




**DAVANGERE UNIVERSITY**  
**DEPARTMENT OF STUDIES IN EDUCATION**

Shivagangothri, Davangere – 577007

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

**NORMS AND SYLLABUS**

**2024-25**

  
Chairman  
Board of Studies  
Department of Studies in Education  
Davangere University, Shivagangothri  
Davangere-577007, Karnataka

  
DEAN  
Faculty of Education, Davangere University  
Shivagangothri, DAVANGERE-577007.

  
Registrar  
Davangere University  
Shivagangothri, Davangere



# **DAVANGERE UNIVERSITY**

Shivagangothri, Davangere – 57707

## **DEPARTMENT OF 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**

1. To provide excellent pre-service teacher education to develop professional teaching competencies among student teachers.
2. To undertake, assist, promote and coordinate research in all the aspects of teacher education to address significant challenges.
3. To establish linkages between national, state, and district-level bodies to bring about quality improvement.
4. Develop and maintain exemplary programs that serve as teaching models, research, and service for education administrators, teachers, and children.
5. 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.



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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 learning 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 them 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

# 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					
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	30	70
MED 2.7	Academic Writing	2	2	-	50
Total		26	26	380	270
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	30	70
MED 3.7	Dissertation	2	2	15	35
<b>Total</b>		26	26	395	255
<b>Grand Total</b>				<b>650</b>	

### 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
<b>MED 5</b>	<b>Dissertation</b>	4	4	70	30
<b>Total</b>		52 (28)	52 (28)	910 (490)	390 (210)
<b>Grand Total</b>				<b>1300 (700)</b>	

**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
<b>Grand Total</b>	<b>104</b>	<b>104</b>	<b>1695</b>	<b>905</b>	<b>2600</b>

Semester	Instruction Hours	Credits	External Assessment	Internal Assessment	Total Marks
<b>III Open Elective</b>	2	2	40	10	50
<b>Grand Total</b>	<b>2</b>	<b>2</b>	<b>40</b>	<b>10</b>	<b>50</b>



**TABLE SHOWING THE ACTUAL CLAIMABLE WORKLOAD DISTRIBUTION FOR  
M.Ed. PROGRAMME OF 2 YEARS AS PER NCTE NORMS AND STANDARDS**

Semester	Theory Workload	Practicum Workload	Total Workload per Semester
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

## 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

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**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**

**UNIT-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**

- Ahramson, Paul R.; 'Personality'<sup>1</sup>, New York: Holt Rinehart and Winston, 1980.
- Allport, G. W. : 'Personality\*', New York: Holt, 1954
- Allport G.W.: 'Pattern and Growth in Personality'. New York: Rinehart and Winston, 1961.
- Andrews. T.W. (Ed.): 'Methods in Psychology', New York: John Wiley and
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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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- Dicaprio, N.S.: Personality Theories. New York: Harper, 1974.
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- Gagne, R.M.: The Conditions of Learning, New York, Chicago: Ho Rinehart and Winston, 1977
- Gales, AT. et ak Educational Psychology, New York: Mac Mi Han, 1963.
- Hilgard, E.R.: Theories of Learnings New York: Appleton Century Crafts.
- Kundu. C.L.: Educational Psychology, Delhi Sterling Publishers, 1984.

- Kundu, C.L.: Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976
- Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.
- Shankar Uday: 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.

### **OUTCOMS**

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

## **M. Ed. (SEMESTER -I)**

### **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

- Alex, V. Alexander: Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July, 1983.
- Blaug, 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 Hal lack, J.: Managing Educational Costs, UNESCO International Institute of Educational Planning. 1972.
- Hallack, J.: The Analysis of Educational Costs & Expenditure, UNESCO, Paris,! 969.
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- Growth: Strategks of Human Resource Development. Oxford & IBM Publishing, Co. 1975.
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- Kneller. G.F: Education and Economics Thought, New York, John Wilet and Sons JNC. 1968.
- M.H.R.D.(1969). Report of the education commission- Education and National Development (1964-66). Ministry of Education, Govt. of India, New Delhi.
- M.H.R.D. National policy on Education (1986), Ministry of Education. Govt. of India. New Delhi.
- M.H.R.D. Programme of Action (1992), Ministry of Education, Govt. of India. New Delhi.
- M.H.R.D. (1990). Towards an Enlightenment & Human Society- A Review (NPERC), Ministry of Education, Govt. of India, New Delhi. M.H.R.D. (1993). Education for All: The Indian Science, Ministry of Education. Govt. of India, New Delhi.
- M.H.R.D. (1993). Selected Education Study. Ministry of Education, Govt. of India, New Delhi.
- Nagpal. SC. and Mitak A.C.: Economics of Education, Publication, New Delhi, 1993.
- Natarajan, S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1990.
- Pandit, H.N.: Measurement of Cost Productivity and Efficiency of Education. NCERT
- Rao, V.K.R.V.: Education and Human Resource Development, Allied Publishers. New Delhi, 1965.

