policy
- Environmental Education (EE): Concept, nature, history- place in various

commissions/ conference reports and national policies, international concerns and genesis, goals, objectives and guiding principles.

· Sustainability – concept and need, Place in national –international policies, Quality perspective: Global Changes and quality of Life.

**UNIT-II-**

· Environmental Education (EE) Curriculum- need and principles

· Development of EE curriculum and Syllabus for different levels (Role of NCERT,UGC and educational institutions) and Analysis of existing EE syllabi for different levels of education

· Methods of teaching environmental education Teaching Methods, Strategy, Technique,and Tactics.

**.UNIT- III-**

· Formal Agencies of Education and evolution of teaching methods: Traditional Methods and Progressive Methods of teaching EE.

· Role of informal and non-formal agencies of education, Contributions of individuals (Gaura Devi, Sundarlal Bahuguna, Rajendra Singh, Medha Patekar etc.) in mass awareness & National & International Agencies in Environmental Hazards Management

· Indian Forest Act of 1927 & Wildlife Protection Act of 1972, Archaeological and Historic Preservation Act of 1974, The Water (Prevention and Control of Pollution) Act of 1974, The Air (Prevention and Control of Pollution) Act of 1981 & The Environment (Protection) Act of 1986

**UNIT-IV-**

· Evaluation in environmental education – continuous comprehensive evaluation (identification of indicators, various methods of their evaluation, record preparation, reporting and follow-up procedures). Evaluation of curriculum, textbooks, evaluation practices and teachers.

· Future society and environmental ethics education, environmental crisis and crisis of survival, challenges and remedies.

· Researches trends in environmental education and role of Information & communication Technology

**PEDAGOGY- Self Study, Discussion & Project Method**

**PRACTICUM –**

Survey of Disaster prone areas, take the Experiences of the victims of disasters and

Approved as per (Agenda No. 3) of 7<sup>th</sup> Academic Council Meet, Dated 9<sup>th</sup> September, 2022

prepare a report and give the remedy for disaster victims and society.

**Reference Books/ Text Books:**

1. Agarwal. A & Narain S (1991): State of India's Environment – A citizen's report: Floods, flood plains & environmental myths. Center for science and environment, New Delhi
2. Bahuguna, Sundarlal(1996) Dharti ki Pukar, Radhakrishna Publication, Delhi, Pp. 111.
3. Carter W. Nick (1992): Disaster management – A disaster manager's handbook. Asian Development bank. Philippines
4. CBSE textbooks – How to make a plan for community exercise- UNDP; Min. of Home Affairs
5. David A. (1993): Natural disasters. UCL Press London & Research Press, New Delhi
6. Disaster management & technology promotion – Technological information forecasting academic council (TIFAC) Disaster Management Act- 2005
7. Environmental Education – A Resource book for Teacher Educators: Level 3 – M.Ed., Centre for Environment Education, Ahmedabad, 2007.
8. Environmental Education – A Resource book for Teacher Educators: Level 2 – B.Ed., Centre for Environment Education, Ahmedabad, 2007.
9. Environmental Education – A Resource book for Teacher Educators: Level 1 – D.Ed., Centre for Environment Education, Ahmedabad, 2007.
10. Environmental Education in Indian School System – Status report 2007, Centre for Environment Education, Ahmedabad, 2007.
11. Goel, M.K. (2006) Paryavaran Addhyayan, Vinod Pustak Mandir, Agra, Pp. 581.
12. Kaushik,A. and Kaushik, C.P.(2004). Perspectives in Environmental studies,New Age International(P) Ltd. Publishers, New Delhi
13. Leelakrishnan,P. (1999) Environmental Law in India, Butterworths India, New Delhi,
14. NCERT (2004) Environmental Education in Schools, NCERT, New Delhi, Pp.112.
15. NCERT (2011). Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT, New Delhi,
16. Parasuraman S. & P.V.Unnikrishnan (2000): India Disaster Report: Towards a

Policy initiative. OUP. New Delhi

17. Ramakrishnan, P.S.(2001) Ecology and Sustainable Development, N.B.T., New Delhi,

18. Rathore, H.C.S., Bhattacharya, G. C.,Singh, S.K., Singh, M. and Gardia,A.(2008) Society and Environmental Ethics, Seema Press, Varanasi,

19. Sharma V.K (1995): Disaster Management. National center for disaster management, Indian institute of public administration, New Delhi

20. Sharma,P.D.(2001).Ecology And Environment, Rajson Printers ,New Delhi,

21. Sharma,R.C., Mahajan, B., Premi,K.K., Nuna, S.C., Menon,P.(1994). Source Book on environmental education For Elementary Teacher Educators, NIEPA, New Delhi.

