M.Ed. (General) 2-Year Programme

Learning Outcome Based
Curriculum Framework
(LOCF)

Faculty of Education
SGT University Gurugram,
Haryana

M.Ed. CurriculumStructure2022-2023

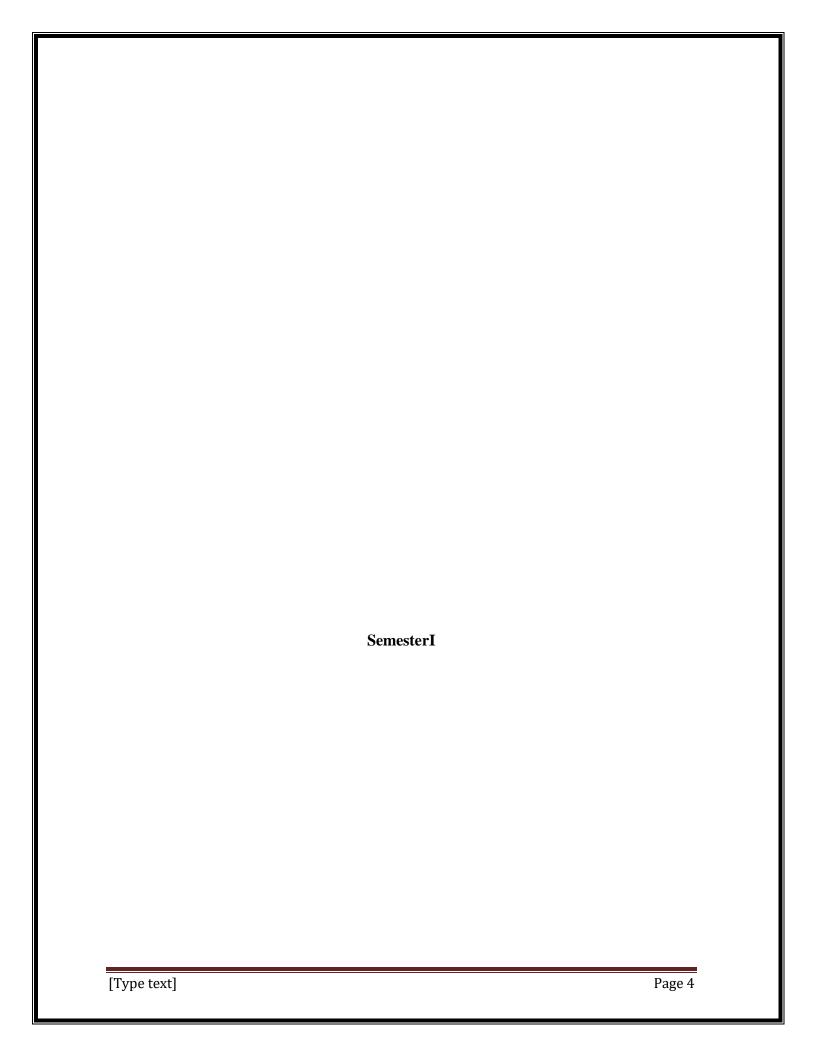| Sr. No.	Semester / Year	Subject Code	Nomenclature	Theory/ Practical	Core/ AECC/ SEC/ DSE/ GE	L	T	P	Credits
					ASSIGNED MARKS				
1	I		Psychology of Learning & Development	Theory	Core	4	0	0	4
2	I		Introduction to Research Methodology	Theory	Core	4	0	0	4
3	I		Educational Technology	Theory	Core	4	0	0	4
4	I		Educational Studies	Theory	Core	4	0	0	4
5	I		Practicum: Self Development	Practical	DSE	0	0	4	2
6	I		Communication Skills & Expository Writing	Practical	DSE	0	0	4	2
					Total Credits for Semester				**20**
7	II		Philosophical & Sociological Foundations of Education	Theory	Core	4	0	0	4
8	II		Advanced Educational Research	Theory	Core	4	0	0	4
9	II		Measurement and Evaluation	Theory	Core	4	0	0	4
10	II		*Teacher Education	Theory	Core	4	0	0	4
11	II		*Historical Development of Education	Theory	Core	4	0	0	4
12	II		Practical in Educational Psychology	Practical	DSE	0	0	4	2
13	II		Practicum: Development of e-content	Practical	DSE	0	0	4	2
			*Select any one from two						
					Total Credits for Semester				**20**
14	III		Pre-Internship	Practical	Core	0	0	8	4
15	III		Internship in School	Practical	Core	0	0	16	8
16	III		Internship in Teacher Education Institution	Practical	Core	0	0	16	8
					Total Credits for Semester				**20**
17	IV		Curriculum Studies	Theory	Core	4	0	0	4
18	IV		Educational Management, Administration and Leadership	Theory	Core	4	0	0	4
19	IV		*Guidance and Counseling	Theory	DSE	4	0	0	4
20	IV		*Inclusive Education	Theory	DSE	4	0	0	4
21	IV		*Professional Development of Teachers	Theory	DSE	4	0	0	4
22	IV		Dissertation	Practical	Core	0	0	16	8
			*Select any one from three						
					Total Credits for Semester				**20**
					Total Credits for Degree				**80**

PROGRAMME OUTCOMES (POs)
Education Post Graduates will be able to:
PO 1 Understand nature of education and pedagogic processes through enrichedexperiences.
PO 2 Contribute to fill up the gap between theory and practice by detailing bothappropriately.
PO 3 Interactive processes wherein group reflection, critical thinking and meaning making will be encouraged.
PO 4 Understand various educational issues in the context of diverse socio cultural &Multilingual Indian Society.
PO5 Enable them to face the challenges of social, political, and technological issues.
PO6 Understand the nature, purpose, influencing factors and problems of secondaryeducation in contemporary issues.
PO 7 Describe teaching learning process in the classroom and various factors that influence it.
PO 8 Understand level of learners, their needs, and interest and peculiar problemsand motivate them for learning.
PO9Plan and organize classroom through learner centered techniques of instruction for inclusive education & effective whole classroom instruction.
PO10 Conductpedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
PO11 Effective use and utilization of Information Communication Technologyresources, on-line as well as off line for day-to-day classroom teaching, remedial instruction and for providing challenging learning to the precious. Develop and select tests, evaluate, and keep records of student's progress – cognitive as well as non-cognitive
PO12 To develop problem solving ability through action research

Program Specific Outcomes (PSOs)
At the end of the program, the student:
PSO1. Should be able to clearly understand the concepts and applications in the field of Communication/networking, signal processing, embedded systems andsemiconductor technology
PSO2. Should be able to associate the learning from the courses related to microelectronics, Signal processing, Microcomputers, Embedded andCommunication Systems to arrive at solutions toreal world problems.
PSO3. Should have the capability to comprehend the technological advancements in theusage of modern design tools to analyze and design subsystems/processes for a variety of applications.
PSO4. Should possess the skills to communicate in both oral and written forms, the workalready done and the future plans with necessary road maps, demonstrating the practice of professional ethicsand the concerns for societal and environmental wellbeing.

SemesterI

M.Ed.: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Max. Marks: 100   **Credit: 4   L:4 T:0 P:0**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives- Learners will be able to-
- recall the relationship of Education & Psychology and the meaning, concept and scope of Educational Psychology.
- explain the concept and various components of Growth & Development.
- write the meaning, areas & determinants of Individual Differences
- state the implications of Individual Differences for organizing Educationalprogrammes.
- define Personality and explain its determinants, theories, and methods of assessment.

Outcomes- Learners will be able to-

CO 1- elaborate meaning, theories, and measurement of Intelligence.
CO 2- explain the meaning & factors influencing Learning and will be able to describe in detail the Pavlov's & Skinner's theories of Learning.
CO 3- explain the Hull's Reinforcement Theory, Learning by Insight and Gagne's Hierarchy of Learning Types.
CO 4- discuss the concept & factors affecting Motivation
CO 5- summarize the Physiological Theory of Motivation, Murray's Need Theory and Maslow's Theory of Hierarchy of Needs.