- Raza, Moonis: Educational Planning: A long Term Perspective, Concept Publishing Company, New Delhi 1986.
- Singh, Baljit: Economics of Indian Education. Meenakshi Prakashana, New Delhi 1992.
- Rao, D.D. (2001). National Policy on Education towards an Enlightenment and Human Society. New Delhi: Discovery Publishing House.
- Sodhi. IS.: Economics of Education, New Delhi, Vikas, 1990.
- Tilak, J.B.C. Educational Planning at Grass Roots, Ashish Publishing House, New Delhi. 1992.

### **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



**M. Ed. (SEMESTER -I)**  
**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.
- Govinda, R. (2011). *Who goes to school? : Exploring exclusion in Indian education*. New Delhi: Oxford University Press.
- Govt.of India. (1948). *University education commission*. New Delhi: Govt.of India.
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- Jandhyata, B. T. G. (2008). *Education society and development: National and international perspective*. New Delhi: APH Publishing Corporation.
- Mehta, A.C. (2014). *Elementary education in India: Where do we stand*. New Delhi: NUEPA.
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- NUEPA. (2004). *Sabke liye shiksha: Vishawa monitoring report 2002*. New Delhi: NUEPA.
- Pandit. K. (2004) *Education of sociology* New Delhi: ABB Publishers.
- Rao. K.S.(2009). *Educational policies in India: Analysis and review of promise and performance*. New Delhi: NUEPA.
- Sharma, R.K.& Chouhan, S.S.(2006). *Sociology of education* New Delhi: Atlantic Publishing Corporation.

## OUTCOMES

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

**M.Ed. (SEMESTER -I)**  
**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
- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hail. New Delhi
- Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi.
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- Forguson, George A (1976), Statistics Analysis in Psychology and Education, McGraw Hill, New York.
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- Good: C.V. and Dougles, E, Scates (1954). Methods in Social Research, Me Graw Hill, New York.
- Guilford, J.P. and Benjabin Fruchter (1973), Fundamental Statistics in psychology and Education, Me Graw Hill, New York.
- Kerlinger, F.N. (1973), Foundation of Bahavioural Research; Holt Rinehart and Winston, New York.
- KouL Lokesh (19&&), Methodology of Educational Research, Vikas, New Delhi.
- Kurtz, A.K. and Mayo S.T. (19&0), Statistical Methods in Education arid Psychology, Narola, New Delhi.

### 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

**M.Ed. (SEMESTER -I)**

**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**

- C.A.B. International (1992). Report of the C.A.B. 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.
- Mangla, Sheela (2000). Teacher Education: Trends & strategies, New Delhi, Radha Publishing.
- Ministry of Education (1964-66), Education and National Development. Report of Indian Education Commission, Govt. of India.
- MHRD (1986) National Policy on Education and Programme of Action. Govt. of India. New Delhi.
- MHRD (1992) Programme of Action. Department of Education, Govt. of India, New Delhi.
- Singh, L.C. (ed.) (1990) Teacher Education in India, Source Book NCERT, New Delhi.
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- Stiles, L.J. and Parker, R. (1969) 'Teacher Education Programme'. Encyclopedia of Educational Research 4th Edition, New York. Macmillan.

### **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

**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

**M.Ed. (SEMESTER -I)**  
**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.

**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**  
**Credit: 4**

**Max. Marks: 100**  
**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

### **SELECTED READINGS**

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

### **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**  
**Credit: 4**

**Max. Marks: 100**  
**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**

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

### **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**  
**Credit: 4**

**Max. Marks: 100**  
**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

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- Denis, L. (1986). Social Curriculum Planning, Sydney: Hodder & Stoughton, London.
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- Hamilton, D. (1976). Curriculum Evaluation, London: Open Books Publishing Limited.
- Hass, G. (1991). Curriculum Planning: A New Approach. Boston: Allyn Bacon.
- Hooer. R. (1971). Curriculum: Context, Design and Development. New York: Longmans.
- Lewy, A. (1977). Handbook of Curriculum Evaluation, New York: Longman, Inc.

