Study & Evaluation Scheme

Of

Master of Education (M.Ed.)

[Applicable w.e.f. Academic Session - 2021-22 till revised]

[As per CBCS guidelines given by UGC]

TEERTHANKER MAHAVEER UNIVERSITY

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Website: www.tmu.ac.in

Study & Evaluation Scheme	
SUMMARY	
Institute Name	*Faculty of Education*
Programme	*Master of Education (M.Ed.)*
Duration	*Two Years full time (Four Semesters)*
Medium	*English/Hindi*
Minimum Required Attendance	*75%*
Credits	
Credits Required for Degree	*90*

Assessment:			
Evaluation	**Internal**	**External**	**Total**
Theory	40	60	100
Practical/ Dissertations/EPC/ Project Reports/ Viva- Voce	50	50	100

Class Test-1	**Class Test-2**	**Class Test-3**	**Assignment(s)**	**Attendance & Participation**	**Total**
Best two out of three					
10	10	10	10	10	40

Duration of Examination	**External**	**Internal**
	3 Hours	1.5 Hours

To qualify the course a student is required to secure a minimum of 45% marks in aggregate including the semester end examination and teachers continuous evaluation.(i.e. both internal and external).A candidate who secures less than 45% of marks in a course shall be deemed to have failed in that course. The student should have at least 45% marks in aggregate to clear the semester.

Question Paper Structure	
1	*The question paper shall consist of six questions. Out of which first question shall be of short answer type (not exceeding 50 words) and will be compulsory. Question no. 2 to 6 (from Unit-I to V) shall have explanatory answers (approximately 350 to 400 words) along with having an internal choice within each unit.*
2	*Question No. 1 shall contain 8 parts from all units of the syllabus with at least one question from each unit and students shall have to answer any five, each part will carry 2 marks.*
3	*The remaining five questions shall have internal choice within each unit; each question will carry 10 marks.*

IMPORTANT NOTES:	
1	*The purpose of examination should be to assess the Course Outcomes (COs) that will ultimately lead to of attainment of Programme Specific Outcomes (PSOs). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, Evaluating & Creating/ Designing/ Developing (reference to Bloom's Taxonomy).*
2	*There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.*

Program Structure- Master of Education (M.Ed.)

A. Introduction:

Present M.Ed. curriculum of two years program has been designed as per the different context, concerns and visions underscoring the symbiotic relationship between teacher education and school education, elaborated in National Curriculum Framework for Teacher Education (NCFTE, 2009). The Master degree program, M.Ed. provides a rigorous exposure to students, allowing for an understanding of education as a discipline and prepare and equips students for educational research. Students learn through group discussions, seminars, dissertation and library `work. An interdisciplinary approach, participate in curricular and co-curricular activities, professionally designed value added courses help young students to develop critical problem solving abilities and a scientific attitude. By M.Ed. curriculum future teachers and teacher educators will understand different concepts, theories/issues drawn from disciplines cognate to education, i.e. Psychology, Sociology, Philosophy, Research Methodology, Management & Administration of school and Pedagogy of different school subjects etc. Further they could used/practiced suitably these concepts theories/issues in the perspectives of teaching-learning in schools and make linkage between education and national development. For understand the global world's needs continuing researches are very important by the M.Ed. curriculum research aptitude and a rational conceptualization of educational research will be developed among the future teachers or teacher educators.

The institute emphasis on the following courses *balanced with core Courses, elective courses Internship & Dissertation:* The curriculum of M.Ed. program emphasizes an intensive, flexible teacher education with 72 credits of theory courses (all types) and 18 credits of practical courses. Total 90 credits are allotted for the M.Ed. degree.

Out of 90 credits of classroom contact teaching, 48 credits are to be allotted for core courses (CC), 08 credits are allotted to ability enhancement compulsory courses (AECC), 08 credits are allotted to elective courses (EC), 08 credits are allotted to Specialization courses (SC), 10 credits are allotted to Practicum courses (P), 4 credits are allotted to Internship and 04 credit are allotted to Dissertation.

Course handouts for students will be provided in every course. A course handout is a thorough teaching plan of a faculty taking up a course. It is a blueprint which will guide the students about the pedagogical tools being used at different stages of the syllabus coverage and more specifically the topic-wise complete plan of discourse, that is, how the faculty members treat each and every topic from the syllabus and what they want the student to do, as an extra effort, for creating an effective learning. It may be a case study, a role-play, a classroom exercise, an assignment- home or field, or anything else which is relevant and which can enhance their learning about that particular concept or topic. Due to limited availability of time, most relevant topics will have this kind of method in course handout.

S.No.	Type of Course	Credit Hours	Total Credits
M.Ed. : Two-Year (4-Semester) CBCS Program			
Basic Structure: Distribution of Courses			
Theory Courses			
1	Core Course (CC)	12 Courses of 04 Credit Hrs. each (Total Credit Hrs. 12X4)	48
2	Ability-Enhancement Compulsory Course (AECC)	02 Courses of 04 Credit Hrs. each (Total Credit Hrs. 02X4)	08
3	Elective / Optional Courses (EC)	04 Credit Hrs. each (Select Any Two) (Total Credit Hrs. 02X04)	08
4	Specialization Course (SC)	04 Courses of 04 Credit Hrs. each (Select Any Two) (Total Credit Hrs. 02X04)	08
Practical Courses			
5	Practicum	05 Courses of 02 Credit Hrs. each (Total Credit Hrs. 05X02)	10
6	Internship : (TEI)	01 Course (Total Credit Hrs. 01X04)	04
7	Dissertation	01 Course of 04 Credit Hrs. each (Total Credit Hrs. 01X04)	04
8	Value Added Course (VAC)	02 Courses of 0 Credit Hrs. each (Total Credit Hrs. 02X0)	0
Total Credits			**90**

Contact hours include work related to Lecture and Practical (L & P), where our institution will have flexibility to decide course wise requirements.

B. Choice Based Credit System (CBCS)

Choice Based Credit System (CBCS) is a versatile and flexible option for each student to achieve his target number of credits as specified by the UGC and adopted by our University.

The following is the course module designed for the M.Ed. program:

Core Courses (CC): Core courses of M.Ed. program will provide a holistic approach to teacher education, giving students an overview of the field, a basis to build and specialize upon. These core courses are the strong foundation to establish teaching-learning knowledge in the field of education. The core courses will provide more practical based knowledge and collaborative learning. The core courses will focus on aspects of social and emotional development, self and identity, and cognition and learning.

We offer core courses in semester I, II, III & IV during the M.Ed. program (Three in Semester-I, Three in Semester-II, Three in Semester- III and Three in Semester-IV).

*Ability Enhancement Compulsory Courses (AECC):*As per the guidelines of Choice Based Credit System (CBCS) for all Universities, including the private Universities, the Ability Enhancement Compulsory Course (AECC) is a course designed to develop the ability of information and communication technology, physical health and yoga and environmental studies in students.