UNIT-I

Concept of Educational Psychology
1.1 Relationship of Education & Psychology

1.2 Meaning & Concept of Educational Psychology

1.3 Scope of Educational Psychology
Concept of Growth and Development
1.4 General Principles of Growth and Development

1.5 Physical Development in Adolescence

1.6 Social Development in Adolescence

1.7 Emotional Development in Adolescence

1.8 Intellectual Development in Adolescence

UNIT-II

Individual Differences
2.1 Meaning and Areas

2.2 Determinants: Role of Heredity and Environment in Developing Individual Differences
Personality
2.3 Meaning and Determinants

2.4 Types and Trait Theories
2.5 Assessment of Personality by Subjective and Projective Methods

UNIT-III

Intelligence
3.1 Meaning
3.2 Theories: Two Factory theory (Spearman); Multi Factor Theory, Guilford Model of Intellect
3.3 Measurement of Intelligence (two verbal and two non-verbal tests)
Motivation
3.4 Concept of Motivation
3.5 Factors affecting Motivation
3.6 Theories of Motivation-
      1. Physiological Theory
      2. Murray's Need Theory
      3. Maslow's Theory of Hierarchy of Needs

UNIT-IV

Learning
4.1 Meaning, Factors Influencing Learning
4.2 Theories of Learning
      1. Pavlov's Classical Conditioning
      2. Skinner's Operant Conditioning
Some More Theories of Learning
4.3 Hull's Reinforcement Theory
4.4 Learning by insight
4.5 Gagne's Hierarchy of Learning Types

SELECTED READINGS

Abramson, P. R. (1980). *Personality*. New York: Holt Rinehart and Winston.
Allport, G. W. (1954). *Personality*. New York: Holt.
Allport G. W. (1961). *Pattern and Growth in Personality*. New York: Rinehart and Winston.
Andrews, T. W. (1961). *Methods in Psychology* (Ed.). New York: John Wiley and Sons, Inc.
Baller, W. R. & Charles, D. C. (1962). *The Psychology of Human Growth at Development*. New York: Holt, Rinehart and Winston, Inc.
Baum, A.; Newman, S.; West, R. & Mc Manus, C. Cambridge. (1997). *Handbook of Psychology, Health & Medicine*. Cambridge: Cambridge University Press.
Colemn, J. C. (1976). *Abnormal Psychology and Modern Life*. Bombay: D. Taraporewala Sons & Co.
Dicapro, N. S. (1974). *Personality Theories*. New York: Harper.
Douglas, O. B. & Holl, B.P. (1948). *Foundations of Educational Psychology*. New York: The Mac Millan Co.

Gagne, R. M. (1977). *The Conditions of Learning*. New York, Chicago: Ho_Rinehart and Winston.

Gates, A. T. et. al. (1963). *Educational Psychology*. New York: Mac Millan.

Hilgard, E. R. *Theories of Learning*. New York: Appleton Century Crafts.

Kundu, C. L. (1984). *Educational Psychology*. Delhi Sterling Publishers.

Kundu, C. L. (1976). *Personality Development: A Critique of Indian Studies*. Vishal Publishers.

Kundu, C. L. &Tutoo, D. N. (1988). *Educational Psychology*. New Delhi: Sterling Publishers Private Limited.

Shankar Udey. (1965). *Development of Personality*.

Talbott, J. A.; Hales, R. E. &Yodofsky, S. G. (1994). *Textbook of Psychiatry*. New Delhi: Jaypee Brothers Medical Publishers (P) Ltd.

Thorpe, G. L. & Olson, S. L. (1999). *Behaviour Therapy, Concepts, Procedures and Applications*. London: Allyn Bacon.

Max. Marks: 100   **Credit: 4   L:4 T:0 P:0**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- develop an understanding of concept of research in general and educational research in particular.
- describe the nature, purpose, scope, areas, and types and techniques of research in education.
- explain the distinctive features of quantitative, qualitative, and mixed methods research.
- conduct a literature search and frame a research problem.
- select an appropriate method for conducting an educational research study and explain a sampling design appropriate for the study.
- learn about development of a research proposal and documentation of research in the form of a research report.

Outcomes- Learners will be able to-

CO 1**-** explain the distinctive features of quantitative, qualitative, and mixed methods research

CO 2- select an appropriate method for conducting an educational research study and explain a sampling design appropriate for the study

CO 3- learn about development of a research proposal and documentation of research in the form of a research report

CO 4- develop an understanding of concept of research in general and educational research in particular

UNIT-I

Research In Education- Conceptual Understanding

1.1 Meaning, Nature, Scope, Areas and Challenges of Educational Research

1.2 Types of Educational Research- Fundamental, Applied and Action Research

1.3 Sources of Knowledge; The Scientific Approach to Knowledge Generation: Concept, Assumptions, Role, Scope and Limitations; Scientific Method and its Characteristics

1.4 Research Paradigms: Positivist and Non-positivist, Qualitative and Quantitative

UNIT-II

Methods Of Research Part-I

2.1 Major orientations in educational research: Philosophical, Historical, Sociological and Psychological

2.2 Historical: Nature, Purpose and Steps in Historical Research, Sources of Data- Primary

and Secondary, Historical Criticism- Internal and External

2.3 Survey: Descriptive, Comparative and Evaluative Survey

2.4 Experimental: Experimental and Control Groups, Extraneous and Intervening variable, Simple Experimental Designs

UNIT-III

Research Methods

3.1 Sampling and Research Tool, Survey, Case Study, Experimental method

3.2 Sampling techniques: concept, random sampling, random tables, purposive sampling, stratified random sampling, need, probability and non-probability samples, sampling errors and their control.

3.3 Population and sample: concept and need, probability and non-probability sampling, sampling error.

3.4 Tools and techniques of data collection: observation, interview, questionnaire, rating scale, inventory, check list, content analysis. Reliability and validity of tools.

UNIT-IV

Planning The Research Study: Selecting A Problem And Preparing A Research Proposal

4.1 Sources of Research Problems

4.2 Review of Literature: Purpose and Resources; Conducting a Literature Search: Using Internet Search Tools and Databases

4.3 Identification and Conceptualization of Research Problem; Criteria for Selection and Evaluation of the Problem; Stating and Defining the Problem

4.4 Research Questions and Objectives in Quantitative and Qualitative Research

4.5 Preparation of a Research Proposal: Framework of a Research Proposal and Strategies for Writing the Research Proposal

Suggested Readings:
1. Best, J.W. and Kahn, J.V. (1995). Research in Education (7th Ed). New Delhi: Prentice Hall of India Pvt. Ltd.
2. Cohen, L. & Manion L. (1980). Research Methods in Education. London: Groom Helm Ltd.
3. Kerlinger, F.N. (1973). Foundations of Behavioral Research, New York: Holt, Rinehart and Winston Inc.
4. Traverse, R. M. W. (1986). An Introduction to Educational Research, New York: The Macmillan Publishing Co.
5. Kaul, L. (1994). Methodology of Educational Research. New Delhi: Vikas Publishing House.
6. Gupta, S.P. (1997). Statistical Methods. SherdaPustak Bhawan, Allahabad.

Max. Marks: 100   **Credit: 4   L:4 T:0 P:0**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- become effective user of technology in education
- understand the nature and scope of educational technology and about the various forms of technology
- understand the systems approach to education and communication theories and modes of communication
- produce, select, and use instructional material and media effectively
- develop basic skills in the production of different types of instructional material

Outcomes- Learners will be able to-

CO 1**-** develop an awareness about the recent innovations and future perspectives of education technology
CO 2- acquaint themselves with the challenges and opportunities emerging in integrating new technology in educational process
CO 3- understandthe uses of ICT in Education and Research
CO 4- demonstrate infusion of ICT into the curriculum

UNIT-I

1.1 Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology
1.2 Applications of Educational Technology in formal, non-formal (Open and Distance Learning), informal and inclusive education systems
1.3 Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky)
1.4 Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non-formal groups)

UNIT-II

2.1 Systems Approach to Instructional Design
2.2 Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's)

2.3 Gagne's Nine Events of Instruction and Five E's of Constructivism; Nine Elements of Constructivist Instructional Design
2.4 Application of Computers in Education: CAI, CAL, CBT, CML
2.5 Concept of e-learning; Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

UNIT-III

3.1 Emerging Trends in e-learning: Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum)
3.2 Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application)
3.3 E-Inclusion- Concept of E-Inclusion, Application of Assistive technology in E-learning
3.4 Quality of e-learning- Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003)
3.5 Ethical Issues for E-Learner and E-Teacher- Teaching, Learning and Research

UNIT-IV

4.1 Use of ICT in Evaluation
4.2 Administration and Research: e-portfolios
4.3 ICT for Research- Online Repositories and Online Libraries
4.4 Online and Offline assessment tools (Online survey tools or test generators)- Concept and Development

Suggested Readings:

1. Huang, R., & Price, J. K. (Eds.). (2014). ICT in Education in Global Context: Emerging Trends Report 2013-2014. Springer.
2. Aggarwal, J.C. (2001). Principles, methods, and techniques of teaching. Delhi: Vikas Publication.
3. Bhatt, B. D., Sharma, S. R. (1992). Educational technology: concept and technique. New Delhi: Kanishka Publishing House.
4. Dangwal, K. L. (2010). Computers in Teaching and Learning. Vinod Pustak Mandir: Agra.
5. Heinich, Robert, Molenda, Michael, Russell, James, D. (1989). Instructional media and the new technologies of instruction. New York: Macmillan.
6. Joyce, B. (2009). Models of teaching. New Delhi: Phi Learning.
7. Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.