## **OUTCOMES**

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

## **M.Ed. (SEMESTER-II)**

### **PAPER-IV: GLOBALIZATION AND ENTREPRENEURSHIP IN EDUCATION**

**Time: 3 Hours**

**Credit: 4**

**Max. Marks: 100**

**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

- Alavi M, Computer mediated collaborative Learning. 1995
- Altbach. P.G, the Perils of Internationalizing Higher Education, 1999
- Allan Smith, Global Challenges for Citizenship Education
- Daun. H, National forces, Globalization and Educational Restructuring, 1997
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- Agra Psychological Research Cell, Tewari Kotari, Belaganj, Agra- 2822004 e-mail: [vivekpre@rediffmail.com](mailto:vivekpre@rediffmail.com)
- Berna J.J., Industrial Entrepreneurship in Madras State, Bombay, Asia Publishing House, 1960
- Deshpande M.U., Entrepreneurship of Small scale Industries: Concept, Growth and Management, New Delhi, deep and Deep Publications, 1982.
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- Richer Swedberg, Entrepreneurship: The Social Science View New Delhi: Oxford University Press, 2000
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- Sharma K.L., Entrepreneurial Performance in role Perspective, New Delhi, AbinavPublication, 1975
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- Singh, Pritam, The Role of Entrepreneurship in Economic Development in Issues and Police, Ed. Butani D.H. and Singh, Pritam, and Co. Publishers Pvt., Ltd, Bombay, 1966
- Vasant Desai, Management of a small scale Industry, Himalaya Pub. House, 2000 Vepa, Ram, N., How to Success in Small Industry, New Delhi, Vikas, 1984
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- Shilpa Vaidya, Integrating Entrepreneurship Education into Formal System of Schooling, Journal of Indian Education, February, 2004. Entrepreneurship Education-on, 2004

### **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**  
**Credit: 4**

**Max. Marks: 100**  
**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. Inc., New York.
- Anand Rao B. and Ravishankar: Readings in Educational Technology. Himalaya Publishing House, Ramdoot Dr. Bhalerao Marg, Bombay -04.
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- Sharma R.A: Programmed Instruction -An Instructional Technology, Goyal Book Depot. Meerut.

## 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

**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)

#### **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**  
**Credit: 4**

**Max. Marks: 100**  
**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**

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
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- Entwistle, N (1990) (ed). Handbook on educational ideas and practice. Routledge. NY.
- NEUPA (2014) India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi

## 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**  
**Credit: 4**

**Max. Marks: 100**  
**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

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
- Report of the Education Commission (1964-66). Report of the National Commission on Teachers (1983-85).
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- NCERT(1996): *Education and National Development: Report of the Education Commission*
- NEUPA (2014) India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi

## 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**

**Credit: 4**

**Max. Marks: 100**

**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.**

### **SELECTED READINGS**

- Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.
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- Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall New Delhi

### **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**

**Credit: 4**

**Max. Marks: 100**

**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)
- Mudaliar 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**

- CAGE, (1992). Report of the CAGE 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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### **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**  
**Credit: 4**

**Max. Marks: 100**  
**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 context

**SELECTED READINGS**

- Amrik singh, Fifty years of Higher Education in India, sage Publications, New Delhi 2004.
- Chaube S.P., A survey of Educational Problems and Experiments in India, 1965.



- Ghosh, Sureshchandra (Ed.) Educational strategy in Developing sterling Publishers, New Delhi.1976
- Kashinath H.M. and Nagaraj P., Trends and Innovations in Indian Education, Vidyanidhi Prakashan, Gadag, 1999.
- Lytton Heus, Creativity and Education, Routledge and Megan Paul, London 1972.
- 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.

### **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)

#### **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

**OUTCOMES**

- Able to write a research proposal
- Able to collect data and make interpretation
- Write a research report

**M. Ed. (SEMESTER-IV)**  
**PAPER - I (A1): EDUCATION POLICY, ECONOMICS AND PLANNING**  
**(AT ELEMENTARY LEVEL)**

**Time: 3 Hours**  
**Credit: 4**

**Max. Marks: 100**  
**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.
- Hallack, J.: The Analysis of Educational Costs &. Expenditure. UNESCO, Paris. 1969.
- Harbison, F and Myers, Charier: A Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing, INC 1975.
- 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.
- Natarajan. S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1990:

### **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**  
**Credit: 4**

**Max. Marks: 100**  
**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
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**3. EDUCATION AND ECONOMIC DEVELOPMENT**

- 3.1. Concept of growth and development
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- 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

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- 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.
- Hallack, J.: The Analysis of Educational Costs &. Expenditure. UNESCO, Paris. 1969.
- Harbison, F and Myers, Charier: A Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing, INC 1975.
- 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.