We offer two AECCs- one in semester- I and one is semester-II of the program.

Elective/Optional Courses (EC): Elective/ Optional courses are interdisciplinary additional courses that are compulsory in the fourth semester of a program.
We offer nine Elective/Optional courses and students will have the choice of taking 1 EC in Semester-I and One EC in Semester-II.

Specialization Course (SC): We offer two specialized area Elementary Education and Secondary Education in which four courses are included. Each student will have choose one area and two courses related to choosen area (Elementary Education or Secondary Education).

We offer four specialization courses (SC) and students will have the choice of taking 1 SC in Semester-III and One SC in Semester-IV.

Internship (TEI): Teaching Experience & Internship in a teacher Education institution is an integral component of a teacher preparation in M.Ed. programme to help the prospective teacher educators learns and enhances their professional roles. The teacher Education institution experiences are designed to help teacher candidates observe and understand the fundamentals of practice, and to gradually assume full responsibility for classroom teaching during the internship in teaching experience. The Teaching experiences are organized in different institutional settings of the Teacher Education Institutions (TEI).

Internship takes place during the third semesters for four weeks of six days in each week. During this phase prospective teacher educators will be placed in a teacher Education institution under a mentorship of a host institution. They will get opportunities to observe their Mentor Teacher Educators (MTE) teach and to reflect on the roles and responsibilities of a teacher educator. They initiate professional relationship with their MTE's and work collaboratively to gain practical experience of planning lessons, preparing resources, assessing students' learning, managing pupils, and doing some assisted teaching. Observing CTs teaching and reflecting, they learn about theory-practice integration and integration of pedagogy with content and technology. Enquiring how MTE's handle learning difficulties and student –teacher's questions, they develop understanding of the importance of pedagogical content knowledge (PCK).

Value Added Courses (VAC): A value added courses are non-credit courses which is basically meant to enhance general ability of students in areas like soft skills, quantitative aptitude and reasoning ability - required for the overall development of a student. The student possessing these skills will definitely develop acumen to perform well during the recruitment process of any premier organization and will have the desired confidence to face the interview. Moreover, these skills are also essential in day-to-day life. The aim is to nurture every student for making effective communication, developing aptitude and a general reasoning ability for a better performance. It will be compulsory for every student to pass these courses with minimum 45% marks. These marks will not be included in the calculation of CPI.

We offer two courses under VAC- one each in Semester II & IV.

C. Programme Specific Outcomes (PSOs)

The learning and abilities or skills that a student would have developed by the end of two-year **M.Ed. Program:**

PSO – 1	Understanding the concept, theories, ideas, practices and critical issues in Education.
PSO – 2	Applying the technology in education with emerging trends in classroom as an effective learning tool for learners and as a support to teachers.
PSO – 3	Analyzing the behaviour, attitude & values of trainees, so that they shapeinto responsible and accountable agents of change in the society in the perspective of local, national and global concerns and issues.
PSO – 4	Developing self identity as a teacher through training based learning experiences and reflective practices that continually evaluate the effect of their choice and action.
PSO – 5	Developing research skills, data analysis abilities and capacity to visualize, conduct and present research.
PSO – 6	Developing research acumen through critical analysis, discussion, academic debate and seminar presentation.
PSO – 7	Developing professional ethics, entrepreneurship, leadership & team sprit.

D. Pedagogy & Unique practices adopted: "Pedagogy is the method and practice of teaching, especially for teaching an academic subject or theoretical concept". In addition to conventional time-tested lecture method, the institute will **emphasize on experiential learning:**

1. Case Based Learning: Case based learning enhances student skills at delineating the critical decision dilemmas faced by organizations, helps in applying concepts, principles and analytical skills to solve the delineated problems and develops effective templates for business problem solving. Case method of teaching is used as a critical learning tool for effective learning.

2. Role Play & Simulation: Role-play and simulation are forms of experiential learning. Learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings. Role-play and simulation function as learning tools for teams and groups or individuals as they "play" online or face-to-face. They alter the power ratios in teaching and learning relationships between students and educators, as students learn through their explorations and the viewpoints of the character or personality they are articulating in the environment. This student-centered space can enable learner-oriented assessment, where the design of the task is created for active studentlearning.

3. Video Based Learning (VBL) & Learning through Movies (LTM): These days technology has taken a front seat and classrooms are well equipped with equipment and gadgets. Video-based learning has become an indispensable part of learning. Similarly, students can learn various concepts through movies. In fact, many teachers give examples from movies during their discourses. Making students learn few important theoretical concepts through VBL & LTM is a good idea and method. The learning becomes really interesting and easy as videos add life to concepts and make the learning engaging and effective. Therefore, our institute is promoting VBL & LTM wherever possible.

4. Field trips and school visits: Field trips and school visits are the essential part of the curriculum where students get an opportunity to complete their assigned projects individually and interact with students in real teaching-learning environment. School visit are essential to give students hand-on exposure and experience of how things and processes work. Our college organizes such visits to enhance students' exposure to practical learning and work out for a report of such a visit relating to their specific topic, course or even domain.

5. Special Guest Lectures (SGL): Some topics/concepts need extra attention and efforts as they either may be high in difficulty level or requires experts from specific domain to make things/concepts clear for a better understanding from the perspective of the educational institutions. Hence, to cater to the present needs of educational institutions we organize such lectures, as part of lecture-series and invite prominent personalities from academia and institutions from time to time to deliver their vital inputs and insights.

*6. **Student Development Programs (SDP):*** Harnessing and developing talent for the professional and competitive environment an overall development of a student is required. Apart from the curriculum teaching various student development programs (training programs) relating to soft skills, interview skills, teaching skills, communication skills, training etc. that may be required as per the need of the student and institution trends are conducted across the whole program.

*7. **Special assistance program for slow learners & fast learners:*** Students who are either slow learners or fast learners are assisted and paid extra attention on individual bases. With the help of remedial teaching their problems are solved and learning takes place under same roof with other students.

*8. **Skill development programs :*** Establishing collaborations with various institution partners to deliver the programme on sharing basis. The specific courses are to be delivered by education experts to provide practice based insight to the students.

*9. **Orientation program:***

College organizes two weeks orientation program. The purpose of Orientation Program is to help new students adjust and feel comfortable in the new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other students and faculty members, and expose them to a sense of larger purpose and self exploration. Students Induction could cover a number of different aspects : **Socializing:** meeting other new students, senior students, students union, lectures by Eminent People; **Associating:** visits to University / college, visits to Dept./Branch/ Programme of study and important places in campus, local area, city and so on; **Governing**: rules and regulations, student support etc; **Experiencing:** Subject lectures, study skills, small-group activities, physical activity, creative and performing arts, literary activities, universal human values, etc.

*10. **Mentoring scheme***: In this concept professional or faculty member act as a mentor and student act as a mentee. and the process is called mentoring of the student. Ideally friendship will develop in such a way that student feel comfortable in appearing their mentors for help with academic social and personal. The practice mentoring is implemented in Maintaining the Cumulative records of Mentee and proper guidance tothe mentee.

