DAVANGERE UNIVERSITY

DEPARTMENT OF STUDIES IN EDUCATION

Shivagangothri, Davangere – 577007

M.Ed. (2 Year)
(CBCS 4 Semesters)

NORMS AND SYLLABUS

2020-21 ONWARDS

DAVANGERE UNIVERSITY

Shivagangothri, Davangere – 57707

POST GRADUATE STUDIES IN EDUCATION (M.Ed.)

(I to IV SEMESTERS)

NORMS AND STANDARDS

PREAMBLE

The Master of Education (M.Ed.) Programme is a two-year professional programme in Teacher Education that aims to prepare teacher educators and other education professionals, including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals, and researchers. The completion of the programme shall lead to M.Ed. Degree specializing in elementary education (up to class VIII) or secondary education (classes VI-XII).

DURATION AND WORKING DAYS

DURATION

The M.Ed. The programme shall be of two academic years, including field attachment for a minimum of 4 weeks and a research dissertation. Students shall be permitted to complete the two-year programme's programme requirements within a maximum period of three years from the date of admission to the programme. The summer should be used for field attachment/practicum/other activities.

WORKING DAYS

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of the examination. The institution shall work for a minimum of thirty-six hours in a week (five of six days). Faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

ATTENDANCE

The minimum attendance of students shall be 80% for theory Courses and Practicum and 90% for Field Attachment.

INTAKE, ELIGIBILITY, ADMISSION PROCEDURE AND FEES

INTAKE

Our department has a primary unit size of 50 for the programme

ELIGIBILITY

Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:

I. B.Ed.

II. B.A, B.Ed., B.Sc., B.Ed.

III. B.El.Ed.

IV. D.El.Ed. with an undergraduate degree (with 50% marks in each).

RESERVATION

Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central /State Government, whichever is applicable.

ADMISSION PROCEDURE

Admission shall be made on merit based on marks obtained in the qualifying examination and the entrance examination or any other selection as per State/Central Government/University Administration policy.

FEES

Fees are charged as prescribed by Davangere University

INTERNSHIP AND ATTACHMENT

Field attachments/internships/immersion will be facilitated with organizations and institutions working in teacher education. Students are allowed to undertake the defined activities under the close mentorship of faculty. The activities will end up in a recorded form. The assessment is based on their performance while doing the training and based on records prepared by them. The internship's focus is to engage the students with field-based situations and provide opportunities for reflection and writing.

DISSERTATION

A candidate shall choose an area of research in consultation with the guide and submit the dissertation. They should submit the dissertation to the department within the stipulated time during the fourth semester. In addition, there shall be an internal viva voce examination for each candidate conducted by the department council with one external expert from the Board of Examiners of the current academic year.

ASSESSMENT

For each theory course, 30% weightage shall be assigned for continuous internal assessment and 70% for examination conducted by the examining body. The weightage for the internal and external assessment for theory and practicum courses shall be as prescribed by the university.

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VISION

CREATING ENLIGHTENED TEACHERS TO ENLIGHTEN THE WORLD

MISSION

- To provide excellent pre-service teacher education to develop professional teaching competencies among student teachers.
- To undertake, assist, promote and coordinate research in all the aspects of teacher education to address significant challenges.
- To establish linkages between national, state, and district-level bodies to bring about quality improvement.
- Develop and maintain exemplary programs that serve as teaching models, research, and service for education administrators, teachers, and children.
- Aiming towards the ideal of enabling student teachers to emerge as efficient teachers and take leadership positions to improve the quality of education around the globe.

ದಾವಣಗೆರೆ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ವಿಭಾಗ

ಶಿವಗಂಗೋತ್ರಿ, ದಾವಣಗೆರೆ–577007

ಸ್ನಾತಕೋತ್ತರ ಪದವಿ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ನಡಾವಳಿ

ಸ್ನಾತಕೋತ್ತರ ಪದವಿ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯನ್ನು ದಿನಾಂಕ: 08.01.2021 ರ ಶುಕ್ರವಾರ ಬೆಳಿಗ್ಗೆ 11 ಗಂಟೆಗೆ ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಮಂಡಳಿ ಅಧ್ಯಕ್ಷರಾದ ಡಾ. ವೆಂಕಟೇಶ ಕೆ ಇವರ ಅಧ್ಯಕ್ಷತೆಯಲ್ಲಿ ನಡೆಯಿತು.

ಸ್ನಾತಕೋತ್ತರ ಪದವಿ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸದಸ್ಯರು:

ಪ್ರೊ. ಎಸ್ ಎಸ್ ಪಾಟೀಲ್

ಪ್ರೊ. ರಾಜ್‌ಕುಮಾರ್ ಆರ್ ಮದನ್‌ಕರ್

ಡಾ. ರಾಜ್‌ಕುಮಾರ್ ಎಂ ಎಸ್

ಡಾ. ರಂಗಸ್ವಾಮಿ ಸಿ

ಶ್ರೀ ಚೇತನ ಕುಮಾರ ಕೆ ಎಂ

ಸಭೆಯ ಕಾರ್ಯಸೂಚಿ:

1. 2020-21 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನ ಎಂ.ಇಡಿ. ಕೋರ್ಸ್‌ನ ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್‌ಗಳ ನಿಯಮಾವಳಿ ಮತ್ತು ಪಠ್ಯಕ್ರಮದಲ್ಲಿ ಮಾಡಲಾಗಿರುವ ಮಾರ್ಪಾಟುಗಳಿಗೆ ಅಧ್ಯಯನ ಮಂಡಳಿಯಿಂದ ಅನುಮೋದನೆ ಪಡೆಯುವುದು.
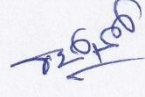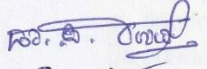
ಸಭೆಯ ತೀರ್ಮಾನ:
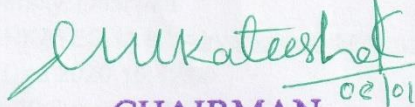
ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಮಂಡಳಿ ಅಧ್ಯಕ್ಷರಾದ ಡಾ. ವೆಂಕಟೇಶ ಕೆ ಇವರು ಅಧ್ಯಯನ ಮಂಡಳಿ ಸದಸ್ಯರನ್ನು ಸಭೆಗೆ ಸ್ವಾಗತಿಸಿದರು ಮತ್ತು ಸಭೆಯ ಕಾರ್ಯಸೂಚಿ ಬಗ್ಗೆ ಸಂಕ್ಷಿಪ್ತವಾಗಿ ವಿವರಿಸಿದರು.

1. ಅಧ್ಯಯನ ಮಂಡಳಿಯು 2020-21 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನ ಎಂ.ಇಡಿ. ಕೋರ್ಸ್‌ನ ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್‌ಗಳ ಕೋರ್ಸ್‌ನ ನಿಯಮಾವಳಿ ಮತ್ತು ಪಠ್ಯಕ್ರಮದಲ್ಲಿ ಮಾಡಲಾಗಿರುವ ಮಾರ್ಪಾಟುಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕೂಲಂಕುಷವಾಗಿ ಚರ್ಚಿಸಿ ಅನುಮೋದನೆ ನೀಡಿತು.

2. ನಿಯಮಾವಳಿಗಳು ಮತ್ತು ಪಠ್ಯಕ್ರಮವನ್ನು ಸದಸ್ಯರಾದ ಪ್ರೊ. ಎಸ್ ಎಸ್ ಪಾಟೀಲ್ ಮತ್ತು ಪ್ರೊ. ರಾಜ್‌ಕುಮಾರ್ ಆರ್ ಮದನ್‌ಕರ್ ಇವರು ಪರಿಶೀಲಿಸಿ ದೂರವಾಣಿ ಮೂಲಕ ಮತ್ತು ಇ-ಮೇಲ್ ಮೂಲಕ ಪಠ್ಯಕ್ರಮದಲ್ಲಿ ಮಾಡಲಾಗಿರುವ ಮಾರ್ಪಾಟುಗಳಿಗೆ ಅನುಮೋದನೆ ನೀಡಿರುತ್ತಾರೆ.

ಸ್ನಾತಕೋತ್ತರ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಅಧ್ಯಯನ ಮಂಡಳಿ ಅಧ್ಯಕ್ಷರು ಅಧ್ಯಯನ ಮಂಡಳಿ ಸದಸ್ಯರಿಗೆ ವಂದನೆಗಳನ್ನು ಸಲ್ಲಿಸುವ ಮೂಲಕ ಸಭೆಯನ್ನು ಮುಕ್ತಾಯಗೊಳಿಸಿದರು.

ಡಾ. ರಾಜ್‌ಕುಮಾರ್ ಎಂ ಎಸ್ –

ಡಾ. ರಂಗಸ್ವಾಮಿ ಸಿ –

ಶ್ರೀ ಚೇತನ ಕುಮಾರ ಕೆ ಎಂ –

CHAIRMAN
Board of Studies
Dept. of Studies and Research in Education
Davangere University
Shivagangothri-577007. Davangere.

Approval of norms and standards of M.Ed Programme

Rajkumar Madankar

to me

all the norms and standards of M.Ed programme from I to IV semesters as per CBCS verified and approved

.Dr.R.R.Madankar

From: "DR.VENKATESHA K" <drvenkateshak@gmail.com>

Sent: Thu, 17 Dec 2020 16:39:23

To: rrmadankar09@rediffmail.com

Subject: Verification of norms and standards of M.Ed Programme

To,
Prof. R R MADANKAR
Department of Studies in Education
Karnataka University and
Member
Board of Studies
Department of Studies in Education
Davangere University
Respected Sir,
Greetings from Department of Studies in Education
I am herewith forwarding norms and standards, syllabus of I semester M.Ed. programme of Davangere University to be implemented :
Hence, I kindly request you to verify the norms and standards; syllabus attached and give your consent for further needful.
Kind regards
Dr. Venkatesha K
Chairman
Board of Studies
Department of Studies in Education
Davangere University

STRUCTURE OF TWO YEARS M.Ed. PROGRAMME

MASTER SHEET SHOWING THE DETAILS OF PAPER CODES, TITLES, INSTRUCTION HOURS, CREDITS, AND MARKS DISTRIBUTION

I SEMESTER

Paper Code	Titles	Instruction Hours	Credits	External Assessment	Internal Assessment
MED 1.1	Psychology of Learning and Development	4	4	70	30
MED 1.2	History and Political Economy of Education	4	4	70	30
MED 1.3	Educational Studies	4	4	70	30
MED 1.4	Introduction to Research Methods	4	4	70	30
MED 1.5	Teacher Education (Pre - Service and In - Service)	4	4	70	30
MED 1.6	Communication Skills & Expository Writing	2	2	-	50
MED 1.7	Self-Development	2	2	-	50
	Total	24	24	350	250
	Grand Total			600	

II SEMESTER

Paper Code	Titles	Instruction Hours	Credits	External Assessment	Internal Assessment
MED 2.1	Philosophy of Education	4	4	70	30
MED 2.2	Sociology of Education	4	4	70	30
MED 2.3	Curriculum Studies	4	4	70	30
MED 2.4	Globalization And Entrepreneurship in Education	4	4	70	30
MED 2.5	Educational Technology	4	4	70	30
MED 2.6	Internship in a Teacher Education Institution	4	4	70	30
MED 2.7	Academic Writing	2	2	-	50
	Total	26	26	420	230
	Grand Total			650	

III SEMESTER					
Paper Code	**Titles**	**Instruction Hours**	**Credits**	**External Assessment**	**Internal Assessment**
MED 3.1	Specialization Course-I (Stag Specific)	4	4	70	30
MED 3.2	Specialization Course-II (Stage Specific)	4	4	70	30
MED 3.3	Advanced Educational Research	4	4	70	30
MED 3.4	Perspectives, Research and Issues in Teacher Education	4	4	70	30
MED 3.5	Higher Education	4	4	70	30
MED 3.6	Internship in a Teacher Education Institution	4	4	70	30
MED 3.7	Dissertation	2	2	15	35
	Total	26	26	435	215
	Grand Total			**650**	
OPEN ELECTIVE COURSE					
MEDOEC	Micro Teaching and Classroom Communication	2	2	40	10
	Total	2	2		
	Grand Total			**50**	
IV SEMESTER					
MED 4. STUDENTS CAN OPT ANY THREE					
MED 4.1	A1. Education Policy, Economics and Planning (At Elementary Level)	4	4	70	30
MED 4.2	A2. Education Policy, Economics and Planning (At Secondary Level)	4	4	70	30
MED 4.3	B1. Management And Administration of Education (At Elementary Level)	4	4	70	30
MED 4.4	B2. Management And Administration of Education (At Secondary Level)	4	4	70	30
MED 4.5	C1. Inclusive Education (At Elementary Level)	4	4	70	30
MED 4.6	C2. Inclusive Education (At Secondary Level)	4	4	70	30
MED 4.7	D1. Educational Measurement & Evaluation (At Elementary Level)	4	4	70	30
MED 4.8	D2. Educational Measurement & Evaluation (At Secondary Level)	4	4	70	30
MED 4.9	E1. Comparative Education (At Elementary Level)	4	4	70	30
MED 4.10	E2. Comparative Education (At Secondary Level)	4	4	70	30
MED 4.11	F1. Educational And Vocational Guidance (At Elementary Level)	4	4	70	30
MED 4.12	F2. Educational And Vocational Guidance (At Secondary Level)	4	4	70	30
MED 5	**Dissertation**	4	4	70	30
	Total	52 (**28**)	52 (**28**)	910 (**490**)	390 (**210**)
	Grand Total			1300 (**700**)	

MASTER OF EDUCATION (M.Ed.)