22. Shukla, C.S.(2007) Paryavaran Shiksha, Alok Prakashan, Lucknow,

23. Singh,S.K.(2007) Environmental Education and its concern in Educational Policies in Independent India, in Trivedi, B. and Jain, S. (Ed.) Environmental Issues in India ,New Delhi, Discovery Publishing House,Pp.73-82.ISBN 978-81-8356-224-9.

24. Sinha D.K (1992): Natural Disaster reduction for nineties: Perspectives, aspects & strategies. International Journal services, (Publications Division), Kolkata

25. The Green Action Guide – A manual for planning and managing Environmental Improvement projects – Green School series, Centre for Environment Education, Ahmedabad, 1997.

26. Towards a Green Future – A Trainer’s manual on Education for Sustainable development, Green school series, Centre for Environment Education, Ahmedabad, 1999.

27. World Disaster Reports

## **PAPER – XV**

### **(SPECIALIZATION COURSE)**

#### **HUMAN RIGHTS AND VALUE EDUCATION**

**Course Code: M.ED-132**

**Total -100 Credits = 04**

**Internal Assessment -40**

**External Assessment- 60**

#### **COURSE OBJECTIVES**

After completion of the course, student will be able to:-

Approved as per (Agenda No. 3) of 7<sup>th</sup> Academic Council Meet, Dated 9<sup>th</sup> September, 2022



1. To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
2. To promote awareness of human rights & to understand the national significance of human rights
3. To recognize the violation of human rights and ways to protect our rights & to encourage activities to protect human rights
4. To understand the need and significance of value education
5. To understand and analyze various approaches for value education
6. To generate knowledge in value education through research
7. To recognize the relevance of value education in teacher education
8. To understand the importance of values in life and in education
9. To enable students to understand the need and importance of Value-Education and education for Human Rights.
10. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
11. To enable them to understand the process of moral development vis-a-vis their cognitive and social development.
12. To orient the students with various intervention strategies for moral education and conversion of moral teaching into moral education.

**Course outcomes (COs):**

**Upon successful completion of the course a student will be able to**

<b>CO1</b>	• <b>Get an awareness of human rights.</b>
<b>CO2</b>	• <b>Understand the national significance of human rights.</b>
<b>CO3</b>	• <b>Recognize the violation of human rights and ways to protect our rights.</b>
<b>CO4</b>	• <b>Encourage activities to protect human rights.</b>
<b>CO5</b>	• <b>Compare disintegration of values in the society.</b>
<b>CO6</b>	• <b>Discuss significance of value education.</b>
<b>CO7</b>	• <b>Analyze various approaches for value education.</b>

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	3	3	2	1	2	3	3	2
CO2	2	3	3	2	2	3	3	2	2	3	2	3
CO3	1	2	2	3	2	3	2	3	2	3	2	2
CO4	2	3	2	2	3	2	3	2	1	2	3	2
CO5	2	3	2	3	3	3	2	1	2	3	3	2
CO6	3	2	3	1	2	2	3	3	1	2	3	3
CO7	2	2	3	3	1	3	2	1	3	3	2	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:**

## UNIT-I-

- Human Rights Education Concept, objectives, Rights and Duties, and principles of Human Rights Education.
- Indian Constitution and Human Rights Importance of Human Rights in India.
- National Human Rights Commission (NHRC) and Human Rights Guaranteed in main international Treaties.

## UNIT-II-

- Need, Framework of educational policies in India for elementary, secondary, and higher secondary level for Value Education & Human right education
- Methods of teaching Human Rights. (Role play, brain storming, projects, pictures etc)
- Rights of child to free & compulsory education 2009, women rights, Right to Information, consumer rights & Human Rights violation in India.