*11. **Career & personal counseling:*** Career counseling is a specialization of personal counseling much like other specialty areas of counseling (i.e., school, family, rehabilitation, etc.), which implies a particular emphasis, population, or setting for its practice. Counseling is a process that assists individuals in gaining helpful information about themselves, others, and the world around them as they problem solve or make decisions to improve their quality of life.

*12. **Competitive exam preparation:*** Competitive exams will enhance the skill of understanding the application of concepts, which is required in a broader context when we appear for exams. We offer trail of many competitive as TET, CTET, TGT, PGT and NET during the semester.

*13. **Extracurricular Activities:*** organizing& participation in extracurricular activities will be mandatory to help students develop confidence & face audience with care.

M.Ed. Curriculum
M.Ed. Semester I

S.No.	Course Type	Course Code	Course/Paper	Periods		Credit	Evaluation Scheme		
				L	P		Internal	External	Total
Core Courses (CC)									
1.	CC-1	MEDS 101	Psychology of Learning & Development	04	0	04	40	60	100
2.	CC-2	MEDS 102	Education Studies	04	0	04	40	60	100
3.	CC-3	MEDS 103	Introduction to Research Methods	04	0	04	40	60	100
Ability Enhancement Compulsory Course (AECC)									
4.	CC-4	MEDS 104	Information & Communication Technology	04	0	04	40	60	100
Elective / Optional Courses (Select Any One)									
5.	EC-1	MEDS 121	Elective Courses — Distance Education	04	0	04	40	60	100
	EC-2	MEDS 122	Value Education	04	0	04	40	60	100
	EC-3	MEDS 123	Comparative Education	04	0	04	40	60	100
	EC-4	MEDS 124	Inclusive Education	04	0	04	40	60	100
	EC-5	MEDS 125	Management Planning & Financing of Education	04	0	04	40	60	100
Practicum									
6.	P-1	MEDS 151	Academic Writing And Communication Skills	0	04	02	50	50	100
7.	P-2	MEDS 152	Psychology Practical	0	04	02	50	50	100
			Total	**20**	**08**	**24**	**300**	**400**	**700**

M.Ed. Semester II

S.No.	Course Type	Course Code	Course/Paper	Periods		Credit	Evaluation Scheme		
				L	P		Internal	External	Total
Core Courses (CC)									
1.	CC-4	MEDS 201	Philosophy of Education	04	0	04	40	60	100
2.	CC-5	MEDS 202	Historical & Political Perspectives of Education	04	0	04	40	60	100
3.	CC-6	MEDS 203	Curriculum Studies	04	0	04	40	60	100
Ability Enhancement Compulsory Course (AECC)									
4.	AECC-1	MEDS 204	Educational Administration and Leadership	04	0	04	40	60	100
Elective / Optional Courses (Select Any One)									
5.	EC-06	MEDS 221	Environmental Education	04	0	04	40	60	100
	EC-07	MEDS 222	Peace Education	04	0	04	40	60	100
	EC-08	MEDS 223	Guidance & Counseling	04	0	04	40	60	100
	EC-09	MEDS 224	Education for marginalized group	04	0	04	40	60	100
Practicum									
6.	P-3	MEDS 251	Self-Development	0	04	02	50	50	100
7.	P-4	MEDS 252	Synopsis Presentation	0	04	02	50	50	100
			Total	20	08	24	300	400	700

(The Elective Courses EC-06 to EC-09 are grouped under "Elective Courses".)

Value Added Course (VAC)

S.No	Course Type	Course Code	Course/Paper	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	Extern	Total
8.	VAC-1	TMUPS-202	Managing Self	02	1	0	00	50	50	100

M.Ed. Semester III

S.No.	Course Type	Course Code	Course/Paper	Periods		Credit	Evaluation Scheme		
				L	P		Internal	External	Total
Core Courses (CC)									
1.	CC-7	MEDS 301	Advanced Research Methods	04	0	04	40	60	100
2.	CC-8	MEDS 302	Sociology of Education	04	0	04	40	60	100
3.	CC-9	MEDS 303	Educational Technology	04	0	04	40	60	100
Specialization Course (Any One)									
4.	SC-1	MEDS 311	Specialization Course — Issues and Concern in Elementary Education	04	0	04	40	60	100
	SC-2	MEDS 312	Issues and Concern in Secondary and Senior Secondary Education	04	0	04	40	60	100
Practicum									
5.	P-5	MEDS 351	Research Colloquium	0	04	02	50	50	100
6.	P-6	MEDS 352	Internship	0	08	04	50	50	100
			Total	**16**	**12**	**22**	**260**	**340**	**600**

M.Ed. Semester IV

S.No.	Course Type	Course Code	Course/Paper	Periods		Credit	Evaluation Scheme		
				L	P		Internal	External	Total
Core Courses (CC)									
1.	CC-10	MEDS 401	Teacher Education	04	0	04	40	60	100
2.	CC-11	MEDS 402	Educational Measurement and Evaluation	04	0	04	40	60	100
3.	CC-12	MEDS 403	Gender Education	04	0	04	40	60	100
Specialization Course (Any One)									
4.	SC-3	MEDS 411	Planning and Policies of Elementary Education	04	0	04	40	60	100
	SC-4	MEDS 412	Planning and Policies of Secondary and Senior Secondary Education	04	0	04	40	60	100
Practicum									
5.	P-8	MEDS 451	Dissertation	0	08	04	50	50	100
			Total	**16**	**08**	**20**	**210**	**290**	**500**

Value Added Course (VAC)

S.No.	Course Type	Course Code	Course/Paper	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
6.	VAC-2	TMUPS-402	Managing Work and Others	02	1	-	00	50	50	100

COURE COURSES (CC)

S.No.	Code	Course	L	P	Credit
1.	MEDS 101	Psychology of Learning & Development	04	0	04
2.	MEDS 102	Education Studies	04	0	04
3.	MEDS 103	Introduction to Research Methods	04	0	04
4.	MEDS 201	Philosophy of Education	04	0	04
5.	MEDS 202	Historical & Political Perspectives of Education	04	0	04
6.	MEDS 203	Curriculum Studies	04	0	04
7.	MEDS 301	Advanced Research Methods	04	0	04
8.	MEDS 302	Sociology of Education	04	0	04
9.	MEDS 303	Educational Technology	04	0	04
10.	MEDS 401	Teacher Education	04	0	04
11.	MEDS 402	Educational Measurement and Evaluation	04	0	04
12.	MEDS 403	Gender Education	04	0	04

Ability Enhancement Compulsory Course
(AECC)

S.No.	Code	Course	L	P	Credit
1.	MEDS 104	Information & Communication Technology	04	0	04
2.	MEDS 204	Educational Administration and Leadership	04	0	04