COURSES HAVING FOCUS ON EMPLOYABILITY/ENTREPRENEURSHIP/ SKILL DEVELOPMENT

Course Code	Title of the Course	Activities with direct bearing on Employability/Entrepreneurship/ Skill Development
MED 1.1	Psychology of Learning and Development	**This course focuses on skill development and employability.** It develops the skills which are very important to carry out the teaching-learning process. For example, understanding the learning difficulties, individual differences, factors of growth and development, and ways to develop a good personality and motivate the learners throughout the teaching-learning process. After the successful completion of this course, students can practice their profession.
MED 1.4	Introduction to Research Methods	**This course focuses on employability and skill development.** After the successful completion of this course, the students can work as independent researchers and can undertake many educational research activities for the betterment of the education system
MED 2.4	Globalization and Entrepreneurship in Education	**This course focuses on entrepreneurship.** Here, the students understand the opportunities for entrepreneurship in education. After completing this course, the students can be entrepreneurs by establishing private schools and colleges to educate needy people.
MED 2.5	Educational Technology	**This course focuses on employability, entrepreneurship and skill development.** In addition, the students can become experts in hardware and software technologies by providing technological support to educational institutions. Here, they get expertise in communication skills and can conduct communication skills classes for the students.
MED 2.6 and MED 3.6	Internship in A Teacher Education Institution	**This course focuses on skill development.** Students get good opportunities to master their teaching skills by teaching different units of teacher education programmes. In addition, they can also master micro-teaching skills.

MED 3.1 and MED 3.2	Specialization Course-I and II	**These courses focus on skill development.** Students learn the most essential skills to become good teachers, administrators, and classroom researchers in these courses.
MED 4.3	Management and Administration of Education	**This course focuses on skill development.** This course develops administrative, leadership, managerial and managing human relationships skills.
MED 4.11	Educational and Vocational Guidance	**This course focuses on employability, entrepreneurship and skill development.** Students can become good guidance and counselling workers in a school or college. And also, they can get employment as guidance and counselling workers in either private or government hospitals. They can also open a guidance and counselling center in society.

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MASTER OF EDUCATION (M.Ed.)
PROGRAMME SPECIFIC OUTCOMES

- To understand the historical, philosophical, political, and economic aspects of education
- To build perspective and understanding the concepts, theories, ideas, and practices of various fields of education
- To develop research competency to undertake dissertation and research work
- To set insight into various educational policies and practices
- To develop proper understanding and critical perspective about specialized areas of education
- To build skills and abilities of communication reflection and self-expression
- To develop dedication and motivation towards continuous learning with a clear vision and mission
- To prepare the individual to introspect into the nature of educational problems and generate diversified knowledge

COURSE OBJECTIVES AND OUTCOMES
SEMESTER I

PAPER-I: PSYCHOLOGY OF LEARNING AND DEVELOPMENT
OBJECTIVES

- Understand the concepts and principles of educational psychology as an applied science
- Outline the scope of educational psychology
- Describe the process of growth and development
- Understand different theories of learning

OUTCOMES

- Understand the process of learning and human development
- Analyze various theories of learning
- Comprehend the impact of culture and diversity in the learning process

PAPER-II: HISTORY AND POLITICAL ECONOMY OF EDUCATION
OBJECTIVES

- Get a historical insight into the development of education in Vedic, Buddhist, and Medieval period
- Get the knowledge of the development of education in pre-independent and post-independent India
- Understand the relationship of education with democracy, national integration and international understanding

OUTCOMES

- Know about the historical, political, and economic perspective of education
- Understand in detail the constitutional provisions for Education in India
- Get the knowledge of contemporary Indian Education from global perspectives

PAPER-III: EDUCATIONAL STUDIES

OBJECTIVES

- Understand and appreciate education as a social phenomenon, practice, and field of study
- Acquainted with documented related to educational policies and educational programs
- Understand the educational structure, institution, and system
- Understand and reflect on various issues and concerns in education

OUTCOMES

- Understand education as a phenomenon
- Understand the composition and functions of various educational institutions
- Understand national issues and concerns in education

PAPER-IV: INTRODUCTION TO RESEARCH METHODS

OBJECTIVES

- Understand the meaning and nature of educational research
- Comprehend the process of formulation of a research problem
- Understand measurement, measurement of central tendency, characteristics, and applications of NPC
- Understand skewness & kurtosis and non-parametric statistics

OUTCOMES

- Understand the nature of educational research and its design
- Examine the role of research methods to carry out research work
- Understand tools of data collection, hypothesis, and sampling

PAPER-V: TEACHER EDUCATION (PRE - SERVICE AND IN-SERVICE)

OBJECTIVES

- Understand the meaning and concept of teacher education in India
- Understand objectives of teacher education at various levels
- Comprehend teaching profession and types of teacher education program

OUTCOMES

- Review the dynamics of the programs of teacher education
- Analyze the relevance of pre-service and in-service teacher training courses
- Understand the programs of professional growth of teachers

PAPER-VI: COMMUNICATION SKILLS & EXPOSITORY WRITING

OBJECTIVES

- Organize academic representation with effective writing skills

- Sensitize communicative behavior

- Articulate and organizer ideas with clarity and relevance

OUTCOMES

- Enhance the ability to listen, converse, speak, present, and explain ideas

- Understand writing skills and enhance their expository writing skill

- Understand the significance of communication in the classroom and daily life

PAPER- VII: SELF DEVELOPMENT

OBJECTIVES

- Know the significance of self-development for integrated personality

- Enhance the knowledge of yoga and well-being

- Enable to understand socio-environmental issues

OUTCOMES

- Comprehend the gender and socio-environmental issues of the society

- Understand the importance of health & physical education in daily life

- Understand the significance of maintaining mental hygiene and performing yoga

COURSE OBJECTIVES AND OUTCOMES
SEMESTER II

PAPER-I: PHILOSOPHY OF EDUCATION
OBJECTIVES

- Understand the nature and functions of the philosophy of education
- Write a critical note on the nature of knowledge and knowledge getting process
- Understand the contributions of various Indian and Western Schools of Philosophy in the field of Education

OUTCOMES

- Interpret the educational philosophy of great thinkers
- Correlate philosophy and education
- Establish the relevancy of philosophical theories in modern education

PAPER-II: SOCIOLOGY OF EDUCATION
OBJECTIVES

- Define the meaning and concept of educational sociology
- Explain the concept of social organization and the factor affecting it
- Illustrate education as a process of social system and socialization
- Critically appropriate the issues related to social change, determinate of social change, equity, and equality of education opportunities
- Explain the important issues like social stratification and social mobility

OUTCOMES

- Analyze the social perspectives of education
- Interpret the role of education in a social context
- Recognize socio-cultural aspects of education

PAPER-III: CURRICULUM STUDIES
OBJECTIVES

- Understand the concept and importance of curriculum
- Explain the bases of curriculum and principles of curriculum development
- Understand the types and approaches of curriculum
- Understand the transaction of curriculum

OUTCOMES

- Understand the process of formulation of curriculum
- Critically evaluate the curriculum
- Understand the role of various organizations in curriculum designing

PAPER-IV: GLOBALIZATION AND ENTREPRENEURSHIP IN EDUCATION

OBJECTIVES

- Gain knowledge and understand about the meaning and importance of globalization, liberalization, and privatization
- List out the salient features of globalization affecting teacher education
- Understand the concept of entrepreneurship and opportunities for education
- Understand the schemes and programs for the promotion of the culture of entrepreneurship in India

OUTCOMES

- Understand the importance of globalization on education
- Undertake entrepreneurship projects in the field of education
- Establish and efficiently manage non-governmental organizations in the field of education

PAPER-V: EDUCATIONAL TECHNOLOGY

OBJECTIVES

- Understand the meaning, scope, and concept of educational technology
- Compare the software approach with the hardware approach to educational technology
- Develop awareness towards education and system analysis
- Develop skills regarding cybernetics namely use of the internet and related services

OUTCOMES

- Develop necessary skills in the use of media utilization and applications in the teaching-learning process
- Understand the process of classroom communication
- Understand the recent trends in educational technology

PAPER-VI: INTERNSHIP IN A TEACHER EDUCATION INSTITUTION

OBJECTIVES

- Sensitize about various activities of teacher education institution
- Understand the process of teaching and learning in a teacher education institution
- Develop and improve skills in communication, educational technology, evaluation, and teamwork

OUTCOMES

- Enhance the ability to apply concepts and theories to a real-world teaching
- Improve professional relationships and contacts
- Enhance students' knowledge and skills of teaching

PAPER-VII: ACADEMIC WRITING
OBJECTIVES

- Know the significance of academic writing skill

- Understand the process of reviewing a book and research articles

OUTCOMES

- Able to review research articles

- Write research articles/papers

- Able to critically reflect on current events/news related to the field of education

COURSE OBJECTIVES AND OUTCOMES

SEMESTER III

PAPER-I: SPECIALIZATION COURSE-I (Stage Specific)

OBJECTIVES

- Understand aims and objectives of school education
- Understand the critical analysis of curriculum
- Understand methods of teaching and the importance of teaching aids

OUTCOMES

- Able to use ICT in teaching
- Use relevant teaching aids for the effective teaching-learning process
- Organize curricular, co-curricular, and extracurricular

PAPER-II: SPECIALIZATION COURSE-II (Stage Specific)

OBJECTIVES

- Understand classroom interaction and management of resource
- Understand the significance of school administration, timetable, and maintenance of records
- Comprehend the process of evaluation

OUTCOMES

- Able to manage classroom
- Able to prepare the timetable
- Able to maintain various school records
- Able to conduct action research

PAPER –III: ADVANCED EDUCATIONAL RESEARCH

OBJECTIVES

- Explain the different tools and techniques of research

- Examine the suitability of tools techniques of research in different content

- Elucidate the procedure of construction and validation of tools /techniques of research

- Enumerate the uses and limitations of different tools & techniques of research

OUTCOMES

- Construct and validate a research tool

- Write a research report

- Differentiate parameter & non-parametric tests

- Test the significant difference between two means

PAPER-IV: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION OBJECTIVES

- Aims and objectives of teacher education in India with its historical perspectives
- Different competencies essential for a teacher for effective transaction
- Research in various areas of teacher education

OUTCOMES

- Understand the recommendations of various commissions on teacher education
- Participate in the activities of professional organizations
- Adopt professional ethics
- Research the areas of teacher education

PAPER-V: HIGHER EDUCATION
OBJECTIVES

- Acquire the knowledge of historical perspective of higher education in India.
- Understand the procedure of manpower and financial planning in the area of higher education
- Understand the programmes organized to improve the quality of higher education in India.
- Understand different methods and techniques used in higher education institutions.
- Understand the objectives, scope and emerging areas of research in higher Education

OUTCOMES

- Understand different methods and techniques used in higher education institutions
- Understand the roles and functions of various institutions of higher education
- Understand the role and need of research in higher education
- Understand the objectives, scope and emerging areas of research in higher education

PAPER-VI: INTERNSHIP IN A TEACHER EDUCATION INSTITUTION

OBJECTIVES

- Sensitize about various activities of teacher education institution

- Understand the process of teaching and learning in a teacher education institution

- Develop and improve skills in communication, educational technology, evaluation, and teamwork

OUTCOMES

- Enhance the ability to apply concepts and theories to a real-world teaching

- Improve professional relationships and contacts

- Enhance students' knowledge and skills of teaching

PAPER-VII: DISSERTATION

OBJECTIVES

- Develop the independent research attitude

- Understand the steps in writing a research proposal

- Understand the process of constructing and validating a research tool

- Understand the process of collection of data and interpretation

OUTCOMES

- Collect data and interpret

- Write a research report

COURSE OBJECTIVES AND OUTCOMES
SEMESTER IV

PAPER-I (A1&A2): EDUCATION POLICY, ECONOMICS AND PLANNING
(At Elementary and Secondary Level)
OBJECTIVES

- Develop awareness among students about the importance of economics to the field of education
- Understand about education both as consumption and investment
- Develop an understanding of the benefits and the costs of education and its role in human and economic development

OUTCOMES

- Understand the internal efficiency of the system of education
- Understand the relationship between educational management, planning, and finance
- Able to resolve causes and problems of educated unemployment

PAPER-II (B1&B2): MANAGEMENT AND ADMINISTRATION OF EDUCATION
(At Elementary and Secondary Level)
OBJECTIVES

- Acquaint the students with changing concepts of educational management along with their significance
- Help the students to understand educational management as a process at elementary level
- Develop an understanding in students about education and problems of trends in educational management and administration

OUTCOMES

- Able to be an educational planner
- Understand various approaches and problems of educational planning
- Able to be a democratic leader

PAPER-III (C1& C2): INCLUSIVE EDUCATION

(At Elementary and Secondary Level)

OBJECTIVES

- Differentiate among mainstreaming, integrated education and inclusive education

- Describe the provisions of PWD Act 1995 and National Trust 1999

- Explain the barriers to inclusive education

- Explain the concept of auricular adaptations and their needs and importance

- Explain the roles and responsibilities of stakeholders for inclusive education of CWSN

OUTCOMES

- Identify and address barriers to inclusive education

- Develop awareness of inclusive education among stakeholders

- Work with the institutions that provide inclusive education

PAPER-IV (D1&D2): EDUCATIONAL TECHNOLOGY

(At Elementary and Secondary Level)

OBJECTIVES

- Develop the understanding of concept, origin and characteristics of education technology

- Differentiate between hardware and software

- Acquaint the students with the skill of farming educational objectives

- Develop the skills of designing the instructional system

- Understand program learning

- Use educational technology for improving teacher's behavior

OUTCOMES

- Formulate instructional objectives

- Make the teaching-learning process effective by using educational technology

- Designing of instructional strategies for effective teaching leering process

- Make classroom communication effective and successful

PAPER-V (E1&E2): EDUCATIONAL MEASUREMENT & EVALUATION

(At Elementary and Secondary Level)

OBJECTIVES

- Develop the understanding of concept, level and scope of measurement

- Differentiate between measurement & evaluation

- Understand the taxonomy of educational objectives

- Understand the characteristics of a good test

OUTCOMES

- Understand interrelationship & difference between measurement and evaluation

- Measures intelligence, attitude, aptitude and interest of students'

- Diagnosis of the learning difficulties of students'

- Plan and execute remedial instruction

PAPER-VI (F1&F2): COMPARATIVE EDUCATION

(At Elementary and Secondary Level)

- Develop understanding in students regarding the factors influencing educational systems of different countries.