### **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 OF EDUCATION**  
**(AT ELEMENTARY LEVEL)**

**Time: 3 Hours**  
**Credit: 4**

**Max. Marks: 100**  
**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

**UNIT-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.
- R.B. and Nunnery, M.Y. (1983). Educational Administration-An Introduction. N.Y. :MacMillan.
- Mohanty, J. (2005). Educational administration, supervision and school management. New Delhi: Deep & Deep Publication.
- Nachimuthu, K (2015). Educational Planning, Administration and Management. Tamilnadu: Iris Publication.
- Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas.
- Stnha, P.S.N. (ed) (2002). 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 OF EDUCATION**  
**(AT SECONDARY LEVEL)**

**Time: 3 Hours**  
**Credit: 4**

**Max. Marks: 100**  
**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

**UNIT-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
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4.3 Modern supervision and functions of supervision

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- Burgers. D & Newton, P. (2014). Educational administration and leadership. New York :Routledge.
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- Bush, T. (2010). Theories of educational leadership and management. New Delhi: Sage Publication.
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- Shukla, P.D. (198.3). Administration of Education in India. New Delhi: Vikas.
- 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**  
**Credit: 4**

**Max. Marks: 100**  
**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 lesson 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. (2003). Successful inclusion for educational leaders. New jersey: Prentice Hall.
- Chaote J.S.-(1991.) Successful mainstreaming. London: Allyn and Bacon. Chaote J.S. (1991) Successful mainstreaming. London: Allyn and Bacon. Byrne, M. & Shervanian, C. (1977). Introduction to communicative disorder. New York: Harper & Row.
- GOI (1992). Scheme of Integrated Education for the disabled. 1992: New Delhi:-MHRD
- 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

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

**Time: 3 Hours**  
**Credit: 4**

**Max. Marks: 100**  
**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

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- Harely, R.K. & Lawrence, G.A. (1977) Visual impairment in the school. Springfield. IE Charles C. Thomas.
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**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**  
**Credit: 4**

**Max. Marks: 100**  
**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 framing 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.
- Kulkarni, S.S. "Introduction to Educational Technology", New Delhi: Oxford & IBH 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.
- Joyce, B. & Weil, M., "Models of Teaching". New Delhi, Prentice Hall, 1992.
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- Mukhopadhyay. M (ED.) "Educational Technology" New Delhi: Sterling, 1990.
- Pandey. K.P. "A First Course in Instructional Technology", Delhi: Amitash Parkashan, 1980.
- Pandey, K.P., "Dynamics of Teaching Behavior", Gaziabad Amitash Parkashan, 1983.
- Pandey. S.K. "Teaching Communication". New Delhi, Commonwealth Publishers! 1997.
- Preival. F. and Whington, 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 learning process
- ✓ Make classroom communication effective and successful

**M.Ed. (SEMESTER-IV)**  
**PAPER - IV (D2): EDUCATIONAL TECHNOLOGY**  
**(AT SECONDARY LEVEL)**

**Time: 3 Hours**  
**Credit: 4**

**Max. Marks: 100**  
**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 forming 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
- 2.4Types: 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.
- Kulkarni, S.S. "Introduction to Educational Technology", New Delhi: Oxford & IBH Publishing Company, 1986.
- Kumar, K.L., "Educational Technology". New Delhi: New Age International Publisher, 1996.
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- Merritt, M.D. (ED.), "Instructional Design". New York: 1971.
- Mukhopadhyay. M (ED.) "Educational Technology" New Delhi: Sterling, 1990.
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- Pandey. S.K. "Teaching Communication. New Delhi, Commonwealth Publishers! 1997.
- Prival. F. and Whington, 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 learning process
- Make classroom communication effective and successful

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

**Time: 3 Hours**  
**Credit: 4**

**Max. Marks: 100**  
**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. LEARNER EVALUATION

- 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.
- Edward, Allen L (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
- Ferguson, George A (1976), Statistics Analysis in Psychology and Education, McGrawHill, New York.
- Garrett, H.E. (1973), Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay.
- Good; C.V. and Douglas, E, Scales (1954), Methods in Social Research, Me Graw Hill, New York.
- Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in psychology and Education, Me Graw Hill, New York.
- Kerlinger. F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York.
- Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
- Kurtz, A.K. and Mayo ST. (1980), Statistical Methods in Education and Psychology. Narola, New Delhi.
- Mcmillan, James H and Schumacher, S. (1989), Research in Education: A Conceptual Introduction, Harper and Collins, New York.
- Mouly, A.J. (1963), The Science of Educational Research, Eyrosia, New Delhi.
- Neuman. W.L. (1997), Social Research Methods: Qualitative and (Quantitative Approaches, Allyn and Bacon. Boston.