ELECTIVE COURSES OFFERED (EC)
To Choose any Two Courses (One in Semester I & another in Semester II)

S.No	Code	Course	L	P	Credit
1.	MEDS 121	Distance Education	04	0	04
2.	MEDS 122	Value Education	04	0	04
3.	MEDS 123	Comparative Education	04	0	04
4.	MEDS 124	Inclusive Education	04	0	04
5.	MEDS 125	Management Planning & Financing of Education	04	0	04
6.	MEDS 221	Environmental Education	04	0	04
7.	MEDS 222	Peace Education	04	0	04
8.	MEDS 223	Guidance & Counseling	04	0	04
9.	MEDS 224	Education for marginalized group	04	0	04

Specialization Course (Any One) (SC)

S.No.	Code	Course	L	P	Credit
1.	MEDS 311	Issues and Concern in Elementary Education	04	0	04
2.	MEDS 312	Issues and Concern in Secondary and Senior Education	04	0	04
3.	MEDS 411	Planning and Policies of Elementary Education	04	0	04
4.	MEDS 412	Planning and Policies of Secondary Education	04	0	04

(Practicum)

S.No.	Code	Course	L	P	Credit
1.	MEDS 151	Academic Writing And Communication Skills	0	04	02
2.	MEDS 152	Psychology Practical	0	04	02
3.	MEDS 251	Self-Development	0	04	02
4.	MEDS 252	Synopsis Presentation	0	04	02
5.	MEDS 351	Research Colloquium	0	04	02
6.	MEDS 352	Internship	0	08	04
7.	MEDS 451	Dissertation	0	08	04

Value Added Course (VAC)

S.No.	Code	Course	L	T	P	Credit
1.	TMUPS-202	Managing Self	02	01	0	0
2.	TMUPS-402	Managing Work and Others	02	01	0	0

Note :			
L- Lecture	T- Tutorial	P- Practical	C- Credits
1 L = 1 Hour	1T = 1 Hour	1P = 1 Hour	1C = 1 Hour L or T 1C = 2 Hour P

Course Code: MEDS 101	Core Course M.Ed.- Semester- I **Psychology of Learning & Development**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding concepts, principles, theories & techniques of psychology.	
CO2.	Applying different theories & techniques of psychology to solve the problems of adjustment of their pupils.	
CO3.	Analyzing the stages of growth and development of students and accordingly provide them guidance and counseling.	
CO4.	Elaborating the various techniques of Intelligence and personality.	
Course Content:		
Unit-1:	**Introduction of Psychological basis of Education & child development:** • Educational Psychology: Concept, concerns and scope, contribution of psychology to education. • Human Development: Factors influencing development and their relative role. • Theories of Piaget and Bruner, major concepts and stages and implications for education.	**10 Hours**
Unit-2:	**Learning:** • Learning: Concept, Theories of learning and their implications Gagne's conditions of learning, Guthrie's Contiguous conditioning, Levin's field theory	**10 Hours**
Unit-3:	**Group dynamics:** • Group Dynamics: Group process, interpersonal relations sociometric grouping • Social emotional climate of the classroom and influence of teacher characteristics.	**10 Hours**
Unit-4:	**Intelligence & creativity:** • Intelligence: Guilford's structure of intellect (SI) and Howard Gardner's Theory of Multiple intelligence, Sternberg's theory, PASS Model intelligence, theory of emotional intelligence. • Measurement of intelligence. • Creativity: Definition, factors fostering and guiding creative children.	**10 Hours**
Unit-5:	**Personality & Assessment of Personality:** • Personality: Concept, development, detrminates of personality. Theories of personality- Eysenck, psycho-analytic approach of Freud, Behavioral approach-Miller and Bandura, Humanistic approach of Maslow cognitive approach of George Kelly. • Assessment of personality: Techniques (a) Personality inventories, rating scales. Projective techniques: Rorschach lnkblot Test, TAT.	**10 Hours**
Reference Books:	• Abramson, Paul.R (1989): Personality, Holt Rinehart and Winston, New York. • Allport G.W. (1961): Pattern Growth in personality, john Willy and sons Inc., New York. • Baum A, New man,s. West R & Mc Manus C (1985): Cambridge Handbook of psychology,	

	- Health and Medicine, Cambridge University Press. - Dicapro, N.S. (1974): Personality Theories, Harpar, New York. - Gangne R.M. : (1977) The conditions of Learning. Chicago Holt, Rinehart & Winston, New York. - Elizabeth Horlock (1990): Stages of Human Development. McMillan, New York. - Kundu, C.L. & Tutto, D.N.(1988): Education Psychology. Sterling Publication Pvt. Ltd. New Delhi. - Woolflock. Anita (2008): Educational Psychology. Pearson Publication, New Delhi. - Berdine W.H. & Blackhurst A.E. (eds) (1980): An Introduction to special Education, Harpes collins Publishers, Boston. - सिंह ए. के. (2017). उच्चतर सामान्य मनोविज्ञान नई दिल्ली: मोतीलाल बनारसीदास - गुप्ता एस. पी. सिंह (2019). उच्चतर सामान्य मनोविज्ञान : इलाहाबाद शारदा पुस्तक भवन - सिंह ए. के. (2017). उच्चतर सामान्य मनोविज्ञान नई दिल्ली: मोतीलाल बनारसीदास *** Latest editions of all the suggested books are recommended.**	
E-Resources	- https://archive.mu.ac.in/myweb_test/SYBA Study Material/edu-II psycho.pdf - https://home.cc.umanitoba.ca/~seifert/EdPsy2009.pdf - dept.clcillinois.edu/psy/IntroductionToPsychologyText.pdf - https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1001&context=psycholog y-collections - Microsoft Word - chapter1.doc (utexas.edu) - elibrary.vssdcollege.ac.in/web/data/books-com-sc/mcom-pre/GROUP DYNAMICS.pdf - https://archive.mu.ac.in/myweb_test/SYBA Study Material/edu-II psycho.pdf - https://www.cia.gov/static/9a5f1162fd0932c29bfed1c030edf4ae/Pyschology-of-Intelligence-Analysis.pdf - https://sangu.ge/images/PersonalityPsychology.pdf - https://simonton.faculty.ucdavis.edu/wpcontent/uploads/sites/243/2015/08/HistoryC reativity.pdf	