- Acquaint the students regarding approaches to study internal systems of different countries.

- Acquaint the students regarding educational system of India as well as other countries like UK, USA and Russia

- Help students in developing understanding regarding problems, issues and existing provisions and programs of the country in the context of educational systems of other countries.

OUTCOMES

- Implement the recommendations of various educational programs

- Compare the educational structure of primary, secondary and higher education in India with other countries

- Compare distance education and educational administration in India with other countries

PAPER-VII (G1&G2) EDUCATIONAL AND VOCATIONAL GUIDANCE

(At Elementary and Secondary Level)

OBJECTIVES

- Develop understanding among students regarding the importance of guidance services at the secondary school level
- Acquaint then regarding various guidance programs and activities which can be organized at the school level
- Develop understanding among students regarding the concepts, aims, process, procedure of various guidance services and counseling
- Acquaint the students regarding the roles & responsibilities of guidance workers, teachers, heads of the schools and counselor
- Appraise the students regarding the worth of understanding and assessing the individual correctly

OUTCOMES

- Organize guidance and counseling service at schools
- Organize placement services at schools
- Understand individual correctly

PAPER-VIII: DISSERTATION

OBJECTIVES

- Develop the independent research attitude
- Understand the steps in writing a research proposal
- Understand the process of collecting data
- Understand the process of collection of data and interpretation

OUTCOMES

- Submission of the dissertation

M.Ed. TWO YEARS PROGRAMME
CONSOLIDATED DETAILS OF INSTRUCTION HOURS, CREDITS AND MARKS
DISTRIBUTION
OF
I, II, III and IV SEMESTERS

Semesters	Instruction Hours	Credits	External Assessment	Internal Assessment	Total Marks
I	24	24	350	250	600
II	26	26	420	230	650
III	26	26	435	215	650
IV	28	28	490	210	700
Grand Total	**104**	**104**	**1695**	**905**	**2600**

Semester	Instruction Hours	Credits	External Assessment	Internal Assessment	Total Marks
III **Open Elective**	2	2	40	10	50
Grand Total	**2**	**2**	**40**	**10**	**50**

Semester	Theory Workload	Practicum Workload	Total Workload per Semester
		TABLE SHOWING THE ACTUAL CLAIMABLE WORKLOAD DISTRIBUTION FOR M.Ed. PROGRAMME OF 2 YEARS AS PER NCTE NORMS AND STANDARDS	
I	5 Theory papers X 4 hours per week = 20 Hours.	2 Practicum (Communication Skills & Expository Writing and Self-Development) x 2 hours per week = 4 Hours. Each teacher must guide in person Maximum of 10 Students per practicum. Minimum 10 Full-time Teachers need to execute this work for 50 students' intake as per NCTE norms and standards. 10 Teachers x 4 hours per week = 40 hours. 40 Hours/2=20 hours. For two practicum workloads would be 40 Hours/2=20 hours. (Claimable workload is 40 hours only per week under the norm of 2 hours of practical equal to 1 hour of theory principle)	Total actual claimable instruction hours (20) + Practicum (20) put together = 40 hours
II	5 Theory papers X 4 hours per week = 20 Hours.	2 Practicum (Academic Writing and Internship in a Teacher Education Institution) x 6 hours per week = 12 Hours. Each teacher must guide in person Maximum of 10 Students per practicum. Minimum 10 Full-time Teachers need to execute this work for 50 students' intake as per NCTE norms and standards. 10 Teachers x 6 hours per week = 60 hours. 40 Hours/2=20 hours. For two practicum workloads would be 60 Hours/2=30 hours. (Claimable workload is 60 hours only per week under the norm of 2 hours of practical equal to 1 hour of theory principle)	Total actual claimable instruction hours (20) + Practicum (30) put together = 50 hours
III	5 Theory papers X 4 hours per week = 20 Hours. & 1 open Elective paper = 2 Hours	2 Practicum (Dissertation and Internship in a Teacher Education Institution) x 6 hours per week = 12 Hours. Each teacher must guide in person Maximum of 10 Students per practicum. Minimum 10 Full-time Teachers need to execute this work for 50 students' intake as per NCTE norms and standards. 10 Teachers x 6 hours per week = 60 hours. 60 Hours/2=30 hours. For two practicum workloads would be 60 Hours/2=30 hours. (Claimable workload is 60 hours only per week under the norm of 2 hours of practical equal to 1 hour of theory principle)	Total actual claimable instruction hours (20) + 2 (open elective) + Practicum (30) put together = 52 hours
IV	6 Theory papers X 4 hours per week = 24 Hours.	1 Practicum (Dissertation) X 4 hours per week = 4 Hours. Each teacher must guide in person Maximum of 5 Students per practicum. Minimum 10 Full-time Teachers need to execute this work for 50 students' intake as per NCTE norms and standards. 10 Teachers X 4 hours per week = 40 hours. 40 Hours/2=20 hours. For one practicum workload would be 40 Hours/2=20 hours. (Claimable workload is 40 hours only per week under the norm of 2 hours of practical equal to 1 hour of theory principle)	Total actual claimable instruction hours (24) + Practicum (20) put together = 44 hours

Total Number of minimum 6 Assistant Professors cadre required to carry out this course effectively.
(For I and III semesters: 92/16 hours per week = 6 full-time teachers)
(For II and IV semesters: 94/16 hours per week = 6 full-time teachers)
Note: The norms and standards of NCTE for two-year M.Ed. program published in **The Gazette of India: Extraordinary** recommended the following Faculty for an intake of 50 students per unit, the faculty-student ratio for a two-year program for 100 students shall be 1:10. The faculty positions shall be distributed as under:

1. Professors - 2
2. Associate Professors - 2
3. Assistant Professors - 6

M.ED. 2020-21, 2021-22 (I, II, III & IV SEMESTERS)
QUESTION PAPER PATTERN

Exam Duration: 3 Hours   **Max.Marks:** 70

SECTION – I ವಿಭಾಗ II

I Answer any two of the following questions in about three pages each
ಕೆಳಗಿನ ಯಾವುದಾದರೂ ಎರಡು ಪ್ರಶ್ನೆಗಳಿಗೆ ತಲಾ ಮೂರು ಪುಟದಷ್ಟು ಉತ್ತರಿಸಿ   **2x10 = 20**

1.

2.

3.

SECTION – II ವಿಭಾಗ II

II Answer any five of the following questions in about one and a half pages each
ಕೆಳಗಿನ ಯಾವುದಾದರೂ ಐದು ಪ್ರಶ್ನೆಗಳಿಗೆ ತಲಾ ಒಂದೂವರೆ ಪುಟದಷ್ಟು ಉತ್ತರಿಸಿ   **5x6 = 30**

4.

5.

6.

7.

8.

9.

SECTION – III ವಿಭಾಗ III

III Answer any five of the following questions in about one page each
ಕೆಳಗಿನ ಯಾವುದಾದರೂ ಐದು ಪ್ರಶ್ನೆಗಳಿಗೆ ತಲಾ ಒಂದು ಪುಟದಷ್ಟು ಉತ್ತರಿಸಿ   **5x4 = 20**

10.

11.

12.

13.

14.

15.

M. Ed. (SEMESTER-I)

PAPER - I: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Time: 3 Hours   **Max. Marks: 100**

Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to
- Understand the concepts and principles of Educational Psychology as an applied science.
- Outline the scope of educational psychology.
- Describe the process of growth and development.
- Understand different theories of learning.
- Explain the process of motivation.
- Understand the concept of personality.
- Understand the methods of personality assessment.

COURSE CONTENTS

UN1T-I

1. 1. CONCEPT OF EDUCATIONAL PSYCHOLOGY

   1.1.1   Relationship of education & psychology
   1.1.2   Meaning & concept of educational psychology
   1.1.3   Scope of educational psychology

1.2. CONCEPT OF GROWTH AND DEVELOPMENT
   1.2.1   General principles of growth and development
   1.2.2   Physical development in adolescence
   1.2.3   Social development in adolescence
   1.2.4   Emotional development in adolescence
   1.2.5   Intellectual development in adolescence

UNIT-II

2.1. INDIVIDUAL DIFFERENCES

   2.1.1   Meaning and areas
   2.1.2   Determinants: Role of heredity and environment in developing individual differences
   2.1.3. Implications of individual differences for organizing educational programmes

2.2. PERSONALITY
   2.2.1   Meaning and determinants
   2.2.2   Types and trait theories
   2.2.3   Assessment of personality by subjective and projective methods

UNIT-III

3.1. INTELLIGENCE

    3.1.1   Meaning

    3.1.2   Theories: two factor theory (Spearman); multi factor theory, Guilford model of intellect

    3.1.3   Measurement of intelligence (two verbal and two non-verbal tests)

3.2. LEARNING

    3.2.1   Meaning and factors influencing learning

    3.2.2   Theories of learning

    3.2.3   Pavlov's classical conditioning

    3.2.4   Skinner's operant conditioning

UNIT-IV

4.1. HULL'S REINFORCEMENT THEORY

    4.1.1   Learning by insight

    4.1.2   Gagne's hierarchy of learning types

4.2. MOTIVATION

    4.2.1. Concept

    4.2.2   Factors affecting Motivation

    4.2.3   Theories of motivation: physiological theory, Murray's need-theory and Maslow's theory of hierarchy of needs

SELECTED READINGS

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- Alfport, G. W. : 'Personality*, New York: Holt, 1954
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- 3 Bailer, Warrea R. Charles, Don, C: The Psychology of Human Growth at Development, New York: Holt, Rinehart and Winston, Inc., 1962.
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- Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.
- Shankar Udey: Development of Personality. 1965.
- Talbott, J. A. Hates, R.E. & Yodofskv, S.G. Textbook of Psychiatry, New Delhi:Jay pee Brothers Medical Publishers (P) Ltd., 1994.

COURSE OUTCOMES

- Understand the process of learning and human development

- Analyze various theories of learning

- Comprehend the impact of culture and diversity in the learning process

PAPER-II: HISTORY AND POLITICAL ECONOMY OF EDUCATION

Time: 3 Hours   **Max. Marks: 100**

Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to

- Get a historical insight into the development of education in Vedic, Buddhist and Medieval period.
- Get the knowledge of the development of education in pre-independent and post-independent India.
- Explain in detail the constitutional provisions for Education in India.
- Understand the relationship of education with democracy, national integration and international understanding.
- Get the knowledge of contemporary in Indian Education in global perspectives.

COURSE CONTENTS
UNIT-I

1.1. EDUCATION IN INDIA DURING

1.1.1   Vedic period
1.1.2   Buddhist period
1.1.3   Medieval period

1.2. EDUCATION IN THE BRITISH PERIOD

1.2.1   Macaulay minutes
1.2.2   Wood's dispatch 1854
1.2.3   Lord Curzon's educational policy

UNIT-II

2. EDUCATION COMMISSIONS IN PRE-INDEPENDENT AND POST-INDEPENDENT INDIA

2.1   Sadler commission report 1917
2.2   Wardha scheme of education 1937
2.3   University education commission 1948-49
2.4   Secondary education commission 1952-53
2.5   Indian education commission 1964-66
2.6   NPE 1986 and NEP 2020

UNIT-III

3. EDUCATION IN RELATION TO:

3.1   Democracy
3.2   Constitutional provisions
3.3   National values as enshrined in Indian constitution
3.4   Nationalism & national integration
3.5   International understanding

UNIT-IV

4. EDUCATION AS RELATED TO:

4.1 Economic growth and investment

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

4.3 Equality of educational opportunities

4.4 Local and global perspectives: implication of globalization for system of education

SELECTED READINGS

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- Natarajan, S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1990.
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- Sodhi. IS.: Economics of Education, New Delhi, Vikas, 1990.
- Tilak, J.B.C. Educational Planning at Grass Roots, Ashish Publishing House, New Delhi. 1992.