Max. Marks: 100   **Credit: 4   L:4 T:0 P:0**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives- Learners will be able to-
- explain the Meaning, Nature, Concept (Narrow and Broader), Agencies, Need and Importance of Education in National and Global Perspective.
- elaborate Education as a Phenomenon, Practice and Field of Study.
- describe the System of Education in India with reference to Higher, Secondary, Elementary & Technical Education and also the Educational Structure at central, state, district, block & village level.
- explain the Need, Importance and Significance of Distance Education & Open Learning Systems in National & Global Perspective and also that of the Educational Bodies like UNESCO, UGC, NUEPA, NIOS, RCI, NCERT, NCTE, CBSE, SCERT(s) & DIET(s)

Outcomes- Learners will be able to-

CO 1- state the Constitutional Provisions and Acts w.r.t. Education such as RTE Act, 2009; Persons with Disabilities Act, 1995 and Rights of Persons with Disabilities Act, 2016.
CO 2- describe National Programmes/ Schemes in Education like Mid-Day Meal Scheme, SSA, RMSA, RUSA, IEDSS, IEDC, Samagra Shiksha Abhiyan and Saakshar Bharat.
CO 3- discuss the National Issues in Education such as Universalization of Elementary Education, Globalization of Education and Liberalization of Education.
CO 4- reflect on National Concerns in Education with reference to Expansion of Secondary & Higher Education, Issues related to equity, equality & quality of Education, Education of the disadvantaged and the Quality issues in Teacher Education Programmes.

UNIT- I

Education
1.1 Meaning and Nature
1.2 Concept (Narrow and Broader)
1.3 Agencies
1.4 Need and Importance
1.5 National and Global Perspective
Education as a –
1.6 Phenomenon
1.7 Practice
1.8 Field of Study

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UNIT- II

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Structure and System of Education in India

2.1 Educational Structure at central, state, district, block and village level

2.2 System of Education in India

- · Higher Education
- · Secondary Education
- · Elementary Education
- · Technical Education

Need, Importance and Significance of –

2.3 Distance Education and Open Learning Systems in National and Global Perspective

2.4 Educational Bodies like UNESCO, UGC, NUEPA, NIOS, RCI, NCERT, NCTE, CBSE, SCERT(s) & DIET(s)

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UNIT- III

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Constitutional Provisions and Acts w.r.t. Education

3.1 Provisions w.r.t. Education in Constitution of India

3.2 RTE Act, 2009

3.3 Persons with Disabilities Act, 1995

3.4 Rights of Persons with Disabilities Act, 2016

National Programmes/ Schemes in Education

3.5 Mid-Day Meal Scheme

3.6 SSA, RMSA & RUSA

3.7 IEDSS & IEDC

3.8 Samagra Shiksha Abhiyan

3.9 Saakshar Bharat

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UNIT- IV

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National Issues in Education

4.1 Universalization of Elementary Education

4.2 Globalization of Education

4.3 Liberalization of Education

National Concerns in Education

4.4 Expansion of Secondary and Higher Education

4.5 Issues related to equity, equality and quality of Education

4.6 Education of the disadvantaged

4.7 Quality issues in Teacher Education Programmes

SELECTED READINGS

Cole, M. (2011). *Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class*. NY: Routledge.

Govinda, R. & Diwan, R. (2003). *Community Participation and Empowerment in Primary Education*. New Delhi: Sage Publication.

Govinda, R. (2011). *Who goes to School? : Exploring Exclusion in Indian Education.* New Delhi: Oxford University Press.

Govt. of India. (1948). *University Education Commission*. New Delhi: Govt. of India.

Govt. of India. (1952). *Secondary Education Commission*. New Delhi: Govt. of India.

Govt. of India. (1964). *Indian Education Commission.* New Delhi: Govt. of India.

Govt. of India. (1986). *National Policy Of Education.* New Delhi: Govt. of India.

Govt. of India. (1992). *Programme of Action*. New Delhi: Govt. of India.

Govt. of India. (2020). *National Policy Of Education.* New Delhi: Govt. of India.

Habib, S. I. (2010). *Moulana Abdul Kalam Azad and the National Education System*. New Delhi: NUEPA.

Jandhyala, B. T. G. (2003). *Education Society and Development: National and International Perspective*. New Delhi: APH Publishing Corporation.

Mehta, A. C. (2014). *Elementary Education in India: Where do we stand*. New Delhi: NUEPA.

MHRD. (2009). *RAMSA*. New Delhi: MHRD.

MHRD. (2013). *RUSA, National Higher Education Mission*. New Delhi: MHRD.

MHRD. (2000). *SSA*. New Delhi: MHRD.

MHRD. (2010). *RTE Act*. New Delhi: MHRD.

Narula, M. (2006). *Quality in School Education: Secondary Education and Education Boards.* New Delhi: Shipra Publication.

NCERT. (2005). *NCF*. New Delhi: NCERT.

NCTE. (2009). *NCFTE*. New Delhi: NCTE.

NUEPA. (2004). *Sabke Liye Shiksha: Vishawa Monitoring Report 2002*. New Delhi: NUEPA.

Pandit, K. (2003). *Educational Sociology*. New Delhi: ABD Publishers.

Prakash, V. & Biswal, K. (2008). *Perspective on Education and Development: Revisiting Education Commission and After.* New Delhi: Shipra Publication.

Rao, K. S. (2009). *Educational Policies in India: Analysis and Review of Promise and Performance*. New Delhi: NUEPA.

Sharma, R. K. & Chouhan, S. S. (2006). *Sociology of Education.* New Delhi: Atlantic Publishing Corporation.

Sood, N. (2003). *Management of School Education in India.* New Delhi: APH Publishing Corporation.

Stella, A. & Sudhanshu, B. (2011). *Quality Assurance of Transnational Higher Education, the Experience of Australia and India.* New Delhi: NUEPA.

Sujhata, K. & Rani, G. (2011). *Development of Secondary Education in India: Access, Participation and Delivery Mechanism and Financing.* New Delhi: Shipra Publication.

Sujhata, K. & Rani, G. (2011). *Management of Secondary Education in India.* New Delhi: Shipra Publication.

Yazail, J. (2003). *Globalization and Challenges of Education*. New Delhi: Shipra Publication.

M.Ed.: PRACTICUM: SELF DEVELOPMENT

Max. Marks: 50   **Total Credits: 2**
(External: 20, Internal: 30)

Objectives- Learners will be able to-
- organize effectively activities on any general issue of public concern and specifically on issues relating to Education.
- prepare and present report of the activities on any general issue of public concern and specifically on issues relating to Education being organized publicly or in any Institution.

Outcomes- Learners will be able to-

CO 1- Understand what they are and what they want to be
CO 2- Take responsibility for self- development, self-exploration and self-evolution.
CO 3- know oneself and through that knowing the surroundings (including human and other living beings).

SUGGESTED ACTIVITIES:
Activities may be organized in the following given areas (any one); and students are required to prepare and submit a report of the same.
- Gender Issues
- Inclusive Education
- Health & Physical Education
- Mental Hygiene
- Yoga & Well Being
- Socio-Environmental Issues

M.Ed. (Semester-I)
M.Ed.: COMMUNICATION SKILLS& EXPOSITORY WRITING

(Practicum)

Max. Marks: 50   **Total Credits: 2**
(External: 20, Internal: 30)

Objectives- Learners will be able to-
- write Essays/Articles on any issue relating to Education.
- prepare PPTs on any topic and also will be able to present his/ her views with those prepared PPTs at any platform like Seminar etc.
- express publicly his views regarding any educational issue and will also be able to discuss any educational issue in Panel/ Group Discussion.
- analyze the content available on Education and will also be able to report in his words, event(s)/news (from electronic/print media) related to field of Education.

Outcomes- Learners will be able to-

CO 1- Listen, converse, speak, present and explain ideas in groups and before an audience.
CO 2- Use ICT in effective communication.
CO 3- Understand about writing skills and enhance their expository writing skills.
CO 4- Implement their knowledge of communication in classroom discussion and in daily life.