Course Code: MEDS 102	Core Course M.Ed.- Semester- I **Education Studies**	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding concepts, principles and theories of Education.	
CO2.	Explaining epistemology and axiology of education	
CO3.	Classifying Social Equity & Social Equality; Social stratification & Social Mobility.	
CO4.	Analyzing different factors of social stratification in reference to Indian Society.	
Course Content:		
Unit-1:	**Education:** • Concepts, Principles and Assumptions of education • Prioritizing the aims of education in the context of national values enshrined in the constitution of India	10 Hours
Unit-2:	**Epistemology and Education:** • Epistemology and Education: Knowledge; methods of acquiring valid knowledge with special reference to logical analysis, positive relativism and constructivism. • Axiological issues in education	10 Hours
Unit-3:	**Sociology & Education:** • Sociology of Education: Concept and Theoretical Perspectives (Functionalist, Conflict & Interactionist). • Social Change: Concept and determinants of Social Change, Modernisation, Education as an agency of Social Change. • School as a site of struggle for social change.	10 Hours
Unit-4:	**Social Equity:** • Education as related to social equity and equality of educational opportunities with special reference to socio-economically disadvantaged sections of society based on caste, gender, locale, income disparity and different disabilities.	10 Hours
Unit-5:	**Social Stratification:** • Social Stratification and Social Mobility; Concepts, Factors affecting; • Education in relation to Social Stratification and Social Mobility with special reference to Indian Society.	10 Hours
Reference Books:	• Aggarwal, J.C. (2005). Theory and principles of education. New Delhi: Vikas Publishing House Pvt. Ltd. • Banerjee, A.C. & Sharma S. R. (1998). Sociological and philosophical issues in education, jaipur: Book Enclave. • Beyer, L.E. (Ed.) (1996). Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press. • Blake, N., Smeyers. P. et.al. (2008). The Blackwell guide to the philosophy of education. U.S.A.: Blackwell Publishing Ltd.	

- Brubacher, J. S. (1969). Modern philosophies of education. New Delhi: Tata McGraw-Hill Publishing Company Pvt. Ltd.
- Bruner, J.S. (1960/1977). The Process of education. Cambridge, M.A.: Harvard University Press.
  Bruner, J.S. (1996). The Culture of education. Cambridge, M.A.: Harvard University Press.

* Latest editions of all the suggested books are recommended

Course Code: MEDS 103	Core Course M.Ed.- Semester- I **Introduction To Research Methods**	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the meaning, need and importance of educational research.	
CO2.	Applying the different techniques of quantitative data analysis.	
CO3.	Analyzing the different methods of research and research methodology.	
CO4.	Hypothesizing and developing a research proposal.	
Course Content:		
Unit-1:	**Educational Research:** • Meaning, nature, need and importance of educational research • Areas of educational research • Types of educational research	**10 Hours**
Unit-2:	**Quantitative Research** • Descriptive Research • Survey Research • Ex-post facto Research • Experimental Research	**10 Hours**
Unit-3:	**Qualitative Research** • Ethnographic studies • Case Study • Grounded Theory • Mixed Method Research • Narrative Research	**10 Hours**
Unit-4:	**Formulation of Research Problem and Developing Hypotheses** • Problem and its sources; Selection of the problem • Characteristics of a good research problem • Variables and its types • Hypothesis- Nature, Sources & Types • Characteristics of good hypotheses	**10 Hours**
Unit-5:	**Data Analysis-** • Graphical Representation : Histogram, Frequency polygon , Ogive, Pie chart • Percentile rank and Percentile • Measures of central tendency: Mean, Median and Mode • Measures of variability – Range, Q.D., S.D. • NPC- importance, characteristics and application (1 &2)	**10 Hours**

Reference Books:	• Best, J.W. and Kahn research in Education (9th Ed. Prentice of India, Pvt, Ltd, New Delhi,1982) • Tuckman Bruce W: Conducting educational Research (Harcourt Brace Javanovich, Inc. New York, 1978) • Garrett H.E. Statistics in Education and Psychology (Yakills Fitter & Simsons Pvt. Ltd., Bombay, 1973) • सिंह ए. के. (2018) मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोधविधियाँ, नई दिल्ली : मोतिलाल बनारसीदास • गुप्ता एस. पी. (2017). अनुसंधान संदर्शिका : संप्रत्यय, कार्यविधि एवं प्रविधि, इलाहाबाद : शारदा पुस्तक भवन • गुप्ता एस. पी. तथा गुप्ता ए. (2018) व्यवहारपरक विज्ञानों में सांख्यिकी इलाहाबाद : शारदा पुस्तक भवन • *** Latest editions of all the suggested books are recommended**	
E-Resources	• Introduction to Research in Education (modares.ac.ir) • https://niepid.nic.in/AN INTODUCTION TO EDUCATIONALRESEARCH.pdf • (PDF) Research in Education (Tenth Edition) |NAIYAR IMAM - Academia.edu • https://ww2.odu.edu/~jritz/attachments/reined.pdf • EDCN-801C-Methodology of Educational Research.pdf (tripurauniv.ac.in) • https://archive.mu.ac.in/myweb_test/ma edu/Research Methodology - III.pdf • DEDU404_METHODOLOGY_OF_EDUCATIONAL_RESEARCH_AND_STATISTICS_ENGLISH.pdf (lpude.in) • https://2012books.lardbucket.org/pdfs/beginning-statistics.pdf • www.alfareedservices.com/wp-content/uploads/2018/01/8614.pdf • https://www.statsref.com/StatsRefSample.pdf	

Course Code: **MEDS 104**	**Ability Enhancement Compulsory Course (AECC)** **M.Ed.- Semester- I** **Information & Communication Technology**	**L-4** **P-0** **C-4**
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the meaning, nature, scope and evolution of ET, IT and ICT in education.	
CO2.	Applying the teaching learning-system and potential of ICT in effectiveness in education.	
CO3.	Analyzing various digital teaching learning resources	
CO4.	Evaluation of ICT in teaching-learning process, administration and support system.	
Course Content:		
Unit-1:	**Effectiveness of Education through Educational Technology (ET):** • Meaning, nature and evolution of Educational Technology (ET), Information. • Technology (IT) and Information and Communication Technology (ICT). • Teaching-learning system: design, development and potential of ICT. • Enrichment through ICT. • Education Policies related to ICT in education. • Approaches to ICT.	**10 Hours**
Unit-2:	• **Instructional Technology:** • Definition and uses of Communication. • Principles of Instructional Technology. • Use of Communication Technology in teaching-learning process. • Non-digital teaching -learning resources (TV, Radio, Audio-Visual Resources). • Digital teaching learning resources: MS Word, MS PowerPoint, MS Excel	**10 Hours**
Unit-3:	**Web Based Learning and Communication Technology:** • www, Domain, Hosting, Browser, Search Engine • Internet: Internet application in class rooms Teaching • E-learning/Online Learning, Blended learning, Social Networking in education.	**10 Hours**
Unit-4:	**Improving Policy Planning & Management:** • Role of ICT in Management of Institutions and Systems • School: Admissions, student flow, personnel, staff development, facilities, Library, Laboratory. • System: School mapping, personnel payroll, MIS, communication, information	**10 Hours**
Unit-5:	**Policy formulation:** • Policy formulation-Management and Monitoring. • Storage and analysis of data, Piloting and Evaluation. -ICT: Social, legal and ethical issues.	**10 Hours**
Reference Books:	• Selwood, Ian D.et. al . Management of Education in the Information Age: The Role of ICT. Kluver Academics. • Vrasidas, Charalambos et. al. ICT for Education, Development, and Social Justice. IAP Inc. • Abbott , Chris . ICT: Changing Education. Routledge • Anderson,Neil. Equity and Information Communication Technology (ICT) in Education. Peter lang Pub. New York. • Bracey,Bonnie and Culver , Terry . Harnessing the Potential of ICT for Education: A Multistakeholder Approach .United Nation Publication. *** Latest editions of all the suggested books are recommended**	

