Curriculum for
Two-year Master of Education
(M. Ed. Two Years - Four Semesters)
As per N.C.T.E. Regulation 2014
To be implemented from session 2015-17

School of Education
Department of Education

H.N.B. Garhwal (A-Central) University
Srinagar Garhwal
The Masters of Education is a two year professional programme in the field of Teacher Education, which aims at preparing teacher educators, education planners, analysts, 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 Faculty of Education has to appear in the +M.Ed. Entrance Examination conducted by the H. N. B. Garhwal (A-Central) University for that academic year. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates. Candidates with at least 55% marks for General and OBC category students and 50% Marks for SC & ST category students in B.Ed qualification or equivalent thereto, are eligible for admission to the programme. Reservation and relaxation for SC/ST/OBE and other applicable categories shall be as per the rules of the Central Government (UGC / NCTE) and H.N.B.G. University whichever is applicable.

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

**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. Internal assessment will be conducted on the basis of internal tests & reports presented by students.
### CARICULUM STRUCTURE (M.ED TWO YEARS PROGRAMME)

#### Semester – I (July to December including exam)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Code</th>
<th>Hours per week</th>
<th>Hours per semester</th>
<th>Total Marks</th>
<th>Internal (Formative)</th>
<th>External (Summative)</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper –I</td>
<td>Psychology of Learning and Development</td>
<td>M.ED-101</td>
<td>4</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Paper-II</td>
<td>History and Political Economy</td>
<td>M.ED-102</td>
<td>4</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Paper-III</td>
<td>Education Studies</td>
<td>M.ED-103</td>
<td>4</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Paper-IV</td>
<td>Introduction to Research Methods</td>
<td>M.ED-104</td>
<td>4</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
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<tr>
<td><strong>ISB*I</strong></td>
<td>Communication and Expositor Writing</td>
<td>M.ED-105</td>
<td>1</td>
<td></td>
<td>25</td>
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<tr>
<td></td>
<td>Self Development</td>
<td>M.ED-106</td>
<td>1</td>
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<td><strong>Total</strong></td>
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<td></td>
<td><strong>450</strong></td>
<td><strong>170</strong></td>
<td><strong>210</strong></td>
<td><strong>240</strong></td>
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</table>

**ISB* I (Inter Semester Break ) Credit=02**

Co curricular Activities, yoga,& meditation etc (All working days)
## SEMESTER – II (JANUARY TO MAY INCLUDING EXAM)

<table>
<thead>
<tr>
<th>Course</th>
<th>Name of course</th>
<th>Course Code</th>
<th>Hours per week</th>
<th>Hours per semester</th>
<th>Total Marks</th>
<th>Internal (Formative)</th>
<th>External (Summative)</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Paper-V</td>
<td>Philosophy of Education</td>
<td>M.ED-107</td>
<td>4</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>Paper-VI</td>
<td>Sociology of Education</td>
<td>M.ED-108</td>
<td>4</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>Paper-VII</td>
<td>Curriculum Studies</td>
<td>M.ED-109</td>
<td>4</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
<td>4</td>
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<tr>
<td>Paper-VIII</td>
<td>Teacher Education I I</td>
<td>M.ED-110</td>
<td>4</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
<td>4</td>
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<tr>
<td>ISB-II*</td>
<td>(Inter Semester Break) Total credit – 04</td>
<td>M.ED-111-I</td>
<td>4</td>
<td></td>
<td>100</td>
<td>100</td>
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<td>4</td>
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</table>

**Total Credit**

- ISB-II* (Inter Semester Break)

  Co curricular Activities, yoga,& meditation etc (All working days)
### SEMESTER – III (JULY TO DECEMBER INCLUDING EXAM)