COURSE OUTCOMES

- Know about the historical, political, and economic perspective of education

- Understand in detail the constitutional provisions for Education in India

- Get the knowledge of contemporary Indian Education from global perspectives

PAPER-III: EDUCATIONAL STUDIES

Time: 3 Hours   **Max. Marks: 100**

Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to
- Understand and appreciate education a social phenomenon, practice and field of study
- Acquainted with documented related to educational policies and educational programmes
- Understand educational structure, institution and system.
- Understand and reflect of various issues and concerns in education

COURSE CONTENTS

UNIT- I

1. MEANING AND TYPES OF EDUCATION

1.1. Concept, meaning and definitions of education
1.2. Aims of education
1.3. Types of education

UNIT- II

2. EDUCATIONAL INSTITUTIONS AND EDUCATIONAL STRUCTURE

2.1 UNESCO, UGC, NCERT, NCTE, CBSE, SCERT(s) & DIET(s)
2.2 Higher, secondary and elementary education system
2.3 Educational structure: central, state, district, block and village level

UNIT- III

3. NATIONAL PROGRAMMES AND POLICIES IN EDUCATION

3.1. National policy of education 1986 and programme of action 1992
3.2 NCF & NCFTE
3.3. RTE Act 2010
3.4. SSA, RMSA & RUSA

UNIT- IV

4. NATIONAL ISSUES AND CONCERNS IN EDUCATION

4.1. Universalization of elementary education
4.2. Globalization of education
4.3. Liberalization of education
4.4. Expansion of secondary and higher education
4.5. Issues related to equity, equality and quality of education
4.6. Education of the disadvantaged

SELECTED READINGS

- Cole, M. (2011). Education, equality and human rights: Issues-of gender, race, sexuality, disability and social class. NY: Routledge.
- *Govinda, R. & Diwan. R. (2003). Community participation and empowerment in primary education.* New Delhi: Sage Publication.
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- Sharma, R.K.& Chouhan, S.S.(20O6). *Sociology of education* New Delhi: Atlantic Publishing Corporation.

COURSE OUTCOMES

- Understand education as a phenomenon
- Understand the composition and functions of various educational institutions
- Understand national issues and concerns in education

PAPER - IV: INTRODUCTION TO RESEARCH METHODS

Time: 3 Hours   **Max. Marks: 100**

Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to
- Understand meaning and nature of educational research
- Understand the process of formulation of research problem
- Understand concept of hypothesis, sampling and its characteristics
- Understand measurement, measurement of central tendency and characteristics and applications of NPC
- Understand skewness & kurtosis and non-para metric statistics

COURSE CONTENTS
UNIT-I

1. EDUCATIONAL RESEARCH

    1.1   Meaning, nature & sources of knowledge
    1.2   Meaning, nature, need & scope of educational research
    1.3   Types of research: fundamental, applied & action

2. FORMULATION OF RESEARCH PROBLEM

    2.1   Criteria & sources of identifying research problem
    2.2   Delineating & operationalizing variables
    2.3   Review of related literature- importance & sources

UNIT-II

1. HYPOTHESIS

    1.1   Meaning, characteristics, sources & types

2. SAMPLING

    2.1   Concept of population & sample
    2.2   Characteristics of a good sample
    2.3   Need of sampling
    2.4   Probability sampling
    2.5   Non probability sampling
    2.6   Sampling errors & ways to reduce them

UNIT-III

3. DESCRIPTIVE STATISTICS

    3.1   Nature of educational data
    3.2   Scales of measurement
    3.3   Measurement of central tendency
    3.4   Measurement of dispersion
    3.5   Percentile & percentile rank
    3.6.   NPC: characteristics and applications

UNIT-IV

4. SKEWNESS & KURTOSIS

    4.1   Meaning, uses & applications

5. NON-PARA METRIC STATISTICS:

    5.1   Chi-square test
    5.2   Hypothesis of equality
    5.3   Hypothesis of independence

SELECTED READINGS

- Aggarwal Y.P. (199&), Statistical Methods, Sterlings, New Delhi.
- Aggarwai, Y.P. (1998), The Science of Educational Research: A Source hook, Nirraak DA VAN GERE
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- Kurtz, A.K. and Mayo S.T. (19&0), Statistical Methods in Education arid Psychology, Narola, New Delhi.

COURSE OUTCOMES

- Understand the nature of educational research and its design
- Examine the role of research methods to carry out research work
- Understand tools of data collection, hypothesis, and sampling

PAPER - V: TEACHER EDUCATION (PRE - SERVICE AND IN - SERVICE)

Time: 3 Hours   **Max. Marks: 100**

Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to
- Meaning and concept of teacher education in India
- Objectives of teacher education at various levels
- Teaching profession and types of teacher education programme

COURSE CONTENTS

UNIT-I

1. **TEACHER EDUCATION**

    1.1 Concept, need and importance

    1.2 Objectives of teacher education at various level
    - Primary
    - Secondary
    - College Level

UNIT-II

2. **PRE-SERVICE**

    2.1 Concept, objectives, need and importance

    2.2 Objectives and organization of practice teaching

    2.3 Current problems of teacher education and practicing schools

UNIT-III

3. **IN-SERVICE**

    3.1 Concept, objectives, need & importance

    3.2 Various agencies for in-service teacher education

    3.3 Teacher education through distance mode for in-service education

UNIT-IV

4. **PROFESSIONAL GROWTH OF TEACHERS**

    4.1 Concept and programmes
    - Orientation
    - Refresher
    - Workshop
    - Seminar
    - Panel discussion

Selected Readings

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COURSE OUTCOMES

- Review the dynamics of the programs of teacher education
- Analyze the relevance of pre-service and in-service teacher training courses
- Understand the programs of professional growth of teachers

M.Ed. (SEMESTER -I)

PAPER - VI: COMMUNICATION SKILLS & EXPOSITORY WRITING

Credit: 2   **Max. Marks: 50**

COURSE OBJECTIVES

- Enhance the ability of listening, converse, speak, present and explain ideas
- Understand writing skill and enhance their expository writing skill
- Understand the significance of communication in classroom and daily life.

Suggested activities:

- Writing essay/articles on any issue relating to education
- Seminar presentation with PPT (on any one topic)
- Student's discussion (panel/group)
- Content analysis & reporting any one event/ news (from electronic/print media) related to field of education

COURSE OUTCOMES

- Enhance the ability to listen, converse, speak, present, and explain ideas
- Understand writing skills and enhance their expository writing skill
- Understand the significance of communication in the classroom and daily life

PAPER - VII: SELF DEVELOPMENT

Credit: 2   **Max. Marks: 50**

COURSE OBJECTIVES

- Know the significance of self-development for integrated personality
- Enhance the knowledge of yoga and well-being.
- Enable to understand socio-environmental issues

Suggested activities:
- Inclusive education
- Health & physical education
- Mental hygiene
- Yoga & well being
- Socio-environmental issues (Joint evaluation by internal & external examiner)
- Gender issues

Note: Activities may be organized in the above given areas (any one). Students are required to prepare and submit a report of the same.

COURSE OUTCOMES

- Comprehend the gender and socio-environmental issues of the society

- Understand the importance of health & physical education in daily life

- Understand the significance of maintaining mental hygiene and performing yo

M.Ed. (SEMESTER -II)

PAPER - I: PHILOSOPHY OF EDUCATION

Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES
Students will be able to
- Undertaking the nature and functions of philosophy of education.
- Writing a critical note on the nature of knowledge and knowledge getting process.
- Understanding the contribution of various Indian and Western Schools of Philosophy in the field of Education.
- Critical appraisal of contributions made to education by prominent educational thinkers
- Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumption about educational phenomena.

COURSE CONTENTS
UNIT-I
1. EDUCATION AND PHILOSOPHY
    1.1   Relationship of education and philosophy
    1.2   Meaning of educational philosophy
    1.3   Functions of education philosophy
    1.4   Meaning and nature of knowledge
    1.5   Types and source of knowledge
    1.6   Methods of acquiring knowledge

UNIT-II
2. INDIAN SCHOOLS OF PHILOSOPHY
    2.1   Vedanta
    2.2   Sankhya
    2.3   Buddhism
    2.4   Islamic traditions with special references to the concept of reality, knowledge and values and their educational implications

UNIT-III
3. WESTERN SCHOOLS OF PHILOSOPHY
    3.1   Idealism
    3.2   Realism
    3.3   Naturalism
    3.4   Pragmatism
    3.5   Existentialism with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods

UNIT-IV

4. CONTRIBUTIONS OF INDIAN THINKERS
    4.1   Vivekananda
    4.2   Aurobindo
    4.3   Tagore
    4.4   Gandhi

4.1 MODERN CONCEPT OF PHILOSOPHY
    4.1.1   Logical analysis
    4.1.2   Logical empiricism
    4.1.3   Logical positivism

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COURSE OUTCOMES

- Interpret the educational philosophy of great thinkers

- Correlate philosophy and education

- Establish the relevancy of philosophical theories in modern education

M.Ed. (SEMESTER-II)

Paper-II: SOCIOLOGY OF EDUCATION

Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to
- Define the meaning and concept of educational sociology.
- Explain the concept of social organization and factor affecting it.
- Illustrate education as a process of social system and socialization.
- Critically appropriate the issues related to social change, determinate of social change, equity and equality of education opportunities.
- Explain the important issues like social stratification and social mobility.

COURSE CONTENTS

UNIT-I

1. **EDUCATIONAL SOCIOLOGY AND SOCIOLOGY OF EDUCATION**

   1.1 Concept of educational sociology and sociology of education
   1.2 Relationship of sociology and education
   1.3 Social organization: meaning and concept
   1.4 Factors influencing social organization: mores, institution and values

UNIT-II

2. **SOCIALIZATION AND CULTURE**

   2.1 Socialization: meaning and concept
   2.2 Agencies of socialization: family, school, society and community
   2.3 Role of education in socialization
   2.4 Culture: meaning and nature
   2.5 Issues related to culture (sanskritization, westernization and modernization)
   2.6 Education and culture

UNIT-III

3. **VALUE EDUCATION AND SOCIAL CHANGE**

   3.1 Value education: meaning and concept of values
   3.2 Role of education regarding values of education
   3.3 Education and social change: meaning and nature
   3.4 Factors determining social change
   3.5 Constraints of social change in India: caste, ethnicity, class and language
   3.6 Religion and regionalism

UNIT-IV

4. **SOCIAL STRATIFICATION AND SOCIAL MOBILITY**

   4.1 Social stratification: meaning, concept and its educational implications
   4.2 Social mobility: meaning, types, constraints on mobility and its educational implications

SELECTED READINGS

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- Mukerjee. R.K. Ancient Indian Education. Motitet Banarsidas. Varanasi, 1969.

COURSE OUTCOMES

- Analyze the social perspectives of education
- Interpret the role of education in a social context
- Recognize socio-cultural aspects of education

M.Ed. (SEMESTER-II)

PAPER-III: CURRICULUM STUDIES

Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to

- Understand the concept and importance of curriculum
- Explain the bases of curriculum and principles of curriculum development
- Understand the types and approaches of curriculum
- Understand the transaction of curriculum and role of different organization in designing curriculum

COURSE CONTENTS

UNIT – I

1. **CURRICULUM DEVELOPMENT**

   1.1 Curriculum: Concept and importance
   1.2 Bases of curriculum
   1.3 Principles of curriculum development
   1.4 Factors affecting curriculum development

UNIT – II

2. **TYPES AND APPROACHES OF CURRICULUM**

   2.1 Types of curriculum: knowledge based, activity based, skill based and experienced based
   2.2 Approaches in curriculum development: developmental approach, functional approach and eclectic approach
   2.3 Impact of media, technology and contemporary issues on curriculum development and planning

UNIT-III

3. **CURRICULUM PLANNING AND DESIGNING**

   3.1 Assessment of need with respect to individual and environment
   3.2 Situational analysis
   3.3 Selection of content and method
   3.4 Concept of school readiness
   3.5 Basic curricular skills
   - Curricular skills related to cognitive domain
   - Curricular skills related to conative domain
   - Curricular skills related to affective domain

   3.6 Classroom planning, preparation and specific teaching strategies with examination considerations in context of curriculum development

UNIT –IV

4. **CURRICULUM TRANSACTION AND EVALUATION**

   4.1 Curriculum transaction and its evaluation
   4.2 Curriculum evaluation
   4.3 Role of teacher in curriculum evaluation
   4.4 Role of organizations like NCERT, SCERT, UGC and NCTE in curriculum designing
   4.5 Recent developments and research trends in curriculum designing

SELECTED READINGS

- Bobbin, F. (1918). The Curriculum. Boston: Houghton Miffilin. Co.
- Denis, L. (1986). Social Curriculum Planning, Sydney: Hodder & Stonghton, London.
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COURSE OUTCOMES

- Understand the process of formulation of curriculum

- Critically evaluate the curriculum

- Understand the role of various organizations in curriculum designing

PAPER-IV: GLOBALIZATION AND ENTREPRENEURSHIP IN EDUCATION

Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

The students will be able to
- Gain knowledge and understand about the meaning and importance of globalization, liberalization and privatization
- Understand the importance of education on globalization
- List the salient features of globalization affecting teacher education
- Understand the concept of entrepreneurship and opportunities for education
- Establish and efficiently manage non-governmental organizations in the field of education
- Understand the schemes and programmes for promotion of the culture of entrepreneurship in India
- Undertake entrepreneurship projects in the field of education

COURSE CONTENTS
UNIT - I

1. GLOBALIZATION AND EDUCATION

1.1 Globalization- concept, meaning and history of globalization
1.2 Historical perspectives in globalization
1.3 Globalization and the changing society
1.4 Globalization and education- the commercialization of knowledge and higher education, globalization and the governance of education
1.5 Influence of modern technologies on globalization of education: web based technology, on-line learning, digital library

UNIT - II

2. GLOBALIZATION AND TEACHER EDUCATION

2.2 Role of education in globalization
2.2 Recent salient features of globalization effecting teacher education: competency based teaching, effectiveness-based teaching, performance based teaching and innovations-based teaching.
2.3 Professional ethics and globalization- teacher commitment and values

UNIT - III

3. ENTREPRENEURSHIP IN EDUCATION

    3.1   Entrepreneurship: concept, types, problems

    3.2   Role of school in teaching entrepreneurship

    3.3   Integration of entrepreneurship in school subjects

- Entrepreneurship and language subjects
- Entrepreneurship and science
- Entrepreneurship and social science
- Entrepreneurship and mathematics
- Entrepreneurship and art education

    3.4   Benefits of entrepreneurship education

UNIT - III

4. NGO's AND VO's IN EDUCATION

    4.1   Concept of voluntary and non-government organization

    4.2   Legal foundations of NGO's and VO's in India

    4.3   Objects and functions of NGO's and VO's

    4.4   Establishment and managements of NGO's and VO's in education

SELECTED READINGS

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COURSE OUTCOMES

- Understand the importance of globalization on education
- Undertake entrepreneurship projects in the field of education
- Establish and efficiently manage non-governmental organizations in the field of education

M.Ed. (SEMESTER-II)

PAPER-V: EDUCATIONAL TECHNOLOGY

Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

The students will be able to
- To understand the meaning, scope and concept of educational technology.
- To compare the software approach with the hard ware approach to educational technology.
- To develop necessary skills in the use of media utilization and applications in the teaching learning process.
- To develop awareness towards education and system analysis.
- To develop skills regarding cybernetics namely use of Internet and related services.