Course Code: MEDS 121	Elective Course M.Ed.- Semester- I **Distance Education**	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the need, characteristics and development of Distance Education.	
CO2.	Applying the information and communication technologies in distance education.	
CO3.	Analyzing the mechanism for maintaining standards in distance education.	
CO4.	Evaluating the new dimension in distance education.	
Course Content:		
Unit-1:	**Distance Education:** • Distance education and its development • Some definitions and teaching learning components. • Need and characteristic features of distance education. • Growth of distance education. • Distance teaching learning systems in India.	**10 Hours**
Unit-2:	**ICT & Distance Education:** • Intervention strategies at a distance • Information and communication technologies and their Application in distance education • Designing preparing self-instructional material. • Electronic media (T.V) for education	**10 Hours**
Unit-3:	**Role of Distance Education in Development:** • Learning at a distance • Student-support-service in distance education and their management. • Technical and vocational programmes through distance education • Programmes for women through distance education • Distance education and rural development.	**10 Hours**
Unit-4:	**Quality Enhancement:** • Quality enhancement and programme evaluation • Quality assurance of distance education. • Mechanisms for maintenance of standards in distance education • Programme evaluation.	**10 Hours**
Unit-5:	**New Dimension in Distance Education:** • Cost analysis in DE-concept, need and process. • New dimension in distance education-promises for the future.	**10 Hours**
Reference Books:	• Daniel, J.S. et al; (1982): Learning at a Distance: A world Perspective. Athabasca University, Edmonton. • Garrison, D.R. (1989): Understanding Distance Education Framework for Future. Routledge, Chapman and Hall, London.	

| Reference Books: | Holmberg, B. (1986): Growth and structure of Distance Education. London: Croom Helm. Holmberg, B. (1985): Status and Structure of Distance Education (2 Ed.). Lector Publishing, London. Holmberg, B. (1989): Theory and Practice of Distance Education. Routledge, Chapman & Hall, London. IGNOU (1988): Growth and Philosophy Of Distance Education. (Block 1, 2 & 3). IGNOU, New Delhi. Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, Croom Helm London. Keegan, D. (1989): Foundations of Distance Education, Routledge London. Race, Phil (1994): The Open Learning Handbook, Second Edition, Kogan Page, London. Rathore, H,C,S, (1993): Management of Distance Education in India. Ashish Publishing House, New Delhi. *** Latest editions of all the suggested books are recommended** | |

Course Code: MEDS 122	**Elective Course** **M.Ed.- Semester- I** **Value Education**	**L-4** **P-0** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the need and importance of Value Education.	
CO2.	Applying theories and approaches of value development in daily living.	
CO3.	Realizing the importance of self-transformation for social transformation.	
CO4.	Evaluating value education in personality development.	
CO5.	Developing national and international values for global development.	
Course Content:		
Unit-1:	**Conceptual Framework: Value Education:** • Need and importance of Value Education for individual development and the formation of interpersonal, inter-community and international relations on positive lines. • Objectives of value education: inculcating duty-consciousness in individuals. • Types: extrinsic and intrinsic values. Dysfunctionality of values. Importance of inculcating intrinsic values in individuals for their extrinsic manifestation in society. • Basis of values: Philosophical, psychological, socio-cultural, secular and religious. • Valuation of culture: Indian Culture and Human Values such as ahimsa (nonviolence), mutual respect, harmony etc.	**10 Hours**
Unit-2:	**Moral Education:** • Moral Education vis-à-vis religious education. Moral instruction and training vis-à-vis moral indoctrination. • Language of moral education: motivational; not prescriptive. Characteristics of a morally educated person. • Importance of justice and care—the two dimension perspectives in morality— in performance of duties. • Use of reason over passion. • No moral policing. Self-introspection, own moral judgment and moral action for moral upliftment of self and in turn society.	**10 Hours**
Unit-3:	**Personal Development:** • Character Formation towards Positive Personality Development: truthfulness, compassion, constructivity, sacrifice, sincerity, self-control, altruism, tolerance, patience, scientific vision, objective thinking, realism, accountability, humility, modesty, duty-consciousness, non-confrontation, righteous speech and action, equity, nonviolence, reconciliation and self-reliance.	**10 Hours**
Unit-4:	**Value development:** • Theories, Models and Approaches of Value Development: Theories of Value Development Psychoanalytic, Learning theory – social learning, Cognitive development – Piaget and Kohlberg • Models of Value Development: value-imbibing through value analysis and inquiry for social action.	**10 Hours**

Unit-5:	**Value Education towards National and Global Development Related Values:** • Constitutional or national values - Democracy, social-consciousness, opportunity, secularism, equality, justice, liberty, freedom and fraternity. • Social Values: Compassion, probity, self-control, universal brotherhood. • Professional Values: Knowledge thirst, sincerity in profession, regularity, punctuality and faith. • Religious Values: tolerance, patience, wisdom, character-building, realism, social ethics and golden rule. • Aesthetic values: love and appreciation of literature and fine arts and respect for the same. • National Integration and international understanding with emphasis on patriotism and nation-building.	**10 Hours**
Reference Books:	• Carey, S.M. "Attitudes and Values", Education Forum, Vol. VII, No. 3, 1962. • Guber, F.C. Aspects of Value. University of Pennsylvania Press, Phildelphia, 1963. • Khan, Wahiduddin. Moral Vision, Goodword Books, 1999. • Kluckhokhn, C. "The Study of Values". In D.N. Barett (ed), value in America, Norte • Dame, University of Norte Dame Press, 1961. • Kothari D.S. "Education and Values", Report of the orientation coursecum-workshop on • Education in Human Values. New Delhi. • Malhotra P.L. Education, Social Values and Social Work – the Task for the New • Generation, N.C.E.R.T., New Delhi. • Morris, Charles, Varieties of Human Values Chicago University of Chicago press, 1956. • Mujeeb, M. Education and Traditional Values. Meenakshi Prakashan, Meerut, 1965. • Mukerjee, R.K., Social Structure of Values. S. Chand and Co., New Delhi, 1969. • Rokeach, M. The Nature of Human Values, Jessy Brass, New York 1978 *** Latest editions of all the suggested books are recommended**	