COMMUNICATION SKILLS:
- Meaning, concept and components of effective communication.
- Strategies of effective communication.
- Role and usage of ICT in effective communication.
- Development of pre-academic skills (pre-reading, pre-writing and pre-presentation).
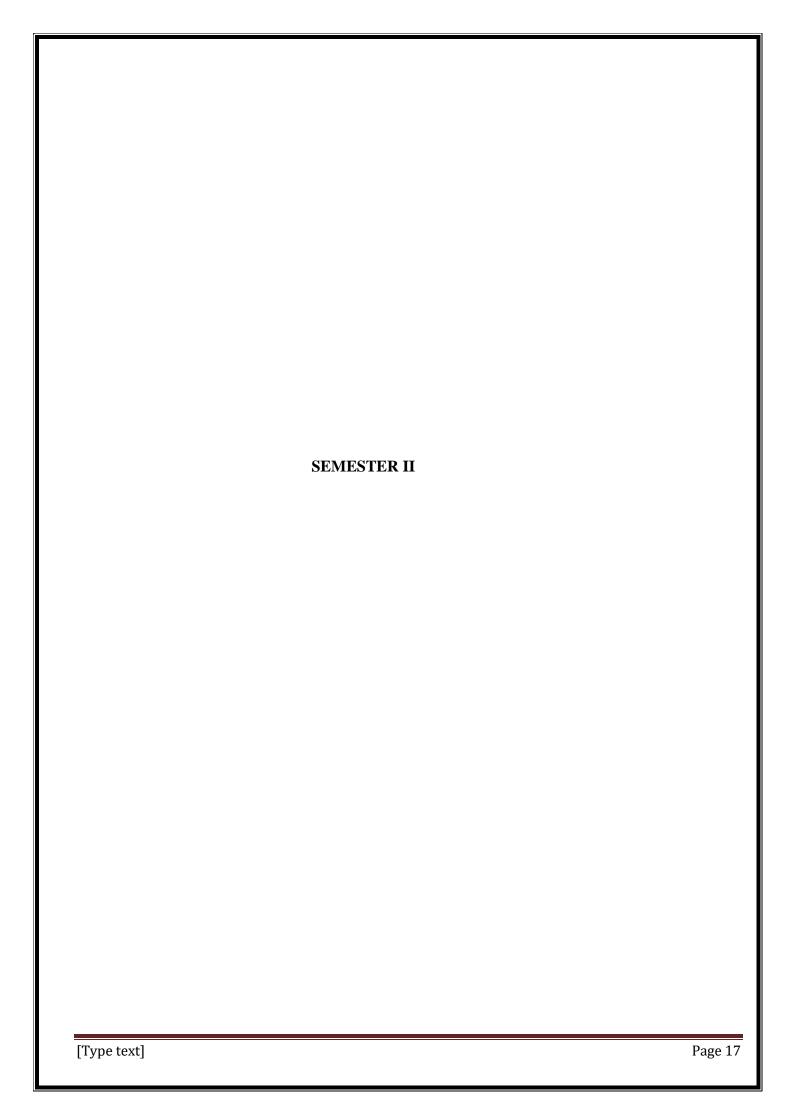
EXPOSITORY WRITING:
- Meaning, concept, Types and indicators for effective expository writing.
- Listening skills: meaning, concept and importance of listening skills.
- Academic listening-(lecturing) listening to talk and presentation.
- Asking for and giving information, giving instruction, listening and observing tone/mood and attitude at the other end, handling the situations especially trouble shooting, tele-conferencing, tele- interviews handling.

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

Note: - Mode of transaction of this course will be workshop.

SEMESTER II

Max. Marks: 100	**Total Credits: 4**
(External: 60, Internal: 40)	**Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- understand the nature and functions of philosophy of education
- examine the educational issues from metaphysical, epistemological, and axiological perspectives
- relate philosophical methods with educational practices
- articulate a personal philosophy with respect to education
- understand the social nature of education
- examine the various sociological approaches to education
- develop a conceptual understanding of culture and its relevance to education
- appreciate the role of family, school and media as agencies of socialization

Outcomes- Learners will be able to-

CO 1- examine the various sociological approaches to education
CO 2- relate philosophical methods with educational practices
CO 3- examine the educational issues from metaphysical, epistemological, and axiological perspectives
CO 4- develop a conceptual understanding of culture and its relevance to education
CO 5- appreciate the role of family, school and media as agencies of socialization

UNIT-I

Introduction To Philosophy Of Education
1.1 Philosophy- A Wisdom, Ideology and Liberal Discipline
1.2 Relationship between Education and Philosophy
1.3 Philosophy of Education: Meaning, Nature and Scope
1.4 Functions of Philosophy of Education- Normative, Speculative, Analytical
1.5 Philosophical Aims of Education

UNIT-II

Philosophical Methods Used In Education
2.1 Analysis, Synthesis, Induction, Deduction, Dialectical
2.2 Fundamental Philosophical Domains: Metaphysics, Epistemology, Axiology
2.3 Education and Metaphysics: Metaphysical problems related to Man, Nature, and Society
2.4 Epistemology and Education: Types of Knowledge, Methods of acquiring knowledge with special reference to Logical Analysis, Positive Relativism and Logical Empiricism
2.5 Axiology and Education: Meaning, Classification and Hierarchy of Values, Role of Education in Inculcation of Values

UNIT-III

Education & Sociology

3.1 Education as a Social Enterprise and a Sub-system of Social System

3.2 Relationship between Education and Sociology

3.3 Educational Sociology & Sociology of Education: Concept, Nature, Scope, and Functions

3.4 Sociological Approaches: Historical, Positivists, Structure-functionalists, Marxists, Neo-Marxists

3.5 Research in Sociology of Education: Status & Future Prospects

UNIT-IV

Education, Culture And Socialization

4.1 Culture- Meaning, Nature and Types of Culture, Cultural unity and diversity in India, Concept of composite culture

4.2 Cultural Change, Cultural Crisis with special reference to Indian society

4.3 Education & Culture: Acculturation, Enculturation, Relationship between Education & Culture, Role of education in the cultural context

4.4 Education & Socialization: Education as Methodical Socialization

4.5 Agencies of Socialization: Family, School, Media

Suggested Readings:

1. Brubacher, John S. (1971). *Modern Philosophies of Education*, New Delhi: Tata McGraw Hill Pvt. Ltd.
2. Kneller, G. F. (1971). *Introduction to Philosophy of Education*, New York, John Witty & Sons.
3. Navratham, R. (1958). New frontiers in east-west Philosophies of Education Orient, Bombay.
4. Haralambos, M. (1980). *Sociology: Themes and Perspectives,* Delhi: Oxford Univ. Press.
5. Ruhela, S. P. (1992). *Sociology of Education: Problems and Prospects,* Ambala Cantt: Associated Publishers.
6. Gore, M.S. et al (Eds), *Papers in Sociology of Education in India,* New Delhi: NCERT.

M.Ed. (Semester-II)
ADVANCED EDUCATIONAL RESEARCH

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- understand the constructional and proper use of various tools used for collecting data.
- understand the uses of various inferential statistical techniques for analyzing the data.
- develop an ability to choose and employ appropriate statistical techniques to analyze quantitative data.
- explain a sampling design appropriate for a research study.
- understand the inferential statistics and appreciate its role and use in educational research.

Outcomes- Learners will be able to-

CO 1- know how to create a quantitative codebook for organizing their data
CO 2- understand how to conduct a statistical test of a hypothesis
CO 3- examine the types of descriptive statistics typically reported in educational research studies
CO 4- develop a criteria that can be used to select an appropriate statistical test to answer a research question or hypothesis
CO 5- know the steps involved in qualitative data collection.

UNIT-I

Developing Assumptions And Hypotheses
1.1 Meaning and difference between assumptions, postulates and hypotheses
1.2 Nature and types of hypotheses: their sources
1.3 Characteristics of good hypotheses
1.4 Role of hypotheses in theory building
1.5 Hypothesis testing, Types of Error and Levels of Significance

UNIT-II

Sampling And Estimation
2.1 Concept of population and sample; characteristics of a good sample
2.2 Sample frame; units of sampling; determiners of sample size
2.3 Various methods of probability and non-probability sampling
2.4 Sampling Distribution of Means and Proportions
2.5 Reliability of Statistics- Estimation, Standard Errors and Confidence Intervals of Statistics
2.6 Sampling errors and avoidance of sampling bias

UNIT-III

Tools And Techniques Of Research
3.1 Interview and Interview Schedule
3.2 Observation and Observation Schedule
3.3 Questionnaire

3.4 Opinionnaire and/or Attitude Scale
3.5 Psychological Tests and Inventories
3.6 Sociometry

UNIT-IV

Descriptive And Inferential Statistics
4.1 Tabular and Graphical Representation of Data
4.2 Measures of Central Tendency: Mean, Median and Mode
4.3 Measures of Variability: Range, Mean Deviation, Standard Deviation and Quartile Deviation
4.4 Correlation: Rank Order and Product Moment
4.5 Probability Distribution: Normal Probability Curve- Its Properties and Applications
4.6 Critical Ratio and t-Ratio; One-Tailed and Two-Tailed Tests
4.7 Analysis of Variance (One-Way)
4.8 Chi-Square Test; Tests of Goodness of Fit and Test of Independence

Suggested Readings:

1. Best, J.W. and Kahn, J.V. (1995). Research in Education (7th Ed). New Delhi: Prentice Hall of India Pvt. Ltd.
2. Cohen, L. & Manion, L. (1980). Research Methods in Education. London: Groom Helm Ltd.
3. Garrett, H.E. (1969). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Pvt. Ltd.
4. Ferguson, G. A. (1981). Statistics Analysis in Psychology and Education. 5th ed. Tokyo: Mc Graw Hill Kegakusha Ltd.
5. Festinger, U and Katz, D. (Eds). (1970). Research Methods in Behavioural Sciences. New York: Holt, Rinehart & Winston Inc.
6. Guilford, J.P. and Freachter, B. (1978). Fundamental statistics in psychology and Education (6th Ed). Tokyo: Mc Graw Hill, Kegakusha Ltd.
7. Kaul, L. (1994). Methodology of Educational Research. New Delhi: Vikas Publishing House.