UNIT-1

1. CONCEPTUAL BASES OF EDUCATIONAL TECHNOLOGY

1.1 Educational Technology - meaning, definitions, concepts; technology of education and technology in education, historical development of educational technology, scope and objectives of educational technology
1.2 Committees and commission: Global and Indian Perspective
1.3 Hardware and Software Technology-meaning, educational usefulness
1.4 Approach to Educational Technology: Physical, behavioral and system approach to
1.5 Relevance and utility of Educational Technology to Distance Education

UNIT- 2

2. COMMUNICATION TECHNOLOGY
2.1 Concept, meaning, definitions and forms of communication, communication cycle
2.2 Need of communication:
2.3 Class room communication: factors affecting class room communication.
2.4 Group Instruction: characteristics and patterns, small group and large group instruction.
2.5 Communication and information technology revolution

UNIT-3
3. EDUCATION AND SYSTEM ANALYSIS

    3.1   Concept of system, components and types of system

    3.2   Systems approach

          a) Systems approach-concept meaning, definitions,

          b) Components of systems approach

          c) Systems approach to education

    3.3   Need and scope of systems approach to education

    3.4   A systematic approach to instruction flow diagram, advantages

    3.5   Role of the teacher in the system approach

UNIT-4
4. TRENDS IN EDUCATION TECHNOLOGY

    4.1   Open-source software: concept, OSS in education and evaluation of OSS.

    4.2   Smart board: nature, functions, utility and challenges.

    4.3   Podcasting- meaning, history, types, process, creating, pedagogical implications

    4.4   Collaborative classroom: characteristics & advantages.

    4.5   Co-operative learning: meaning, need and advantages.

    4.6   Evaluation and research in educational technology.

    4.7   INSAT programmes.

SELECTED READINGS

- Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren. Iuc..New York.
- Anand Rao B. and Ravishankar: Readings in Educational Technology. Himalaya Publishing

  House, Ramdoot Dr.Bhalerao Marg, Bombay -04.
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COURSE OUTCOMES

- Develop necessary skills in the use of media utilization and applications in the teaching-learning process
- Understand the process of classroom communication
- Understand the recent trends in educational technology

M.Ed. (SEMESTER-II)

PAPER - VI: ACADEMIC WRITING

Credit: 2   **Max. Marks: 50**

COURSE OBJECTIVES

Students will be able to

- Know the significance of academic writing skill
- Understand the process of reviewing book and research articles

Suggested Activities

- Book review and review of 2 research articles
- Writing research article/paper.
- Critical reflections on any 05 current events/news related to field of education

COURSE OUTCOMES

- Able to review research articles
- Write research articles/papers
- Able to critically reflect on current events/news related to the field of education

M.Ed. (SEMESTER-II)

PAPER – VII: INTERNSHIP IN A TEACHER EDUCATION INSTITUTION

Credit: 2   **Max. Marks: 50**

External: 20 Internal: 30

(Joint evaluation by internal & external examiner)

COURSE OBJECTIVES

Students will be able to

- Sensitize about various activities of teacher education institution
- Understand the process of teaching and learning in a teacher education institution
- Develop and improve skills in teaching, communication, educational technology, evaluation and teamwork

Suggested Activities

- Teaching any one unit of teacher education curriculum.
- Designing training material / teaching learning material.
- Involvement in various activities of TEI.
- Submission of records on reflections during internship. (Evaluation by mentor teacher educator)

COURSE OUTCOMES

- Enhance the ability to apply concepts and theories to a real-world teaching
- Improve professional relationships and contacts
- Enhance students' knowledge and skills of teaching

M.Ed. (SEMESTER-III)

PAPER – I: SPECIALIZATION COURSE-I

(STAGE SPECIFIC)

Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to

- Understand aims and objectives of school education
- Understand the critical analysis of curriculum
- Understand Methods of teaching and need and importance of teaching aids

COURSE CONTENTS
UNIT- I

1. AIMS AND OBJECTIVES

1.1. Aims and objectives of school education (At that stage)

1.2. Historical perspectives

1.3. Present status

UNIT – II

2. SCHOOL AND SCHOOL EDUCATION

2.1. School: concept, need and role

2.2. Institutions, systems and structures of school education

2.3. Control and finance of institutions and their management

2.4. School education: global perspectives

UNIT-III

3. CURRICULUM AND CO-CURRICULAR ACTIVITIES

3.1 Curriculum and its critical analysis (at that stage)

3.2 Activities: curricular, co-curricular and extra- curricular

UNIT- IV

4. METHODS OF TEACHING AND TEACHING AIDS

4.1 Methods of teaching

4.2 Use of ICT in teaching

4.3 Teaching aids: need and importance

4.5 Role of teacher as facilitator of teaching – learning environment

SELECTED READINGS

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- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
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COURSE OUTCOMES

- Able to use ICT in teaching
- Use relevant teaching aids for the effective teaching-learning process
- Organize curricular, co-curricular, and extracurricular

M.Ed. (SEMESTER-III)

PAPER – II: SPECIALIZATION COURSE-II

(STAGE SPECIFIC)

Time: 3 Hours   **Max. Marks: 100**

Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to

- Understand classroom interaction and management of resource
- Understand the significance of school administration, time table and maintenance of records
- Comprehend the process of evaluation

COURSE CONTENTS
UNIT-I

1. CLASS ROOM MANAGEMENT

1.1. Class- room interaction

1.2. Management of class room in terms of available resources

1.3. Class - room interaction analysis

UNIT – II

2. SCHOOL ADMINISTRATION AND RESOURCES

2.1. School administration

2.2. Duties of Head/ Principal, teacher and class teacher

2.3. Maintaining records

2.4. Time- table

2.5. Managing resources

UNIT-III

3. EVALUATION

3.1. Evaluation of outcomes

3.2. Types of evaluation

3.3. Methods/tools of evaluation

3.4. CCE

UNIT-IV

4. ISSUES AND CONCERNS

4.1. Indiscipline & unrest among students

4.2. Moral development of students

4.3. Problems in schools

4.4. School Management Committees

4.5. Addressing children with special needs

4.6 Action research

SELECTED READINGS

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- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
- NCERT(1996): *Education and National Development: Report of the Education Commission*
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COURSE OUTCOMES

- Able to manage classroom
- Able to prepare the timetable
- Able to maintain various school records
- Able to conduct action research

M.Ed. (SEMESTER-III)

PAPER – III: ADVANCED EDUCATIONAL RESEARCH

Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to

- Explain the different tools and techniques of research.
- Examine the suitability of tools techniques of research in different content.
- Elucidate the procedure of construction and validation of tools /techniques of research.
- Enumerate the uses and limitations of different tools & techniques of research.
- Explain the components of research report.
- Elucidate the difference between parameter & non parametric tests.
- Test the significance different between two means.
- Compute chi square and interpret the results.
- Give the meaning of ANOVA

COURSE CONTENTS
UNIT-1

1. TOOLS & TECHNIQUES
1.1. Characteristics of a good research tool.
1.2. Questionnaire- characteristics, types and uses
1.3. Rating scales- Likert & Thurstone scale.
2. APPROACHES TO RESEARCH
2.1. Historical research
2.2. Inscriptive research
2.3. Scientific research

UNIT-II
2. EXPERIMENTAL RESEARCH & ITS DESIGN
2.1. Research report
2.2. Development of research proposal (synopsis)
2.3. Research report- dissertation & thesis

UNIT-III
3. CORRELATION
      3.1. Product Moment
      3.2. Rank Difference
      3.3. Regression & prediction-Concept, uses, assumptions & computations of linear regression equation
      3.4. Standard error of measurement

UNIT-IV

4. **DIFFERENTIALS**
   4.1. Tests of significance 't' test
   4.2. Concept of null hypothesis
   4.3. Standard error
   4.3.1. Type I & Type II error
   4.3.2. One Tail & Two Tail test

5. **SIGNIFICANCE OF STATISTICS & SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS**
   (Independent sample, percentage & properties)

6. **ANOVA-ONE WAY**: Meaning, assumptions, computations & uses.

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- Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall New Delhi

COURSE OUTCOMES

- Construct and validate a research tool

- Write a research report

- Differentiate parameter & non-parametric tests

- Test the significant difference between two means

M.Ed. (SEMESTER-III)

PAPER-IV: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

Time: 3 Hours   Max. Marks: 100
Credit: 4   External: 70 Internal: 30

COURSE OBJECTIVES

Students will be able to
- Aims and objectives of teacher Education in India with its historical perspectives
- Different competencies essential for a teacher for effective transaction
- Research in various areas of teacher education

COURSE CONTENTS

UNIT-I
1. COMMISSIONS ON TEACHER EDUCATION
1.1. Historical development of teacher education.
1.2. Recommendation of various commissions on teacher education with special emphasis on-
- University Education Commission (1948-49)
- Mudalior Commission (1952-53)
- Kothari Commission
- NPE 1986
- Programme of Action 1992

UNIT-II
2. TEACHER ORGANIZATION
2.1. Teaching as a profession
2.2. Aims and Objectives of Teacher Organization
2.3. Need of Professional Organization
2.4. Faculty improvement programme

UNIT-III
3. PROFESSIONAL ETHICS
3.1. Professional ethics.
3.2. Performance appraisal
3.3. Problems of admission to teacher education.

UNIT-IV
4. AREAS OF RESEARCH
4.1. Areas of research in teacher education
- Teacher effectiveness
- Modification of teacher behavior
- School effectiveness.

Selected Readings

- CABE, (1992). Report of the CABE committee on policy perspectives Govt.of India. MHRD, New Delhi.
- Dunkin, J. Michal (1987) the International Encyclopedia of Teaching and Teacher Education. Pergamon Press.
- Husen, Tosten & Postlethwaite(eds.)(1994). The International Encyclopedia of Education. New York. Vol. 1-12. Pergamon Press.
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COURSE OUTCOMES

- Understand the recommendations of various commissions on teacher education
- Participate in the activities of professional organizations
- Adopt professional ethics
- Research the areas of teacher education

M.Ed. (SEMESTER-III)

PAPER-V: HIGHER EDUCATION

Time: 3 Hours   **Max. Marks: 100**

Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to

- Acquire the knowledge of historical perspective of higher education in India.
- Understand the procedure of manpower and financial planning in the area of higher education
- Understand the programmes organized to improve the quality of higher education in India.
- Understand different methods and techniques used in higher education institutions.
- Understand the objectives, scope and emerging areas of research in higher Education.

UNIT - I

1. HISTORICAL PERSPECTIVE

1.1 Development of higher Education during pre – independence and post-Independence periods
1.2 Recent trends in quantitative development
1.3 Recommendations of different commissions and NPE 1986 to establish new Colleges and Universities

UNIT - II

2. MANPOWER PLANNING AND FINANCING OF HIGHER EDUCATION IN INDIA

2.1 Man power planning; Need and importance
2.2 Financial Planning; Factors relating to demand and supply of financial resources
2.3 Financial crunch; Causes and measures
2.4 Self-financing institutions and courses

UNIT - III

3. QUALITATIVE IMPROVEMENT

3.1 Vocationalisation of Higher Education
3.2 Distance Education; Objectives and development of qualitative courses
3.3 Academic Staff Colleges; Objectives and programmes
3.4 Deemed Universities, Autonomous Colleges; Objectives, courses offered and present status
3.5 National Accreditation and Assessment Council (NAAC); objectives, process of accreditation and its impact.
3.6 Objectives and Functions of: Internal Quality Assurance (IQAC), AAA Committee, Planning Monitoring and Evaluation Board (PMEB), Students Grievances Cell
3.7 Private universities in India-Establishment, Objectives and Programmes.

UNIT – IV

4. TEACHING AND RESEARCH IN HIGHER EDUCATION

4.1 Methods of teaching; Lecture, Discussion, seminar, project, brain storming and small group activities, organization of tutorials
4.2 Organizing field work and visits
4.3 Use of ICT in teaching
4.4 Objectives and scope of research in Higher Education
4.5 Research gap in higher Education
4.6 Emerging area of research; The Indian and global contest

SELECTED READINGS

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- Chaube S.P., A survey of Educational Problems and Experiments in India, 1965.

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- Manjulika S. and Venugopal Reddy V., Distance Education in India, Vikas publishers House Ltd., New Delhi, 1996.
- M.G. Reddy, Higher Education in India, A.P.H Publishers corporation, New Delhi, 1997.