Course Code: MEDS 123	Elective Course M.Ed.- Semester- I **Comparative Education**	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding need and importance of comparative education.	
CO2.	Explaining the factors affecting the system of education.	
CO3.	Comparing the structure of education system of different countries.	
CO4.	Evaluating the recent trends and innovations in education.	
Course Content:		
Unit-1:	**Comparative Education:** • Comparative Education: Meaning, scope, need and importance. • Development of Comparative Education. • Factors affecting the system of education of a country: geographical, philosophical, social, political, economical and technological.	**10 Hours**
Unit-2:	**Different Level of Education:** • Primary Education in UK, USA, Russia, China, Japan, Israel and India: Development, Administration, Finance, aims, Curriculum and methods of teaching. • Secondary Education in UK, USA, Russia, China, Japan, Israel and India: Development, structure, administration, finance, aims, curriculum and methods of teaching. • Higher Education in UK, USA, Russia, China, Japan, Israel and India: Development, structure, administration and finance, aims, curriculum, methods and teaching.	**10 Hours**
Unit-3:	**Structure of Education:** • Administration and Finance of Education in UK, USA, Russia, China, Japan, Israel and India. • Structure of Education in UK, USA, Russia, China, Japan, Israel and India.	**10 Hours**
Unit-4:	**Teacher Education:** • Teacher Education in UK, USA, Russia, China, Japan, Israel and India: development, structure, Administration and finance, aims, Curriculum, selection procedure for admission, training programme, evaluation and placement. • Adult Education in UK, USA, Russia, China, Japan, Israeland India: Administration and finance, organization, aims and methods.	**10 Hours**
Unit-5:	**Recent Trends and Innovations in Education:** • Recent Trends and Innovations in Education in UK, USA, Russia, China, Japan, Israel and India. • Distance Education in UK, USA, Russia, China, Japan, Israel and India: administration, organization and Strategies. • Globalization of Education: meaning, need and importance.	**10 Hours**

Reference Books:	- Sharma, Y.K- Comparative Education, Kanishka Publication New Delhi - Sharma, T.S.- A Text book of Comparative Education, Vikas Publication House, New Delhi - Chaube, S.P.- Comparative Education, Vikas Publication House, New Delhi - Sharma, R.A.- Comparative Education, R Lal Book Depot, Meerut - Sharma, R.N.- Comparative Education, Subjeet Publication, New Delhi - Sharma, R.A.- Tulnatmak Shiksha, R Lal Book Depot, Meerut *** Latest editions of all the suggested books are recommended**	

Course Code: MEDS 124	Elective Course M.Ed.- Semester- I **Inclusive Education**	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the concepts and nature of Inclusive Education.	
CO2.	Differentiating among special education, integrated education and inclusive education.	
CO3.	Analyzing the characteristics of children with diverse need and utilization of resources.	
CO4.	Evaluating the Government Efforts to promote inclusive education.	
CO5.	Developing the skills and competencies in teacher educator for inclusive education	
Course Content:		
Unit-1:	**Introduction:** • Concept, Meaning and importance of Inclusive Education. • Historical perspectives of Education of children with Diverse Needs. • Difference between Special Education, Integrated and Inclusive Education. • Social Exclusion based on gender and caste.	**10 Hours**
Unit-2:	**Historical perspectives of Inclusive Education:** • Policies of gender and social inclusion, The Rehabilitation Council of India Act, 1992 (RCI Act The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act);); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009. • Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).	**10 Hours**
Unit-3:	**Children with Diverse Needs and utilization of Recourses:** • Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backward ness, underachievement, slow learners, children with special health problems, environmental / ecological difficulties and children belonging to other marginal groups • Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.	**10 Hours**
Unit-4:	**Teacher Preparation for Inclusive Education:** • Skills and competencies of teachers and teacher educator for secondary education in inclusive settings • Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators • Role of different national and international agencies {institutions, universities} in promoting inclusive education.	**10 Hours**

Unit-5:	**Inclusive Practices in Classrooms:** • School's readiness for addressing learning difficulties. • Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies In the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc. • Supportive services required for meeting special needs in the classroom — special teacher, speech therapist, physiotherapist, occupational therapist, and counselor.	**10 Hours**
Reference Books:	• Burt Cyril The Backward Child, University of London Press. Cruickshank, William M: Education of Exceptional Children and Youth by Prentice Hall, Inc. • Frampton, M. & E. Gall: Special Education for the Exceptional (Boston: Proter Sergeant) • Kuppuswamy, B: A Text Book of Child Behavior & Developments, New Delhi, Vikas Publishing House, 1976. • NCTE (2003). Discrimination Based on Sex, Caste, Religion and Disability, New Delhi. • Wadin, A.R. (ed.): The Handicapped Child, Bombay, Tata institute of Social Sciences. *** Latest editions of all the suggested books are recommended**	

Course Code: MEDS 125	Elective Course M.Ed.- Semester- I **Management Planning & Financing Of Education**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the concept and purpose of educational planning and administration.	
CO2.	Analyzing the policies of education finance and its implications of efficiency of the system .	
CO3.	Discussing the linkages of Various State, District and Local level functionaries	
CO4.	Developing the institutional plans for effective vocational education.	
Course Content:		
Unit-1:	**Policy Initiatives and Concerns:** • Policy : Need, Purpose, Analysis Formulation • Recommendations of Mudaliar Commission , Kothari Commission , NPE 1986, PoA (1992) • RMSA(Rashtriya Madhymik Shiksha Abhiyan) and RUSA(Rashtriya Ucchatar Shiksha Abhiyan)- Programme objectives, Strategies and Present Status with respect to Implementation of Programmes	**10 Hours**
Unit-2:	**Planning for Secondary and Senior Secondary Stage:** • Planning : Concept and Purpose in Educational Administration • Recommendations of the XII Five Year Plan on SE& SSE • Planning at National , State and District Level in India – Administrative Structure & functions at each stage • School Mapping and Micro planning Concept, Need and Purpose • Institutional planning: Need, Function and Scope	**10 Hours**
Unit-3:	**Financing of Education:** • Educational Expenditure: Source of finance Central Government grants, Tuition fee, Endowment Donation and gifts, Foreign aids. • School Budgetary and accounting procedure, grant in aid policy in India ,Monitoring of expenditure ,Control and Utilization of Funds, Accounting and Auditing ,Central – State relationship in Financing of Education. • Determinants of Educational cost. • Cost effectiveness / Cost efficiency • Use of Cost Analysis in Educational Planning	**10 Hours**
Unit-4:	**Planning and Financing at Institutional Level:** • Institutional Planning: Concept and Scope • Funds and Grants available • Scholarship Schemes instituted by the Govt of India • Planning for Effective Implementation of Vocational Education	**10 Hours**
Unit-5:	**Issues & Concerns:** • Globalisation, Privatisation and Commercialisation of Education: Need, Present Status and Impactin India	**10 Hours**

Reference Books:	• Gaske (1989), Economics of Education, Pregamon Press, London. • G. Psacharopoulos (1987): Economics of Education: Research and Studies, New York: Pergamon Press. • Azad, Jagdishlal Financial of Higher Education in India, New Delhi, Sterling Publishers. • Blaug. Mark An Introduction to Economics of Education, Allen lane. London, Penguin. Cohn E and T. • Coombs, P.H and Hallak.J (1988) Cost Analysis in Education: A Tool for Policy and Planning, Baltimore: John Hopkins Press. *** Latest editions of all the suggested books are recommended**	