## UNIT-III-

- Concept, need and objectives of values, Types of values, Need and Importance of Value Education, Inculcation of Human values – Approaches and strategies in Indian context
- Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination.
- Sources of values\_ Philosophy, Curriculum, Community, Culture, Religion, science, literature.etc & Status of value education in schools.

UNIT –IV-

- Models of Moral Education- Rationale Building Model, Value Classification Model & Social Action Model
  - Commissions and committees on value education - University Education Commission( 1948), Sri Prakasa committee on Religious and moral Education (1959), The committee on Emotional Integration(1961), The Indian Education Communication(1964\_66), Report of UNESCO(1972), suggestions of The first National Moral Educational Conference(1981), National Policy on education(1986).
  - New trends in value education- various approaches and methods, use of ICT for effective value education programmes, life skills. Role of a counselor, Teachers, Parents for training to practice different strategies PEDAGOGY – Self study, Discussion etc
- PRACTICUM – Set a question paper related to Constitutional provisions on Human Rights. Prepare a Report on any Committee Report.

**Reference Books/ Text Books:**

1. Goleman, D. (1998). Working with emotional intelligence. New York: Bentam Books.
2. Joyce, B. ,& Weil, M. (1978). Models of Teaching. New Delhi: Prentice Hall.
4. Luther. M. (2001). Values and ethics in school education. New Delhi: McGraw Hill.
5. Mukhopadhyay, M. (Eds.). (2004). Value development in higher education. New Delhi:
6. Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling.
7. Ruhela, S. P. (2000). Values in modern Indian educational thought. New Delhi: Indian Publishers and Distributers.
8. NCERT.<http://www.ncert.nic.in/sites/valueeducation>.
9. Shadri,C. ,Khader, M.A., &Adhya, G.L. (1992). Education in values: a source book. New Delhi: NCERT.
10. Patil, V. T. (2008). Value education and human rights education. New Delhi: Virgo.

**PAPER – XV**  
**(SPECIALIZATION COURSE)**  
**GUIDANCE & COUNSELLING**

**Course Code: M.ED-133**

**Total -100**

**Credits = 04**

**Internal Assessment -40**

**External Assessment- 60**

**COURSE OBJECTIVES**

After completion of the course, student will be able to:-

1. To develop an understanding of the need and importance of career information for the pupils.
2. To get an idea of psychological measurement in process of career guidance.
3. To help students understand the concept and approaches of counseling.
4. To get an idea of how setup of career resource centre enhance the process of guidance and counseling.
5. Handle the subject area ‘guidance and counseling’ for student teachers.
6. To equip student teachers with the skills to impart guidance to students at secondary and higher secondary level.
7. To develop interest among student teachers to enter into the field of guidance and counseling
8. Take initiative in planning and organizing various guidance services in educational institutions.
9. To recognize the impact of new technology in guidance and counselling

**Course outcomes (COs):**

**Upon successful completion of the course a student will be able to**

<b>CO1</b>	• Define meaning, nature, aims, need and scope of guidance.
<b>CO2</b>	• Understand the meaning, nature, aims, need and scope of counselling.
<b>CO3</b>	• Recognize the role of guidance in attaining the goals of education.
<b>CO4</b>	• Explain objectives, and advantages of group guidance.
<b>CO5</b>	• Acquaint with various techniques of group guidance.
<b>CO6</b>	• Apply qualitative and quantitative appraisal of student.

**CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	3	3	2	1	2	3	3	2
CO2	2	3	3	2	2	3	3	2	2	3	2	3
CO3	1	2	2	3	2	3	2	3	2	3	2	2
CO4	2	3	2	2	3	2	3	2	1	2	3	2
CO5	2	3	2	3	3	3	2	1	2	3	3	2
CO6	3	2	3	1	2	2	3	3	1	2	3	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated

**Course Outline:**

## UNIT-I-

- Concept and definition of guidance, Objectives, Scope and principles of guidance. & General, individual and social needs of guidance.
- Need for guidance at various levels education & Guidance as an integral part of Education. Integrating guidance with curriculum.
- School guidance: a team approach of school and community. Planning of guidance programme in schools – steps.