COURSE OUTCOMES

- Understand different methods and techniques used in higher education institutions
- Understand the roles and functions of various institutions of higher education
- Understand the role and need of research in higher education
- Understand the objectives, scope and emerging areas of research in higher education

M.Ed. (SEMESTER-III)

PAPER –VI: INTERNSHIP IN A TEACHER EDUCATION INSTITUTION

Credit: 2   **Max. Marks: 50**
                                                                External: 20 Internal: 30

(Joint evaluation by internal & external examiner)

COURSE OBJECTIVES

Students will be able to

- Sensitize about various activities of teacher education institution
- Understand the process of teaching and learning in a teacher education institution
- Develop and improve skills in teaching, communication, educational technology, evaluation and teamwork

Suggested Activities

- Teaching any one unit of teacher education curriculum.
- Designing training material / teaching learning material.
- Involvement in various activities of TEI.
- Records submitted on reflections during internship.

    (Evaluation by mentor teacher educator)

COURSE OUTCOMES

- Enhance the ability to apply concepts and theories to a real-world teaching
- Improve professional relationships and contacts
- Enhance students' knowledge and skills of teaching

M.Ed. (SEMESTER-III)

PAPER-VII: DISSERTATION

Credit: 2

Max. Marks: 50
External: 20 Internal: 30

(Joint evaluation by Internal & external examiner)

COURSE OBJECTIVES

Students will be able to

- Develop the independent research attitude

- Understand the steps in writing a research proposal

- Understand the process of constructing and validating a research tool

- Understand the process of collection of data and interpretation

Suggested Activities

- Selection of a research area and problem

- Submission & presentation of research proposal

COURSE OUTCOMES

- Able to write a research proposal

- Able to collect data and make interpretation

- Write a research report

PAPER - I (A1): EDUCATION POLICY, ECONOMICS AND PLANNING
(AT ELEMENTARY LEVEL)

Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to

- Develop awareness among students about the importance of economics to the field of education
- Understand about education both as consumption and investment
- Develop understanding about the benefits and the costs of education and its role in human and economic development
- Develop various abilities to understand the internal efficiency of the system of education
- Understand the relationship between educational management, planning and finance

COURSE CONTENTS

UNIT-I
1. ECONOMICS OF EDUCATION
1.1. Meaning, aims, scope and significance
1.2. Education as consumption
1.3. Education as investment
1.4. Difficulties on teaching education as investment or consumption

UNIT-II
2. COST OF EDUCATION
2.1. Components of education cost
2.2. Methods of determining cost
2.3. Problems arising in the application of the concept of cost in education.
2.4. Concept of cost benefit analyzing
2.5. Limitations of cost benefit analysis

UNIT-III
3. EDUCATION AND ECONOMIC DEVELOPMENT
3.1. Concept of growth and development
3.2. Education and economic development
3.3. Factor effecting contribution to economic growth and development
3.4. Growth producing capacities difficulties involvement in calculation of contributions of education to economic growth
3.5. Education as industry
3.6. Issues of economics of education
3.7. Residual approach
3.8. Criticism against human capital theory

UNIT-IV

4. MANPOWER REQUIREMENT

4.1. Meaning

4.2. Manpower forecasting

4.3. Difference in forecasting and projection

4.4. Rational of manpower forecasting

4.5. Limitation of forecasting

4.6. Approach of forecasting

4.7 Educated unemployment: causes and problems

4.8. Effects of unemployment on economy and their remedies

4.9. Linking of education with job apprehension

4.10. Self-employment

SELECTED READINGS

- Alex, V. Alexander: Human Capital Approach to Economic Development Metropolitan Book Co., New Delhi, July,] 983.
- Btaug, M.: Economics of education, the English Language Book Society and Penguin Books, England, 1972.
- Bertrand, Oliver: Planning Human Resources: Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
- Coombs. Philip, H. and Hallack J.: Managing Educational Costs, UNESCO International! Institute of Educational Planning. 1972.
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- Nagpal, S.C. and Mital, A.C.: Economics of Education Publication, New Delhi, 1993.
- Natarajan. S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1990:

COURSE OUTCOMES

Understand the internal efficiency of the system of education

Understand the relationship between educational management, planning, and finance

Able to resolve causes and problems of educated unemployment

M. Ed. (SEMESTER-IV)
PAPER - I (A2): EDUCATION POLICY, ECONOMICS AND PLANNING
(AT SECONDARY LEVEL)

Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to

- Develop awareness among students about the importance of economics to the field of education
- Understand about education both as consumption and investment
- Develop understanding about the benefits and the costs of education and its role in human and economic development
- Develop various abilities to understand the internal efficiency of the system of education
- Understand the relationship between educational management, planning and finance

COURSE CONTENTS

UNIT-I
1. ECONOMICS OF EDUCATION
1.1. Meaning, aims, scope and significance
1.2. Education as consumption
1.3. Education as investment
1.4. Difficulties on teaching education as investment or consumption

UNIT-II
2. COST OF EDUCATION
2.1. Components of education cost
2.2. Methods of determining cost
2.3. Problems arising in the application of the concept of cost in education.
2.4. Concept of cost benefit analyzing
2.5. Limitations of cost benefit analysis

UNIT-III
3. EDUCATION AND ECONOMIC DEVELOPMENT
3.1. Concept of growth and development
3.2. Education and economic development
3.3. Factor effecting contribution to economic growth and development
3.4. Growth producing capacities difficulties involvement in calculation of contributions of education to economic growth
3.5. Education as industry
3.6. Issues of economics of education
3.7. Residual approach
3.8. Criticism against human capital theory

UNIT-IV
4. MANPOWER REQUIREMENT
4.1. Meaning
4.2. Manpower forecasting
4.3. Difference in forecasting and projection
4.4. Rational of manpower forecasting
4.5. Limitation of forecasting
4.6. Approach of forecasting
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4.8. Effects of unemployment on economy and their remedies
4.9. Linking of education with job apprehension
4.10. Self-employment

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- Btaug, M.: Economics of education, the English Language Book Society and Penguin Books, England, 1972.
- Bertrand, Oliver: Planning Human Resources: Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
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- Kneller, G.F: Education and Economics Thought, New York, John Wilet and Sons, INC, 1968.
- Nagpal, S.C. and Mital, A.C.: Economics of Education Publication, New Delhi, 1993.

COURSE OUTCOMES

- Understand the internal efficiency of the system of education

- Understand the relationship between educational management, planning, and finance

- Able to resolve causes and problems of educated unemployment

M.Ed. (SEMESTER-IV)
PAPER - II (B1): MANAGEMENT AND ADMINISTRATION OFEDUCATION
(AT ELEMENTARY LEVEL)

Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**
COURSE OBJECTIVES
Students will be able to

- Acquaint the students with changing concepts of educational management along with their significance.
- Help the students to understand educational management as a process at elementary level.
- Develop an understanding in students about education and problems of trends in educational management and administration.
- Help the students to understand various approaches and problems of educational planning.
- Help the students to understand various approaches and problems of educational planning.

COURSE CONTENTS
UNIT-I
1. EDUCATIONAL ADMINISTRATION
1.1 Meaning, nature and scope
1.2 Relationship among management, administration, supervision and planning
1.3 Human relations approach to administration
1.4 Meeting the psychological needs of employees

UNIT-II
2. SPECIFIC TRENDS IN EDUCATIONAL ADMINISTRATION AND LEADERSHIP
2.1. SPECIFIC TRENDS
2.1.1 Decision making
2.1.2 Organizational development
2.1.3 Conflict management
2.2. LEADERSHIP
2.2.1 Meaning and nature
2.2.2 Theories of leadership
2.2.3 Styles of leadership
2.2.4 Measurement of leadership

UN1T-III
3. EDUCATIONAL PLANNING
3.1 Meaning and nature
3.2 Approaches to educational planning
- Perspective Planning
- Institutional Planning
3.3 Administrative structure of elementary education: central, state, district, block, cluster and village level

UNIT-IV
4. EDUCATIONAL SUPERVISION
4.1 Meaning and nature
4.2 Supervision as a
- Service activity
- Process
- Function

4.3 Modern supervision and functions of supervision

SELECTED READINGS
- Bhatnagar, R.P. & Aggarwal V. (2004). Educational administration supervision, planning and financing. Meerut: R. Lai! Book Depot.
- Burgers. D &Newton, P. (2014). Educational administration and leadership. New York :Routledge.
- Busb; T. (2010). The principles of educational leadership & management. New Delhi:Sage Publication.
- Bush, T. (2010). Theories of educational leadership and management. New Delhi: Sage Publication.
- Goel. S.L. &Goel. (2009). Educational administration and management. New Delhi: Deep and Deep Publication.
- Harbison, I.F. (1967). Educational Planning and Human Resource Development. Paris: UNESCO.
- Harding, H. (1987). Management Appreciation. London: Pitman publishing, liatehy, H.J. (1968). Educational Planning, Programming, Budgeting - A Systems Approach. New Jesery : Prentice Hall.
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- Nachimuthu, K (2015). Educational Planning, Administration and Management.Tamilnadu: Iris Publication.
- Shukla, P.D. (198.3). Administration of Education in India. New Delhi: Vikas.
- Stnha, P.S.N. (ed) (2©Q2). Management and Administration in Govt. New Delhi Commonwealth Publishers.
- Speras, H. (1995). Improving the Supervision of Instruction. N.Y : Prentice Hall.

OUTCOMES
- Able to be an educational planner
- Understand various approaches and problems of educational planning
- Able to be a democratic leader

M.Ed. (SEMESTER-IV)
PAPER - II (B2): MANAGEMENT AND ADMINISTRATION OFEDUCATION (AT SECONDARY LEVEL)

Time: 3 Hours   **Max. Marks: 100**

Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to

- Acquaint the students with changing concepts of educational management along with their significance
- Help the students to understand educational management as a process at secondary level
- Develop an understanding in students about education and problems of trends in educational management and administration
- Help the students to understand various approaches and problems of educational planning
- Assist the students to plan, organize and implement supervisory programmes in educational institutions.

COURSE CONTENTS
UNIT-I
1. EDUCATIONAL ADMINISTRATION

1.1 Meaning, nature and scope

1.2 Relationship among management, administration, supervision and planning

1.3 Human relations approach to administration

1.4 Meeting the psychological needs of employees

UNIT-II
2. SPECIFIC TRENDS IN EDUCATIONAL ADMINISTRATION AND LEADERSHIP
2.1. SPECIFIC TRENDS

2.1.1 Decision making

2.1.2 Organizational development

2.1.3 Conflict management

2.2. LEADERSHIP

2.2.1 Meaning and nature

2.2.2 Theories of leadership

2.2.3 Styles of leadership

2.2.4 Measurement of leadership

UN1T-III
3. EDUCATIONAL PLANNING

3.1 Meaning and nature

3.2 Approaches to educational planning

- Perspective Planning
- Institutional Planning

3.3 Administrative structure of secondary education: central, state, district, block, cluster and village level

UNIT-IV
4. EDUCATIONAL SUPERVISION
4.1 Meaning and nature
4.2 Supervision as a
- Service activity
- Process
- Function

4.3 Modern supervision and functions of supervision

SELECTED READINGS
- Bhatnagar, R.P. & Aggarwal V. (2004). Educational administration supervision, planning and financing. Meerut: R. Lai! Book Depot.
- Burgers. D &Newton, P. (2014). Educational administration and leadership. New York :Routledge.
- Busb; T. (2010). The principles of educational leadership & management. New Delhi:Sage Publication.
- Bush, T. (2010). Theories of educational leadership and management. New Delhi: Sage Publication.
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- R.B. and Nunnery, M.Y. (1983). Educational Administration-An Introduction. N.Y. :MacMillan.
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- Stnha, P.S.N. Management and Administration in Govt. New Delhi Commonwealth Publishers.
- Speras, H. (1995). Improving the Supervision of Instruction.

OUTCOMES
- Able to be an educational planner
- Understand various approaches and problems of educational planning
- Able to be a democratic leader

M.Ed. (SEMESTER-IV)
PAPER - III (C1): INCLUSIVE EDUCATION
(AT ELEMENTARY LEVEL)

Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to

- Differentiate among mainstreaming, integrated education and inclusive education
- Describe the provisions of PWD Act 1995 and National Trust 1999
- Explain the barriers to inclusive education
- Explain the concept of auricular adaptations and its needs and importance
- Explain the roles and responsibilities of stakeholders for inclusive education of CWSN

COURSE CONTENTS
UNIT - I
1.INTRODUCTION TO INCLUSIVE EDUCATION

1.1 Meaning and definition
1.2 Historical perspectives on education of children with diverse needs
1.3 Difference: Mainstreaming, integrated education and inclusive education
1.4 Intervention and models of inclusive education
1.5 Advantages of inclusive education

UNIT-II
2. POLICIES, PROGRAMMES AND LEGISLATIVE PROVISIONS WITH REFERENCE TO CHILDREN WITH SPECIAL NEEDS (CWSN)

2.1 NPE 1986, PDA 1992; SSA and RMS A
2.2 Persons with disabilities act 1995
2.3 RCI act 1992
2.4 National trust for welfare of persons with autism, cerebral palsy, mental retardation and multiple disability act 1999 & rules 2014
2.4 National policy for persons with disabilities 2006
2.5 UNCRPD 2007

UNIT-III
3. BUILDING INCLUSIVE SCHOOLS

3.1 Identifying and addressing barriers to inclusive education: attitudinal, physical and instructional
3.2 Ensuring physical, academic and social access
3.3 Leadership and teachers as change agents
3.4 Index for inclusion - Indian and Global
3.5 Assistive technology for CWSN

UNIT-IV
4. SUPPORTS AND COLLABORATION FOR INCLUSIVE EDUCATION

4.1 Stakeholders of inclusive education
4.2 Advocacy for the rights of CWSN - meaning and importance
4.3 Family support and involvement for inclusive education
4.4 Community involvement for inclusive education
4.5 Resource mobilization for inclusive education

FIELD ENGAGEMENT/ PRACTICAL (Any one of the following)

- Visit an inclusive school and write an observation report highlighting pedagogy and CWSN interaction in the classroom.
- Prepare a checklist for accessibility in inclusive school with reference to architectural barriers.
- Prepare a lesion plan for teaching any topic of your choice using any instructional strategy.
- Design a poster and slogan on Inclusive Education.