M.Ed. (Semester-II)
MEASUREMENT AND EVALUATION

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to
- understand the concept of measurement, evaluation, and examination
- develop the skill of formulating instructional objectives, learning experiences and evaluation procedures
- develop the skill to use evaluating tools
- collect scientific data about learners by administering different types of tests
- develop the familiarity with the teacher made and standardized achievement tests

Outcomes- Learners will be able to-

CO 1- understanding the problems of evaluation in the present system of education
CO 2- understand the vitality of continuous and comprehensive evaluation in education
CO 3- discuss the nature of educational measurement and evaluation
CO 4- describe the types and techniques of evaluation
CO 5- explain the cognitive, affective, and psychomotor domain and how their objectives are formulated and assessed

UNIT – I
1.1 Concept of measurement and evaluation: meaning of measurement and evaluation,
1.2 Scales of measurement, nominal, ordinal, interval and ratio, types of evaluation, role of measurement and evaluation in education.
1.3 Guideline and the programs of action for evaluation reform under the new education policy 1986; concept of CCE with reference to NCF - 2005.

UNIT – II
2.1 Instructional objectives: Meaning, need, development, sources, and criteria for selection of objectives
2.2 Validity: concept, determination, factors contributing to test validation.
2.3 Reliability: Concept, estimation, factors contributing to test reliability, cautions while interpreting reliability coefficients, standard error of measurement, and usability of a test.
2.4 Item analysis- facility index, discriminating index; Distracters count and its computation.

UNIT – III
3.1 Test construction: Basic requirement in preparing a test, types of test items and general rules for writing test items.
3.2 Precautions in formulating essay type items and their scoring, advantages and limitations of objective and essay type tests, and teacher made and standardized tests.
3.3 Interpretation of quantitative data test scores and norms: Criterion referenced and norms referenced interpretation, raw score and standard, sigma score, T-score, standard - score.

UNIT – IV

4.1 Norms: Grade, age, percentile and percentile rank, stanine, qualities desired in norms, correction for guessing while scoring, cautions in interpreting test score.

4.2 Assumptions and philosophy of different correlational approaches in series of data: Biserial, point biserial, contingency, tetrachoric and phi coefficient, merits and limitations of these correlation techniques and interpreting correlation coefficient.

4.3 Analysis of data: Quantitative and qualitative approaches in different educational settings; uses and limitations of parametric and non-parametric testing techniques.

Readings: -

1. Adams, G.S. (l964). Measurement and Evaluation in Education & Psychology. New York: Rinehart and Winston.

2. Anastasi, Anne and Urbina, Susana (2008). Psychological Testing. New Delhi: Prentice Hall of India Pvt. Ltd. 60

3. Garrett, H.E. (2004). Statistics in Psychology and Education (11th Indian print). New Delhi: Paragon International.

4. Gregory, R.J. (2014). Psychological Testing: History, Principles and Applications (6th Edition). New Delhi: Pearson Publications.

5. Grounlund, N.E. (1981). Measurement and Evaluation in Teaching (Fourth Edition). New York: MacMillan Publishing Co.

6. Guilford, J.P. (1965). Fundamental Statistics in Psychology and Education. New York: McGraw Hill Book Co.

7. Kothari, C.R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International Pvt. Ltd. Publishers. 11. Koul, Lokesh (2009). Methodology of Educational Research (4th Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.

8. Linn, R.L. and Gronlund, N.E. (2003). Measurement and Assessment in Teaching (8th Edition). Delhi: Pearson Publishers.

9. Mangal, S.K. (1987). Statistics in Psychology Education. New Delhi: Tata McGraw Hill Publishing Co. Ltd.

10. Reylonds, C.R. and Livingston, R. B. and Willson, V. (2011). Measurement and Assessment in Education. New Delhi: PHI Learning Pvt. Ltd.

11. Sharma, T.R. (1983). Measurement and Evaluation (Punjabi). Chandigarh: Punjab State University Text Book Board.

12. Sharma, Yogendra K. (2011). Methodology and Techniques of Educational Research. New Delhi: Kanishka Publishers and Distributors.

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- write the concept, need and importance of teacher education
- list the objectives of teacher education at various levels i.e., primary, secondary and college level
- explain the concept, objectives, need and importance of pre-service teacher education and further will be able to elaborate objectives & organization of practice teaching
- discuss current problems of teacher education and practicing schools
- familiarize the learners with the various agencies working for professional development of teachers

Outcomes- Learners will be able to-

CO 1- describe the concept, objectives, need, importance, and various agencies for in-service teacher education

CO 2- present a detailed account on the status of teacher education through distance mode for in-service education

CO 3- elaborate teacher education for adult and non-formal education

CO 4- write an essay on professional growth of teachers through orientation, refresher, workshop, seminar, and panel discussion

CO 5- develop understanding about the significance of research for knowledge generation and bringing about effectiveness in teacher education program

UNIT-I
1.1 Meaning, Nature, and Scope of Teacher Education
1.2 Types of Teacher Education Programs
1.3 The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels
1.4 Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses)- Expository, Collaborative and Experiential learning

UNIT-II
2.1 Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng, and Luke & Habermas
2.2 Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching
2.3 Models of Teacher Education - Behavioristic, Competency-based and Inquiry Oriented Teacher Education Models
2.4 Teacher Education through Distance Mode for In-Service Education

UNIT-III
3.1 Concept, Need, Purpose and Scope of In-service Teacher Education
3.2 Organization and Modes of In-service Teacher Education
3.3 Agencies and Institutions of In-service Teacher Education at District, State and National Levels

(SSA, RMSA, SCERT, NCERT, NCTE and UGC)

3.4 Preliminary Consideration in Planning In-service Teacher Education Programme (Purpose, Duration, Resources and Budget)

UNIT-IV

4.1 Concept of Profession and Professionalism

4.2 Teaching as a Profession

4.3 Professional Ethics of Teachers

4.4 Personal and Contextual factors affecting Teacher Development

4.5 ICT Integration, Quality Enhancement for Professionalization of Teacher Education

4.6 Innovations and Issues in Teacher Education

SELECTED READINGS

- Adam, D. M. (1985). *Computers and Teacher Training: A Practical Guide*. N.Y.: The Haworth Pren, Inc.
- Anand, C. L. (1988). *Aspects of Teacher Education*. Delhi: S. Chand and Co.
- CABE (1992). *Report of the CABE Committee on Policy Perspectives.* New Delhi: Govt. of India, MHRD.
- Dunkin, J. Michal (1987). *The International Encyclopedia of Teaching and Teacher Education*. Pergamon Press.
- Husen, Tosten& Postlethwaite (1994). *The International Encyclopedia of Education* (Ed.), Vol. 1-12. New York: Pergamon Press.
- Indian Education Commission (1964-66). *Report of Indian Education Commission on Education and National Development*. Ministry of Education, Govt. of India.
- Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.
- MHRD (1986). *National Policy on Education and Programme of Action*. New Delhi: Govt. of India.
- MHRD (1992). *Programme of Action*. New Delhi: Department of Education, Govt. of India.
- Mukherjee, S. N. (1988). *Education of the Teacher in India – I & II*. Delhi: S. Chand and Co.
- NCERT. (2019). *Continuous and Comprehensive Evaluation Guidelines*. New Delhi: NCERT.
- NCERT. (1988). *In-Service Teacher Education Package for Primary and Secondary Teachers – I & II*. New Delhi: NCERT.
- Pareek, R. (1996). *Role of Teaching Profession*. Guwahati: Eastern Book House.
- Sharma, S. P. (2004). *Teacher Education in India*. New Delhi: Vikas Publications.
- Singh, L. C. (1990). *Teacher Education in India* (Ed. Source Book). New Delhi: NCERT.
- Smith, E. R. (1962). *Teacher Education: A Reappraisal* (Ed.). New York: Harper & Row Publishers.
- Soder, R. (1991). *The Ethics of the Rhetoric of Teacher Professionalism: Teaching and Teacher Education*, 7(3).
- Stiles, L. J. & Parker, R. (1969). *Teacher Education Programme: Encyclopedia of Educational Research*, 4th Edition. New York: MacMillan.