<table>
<thead>
<tr>
<th>Course</th>
<th>Name of course</th>
<th>Course Code</th>
<th>Hours per week</th>
<th>Hours per semester</th>
<th>Total Marks</th>
<th>Internal (Formative)</th>
<th>External (Summative)</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper – IX &amp; X (2 Specialisation Courses) 08 Credits</td>
<td><strong>Paper – IX- (A) (Select any one)</strong> Elementary Education</td>
<td>EEC Ŕ Early Childhood Care Education</td>
<td>M.ED-113-A</td>
<td>04</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>OR</td>
<td>IX – (B) Secondary or Senior Secondary level Education</td>
<td>Institutional Planning &amp; Management of Secondary &amp; Senior Secondary Education</td>
<td>M.ED-113-B</td>
<td>04</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Paper – X- (A) (Select any one) Elementary Education</td>
<td>Universal Elementary Education</td>
<td>M. Ed-114 Ŕ A</td>
<td>04</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Contact Hours</td>
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<tr>
<td>M.ED-114</td>
<td>Preparation of Secondary and Higher secondary school Teachers- Pre Service &amp; In Service</td>
<td>60</td>
<td>100</td>
<td></td>
<td></td>
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<tr>
<td>M.ED-115</td>
<td>Research Methods II (Advanced)</td>
<td>60</td>
<td>100</td>
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</tr>
<tr>
<td>M.ED-116</td>
<td>Teacher Education II Issues &amp; Challenges</td>
<td>60</td>
<td>100</td>
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</tr>
<tr>
<td>M.ED-117</td>
<td>Internship (In Schools / Teacher Education Institutes or specialization field) (Four Weeks)</td>
<td>60</td>
<td>100</td>
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<tr>
<td>M.ED-118</td>
<td>Dissertation ISB-III*</td>
<td>50</td>
<td>50</td>
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<tr>
<td>M.ED-119</td>
<td>Academic Writing ISB-III*</td>
<td>50</td>
<td>50</td>
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</table>

**Total Credits**: 26

*Specialisation any one: Elementary / Secondary & Senior Secondary*

*ISB-III* (Inter Semester Break)

Co-curricular Activities, yoga, & meditation etc (All working days)
<table>
<thead>
<tr>
<th>Course</th>
<th>Name of Course</th>
<th>Course Code</th>
<th>Hours per week</th>
<th>Hours per semester</th>
<th>Total Marks</th>
<th>Internal (Formative)</th>
<th>External (Summative)</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Paper – XIII</td>
<td>Pedagogy of Language Education</td>
<td>M.ED-119</td>
<td>04</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
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<tr>
<td>(Specialisation on any one Course) (Total Credits = 04)</td>
<td>Pedagogy of Social Science Education</td>
<td>M.ED-120</td>
<td>04</td>
<td>60</td>
<td>100</td>
<td>40</td>
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<tr>
<td></td>
<td>Pedagogy of Science Education</td>
<td>M.ED-121</td>
<td>04</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Pedagogy of Mathematics Education</td>
<td>M.ED-122</td>
<td>04</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
<td>4</td>
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<tr>
<td>Paper- XIV</td>
<td>Educational Technology</td>
<td>M.ED-123</td>
<td>04</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
<td>4</td>
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<tr>
<td>Specialisation on any Two Courses (Total Credits = 08)</td>
<td>Educational Administration</td>
<td>M.ED-124</td>
<td>04</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
<td>4</td>
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<tr>
<td></td>
<td>Inclusive Education</td>
<td>M.ED-125</td>
<td>04</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
<td>4</td>
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<tr>
<td></td>
<td>Education for disadvantaged group</td>
<td>M.ED-126</td>
<td>04</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
<td>4</td>
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<tr>
<td></td>
<td>Educational Measurement and Evaluation</td>
<td>M.ED-127</td>
<td>04</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
<td>4</td>
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<tr>
<td></td>
<td>Computer Education</td>
<td>M.ED-128</td>
<td>04</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
<td>4</td>
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<tr>
<td></td>
<td>Adult Education</td>
<td>M.ED-129</td>
<td>04</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Code</td>
<td>Credits</td>
<td>Theory</td>
<td>Prac</td>
<td>Total</td>
<td></td>
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<td>-------------------------------------------</td>
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<tr>
<td>Environmental Education &amp; Disaster Management Education</td>
<td>M.ED-130</td>
<td>04</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
<td>4</td>
<td></td>
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<tr>
<td>Human Rights and value Education</td>
<td>M.ED-131</td>
<td>04</td>
<td>60</td>
<td>100</td>
<td>40</td>
<td>60</td>
<td>4</td>
<td></td>
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<tr>
<td>Paper-XV</td>
<td>M.ED-111-III</td>
<td>04</td>
<td>60</td>
<td>100 (Viva-voce)</td>
<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>16</strong></td>
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<td><strong>(Credit)</strong></td>
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<tr>
<td>Co curricular Activities, yoga,&amp; meditation etc (All working days)</td>
<td></td>
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</tbody>
</table>
M. Ed programme has 80 credits in total: 44 for core courses, 20 credits for specializations, 8 credits for field internship (4 credits in a teacher education institution and 12 credits for research leading to dissertation. The taught courses will also 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 teaching and other programme activities, while conceptualizing the credits the Choice Based Credit System (CBCS) proposed by UGC should be adopted.