SUGGESTED READINGS

- Ahuja, A &Jangira, N.K. (2002.) Effective teacher training: Cooperative learning based approach. New Delhi: National Publishing House. Ashman, A &Elkinsa, J. (2002) Educating children with special needs. French Forest, NSW: prentice Hall.
- Barlett, L.D. &Weisentein, G.R. (2Q03). Successful inclusion for educational leaders. New jersey: Prentice Hall.
- Chaote J.S.-(1991.) Successful mainstreaming. London: Allyn and Bacon. ChaoteJ.S. (1991) Successful mainstreaming. London: Allyn and Bacon. Byrne, M. &Shervanian, C. (1977). Introduction to communicative disorder. New York: Harper & Row.
- GOI (1992). Scheme of Integrated Education for the disabled. 1992: New Delhi:-MHRD
- Evans, P &Verma, V (Eds) (1990) Special education: Past, present and future. London: The Falmer Press
- Harely, R.K. & Lawrence, G.A. (1977) Vishal impairment in the school. Springfield. IE Charles C. Thomas.
- Jangira, N.K. &mani M.N.G. (1977) Integrated education of the visually handicapped: Management Perspectives: Gurgaon: Academic Press. Mohapatra, C.S. (Ed) (2004). Disability management in India: Challenges and commitments Secunderabad: NIMH

COURSE OUTCOMES

- Identify and address barriers to inclusive education
- Develop awareness of inclusive education among stakeholders
- Work with the institutions that provide inclusive education

PAPER - III (C2): INCLUSIVE EDUCATION
(AT SECONDARY LEVEL)

Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to

- Differentiate among mainstreaming, integrated education and inclusive education
- Describe the provisions of PWD Act 1995 and National Trust 1999
- Explain the barriers to inclusive education
- Explain the concept of auricular adaptations and its needs and importance
- Explain the roles and responsibilities of stakeholders for inclusive education of CWSN

COURSE CONTENTS
UNIT - I
1.INTRODUCTION TO INCLUSIVE EDUCATION
1.1 Meaning and definition
1.2 Historical perspectives on education of children with diverse needs
1.3 Difference: Mainstreaming, integrated education and inclusive education
1.4 Intervention and models of inclusive education
1.5 Advantages of inclusive education

UNIT-II
2. POLICIES, PROGRAMMES AND LEGISLATIVE PROVISIONS WITH REFERENCE TO CHILDREN WITH SPECIAL NEEDS (CWSN)
2.1 NPE 1986, POA 1992, SSA and RMSA
2.2 Persons with disabilities act 1995
2.3 RCI act 1992
2.4 National trust for welfare of persons with autism, cerebral palsy, mental retardation and multiple disability act 1999 & rules 2014
2.4 National policy for persons with disabilities 2006
2.5 UNCRPD 2007

UNIT-III
3. BUILDING INCLUSIVE SCHOOLS
3.1 Identifying and addressing barriers to inclusive education: attitudinal, physical and instructional
3.2 Ensuring physical, academic and social access
3.3 Leadership and teachers as change agents
3.4 Index for inclusion - Indian and Global
3.5 Assistive technology for CWSN

UNIT-IV
4. SUPPORTS AND COLLABORATION FOR INCLUSIVE EDUCATION
4.1 Stakeholders of inclusive education
4.2 Advocacy for the rights of CWSN - meaning and importance
4.3 Family support and involvement for inclusive education
4.4 Community involvement for inclusive education
4.5 Resource mobilization for inclusive education

FIELD ENGAGEMENT/ PRACTICAL (Any one of the following)
- Visit an inclusive school and write an observation report highlighting pedagogy and CWSN interaction in the classroom.
- Prepare a checklist for accessibility in inclusive school with reference to architectural barriers.
- Prepare a lesion plan for teaching any topic of your choice using any instructional strategy.
- Design a poster and slogan on Inclusive Education.

SUGGESTED READINGS

- Ahuja, A &Jangira, N.K. (2002.) Effective teacher training: Cooperative learning based approach. New Delhi: National Publishing House. Ashman, A &Elkinsa, J. (2002) Educating children with special needs. French Forest, NSW: prentice Hall.
- Barlett, L.D. &Weisentein, G.R. (2Q03). Successful inclusion for educational leaders. New jersey: Prentice Hall.
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- GOI (1992). Scheme of Integrated Education for the disabled. 1992: New Delhi:-MHRD
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COURSE OUTCOMES

- Identify and address barriers to inclusive education
- Develop awareness of inclusive education among stakeholders
- Work with the institutions that provide inclusive education

M.Ed. (SEMESTER-IV)
PAPER - IV (D1): EDUCATIONAL TECHNOLOGY
(AT ELEMENTARY LEVEL)

Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to

- Develop the understanding of concept, origin and characteristics of education technology
- Differentiate between hardware and software
- Acquaint the students with skill of farming educational objectives
- Develop the skills of designing instructional system
- Understand programme learning
- Use educational technology for improving teacher's behavior

COURSE CONTENTS
UNIT –I
1. EDUCATIONAL TECHNOLOGY

1.1 Meaning and scope
1.2 Components of educational technology: software and hardware
1.3 Multimedia approach in educational technology

UNIT –II
2. MODALITIES AND STAGES OF TEACHING

2.1 Modalities of teaching - teaching as different from indoctrination, instructions conditioning and

   training
2.2 Stages of teaching: pre-active, interactive and post active
2.3 Teaching as different levels: memory, understanding and reflective levels of organizing teaching
   and learning
2.4 Programmed instruction: origin, principles and characteristics
2.4. Types: Linear, Branching and Mathletics.
2.5 Development of a programme: preparation, writing, try out and evaluation

UNIT-III
3. COMMUNICATION PROCESS

3.1 Modification of teaching behavior: micro-teaching, simulation
3.2 Communication process: concept of communication, significance, principles, barriers to communication, class-room communication
3.3 Models of teaching: concept, different families of teaching models

UNIT-IV

4. INSTRUCTIONAL SYSTEM

4.1Designing instructional system: formulation of instructional objectives, task analysis4.2 Designing of

instructional strategies: lecture, team teaching, discussion, seminars, tutorials, brain-storming sessions

4.3 Development of evaluation tools: norm referenced tests and criterion referenced tests

4.4   Application of educational technology in distance education

- Concept of distance education
- Distance and open learning system
- Student support services: evaluation strategies in distance education; counseling in distance education.

SELECTED READING

- Davies, I.K., "The Management of Learning/* London: Me Graw Hill, 1971
- Dececco. J .P., The Psychology of Learning and Instruction", New Delhi, Prentice Hall 1988.
- Kulkami, S.S. Introduction to Educational Technology", Mew Delhi: Oxford & 1BH Publishing Company, 1986.
- Kumar, K.L., 'Educational Technology". New Delhi: New Age International Publisher, 1996.
- Locatis, C.N. and Atkinson, F.D., "Media and Technology for Education and Training" London: Charles E. Publishing Co., 1984.
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- Merrit, M.D. (ED.), instructional Design". New York: 1971.
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- Pandey, K.P., "Dynamics of Teaching Behavior, GbaziabadAmitash Parkashan,1983.
- Pandey. S.K. "Peaching Communication. New Delhi, Commonwealth Publishers! 997.
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- Schneider, Arnold E., Donaghy, William C , Newman, Pamela Jane "Organizational Communication"
- Skinner, B.F.. "The Technology of teaching' New York: Appleton Century Crofts, 1968.
- Vedanayagam. E.G., "Teaching Technology for College Teacher:, New Delhi:Sterling Publisher, 1988

OUTCOMES

- Formulate instructional objectives
- Make the teaching-learning process effective by using educational technology
- Designing of instructional strategies for effective teaching leering process
- Make classroom communication effective and successful

PAPER - IV (D2): EDUCATIONAL TECHNOLOGY
(AT SECONDARY LEVEL)

Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to
- Develop the understanding of concept, origin and characteristics of education technology
- Differentiate between hardware and software
- Acquaint the students with skill of farming educational objectives
- Develop the skills of designing instructional system
- Understand programme learning
- Use educational technology for improving teacher's behavior

COURSE CONTENTS
UNIT –I

1. EDUCATIONAL TECHNOLOGY

1.1 Meaning and scope
1.2 Components of educational technology: software and hardware
1.3 Multimedia approach in educational technology

UNIT –II

2. MODALITIES AND STAGES OF TEACHING

2.1 Modalities of teaching - teaching as different from indoctrination, instructions conditioning
   and training
2.2 Stages of teaching: pre-active, interactive and post active
2.3 Teaching as different levels: memory, understanding and reflective levels of organizing teaching
   and learning
2.4 Programmed instruction: origin, principles and characteristics
2.4 Types: Linear, Branching and Mathletics.
2.5 Development of a programme: preparation, writing, try out and evaluation

UNIT-III

3. COMMUNICATION PROCESS

3.1 Modification of teaching behavior: micro-teaching, simulation
3.2 Communication process: concept of communication, significance, principles, barriers to
   communication, class-room communication
3.3 Models of teaching: concept, different families of teaching models

UNIT-IV
4. INSTRUCTIONAL SYSTEM

4.1 Designing instructional system: formulation of instructional objectives, task analysis 4.2 Designing of instructional strategies: lecture, team teaching, discussion, seminars, tutorials,
   brain-storming sessions

4.3 Development of evaluation tools: norm referenced tests and criterion referenced tests

4.4 Application of educational technology in distance education
- Concept of distance education
- Distance and open learning system
- Student support services: evaluation strategies in distance education; counseling in distance education.

SELECTED READING

- Davies, I.K., "The Management of Learning/* London: Me Graw Hill, 1971
- Dececco. J .P., The Psychology of Learning and Instruction", New Delhi, Prentice Hall 1988.
- Kulkami, S.S. Introduction to Educational Technology", Mew Delhi: Oxford & 1BH Publishing Company, 1986.
- Kumar, K.L., 'Educational Technology". New Delhi: New Age International Publisher, 1996.
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- Merrit, M.D. (ED.), instructional Design". New York: 1971.
- Mukhopadhyay. M (ED.) "Educational Technology" New Delhi: Sterling, 1990.
- Pandey. K.P. "A First Course in Instructional Technology", Delhi: Amitash Parkasban,1980.
- Pandey, K.P., "Dynamics of Teaching Behavior, GbaziabadAmitash Parkashan,1983.
- Pandey. S.K. "Peaching Communication. New Delhi, Commonwealth Publishers! 997.
- Prcival. F. and Wlhngton, H.? "A Handbook of Educational Technology,:New York. Kogan Page. 1988.
- Schneider, Arnold E., Donaghy, William C , Newman, Pamela Jane "Organizational Communication"
- Skinner, B.F.. "The Technology of teaching' New York: Appleton Century Crofts, 1968.
- Vedanayagam. E.G., "Teaching Technology for College Teacher:, New Delhi:Sterling Publisher, 1988

OUTCOMES

- Formulate instructional objectives
- Make the teaching-learning process effective by using educational technology
- Designing of instructional strategies for effective teaching leering process
- Make classroom communication effective and successful

M.Ed. (SEMESTER-IV)
PAPER - V (E1): EDUCATIONAL MEASUREMENT & EVALUATION (AT ELEMENTARY LEVEL)

Time: 3 Hours   **Max. Marks: 100**

Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to

- Develop the understanding of concept, level and scope of measurement
- Differentiate between measurement & evaluation
- Understand the taxonomy of educational objectives
- Understand the characteristics of a good test
- Develop the understanding of concept correlation

COURSE CONTENTS
UNIT-I
1. MEASUREMENT IN EDUCATION AT PRIMARY LEVEL

1.1 Meaning, kinds, difference between mental & physical measurement

1.2 Need and scope of measurement

1.3 Levels of measurement

1.4 Evaluation in education: concept, purpose and uses of evaluation

1.5 Functions and principles of evaluation

1.6 Types of evaluation procedure

1.7 Interrelationship &difference between measurement and evaluation

UNIT –II
2. TAXONOMY OF EDUCATIONAL OBJECTIVES

2.1 Need and functions of instruction objectives

2.2 Relationship between educational and instructional objectives

2.3 Classification of educational objectives

2.4 Principles for the statement of instructional objectives

2.5 Continuous and comprehensive evaluation

UNIT-III
3. TOOLS AND CHARACTERISTICS

3.1 Text construction: Characteristics of good test

3.2 Teacher made tests vs standardized test: similarities and differences

3.3 Steps of preparing standardized test

3.4 Norms referenced & criterion referenced test

3.5 Concept and measurement of the following

- Intelligence test
- Attitude test
- Aptitude test
- Interest inventory

UNIT-IV

4. LEARNEREVALUATION

4.1 Diagnosis and remediation of learning difficulties

4.2 Nature and characteristics of good diagnosis

4.3 Diagnostic test: meaning, purpose, planning, administration and interpretation

4.4 Remedial instruction: meaning, principles and organization

4.5 Techniques in evaluating learning and development

(Anecdotal records,rating scales,checklists,peerappraisal,self-reportobservation,focusedgroupdiscussion)

SELECTED READINGS

- Aggarwal Y.P. (1998), Statistical Methods Sterling, New Delhi.
- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
- Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi.
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- Kerlinger. F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston,New York.
- Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
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COURSE OUTCOMES