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M.Ed. (Semester-I)
Elective 2- HISTORICAL DEVELOPMENT OF EDUCATION

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Max. Marks: 100   **Credit: 4   L:4 T:0 P:0**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives- Learners will be able to-
- describe education in India during Vedic, Buddhist and Medieval Period.
- explain education in India during British Period with reference to Bentick's Proclamation, Macaulay Minutes, Wood's Dispatch of 1854 and Lord Curzon's Educational Policy.
- to specify the main recommendations made by various Education Commissions/ Reports/ Schemes like Indian University Commission, 1902; Sadler Commission Report, 1917; Hartog Committee Report, 1929 and Wardha Scheme of Education, 1937 in pre-independent India.
- list the main recommendations made by various Education Commissions like University Education Commission, 1948-49; Secondary Education Commission, 1952-53 & Indian Education Commission, 1964-66 and will also be able to list the main features of National Policy on Education, 1968, 1986 & 1992.

Outcomes- Learners will be able to-

CO 1- elaborate Education in relation to Freedom, Values & humanity, Democracy, Constitutional Provisions and Political Economy.
CO 2- elaborate Education in relation to National values as enshrined in Indian Constitution, Nationalism & National Integration and Universal Brotherhood & International Understanding.
CO 3- present an account of Education in relation to economic growth & investment and also with respect to socially and economically disadvantaged sections of the society with special references to scheduled castes, scheduled tribes, women and rural population.
CO 4- summarize Education with respect to Equity and Equality of Educational Opportunities, local and global perspectives with reference to implication of globalization for system of Education and advancements & developments in the 21st Century (Education in 21st Century).

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UNIT-I

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Education in India during
1.1 Vedic
1.2 Buddhist
1.3 Medieval Period
Education in British period
1.4 Bentick's Proclamation
1.5 Macaulay Minutes
1.6 Wood's Dispatch of 1854
1.7 Lord Curzon's Educational Policy

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UNIT-II

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Education Commissions in pre-independent India
2.1 Indian University Commission, 1902
2.2 Sadler Commission Report, 1917
2.3 Hartog Committee Report, 1929
2.4 Wardha Scheme of Education, 1937
Education Commissions/ Policies/ Schemes in post-independent India

2.5 University Education Commission, 1948-49

2.6 Secondary Education Commission, 1952-53

2.7 Indian Education Commission, 1964-66

2.8 National Policy on Education, 1968, 1986, 1992 and 2020

UNIT-III

Education in relation to:

3.5 Freedom

3.6 Values and humanity

3.7 Democracy

3.8 Constitutional Provisions

3.9 Political Economy

Education in relation to:

3.10 National values as enshrined in Indian Constitution

3.11 Nationalism & National integration

3.12 Universal Brotherhood and International Understanding

UNIT-IV

Education as related to:

4.1 Economic growth and investment

4.2 Socially and economically disadvantaged sections of the society with special references to scheduled castes, scheduled tribes, women and rural population

Education as related to:

4.3 Equity and Equality of Educational Opportunities

4.4 Local and global perspectives: Implication of globalization for system of Education

4.5 Advancements & developments in the 21st Century (Education in 21st Century)

SELECTED READINGS

Alex, V. Alexender (1983). *Human Capital Approach to Economic Development*. New Delhi: Metropolitan Book Co.

Blaug, M. (1972). *Economics of Education*. England: The English Language Book Society and Penguin Books.

Bertrand, Oliver. (1992). *Planning Human Resources: Methods, Experiences and Practices*. New Delhi: Sterling Publishers.

Coombs, P. H. &Hallack, J. (1972). *Managing Educational Costs*. UNESCO: International Institute of Educational Planning.

Hallack, J. (1969). *The Analysis of Educational Costs & Expenditure*. Paris: UNESCO.

Harbison, F & Myers, C. (1970). *Education, Manpower and Economic Growth: Strategies of Human Resource Development*. Oxford & IBM Publishing, Co.

Govt. of India, Ministry of Education. (1959). *Report of the National Committee on Women's Education*.

Kneller, G. F. (1968). *Education and Economics Thought*. New York: John Wilet and Sons, INC.

M.H.R.D. (1969). *Report of the Education Commission - Education and National Development (1964-66)*. New Delhi: Ministry of Education, Govt. of India.

M.H.R.D. (1986). *National Policy on Education*. New Delhi: Ministry of Education, Govt. of India.

M.H.R.D. (1992). *Programme of Action*. New Delhi: Ministry of Education, Govt. of India.

M.H.R.D. (1990). *Towards an Enlightenment & Human Society - A Review (NPERC)*. New

Delhi: Ministry of Education, Govt. of India.

M.H.R.D. (1993). *Education for All: The Indian Science*. New Delhi: Ministry of Education, Govt. of India.

M.H.R.D. (1993). *Selected Education Study*. New Delhi: Ministry of Education, Govt. of India.

Nagpal, S. C. &Mital, A. C. (1993). *Economics of Education*. New Delhi Publications.

Natarajan, S. (1990). *Introduction to Economics of Education*. New Delhi: Sterling Publishers Pvt. Ltd.

Pandit, H. N. (1969). *Measurement of Cost Productivity and Efficiency of Education*. NCERT.

Rao, V. K. R. V. (1965). *Education and Human Resource Development*. New Delhi: Allied Publishers.

Raza, Moonis. (1986). *Educational Planning: A long Term Perspective*. New Delhi: Concept Publishing Company.

Singh, Baljit. (1992). Economics of Indian Education. New Delhi: Meenakshi Prakashan.

Rao, D. D. (2001). *National Policy on Education towards an Enlightenment and Human Society*. New Delhi: Discovery Publishing House.

Sodhi, T. S. (1990). *Economics of Education*. New Delhi: Vikas Publishing House.

Tilak, J. B. G. (1992). *Educational Planning at Grass Roots*. New Delhi: Ashish Publishing House.

Tiwari, D. D. (1975). *Education at the Cross Roads*. Allahabad: Chugh Publication.

UNESCO. (1968). *Readings in the Economics of Education*. Paris: UNESCO Publications.

Vaizey, J. (1962). Costs of Education. London: Feber.

PRACTICAL IN EDUCATIONAL PSYCHOLOGY

Max. Marks: 50   **Total Credits: 2**
(External: 10, Internal: 40)   **Duration: 8 Weeks**

Practical in Educational Psychology will include-

I. Test-

1. Intelligence

2. Personality

II. Experiment-

1. Sociometry

2. Semantic Differential

III. Inventory

1. Study Habits Inventory

2. School Environment Inventory

IV. A Case Study of a child with special needs/ slow learner/ gifted child/ creative child

M.Ed. (Semester-II)
PRACTICUM: DEVELOPMENT OF E-CONTENT

Max. Marks: 50   **Total Credits: 2**
(External: 10, Internal: 40)   **Duration: 8 Weeks**

UNIT-I

Introduction
1.1 What is E- Content?
1.2 Content Design
1.3 Content Development
1.4 Content Delivery and Discussion Forums
1.5 Assessment and Evaluation

UNIT- II

Tools for E-Content Development
2.1 Freeware Tools
2.2 Open-Source Software Tools
2.3 Proprietary Software Tools

UNIT- III

E-Content through Mobile Phone
3.1 Applications on Google Play
3.2 Video Recording
3.3 Audio Recoding

UNIT- IV

Content Creation for Blogs and Websites
4.1 Introduction to SEO
4.2 Key Words
4.3 Essentials of writing online