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 each year or semester examination shall be 51% for each theory paper and practicum and 51% for internship in teaching institution separately. The candidate will have to pass each theory paper and Internal Examination separately.

4. A candidate who fails only in one subject in first year or semester of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which he/she fails along with the next 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. In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.

7. A candidate will be given a maximum of two chances to pass the examination in any year/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.

8. Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, 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) = 4 credits) Tutorial per week: 2 (one hour each) = 2 credit Field work/practicum per week: 2 (one hour each) = 2 credits

1) To pass the degree course, a student shall have to get minimum aggregate 51% marks (E and above on grade point scale) in each course and 51% 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 complete 51% credits 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 sheets will have only grades and final grade sheets 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 grades and grade point average.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>O – (Outstanding)</td>
<td>10</td>
</tr>
<tr>
<td>A+ (Excellent)</td>
<td>91-99</td>
</tr>
<tr>
<td>A – (Very Good)</td>
<td>81-89</td>
</tr>
<tr>
<td>B+ (Good)</td>
<td>71-79</td>
</tr>
<tr>
<td>B – (Average)</td>
<td>61-69</td>
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<tr>
<td>P – (Pass)</td>
<td>51-59</td>
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<tr>
<td>F (Fail)</td>
<td>Below 50</td>
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<tr>
<td>Ab - (Absent)</td>
<td>0</td>
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</table>
Instruction 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 organised. 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 from a broader/holistic perspective of that informs teacher education (.i.e. it should not be repetition of the school experience in first degree in education and should weave in the broader perspective of teacher education).
- Internship should be organised in a way that it involves engagement with teacher education institutions for all students, and field experience associated with the specialisation that a student chooses.

**DISTRIBUTION OF MARKS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Marks</th>
<th>Internal marks</th>
<th>Distribution Of Marks</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignment</td>
</tr>
<tr>
<td>PAPER-I,II,III,IV,V, VI,VII,VIII, IX , X,XI,XII, XIV,XV,</td>
<td>100</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>PAPER – XIII &amp; XVI will be 100 marks &amp; Evaluated Saperatly</td>
<td>100</td>
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<tr>
<td>Inter Semester Break –I</td>
<td>50</td>
<td>25</td>
<td>Communication &amp; Expository Writing</td>
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<tr>
<td></td>
<td></td>
<td>25</td>
<td>(Self</td>
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Development)