- Understand interrelationship & difference between measurement and evaluation

- Measures intelligence, attitude, aptitude and interest of students'

- Diagnosis of the learning difficulties of students'

- Plan and execute remedial instruction

M.Ed. (SEMESTER-IV)
PAPER - V (E2): EDUCATIONAL MEASUREMENT & EVALUATION
(AT SECONDARY LEVEL)

Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to

- Develop the understanding of concept, level and scope of measurement
- Differentiate between measurement & evaluation
- Understand the taxonomy of educational objectives
- Understand the characteristics of a good test
- Develop the understanding of concept correlation

COURSE CONTENTS
UNIT-I
1. MEASUREMENT IN EDUCATION AT PRIMARY LEVEL

1.1 Meaning, kinds, difference between mental & physical measurement
1.2 Need and scope of measurement
1.3 Levels of measurement
1.4 Evaluation in education: concept, purpose and uses of evaluation
1.5 Functions and principles of evaluation
1.6 Types of evaluation procedure
1.7 Interrelationship &difference between measurement and evaluation

UNIT –II
2. TAXONOMY OF EDUCATIONAL OBJECTIVES

2.1 Need and functions of instruction objectives
2.2 Relationship between educational and instructional objectives
2.3 Classification of educational objectives
2.4 Principles for the statement of instructional objectives
2.5 Continuous and comprehensive evaluation

UNIT-III
3. TOOLS AND CHARACTERISTICS

3.1 Text construction: Characteristics of good test
3.2 Teacher made tests vs standardized test: similarities and differences
3.3 Steps of preparing standardized test
3.4 Norms referenced & criterion referenced test
3.5 Concept and measurement of the following

- Intelligence test
- Attitude test
- Aptitude test
- Interest inventory

UNIT-IV

4. LEARNEREVALUATION

4.1 Diagnosis and remediation of learning difficulties

4.2 Nature and characteristics of good diagnosis

4.3 Diagnostic test: meaning, purpose, planning, administration and interpretation

4.4 Remedial instruction: meaning, principles and organization

4.5 Techniques in evaluating learning and development

(Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion)

SELECTED READINGS

- Aggarwal Y.P. (1998), Statistical Methods Sterling, New Delhi.
- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
- Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi.
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- Mouly, A.J. (1963), The Science of Educational Research, Eyrosia, New Delhi.
- Neuman. W.L. (1997), Social Research Methods: Qualitative and (Quantitative Approaches, AIlyn and Bacon. Boston.

COURSE OUTCOMES

- Understand interrelationship & difference between measurement and evaluation

- Measures intelligence, attitude, aptitude and interest of students'

- Diagnosis of the learning difficulties of students'

- Plan and execute remedial instruction

PAPER - VI (F1): COMPARATIVE EDUCATION
(AT ELEMENTARY LEVEL)

Time: 3 Hours   **Max. Marks: 100**

Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to
- Develop understanding among students regarding concept of comparative education, its aims, purposes and importance
- Develop understanding in students regarding the factors influencing educational systems of different countries.
- Acquaint the students regarding approaches to study internal systems of different countries.
- Acquaint the students regarding educational system of India as well as other countries like UK, USA and Russia
- Help students in developing understanding regarding problems, issues and existing provisions and programmes of the country in the context of educational systems of other countries.

COURSE CONTENTS
UNIT-I
1. CONCEPT AND APPROACHES TO COMPARATIVE EDUCATION

1.1 Concept, aims and scope

1.2 Factors influencing education system

1.3 Approaches to comparative education
- Historical
- Philosophical
- Sociological and
- Problem approach

UNIT-II
2. ELEMENTARY EDUCATION AND PROGRAMMES

1.1 Concept of Universalization of Elementary Education in India

1.2 National Policy of Education (NPE-1986) and Primary Education

1.3 District Primary Education Programme (DPEP)

1.4 Sarva Shiksha Abhiyan (SSA)

1.5 RTE Act-2009

UNIT-III
3. PRIMARY EDUCATION IN INDIA AND WESTERN COUNTRIES

3.1 Primary Education in India, UK and USA

(Aims, pattern, curriculum, methods of instruction & evaluation system)

UNIT-IV
4. SECONDARY EDUCATION IN INDIA AND WESTERN COUNTRIES

4.1 Secondary Education in India, UK and USA

(Aims, pattern, curriculum, methods of instruction & evaluation system)

SELECTED READINGS

- Arnove, Robert F. & Alberto, Torres Carlos. (2007). *Comparative Education: The Dialectic of the Global and Local.* U.S. A: Rowman and Little field Publisher.
- Bereday G.Z.F. (1967). *Comparative Methods in Education,* New Delhi: Oxford and BHPublishing Co.
- Chaube, S.P. &Chaube, A. (2007). *Comparative Education.* Noida: VikasPublishing House.
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- Katherine. (2008). *Comparative and International Education: Issues for Teachers.*U.S.A. Teacher College Press.
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COURSE OUTCOMES

- Implement the recommendations of various educational programs

- Compare the educational structure of primary, secondary and higher education in India

- with other countries

- Compare distance education and educational administration in India with other countries

Time: 3 Hours   **Max. Marks: 100**

Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to

- Develop understanding among students regarding concept of comparative education, its aims, purposes and importance
- Develop understanding in students regarding the factors influencing educational systems of different countries.
- Acquaint the students regarding approaches to study internal systems of different countries.
- Acquaint the students regarding educational system of India as well as other countrieslike UK, USA, Russiaand Australia
- Help students in developing understanding regarding problems, issues and existing provisions and programmes of the country in the context of educational systems of other countries.

COURSE CONTENTS
UNIT-I
1. CONCEPT AND APPROACHES TO COMPARATIVE EDUCATION

1.1 Concept, aims and scope
1.2 Factors influencing education system
1.3 Approaches to comparative education
- Historical
- Philosophical
- Sociological and
- Problem approach

UNIT-II
2. ELEMENTARY EDUCATION AND PROGRAMMES

1.1 Concept of Universalization of Elementary Education in India
1.2 National Policy of Education (NPE-1986) and Primary Education
1.3 District Primary Education Programme (DPEP)
1.4 Sarva Shiksha Abhiyan (SSA)
1.5 RTE Act-2009
1.6 Secondary education in India, UK and USA
1.7 Vocationalisation of secondary education in India, UK and Russia

UNIT-III
3. HIGHER EDUCATIONIN INDIA AND WESTERN COUNTRIES

3.1 Higher education in India, UK and USA
(Aims, pattern, curriculum, methods of instruction & evaluation system)

UNIT-IV
4. DISTANCE EDUCATION AND EDUCATIONAL ADMINISTRATION
4.1 Distance education in India, UK and Australia

4.2 Educational administration in India, UK and USA

SELECTED READINGS

- Arnove, Robert F. & Alberto, Torres Carlos. (2007). Comparative Education: The Dialectic of the Global and Local U.S.A: Rowman and Little field Publisher.
- Bereday G.Z.F. (1967). Comparative Methods in Education, New Delhi: Oxford and IBBPublishing Co.
- Chaube, S.P. &Chaube, A. (2007). Comparative Education. Noida: VikasPublishing House.
- Chaubey S.P.(;1969). Comparative Education, Agra: Ram Prasad and sons Publishers
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- Kandel I.E. (1963). Studies in Comparative Education. New York: George Harrap
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- National Systems, New Delhi. Vikas Publishing House Pvt. Ltd.
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- Yadav, Rajender Singh, Community Participation in Education: Role of Village Education Committee. Ambala Cantt: The Associated Publishers.

COURSE OUTCOMES

- Implement the recommendations of various educational programs
- Compare the educational structure of primary, secondary and higher education in India
- with other countries
- Compare distance education and educational administration in India with other countries

PAPER - VII (G1) EDUCATIONAL AND VOCATIONAL GUIDANCE
(AT ELEMENTARY LEVEL)

Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**

COURSE OBJECTIVES

Students will be able to

- Develop understanding among students regarding importance of guidance services at primary school stage
- Acquaint then regarding various guidance programmes and activities which can be organized at school level
- Develop understanding among students regarding the concepts, aims, process, procedure of various guidance services and counseling
- Acquaint the students regarding the roles & responsibilities of guidance workers, teachers, heads of the schools and counselors
- Appraise the students regarding the worth of understanding and assessing the individual correctly

COURSE CONTENTS
UNIT-I
1. GUIDANCE SERVICES IN ELEMENTARY SCHOOL

1.1 Guidance: meaning and importance and
1.2 Types: educational guidance, vocational guidance and personal guidance
1.3 Organization of guidance services in elementary school
1.4 Occupational information at elementary school level: meaning, need and methods of imparting occupational information

UNIT-II
2. GROUP GUIDANCE

2.1 Group guidance: meaning, advantages, principles and kind of group guidance
2.2 Guidance of students with special needs at elementary school level

UNIT-III
3. PLACEMENT AND FOLLOW-UP SERVICE

3.1 Placement service: meaning, functions and principles
3.2 Follow-up: meaning, purpose and characteristics

UNIT-IV
4. DATA COLLECTION TECHNIQUES AND COUNSELING

4.1 **DATA COLLECTION TECHNIQUES**: Standardization and non-standardized techniques: anecdotal records, biographies, rating scale, case study, sociometry, questionnaire, observation and interview and cumulative records.

4.2 **COUNSELING AT ELEMENTARY SCHOOL LEVEL:** Meaning, need and types
- Directive counseling: concept, advantage and limitations
- Non-directive counseling: concept, advantage and limitations
- Eclectic counseling: concept, advantage and limitations

SELECTED READINGS

- Bernard, Harold W &Fulmar Daniel W. Principles of Guidance, Second Edition, New York-Thomas Y. Crowell Company, 1977.
- Jones, J.A : Principles of Guidance, Bombay, fata. New York. McGrawHill, 1975.
- Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
- Granz, F.M: Foundation and Principles of Guidance, Bostaon, Allyn and Bacon.
- Miller, F.W: Guidance Principles and Services. Columbia Ohio, Merrill, 1961.
- Pandy, K.P., Educational and Vocational Guidance in India VishwaVidyalayaPrakashan Chowk, Varanasi. 2000.
- McGowan, J.P ehmidt: Counselling : Reading in Theory and
- Practice, New York Holt, Rinehardand Winston. 1962.
- Tolbert, E.L: Introduction of Counselling. New York, McGrawHill, 1967.
- Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
- Taxler, A.E: Techniques of Guidance, New York, McGraw Hill, 1964.
- Robinson: Principles and Procedures in student Counselling, New York. Harper &Roe.
- Super, D.E., Schmdt: Apprasing Vocational Fitness by Means of Psychological Testing, New York: Haperand Row, 1962.

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COURSE OUTCOMES

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- Organize guidance and counseling service at schools
- Organize placement services at schools
- Understand individual correctly

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M.Ed. (SEMESTER-IV)
PAPER - VII (G2) EDUCATIONAL AND VOCATIONAL GUIDANCE
(AT SECONDARY LEVEL)

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Time: 3 Hours   **Max. Marks: 100**
Credit: 4   **External: 70 Internal: 30**

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COURSE OBJECTIVES

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Students will be able to

- Develop understanding among students regarding importance of guidance services at secondary school level
- Acquaint then regarding various guidance programmes and activities which can be organized at school level
- Develop understanding among students regarding the concepts, aims, process, procedure of various guidance services and counseling
- Acquaint the students regarding the roles & responsibilities of guidance workers, teachers, heads of the schools and counselors
- Appraise the students regarding the worth of understanding and assessing the individual correctly

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COURSE CONTENTS
UNIT-I

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1. GUIDANCE SERVICES IN ELEMENTARY SCHOOL

1.1 Guidance: meaning and importance and
1.2 Types: educational guidance, vocational guidance and personal guidance
1.3 Organization of guidance services in secondary schools
1.4 Occupational information at secondary school level

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UNIT-II

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2. GROUP GUIDANCE

2.1 Group guidance: meaning, advantages, principles and kind of group guidance
2.2 Guidance of students with special needs at secondary school level

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UNIT-III

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3. PLACEMENT AND FOLLOW-UP SERVICE

3.1 Placement service: meaning, functions and principles
3.2 Follow-up: meaning, purpose and characteristics

UNIT-IV
4. DATA COLLECTION TECHNIQUES AND COUNSELING
4.1 DATA COLLECTION TECHNIQUES: Standardization and non-standardized techniques: anecdotal records, biographies, rating scale, case study, sociometry, questionnaire, observation and interview and cumulative records.

4.2 COUNSELING: Meaning, need and types
- Directive counseling: concept, advantage and limitations
- Non-directive counseling: concept, advantage and limitations
- Eclectic counseling: concept, advantage and limitations

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- Robinson: Principles and Procedures in student Counselling, New York. Harper &Roe.
- Super, D.E., Schmdt: Apprasing Vocational Fitness by Means of Psychological Testing, New York: Haperand Row, 1962.

COURSE OUTCOMES

- Organize guidance and counseling service at schools
- Organize placement services at schools
- Understand individual correctly

M.Ed. (SEMESTER-IV)
PAPER-VIII: DISSERTATION

Max. Marks: 100

Credit: 4   **External: 30 Internal: 70**

(Joint evaluation by Internal & external examiner)

COURSE OBJECTIVES

Students will be able to

- Develop the independent research attitude
- Understand the steps in writing a research report
- Understand the process of constructing and validating a research tool
- Understand the process of collection of data and interpretation

Suggested Activities

- Comprehensive review of related literature
- Selection/development of a research tool and collection of data
- Analysis and interpretation of data
- Submission of dissertation
- Viva-voce

COURSE OUTCOMES

- Submission of the dissertation