Other Useful Topics:
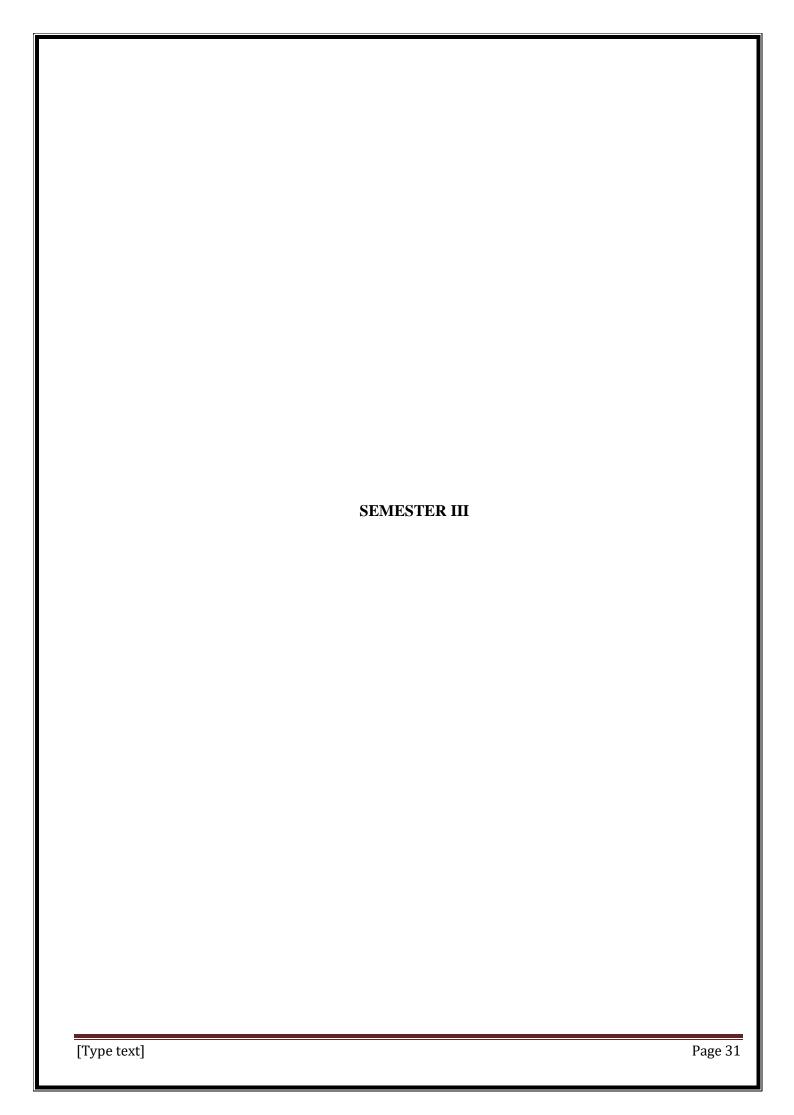 ➢ Learning Google Forms, online quiz etc.
  ➢ Online teaching platforms like Zoom, Google Meet, and many others
  ➢ Using Google Classroom
  ➢ Intellectual and Copyrights
  ➢ Smart Boards and Classrooms

Useful E- Resources
https://ncert.nic.in/pdf/GuidelinesforeContent3.pdf
https://www.youtube.com/watch?v=viAdUNRiYqk
https://www.iehe.ac.in/PDF/FDP/E-ContentDevelopmentGuidelines.pdf

SEMESTER III

III		Pre-Internship
III		Internship in School
III		Internship in Teacher Education Institution

Semester IV

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M.Ed. (Semester-IV)
CURRICULUM STUDIES

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Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- master skills for developing curriculum.
- assess individual, instructional, institutional, and societal needs.
- write objectives for specific curricula.
- screen selected objectives through examining various philosophies of education and learning theories.
- design instructional strategies and learning opportunities to implement formulated objectives.
- design evaluation procedures to measure student performance.

Outcomes- Learners will be able to-

CO 1- analyze the connections among curriculum, educational environment, and learning
CO 2- design curriculum materials
CO 3- apply designs for curriculum development to actual writing of curriculum
CO 4- lead others through the processes of curriculum development.
CO 5- increase the effectiveness of school curriculum for meeting individual pupil needs.

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UNIT – I

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1.1 Curriculum: Meaning, nature, need and its components
1.2 Principles of curriculum construction
1.3 Bases of curriculum
1.4 Determinants of curriculum: national aspirations and needs; culture; social change; value system and ideological factors

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UNIT – II

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2.1 Basic considerations in curriculum design: the learner, the subject; the teacher; the milieu.
2.2 Curriculum framework, curriculum and syllabus; curriculum and textbooks; their significance in school education
2.3 Components of Curriculum Development
2.4 Models for Curriculum Development: Administrative Model, Grass Root Model, System Analysis Model

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UNIT – III

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3.1 Approaches to curriculum: Subject- Centered, Learner Centered, Competency Centered, Core Curriculum, Hidden Curriculum
3.2 Basic features of NCF 2005 and NCFTE 2009. Comparison of curriculum context of different boards and Development of a Module.
3.3 Study of an innovative curriculum (Basic curriculum as an example of the past and anyone innovative curriculum in the present).
3.4 Curriculum Change: Meaning, Need and Factors affecting Curriculum Change

UNIT – IV

4.1 Curriculum evaluation: role of evaluation in the curriculum improvement process
4.2 Principles of curriculum evaluation such as goal-oriented, continuous, comprehensive, diversified, systematic
4.3 Models of curriculum evaluation- Tyler Bloom model, illuminative paradigm, Stake's countenance model, etc.
4.4 Evaluation strategies of curricular goals, methods & content

Readings: -
- NCERT, New Delhi (2005) National Curriculum Framework – 2005
- NCERT, New Delhi, Curriculum and Evaluation.
- Taba Hilda, (1965). Curriculum Development Theory and Practice, New York: Harcourt Brace and World Inc
- Walberg Herbert J and G. D. (eds). (1990) The International Encyclopaedia of educational evaluation, Oxford: Pergman Press.
- Rajput, J. S. (2002). Dimensions of curriculum change, New Delhi: NCERT; pp. 284
- Hass G. &Parkay F. W. (1993. Curriculum Planning: A New Approach 6th Edition; United States of America.
- www.pdx.edu / sites / www. Pdx.edu.cae / files / media _assets / Howard.pdf
- www.ascd.org / publications / books / 108005 / chapters / Developing – Curriculum – Leadership – and – Design aspx
- Saylor, G.J. & Alexander, W.M. (1974). Planning Curriculum for Scholars. New York: Halt, Richart& Winston Press.
- https://www.umass.edu/soe/ncel/cs.html#:~:text=To%20analyze%20the%20connections%20among,the%20processes%20of%20curriculum%20development.

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- explain the concept and trends of Educational Management
- help the students to understand educational planning and supervision
- familiarize the students with the process and role of communication
- acquaint the students with the concept of leadership in education
- enable the students to understand the approaches of educational administration and management

Outcomes- Learners will be able to-

CO 1- develop an understanding of the concept of Educational Management and Administration
CO 2- promote interest for developing managerial, administrative and leadership skills among students
CO 3- enable students to understand and develop awareness of the characteristics of quality institutions
CO 4- equip the students with skill development in Institutional Planning and Quality management in Education
CO 5- develop an understanding of the roles and functions of an educational managers

UNIT – I
1.1 Educational Management and Administration- Meaning, Principles, Functions, and Importance
1.2 Institutional building, POSDCORB, CPM, PERT
1.3 Management as a system, SWOT analysis, Taylorism
1.4 Administration as a process, Administration as a bureaucracy, Human relations approach to Administration
1.5 Organisational compliance, Organinsational development, Organisational climate

UNIT – II
2.1 Leadership in Educational Administration: Meaning and Nature
2.2 Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic
2.3 Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

UNIT – III
3.1 Concept of Quality and Quality in Education: Indian and International perspective
3.2 Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma
3.3 Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad

UNIT – IV
4.1 Change Management: Meaning, Need for Planned change
4.2 ThreeStep-Model of Change (Unfreezing, Moving, Refreezing)
4.3 The Japanese Models of Change: Just-in-Time, Poka yoke

4.4 Cost of Quality: Appraisal Costs, Failure costs and Preventable costs; Cost Benefit Analysis, Cost Effective Analysis

4.5 Indian and International Quality Assurance Agencies: Objectives, Functions, Roles, and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE].

Readings: -

- Agarwal, JC - Education Administration and Management Principles and Practice, Doaba House, Dlhi-6.
- Bhatnagar, R.P & Agrawal, V.-Educational Administration Supervision, Planning and Financing; R. Lal Book Depot, Meerut.
- L M Prasad- Principles and Practice of Management. Sultan Chand & Sons publications; New Delhi.
- Kocher, SK - School Administration and Organisation, Sterling Publishers PVT Ltd, New Delhi.
- Madan, VD - Quality Assurance in Higher Education, Authors Press, New Delhi-1
- Mehta, Deepa - Educational Administration, APH Publishing Corporation, New Delhi-2
- Mishra, Rahul, Srivastava, Anoop, Chaursia, Kamal - General Management, Mohit Publication, New Delhi -2
- Raghuram, RK - Educational Administration, Cresent Publishing Corporation, New Delhi-2.
- Singh, YK - Human Resource Management, Maxford Books, New Delhi-2.
- Wilson, Andy- How to Reduce Tension, Lotus press, New Delhi-2.