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<th>Development</th>
<th>100</th>
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<tbody>
<tr>
<td>Inter Semester Break –II</td>
<td>Preparation of Synopsis</td>
<td>100</td>
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<tr>
<td>Inter Semester Break –III</td>
<td>Dissertation</td>
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<tr>
<td></td>
<td>Academic Writing</td>
<td>50</td>
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EXTERNAL (SUMMATIVE)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Type of Question</th>
<th>To attempt</th>
<th>Marks for Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAPER- I,II,III,IV,V, VI, VII, VIII, IX, X, XI, XII, XIII, XIV, XV, XVI</td>
<td>(i) Objectives Type Questions</td>
<td>10 out of 10</td>
<td>10 x 2 = 20</td>
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<tr>
<td></td>
<td>(ii) Short Answer Type Questions</td>
<td>4 out of 8</td>
<td>4 x 5 = 20</td>
</tr>
<tr>
<td></td>
<td>(iii) Long Answer Type Questions</td>
<td>2 out of 4</td>
<td>2 x 10 = 20</td>
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<td></td>
<td></td>
<td>Total = 60</td>
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</tbody>
</table>

Paper XIII (Internship) & Paper XVI (Final Dissertation) will be evaluated by the Internal Examiner and External examiner.

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 College of education at primary, 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.
### SEMESTER – I

**COURSE OUTLINE FOR SEMESTER-I**

<table>
<thead>
<tr>
<th>Course</th>
<th>Name of Course</th>
<th>Course Code</th>
<th>Instructional Hours</th>
<th>Credit Hours</th>
<th>Tutorials</th>
<th>Maximum Marks</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper – I</td>
<td>Psychology of Learning and Development</td>
<td>M.ED-101</td>
<td>04</td>
<td>04</td>
<td>02</td>
<td>40</td>
<td>60</td>
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<tr>
<td>Paper – II</td>
<td>History and Political Economy of Education</td>
<td>M.ED-102</td>
<td>04</td>
<td>04</td>
<td>02</td>
<td>40</td>
<td>60</td>
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<tr>
<td>Paper – III</td>
<td>Education Studies</td>
<td>M.ED-103</td>
<td>04</td>
<td>04</td>
<td>02</td>
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<td>60</td>
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<tr>
<td>Paper – IV</td>
<td>Education Research-I</td>
<td>M.ED-104</td>
<td>04</td>
<td>04</td>
<td>02</td>
<td>40</td>
<td>60</td>
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<tr>
<td>ISB*–I</td>
<td>Communication and Expositor Writing</td>
<td>M.ED-105</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>25</td>
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<tr>
<td>ISB*–I</td>
<td>Self Development</td>
<td>M.ED-106</td>
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Total Credit = 18

<table>
<thead>
<tr>
<th>IA</th>
<th>EI</th>
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</thead>
<tbody>
<tr>
<td>180</td>
<td>240</td>
<td>450</td>
</tr>
</tbody>
</table>

*ISB* stands for Inter Semester Break

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
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 classroom implications

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.
• 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.

SUGGESTED READINGS-

2. Baron, Robert A.: Psychology (5th Edition), Pearson Education
8. Flexner, William: Educational Psychology and Mental Health, Sarup & Sons
10. Lal, Raman Bihari & Manava, Ram Nivas: Shiksha Manovigyan, Rastogi Publications, Meerut
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.

UNIT- I-

- 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

SUGGESTED READINGS-

1. Pandy, 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
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.

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.

SUGGESTED READING

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.

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 -
- 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 ĭ 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 Quasiperimental 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, Ogive, pie diagram and box plot Dispersion and Standard deviation, Meaning and characteristics of Correlation and Regression.

- Parametric & Non-parametric test ĭ T-test, Sign test, Chi-square test, F-ratio test.

PEDAGOGY- Class Room Discussion
PRACTICUM-
Analyze used statistical analysis in any small research topic in the light of Two-tailed and one tailed Tests of significance and its interpretation.