## UNIT-II-

- Types of guidance: Educational, vocational/career and personal guidance. Nature ,need, scope and functions of Educational, vocational/career and personal guidance. How to impart Educational, vocational/career and personal guidance, Individual vs. group guidance : concept, advantages and limitations.
- Group guidance activities – class talks, career talks, career conferences, career\_ fair, socio drama, psycho drama and role play.
- Guidance and Counselling for gifted, creative, slow learner, socially disadvantaged children and problem children and Role of teacher in dealing students with special needs.

## UNIT-III-

- Counselling process: Concept, nature, principles of counselling
- Counselling approaches – directive, non-directive & Characteristics of goods counselling

· Theories of counselling- Person – centered theories, Rational – emotional behaviour therapy & Reality theory.

UNIT-IV-

· Use of tests in guidance and counselling- Standardized and non \_standardized techniques in guidance. Standardized – Intelligence tests, creativity & aptitude tests, personality tests, interest inventory, achievement tests.

· Non – Standardized – questionnaire, observation, sociometry, rating scale, anecdotal records, cumulative record, case study, interviews.

Administering, scoring and interpretation of test scores and Communication of test results as relevant in the context of guidance programme

PEDAGOGY- Self study, Discussion & Survey etc

PRACTICUM- Preparation of report on importance of Guidance services

**Reference Books/ Text Books:**

1. Adams, James F. (1986). Counseling and Guidance: A Summary View, (6th printing) New York: McMillan.
2. Anastasi, A. (1982). Psychological Testing, New York: Macmillan Publishing Co. (5th Ed.)
3. Bengalee, M.D. (1984): Guidance and Counseling, Bombay: Sheth and Sheth Publications.
4. Beride, R.F. et. Al. (1963). Testing in Guidance and Counseling, New York: McGraw Hill.
5. Bernard, H.W. (1977). Principles of Guidance, (2nd Ed.) New York: Harper and RWO.
6. Burkes, H.M. and Steffir B. (1979). Theories of Counseling, (3rd Ed.) New York: McGraw Hill.
7. Buros, D.K. (Ed) (1972). The Mental Measurement Year Book, Highland Park: N. H. Gryphon Press.
8. Chronbach, L.J. (1970). Essentials of Psychological Testing: New York: Harper (3rd Ed.)
9. Crow, L.d. and Crow A. (1962). An Introduction to Guidance, New Delhi: Eurisia.
10. Nugent, F.A. (2000): Introduction to the Profession of Counseling, New Jersey, Prentice Hall Pvt.Ltd.

11. Patterson, H.C. (1986): Theories of Counseling for Psychotherapy, Harper, N.Y.
12. Shertzer, B. & Stone, S.C. (1981): Fundamentals of Guidance, Boston, Houghton.

### PAPER –XVI - DISSERTATION

**Course Code : M.ED.-111-III**

**(Total Credit- 04)**

**Internal Assessment:**

**40 External**

**Assessment: 60**

Under the supervision of their research guides, Students will undertake all steps of research. They will procure all relevant tools / prepare tools, collect data, analyze it, interpret it and write the dissertation chapters. Students will submit final dissertation at a specified date decided by their respective Department for the final Assessment or vivavoce Examination.

#### **Course outcomes (COs):**

**Upon successful completion of the course a student will be able to**

<b>CO1</b>	<b>7. Define steps of research.</b>
<b>CO2</b>	<b>8. Understand to procure all relevant tools and prepare tools,</b>
<b>CO3</b>	<b>9. Interpret and write the dissertation chapters.</b>
<b>CO4</b>	<b>10. Ready for final Assessment</b>
<b>CO5</b>	<b>11. Prepare for vivavoce</b>
<b>CO6</b>	<b>12. Solve educational problems in scientific manner.</b>

#### **CO-PO Mapping**

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	2	3	3	3	2	1	2	3	3	2
CO2	2	3	3	2	2	3	3	2	2	3	2	3

CO3	1	2	2	3	2	3	2	3	2	3	2	2
CO4	2	3	2	2	3	2	3	2	1	2	3	2
CO5	3	2	3	1	2	2	3	3	1	2	3	3
CO6	2	2	3	3	1	3	2	1	3	3	2	3

3: Highest Correlated, 2: Medium Correlated, 1: Lowest Correlated