### 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**  
**Credit: 4**

**Max. Marks: 100**  
**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. LEARNER EVALUATION**

- 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.
- Edward, Allen L (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
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- Mcmillan, James H and Schumacher, S. (1989), Research in Education: A Conceptual Introduction, Harper and Collins, New York.
- Mouly, A.J. (1963), The Science of Educational Research, Eyrosia, New Delhi.
- Neuman. W.L. (1997), Social Research Methods: Qualitative and (Quantitative Approaches, Allyn and Bacon. Boston.

### **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 - VI (F1): COMPARATIVE EDUCATION**  
**(AT ELEMENTARY LEVEL)**

**Time: 3 Hours**  
**Credit: 4**

**Max. Marks: 100**  
**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.
- Chaubey S.P.(1969). *Comparative Education*, Agra: Ram Prasad and sons Publishers
- Cramer J.F. and Brown G.S., (1965). *Contemporary Education: A comparative study of National Systems*. New York: Naracourt Brace and Co.
- Edmund J. King (1968). *Comparative Studies and Educational Decisions*. London: Mathuen Educational Ltd.
- Dent H.C., (1981). *Educational Systems of England*. London: George Allen Gazette of India. (2009). *The Gazette of India - Right of Children to Free and*
- *Compulsory Education Act, 2009*. New Delhi: Ministry of Law and Justice. Kandel I.L. (1963). *Studies in Comparative Education*. New York: George Harrap
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- NCERT. (2012). *Impact of In-Service Teacher Training on Classroom Transaction in Haryana*.
- NUEPA. *Elementary Education in India- Where do we stand?* New Delhi : State and District Report Cards (Yearly Publication)

## 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

**M.Ed. (SEMESTER-IV)**  
**PAPER - VI (F2): COMPARATIVE EDUCATION**  
**(AT SECONDARY LEVEL)**

**Time: 3 Hours**  
**Credit: 4**

**Max. Marks: 100**  
**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, Russia and 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 EDUCATION IN 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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- Sodhi T.S. (2005). A Text Book of Comparative Education-Philosophy, Patterns and Problems of
- National Systems, New Delhi. Vikas Publishing House Pvt. Ltd.
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- Reddy R.S. The methods of analysis and enquiry publisher, Ajay Verma,Common wealth publisher 4378/4 B. Mutali Lal Street. Ansari Road, New Delhi.
- Yadav, Rajender Singh, Community Participation in Education: Role of Village Education Committee. Ambala Cantt: The Associated Publishers.

### **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

**M.Ed. (SEMESTER-IV)**  
**PAPER - VII (G1) EDUCATIONAL AND VOCATIONAL GUIDANCE**  
**(AT ELEMENTARY LEVEL)**

**Time: 3 Hours**

**Credit: 4**

**Max. Marks: 100**

**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 them 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.
- Pandey, K.P., Educational and Vocational Guidance in India VishwaVidyalayaPrakashan Chowk, Varanasi. 2000.
- McGowan, J.P Schmidt: 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., Schmidt: Appraising Vocational Fitness by Means of Psychological Testing, New York: Haperand Row, 1962.

#### **OUTCOMES**

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

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

**Time: 3 Hours**  
**Credit: 4**

**Max. Marks: 100**  
**External: 70 Internal: 30**

**COURSE OBJECTIVES**

**Students will be able to**

- Develop understanding among students regarding importance of guidance services at secondary school level
- Acquaint them 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 secondary schools
- 1.4 Occupational information at secondary school level

**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 secondary 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:** 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.
- Pandey, K.P., Educational and Vocational Guidance in India VishwaVidyalayaPrakashan Chowk, Varanasi. 2000.
- McGowan, J.P Schmidt: Counselling : Reading in Theory and
- Practice, New York Holt, Rinehard and 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., Schmidt: Appraising Vocational Fitness by Means of Psychological Testing, New York: Haperand Row, 1962.

### **OUTCOMES**

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



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

**Credit: 4**

**Max. Marks: 100**

**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

**OUTCOMES**

- Submission of the dissertation