SUGGESTED READINGS:

1. Introduction to Research- R.M.W Travers
2. Research in Education- Best & Kahn
3. Methodology of Educational Research- Lokesh Kaul
4. Fundamental of Educational Research- R.A.Sharma
5. Psychometric Methods- J.P.Guilford

6. शैक्षिक अनुसंधान: पारसनाथ राय तथा चौद भटनागर.
7. शैक्षिक अनुसंधान के मूल तत्त्व: सुखिया एवं महरोत्रा
ISB-I (Credit: 2)

COMMUNICATION AND EXPOSITORY WRITING (CREDIT: 1)
(DURING INTER SEMESTER BREAK –I)

Course Code:-M.ED.-105

Maximum Marks: 25
Internal: 25

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

1. Use of Information and Communication Technology (ICT) for effective communication.
2. Enhance the ability to listen, converse, speak, present and explain ideas in groups and before an audience.
3. Understand about writing skill and enhance their expository writing skill.
4. Implement their knowledge of communication in classroom discussion and daily life.

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, tale-conferences, tale-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.

REFERENCES:
HNGU Handbook-I, HNGU Handbook-II
SELF-DEVELOPMENT (1 CREDIT)
(DURING INTER SEMESTER BREAK –1)

Course Code: M.ED.- 106
Contact Hours per week: 1

Maximum Marks: 25
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 CONTENT:

- Workshops on the themes such as gender, society and education, disability psycho-social 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Name of Course</th>
<th>Course Code</th>
<th>Instructional Hours</th>
<th>Credit Hours</th>
<th>Tutorials</th>
<th>Maximum Marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper-V</td>
<td>Philosophy of Education</td>
<td>M.ED - 107</td>
<td>04</td>
<td>04</td>
<td>02</td>
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<tr>
<td>Paper-VI</td>
<td>Sociology of Education</td>
<td>M.ED - 108</td>
<td>04</td>
<td>04</td>
<td>02</td>
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<tr>
<td>Paper-VII</td>
<td>Curriculum Studies</td>
<td>M.ED - 109</td>
<td>04</td>
<td>04</td>
<td>02</td>
<td>40</td>
<td>60</td>
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<tr>
<td>Paper-VIII</td>
<td>Teacher Education &amp; Its Conceptual Framework Í I-</td>
<td>M.ED - 110</td>
<td>04</td>
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<tr>
<td>ISB-II*</td>
<td>Dissertation -I (4Credit) (Synopsis Preparation)</td>
<td>M.ED - 111-1</td>
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| Total    | 20                                      |             |                     |              |           |               | 500   |     |
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

UNIT- I

- Concept of philosophy, its Nature and Significance, relationship between Philosophy and other branches viz- Philosophy and Arts - Philosophy and Science Š Philosophy and Religion.
- 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 Š 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-


PEDAGOGY:-- Classroom Discussion

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

SUGGESTED READINGS:-

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.


PAPER- VI : SOCIOLOGY OF EDUCATION (04 CREDITS)

Course Code – M.ED-108

Total Marks 100

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

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 i 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 i 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.

SUGGESED READINGS-
7. UNESCO (1982)- Inequalities In Educational Development î An IIEP Seminar, Paris, UNESCO.
PAPER-VII : CURRICULUM STUDIES     (04Credits)

Course Code: M.ED-109

Total Marks 100
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.

UNIT - I:

- 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.

SUGGESTED READINGS

1. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and
   Techniques. New Delhi, Book Enclave.
   Education Series-3 Delhi, Doaba House, Book seller and Publisher.
   Based Laboratory Approach. Cummings Publishing Co
   publishing House, New Delhi, 1992.
6. In-service Teacher Education Package for Primary and Secondary Teachers (1988),
   Volume I & II, NCERT, New Delhi.
   Marg, New Delhi.
PAPER-VIII - TEACHER EDUCATION AND ITS CONCEPTUAL FRAMEWORK –I
(04 CREDITS)

Course Code: M.ED-110
Total Marks 100
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 teachers education.
5. To able to know the various aspects and importance of Supervision and Feedback for Teacher Education programmes.