M.Ed. (Semester-IV)
ELECTIVE 1- GUIDANCE AND COUNSELING

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to
- acquaint the students with the aims, principles, and assumptions of guidance / counseling
- acquaint with the historical development and the present status of guidance and counseling
- highlight techniques and organizational framework for various services of the school guidance program
- emphasize the relation between education and guidance / counseling and its application
- develop among students the basic understanding of the nature and principles of the guidance / counseling of special group of learners

Outcomes- Learners will be able to-

CO 1- develop an understanding of the concepts of guidance and counseling
CO 2- develop an understanding of the types of guidance
CO 3- acquaint students with different testing devices and techniques of guidance
CO 4- develop and understanding of the role of teacher as counselor
CO 5- create an awareness of the working of guidance centres

UNIT – I
1.1 Meaning, Nature, Scope, and Functions of Guidance
1.2 Need and principles of organizing guidance services at various stages of school
1.3 Educational Guidance - meaning, need and importance
1.4 Vocational Guidance - meaning, need and importance
1.5 Personal Guidance - meaning, need and importance

UNIT – II
2.1 Historical beginning of guidance and counseling; theories of guidance and counseling
2.2 Recommendations of various commissions in post independent India
2.3 Status of guidance and counseling in India at the various levels of education
2.4 Emerging trends and current needs in India and globally etc.

UNIT – III
3.1 Counseling- meaning, purpose, and scope
3.2 Types of Counseling- Directive, Non-directive, Eclectic
3.3 Process of Counseling (introduction, in-depth, communication, suggestion)
3.4 Skills in Counseling (listening, questioning, responding)
3.5 Role of the Counselor; Professional Ethics of a Counselor

UNIT – IV
4.1 Guidance Services; Job Analysis- concept, need
4.2 Job Satisfaction-concept, factors affecting job satisfaction
4.3 Occupational Information- concept, need

4.4 Identification and Guidance of Differently-Abled Students: Gifted, Slow Learners, Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia)

4.5 Mainstreaming and providing support services to Differently-Abled Students

Readings: -

- Aggarwal J. C., (2004) Educational and Vocational Guidance and Counseling, 7th Edition, Doaba House; Delhi.
- Aggarwal J.C. (2005) Career Information in Career Guidance - Theory and Practice, Doaba House, Delhi.
- Chauhan S.S. Principles and Techniques of Guidance.
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M.Ed. (Semester-IV)
ELECTIVE 2- INCLUSIVE EDUCATION

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to
- understand concept, meaning and significance of inclusive education.
- appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education and special education
- understand the nature of difficulties encountered by children

Outcomes- Learners will be able to-

CO 1- understand the concept of exceptionality and inclusive education
CO 2- to be aware of legal and policy perspectives of inclusive education
CO 3- develop positive attitude towards children with special needs
CO 4- use appropriate teaching strategies in the education of children with special need

UNIT – I

1.1 Definition, concept, and importance of inclusive education
1.2 Historical perspectives of inclusive education for children with diverse needs
1.3 Difference between special education, integrated education, and inclusive education
1.4 Advantages of inclusive education for education of all children in the context of Right to Education
1.5 Types of Disabilities- Characteristics; Identification of the educational needs of special focus groups

UNIT – II

2.1 Scheme of Integrated Education for Disabled Children
2.2 Inclusive Education of Disabled at Secondary Stage (IEDSS)
2.3 National Policy on Education (NPE, 1986-92, 2020)
2.4 The Convention on the Rights of the Child (Article 23, 28, 29 a 2, 3, 6 and 10 &12)
2.5 The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990)
2.6 Educational provisions in Person with Disability Act
2.7 Rehabilitation Council of India Act (1992)
2.8 UN convention on the Rights of Persons with Disabilities
2.9 The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999

UNIT – III

3.1 Diversity- Meaning and definition
3.2 Disability- Legal definition, discrimination
3.3 Giftedness
3.4 Concept, Nature, and Characteristics of Multiple Disabilities
3.5 Guidelines for adaptation for teaching/ practicing science, mathematics, social studies, languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings

3.6 Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms

3.7 Techniques and methods used for adaptation of content, laboratory skills and play material

UNIT – IV

4.1 Review existing educational programmes offered in secondary school (general, special education)

4.2 Skills and competencies of teachers and teacher educators for secondary education in inclusive settings

4.3 NCF 2005 and curriculum for teacher preparation and transaction modes

4.4 Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators

4.5 Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes

4.6 Role of different national and international agencies {institutions, universities} in promoting inclusive education

Readings: -

- Adrian, A. and John, E. (1998). Educating children with Special Needs. New Delhi: Prentice Hall.
- Alur, M. and Buch, M. (2010). The Journey for Inclusive Education in the Indian Subcontinent. New York: Routledge.
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M.Ed. (Semester-IV)
ELECTIVE 3- PROFESSIONAL DEVELOPMENT OF TEACHERS

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- develop an understanding of concept of In-service education
- develop understanding for planning and organization of In-service program
- familiarize the learners with the various agencies working for Professional Development of Teachers
- identify the issues and problems for undertaking research related to teacher Education
- develop understanding about the significance of research for knowledge generation and bringing about effectiveness in teacher education program

Outcomes- Learners will be able to-

CO 1- impart thorough knowledge of the theoretical and practical aspects of the subject which the teacher has to teach

CO 2- impart knowledge of child psychology so that he should be able to understand the process of child's growth and development

CO 3- impact knowledge of principle of pedagogy so that he should be able to understand the principles, processes and techniques of teaching and learning

CO 4- acquaint the teacher with aims and purposes of education

CO 5- impact the knowledge of adjustment processes so that teacher should be able to understand the problems of Pupils and help them in making adjustment

UNIT I

CONTINUOUS PROFESSIONAL DEVELOPMENT
1.1 Concept, Need and Objectives

1.2 Modes: Face to face, Distance and Blended Approach

1.3 Agencies for INSET: National, State, District and Local level agencies, Autonomous organizations

1.4 Historical development of INSET in Post Independent Era

1.5 GOI initiatives across the levels

UNIT II

PLANNING AND ORGANIZATION OF IN-SERVICE PROGRAMMES
2.1 Need Assessment: Concept, Importance and Techniques

2.2 Strategies of Continuous Professional Development

2.3 Workshops, Seminars, Conferences, Symposium, Panel Discussion, Study Groups, extension Lectures, Research Colloquium, Orientation Program, Refresher Courses

2.4 Action research and Reflection as a tool for Professional Development

2.5 Monitoring, Evaluation and Follow up and Role of ICT

MANAGEMENT OF TEACHER EDUCATION
3.1 Manpower planning for teachers: Demand and supply of qualified teachers at different teachers
3.2 Management of teachers at state level: Qualification of teachers, Teacher recruitment policies, professional development of teachers
3.3 Quality and regulatory Aspect of teacher education: Role and Functions of NCTE, NAAC and other apex bodies

UNIT IV

RESEARCH AND EXPERIMENTS IN TEACHER EDUCATION
4.1 Paradigms of research, Teaching and Teacher Education
4.2 Research and Effectiveness of teacher education program
4.3 Methodological issues and research in teacher education- Theoretical vs Applied, Participatory action research
4.4 Experiments in PSTE and INSET, Best Practices: National and International
4.5 Research Trends, present status and gaps

References:
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th Edition). Rout ledge Falmer. London and New York.
- Korthagen, Fred A. J. et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education.* Lawrence Erlbaum Associates.
- NCTE (1998): *Policy Perspectives in Teacher Education*. New Delhi.
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- Irvine, J.J. (2003): *Educating Teachers for Diversity: Seeing with a Cultural Eye*. New York: Teachers College Press.
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- Siddiqui, M. A., (1993). *In-service Education of Teachers*. NCERT. New Delhi.

M.Ed. (Semester-IV)
DISSERTATION

Max. Marks: 200   **Total Credits: 8**
(External: 80, Internal: 120)   **Duration- 4 months**

Objectives

The course will enable the learners to

- effectively understand about the research methodology and then making the dissertation research proposal on the basis of the understanding
- take forward the gathering, evaluation, interpretation, and application of data appropriately
- formulate research objectives for proper enhancement of research methodology
- present their findings in response to a question or proposition that they choose themselves

Outcomes- Learners will be able to-

CO 1- write Synopsis (with Review of Related Literature) by selecting any Research Topic from the field of Education

CO 2- present effectively his/ her Research Synopsis by earmarking all the steps taken especially the Review of Related Literature

CO 3- Review comprehensively the Related Literature of the Research Problem and will be able to select/ development of appropriate Research Tool for collection of data relating to his/ her Research Problem

CO 4- prepare and present the Progress Report of his/ her Research Work

CO 5- conduct systematically and scientifically Research Work (Dissertation) on Minor Topic from the Field of Education and will also be able to write his/ her Dissertation Work in an effective way following all the procedures and norms of writing research works

CO 6- present the Report of his/ her Research Work and will also be able to clarify/ defend his/ her Research Work

Essential Activities-
- Writing Synopsis (with Review of Related Literature) and its Presentation
- Comprehensive Review of Related Literature, Selection/ Development of Research Tool & Collection of Data
- Submission & Presentation of Progress Report of Research Work (including all above mentioned items)
- Submission of Dissertation & Viva-Voce