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.

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

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.

SUGGESTED READING-

3. Association of Indian Universities (2000, 2005) *Teacher Education in India: Selections from University News-6*, New Delhi, Association of Indian Universities.
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
13. Four Year Courses in Teacher Education- All India Association of Teacher Educations, B-1/G-A, Model Down, Delhi-9.
Course Code – M.ED-111-I

Total Marks: 100

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.

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.
<table>
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<tr>
<th>Course</th>
<th>Name of course</th>
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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.

UNIT-I
• Meaning & objectives and significance, need & scope of Early Childhood Care & Education.
• Methods of studying child behaviour and child development.

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 i.e. activity based / play way, child i.e. cantered, 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 i.e. 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 i.e. pre-service & in-service i.e. a critical 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.

REFERENCES
1] vjksM+k izks-jhrk ,oa ekjokgk] MkW lqns& f{k.k ,oa vf/kxe es eukslkekftd vk/kkj ¼2007½ f{k kk izdkku 23 Hkxoku nkl ekdsZV pkSMk jkLrk t;iq
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OR

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

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.

UNIT – I-

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


- 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

SUGGESTED READING -


PAPER - X (A) – ELEMENTARY EDUCATION
(SPECIALIZATION ON ANY ONE)

UNIVERSAL ELEMENTARY EDUCATION (CREDIT-04)
Paper Code – MED-114 (A)

Total Marks 100
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.

UNIT-I
- Meaning & objectives and significance of Universal Elementary Education.
- Need and Scope of Universal Elementary Education.

UNIT – II
- Constitutional provision for education and Directive Principles related to elementary education, Right to Education and their implications.

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’s 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

REFERENCES-

OR
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
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.

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.
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.

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.

SUGGESTED READINGS

5. The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, by NCERT (2006).
Course 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.

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.
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 ï Nominal, Ordinal, interval and ratio scale; 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 ï tailed and Two ï tailed tests, The t-test, The F- test (ANOVA - Analysis of Variance); and chi-square test
- Correlation and Regression - Biserial, Point ï biserial Correlation, Pearsonâ€²s 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

SUGGESTED READINGS

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.

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

SUGGESTED READINGS-
4. Biddle, Bruce.J, and Ellena- Contemporary research on teacher-effectiveness
PAPER- XIII - INTERNSHIP IN TEACHER EDUCATION INSTITUTIONS

(CREDIT -4)

Course Code – M.ED-117

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.

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<th>Assessment will be based on the following activities –</th>
<th>Marks Allotted</th>
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<tbody>
<tr>
<td>Observation of day-to-day *Teacher training Institution / Higher Secondary School activities and report of an in-depth study of two activities.</td>
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<tr>
<td>Participation and organization of Co-curriculum activities like- Cultural, Literacy Campaign, Games &amp; sports &amp; Community Work etc.</td>
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<td>Observation &amp; supervision of 10 lessons in teaching subjects.</td>
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<td>Select Five students and mentoring on psychology, social, academics any perspective, prepare a report.</td>
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<td>5-5 critical review with suggestions of lesson plan, diaries, including supervisorâs / School Subjects Teachersâ remarks.</td>
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<td>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.</td>
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<td>Prepare a module for Pre Service training programme.</td>
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| 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.  
5 Maintenance of ICT department etc.       | 10 |
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| Training for evaluation process:-  
Construction of question papers.  | 05 |
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Internship will be organized with attachment to both pre service teacher education institutions and in service teacher education (Higher Secondary Schools) setting for 3 weeks. Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.
*ISB – III

DISSESSATION

Course Code: M.ED-111-II

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

Contact Hours per week: 4

Maximum Marks: 100

Internal: 100

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.

UNIT – 1

- Meaning, concept and nature of different kinds of academic writings and writing styles
- Meaning, type, refer and analysis of academic sources, style of citing a source, paraphrase and acknowledging the source & editing one's own writing.
- Writing Skills: Essential components of writing skills, writing standard, report writing, Email drafting and Etiquettes, preparing agenda and writing minutes for meeting, making notes on any academic conversations, Elective use of SMS case writing and documentation. Adaptation & text selection, academic articles.
- Career Skills: Applying for job, covering letters, resume and effective profiling, interviews, group discussion intra personal/ interpersonal skills problem solving, reflective analysis of writing critical thinking, negotiation skill. Newspaper writing, public speech writing, academic proposal, developing story by listening.

PEDAGOGY- Workshop on academic writing skill

PRACTICUM- Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.

REFERENCES-

1. www.ugc.ac.in
2. www.ncte-india.org
3. www.ngu.ac.in
4. www.education.nic.in
5. www.scribid.com
6. HNGU Handbook-I & II
# SEMESTER -IV

Semester - IV(January to May including exam)

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Co curricular Activities, yoga,& meditation etc (All working days)
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.

UNIT I-

- Language acquisition and communication i’ factors affecting language learning and language acquisitions and communication
- Linguistic, psychological and social processes involved in learning of languages

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 ā recommendation of NPE 1986/1992, NCF -2005
• Preservation of heritage language - Home language & school language ā 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 –

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 curriculum
5. Effectively use different ICT sources, materials and resources for teaching social sciences

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 Co-curriculum activities with social science education.
• Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher’s education manuals, other content enrichment materials in their conceptualization and processes;

UNIT-III-
• Critical appraisal of approaches to teaching learning social sciences in 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.

REFERENCES –
17. 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-

On 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;

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-at 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

REFERENCES
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

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.

REFERENCES-

7. NCERT and Bosem textbooks in mathematics for Class VIII TO X.
PAPER – XV (SPECIALIZATION ON ANY TWO COURSE)

EDUCATIONAL TECHNOLOGY

Course Code: M.ED-124

Total -100

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.

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).

REFERENCES-


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.

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.

REFERENCES -
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.
16. Rajgopal, M. V. Programmes of Educational Improvement at the District level, New Delhi : Asian Institute of Educational Planning and administration, 1969.
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 right to education of all learners,
8. Seeking parental and community support for utilizing available resources for education in inclusive setting.

UNIT-I-

- Concept and meaning of divers 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.
REFERENCES-

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

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 develop an insight into policy, perspectives, issues and concerns of girls' 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

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 habituations, 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

REFERENCES-
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.

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 and problems of measures,
• 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

REFERENCES
   Aiken, L.R. (1985), Psychological Testing and Assessment, Boston: Allyn and Bacon


PAPER – XV (SPECIALIZATION COURSE)

COMPUTER EDUCATION

Course Code: M.ED-129

Total -100

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 on-line journals and books,

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 Teachinǵ Learning process (IBTL), É 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.

REFERENCES
8. Lee, William W; Diana L Owens (2001) Multi-media Based Instructional Design:
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.

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 non-formal 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

REFERENCES


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

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, text-books, 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 prepare a report and give the remedy for disaster victims and society.

REFERENCES-
4. CBSE textbooks ï¿½ How to make a plan for community exercise- UNDP; Min. of Home Affairs
6. Disaster management & technology promotion ï¿½ Technological information forecasting academic council (TIFAC) Disaster Management Act- 2005

13. Leelakrishnan, P. (1999) Environmental Law in India, Butterworths India, New Delhi,


15. NCERT (2011). Teachers’ Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT, New Delhi,


27. World Disaster Reports

28. www.fema.gov
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:-

1. To enable them to understand the nature of values, moral values, moral education and to differentiate such values form 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.
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 ï 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
- 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

REFERENCES-

7. NCERT.http://www.ncert.nic.in/sites/valueeducation.
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 counseling

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-

• 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
REFERENCES –

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 viva- voce Examination.