Course Code: MEDS 151	Core Course M.Ed.- Semester- I **Practicum Course** **Academic Writing And Communication Skills**	L-0 P-4 C-2
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding a good academic writing style	
CO2.	Developing the ability to listen, converse, speak, present, explain and exposit ideas in groups and before an audience	
CO3.	Developing effective presentation styles using available ict resources	

Content:

The transaction will involve workshops to address the following aspects of Academic writing and Communication skills

- Write formal letters / covering letters
- Different kinds of writings and writing styles
- Essential features of good academic writing
- Academic sources and their referencing: Citing a source, paraphrasing and acknowledging the source
- Editing one's own writing
- Making an effective presentation
- Meaning, concept and components of effective communication.
- Strategies of effective communication.
- Role and usage of ICT in effective communication.
- Development of pre-academic skills (pre-reading, pre-writing and pre-presentation)

Practicum:

- Review of Book and research Paper
- Writing an empirical research paper and Preparing a PowerPoint presentation based on the paper
- Seminar presentation using ICT resources

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

Evaluation of Practicum

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner *(Marks 50)*	External Examiner *(Marks 50)*
File Work	20	20
Performance	10	20
Viva	10	10
Attendance	10	-

Course Code: **MEDS 152**	**Core Course** **M.Ed.- Semester- I** **Practicum Course** **Psychology Practical**	**L-0** **P-4** **C-2**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the concept of various psychological test.	
CO2.	Applying various psychological test to understand the problems of subject.	
CO3.	Analyzing the obtained data and preparing the results.	
CO4.	Evaluating the report to solve the problems of subject.	
Course Content:		

Practicum:

Conduct Psychological Test (Any Five)
- Learning
- Intelligence
- Creativity
- Motivation
- Personality
- Values
- Adjustment
- Attitude
- Aptitude
- Interest
- Other relevant test

Evaluation of Practicum

The assessment will be done in two components: Internal 50% and External 50%
- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner *(Marks 50)*	External Examiner *(Marks 50)*
File Work	20	20
Performance	10	20
Viva	10	10
Attendance	10	-

Course Code: MEDS 201	Core Course M.Ed.- Semester- II **Philosophy of Education**	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the nature, functions, principles and Ideology of Philosophy in Education.	
CO2.	Explaining Indian & western schools of Philosophy.	
CO3.	Applying the principles and thoughts of philosophers in present education.	
CO4.	Analyzing the contribution made by prominent Indian & western philosophers in education.	
Course Content:		
Unit-1:	**Education and Philosophy:** • Education- Meaning, Nature and Concept • Philosophy- Meaning, Nature and Concept • Relationship between Education and Philosophy	**10 Hours**
Unit-2:	**Philosophy & Education** • Philosophy of Education • Functions of philosophy of education (speculative, normative, analysis) logic, logical empiricism, positive relativism.	**10 Hours**
Unit-3:	**Fundamental Philosophical issues:** • Metaphysical, epistemological and Axiological issues • Idealism, Naturalism, Pragmatism, Humanism, Existentialism and with special reference to knowledge, reality and values. • Their contribution to the field of educational objectives and aims	**10 Hours**
Unit-4:	**Indian Schools of Philosophy:** • Sankhya, Yoga, Nyaya, Vedanta (Advait and Vishitvedanta). • Critical appreciation of the contribution of Indian philosophy-, Buddhism, Jainism. • Their application in day to day teaching learning process in education.	**10 Hours**
Unit-5:	**Educational Thought of great Philosophers:** • Indian Philosophers- Swami Vivekanand, Mahatma Gandhi, Sri Aurobindo, Ravindra Nath Tagore, J. Krishnamurti, Giju Bhai. • Western Philosophers- Plato, Herbert Spencer, John Dewey, Rousseau, Paul Freire	**10 Hours**
Reference Books:	• Asher Delcon (1976) Life long learning, A philosophy or a strategy UNESCO Regional Office Bangkok. • Bodo, Beyd. H. Modern educational theories (1937) Mac Graw Hill Book Co. New York. • Brubacher John S. (1981) Modern Philosophies of education. • Kabir Humayun (1971) education in modern India. Middlesen. England. • Lal Avam Palore (2007) Shaishik Chinton Avam Prayog, R. Lal Book Depo. Meerut. (in Hindi). • Mathur S.S. (2008) Shiksha ke Darshanik tatha Samajik Aadhaar, Agarwal Publications Agra-s. • Thomas B. (2004) Moral and Value education, Aavishkar Publication, Jaipur. • Wingo G. Max(1975) Philosophies of education, Sterling Publication Pvt. Ltd., New Delhi. • Radha Krishnnan , Indian Philosophy *** Latest editions of all the suggested books are recommended**	

Course Code: MEDS 202	Core Course M.Ed.- Semester- II **Historical And Political Perspectives Of Education**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Remembering aims and basic concepts of Ancient education.	
CO2.	Explaining the various education systems, commission, constitutional provisions and issues concerns in education.	
CO3.	Visualizing the education in Independent India and its future.	
CO4.	Analyzing all educational commissions in present scenario.	
Course Content:		
Unit-1:	**Education in Ancient India:** • Concept and aims of education in Ancient India. • Salient features of Vedic, Brahmanic and Buddhist education • Role of society and state in education	**10 Hours**
Unit-2:	**Education under East India company:** • Charter Act 1813, Lord Macaulay's minutes 1835 • Woods Despatch1854 • Hunter Commission 1882 • Impact of education on political, social, economic and the cultural life of the people in 19th century.	**10 Hours**
Unit-3:	**Indian Education in 20th Century:** • Saddler Commission • University Education Commission • Secondary Education Commission • Education Commission: 1964-66 • National Policy on Education 1986, POA-1992	**10 Hours**
Unit-4:	**Education for the Indian National Consciousness:** • Growth of National consciousness • Wardha Plan • Education for social justice	**10 Hours**
Unit-5:	**Constitutional provisions regarding education:** • Implications of Justice, Liberty & Equality in Education. • Fundamental Rights with special emphasis on Right to Education	**10 Hours**
Reference Books:	• Agarwal, J.C. (1998). Landmarks in the History of Modern Indian Education, New Delhi: Vikas Publishing House. • Altekar, A.S. (2010). Education in Ancient India, Delhi: Isha Books. • Das, Santosh Kumar (1933).The Educational System of Ancient Hindus, Calcutta • Das-Gupta, Devendra Chandra (1942).Jaina System of Education, Calcutta. • Sharma, R L. (2006) Comprehensive History of Modern Education. New Delhi: Cyber Tech Publications. • Desai, D.M.(1957) A Critical Study of Primary Education in India. Baroda: The M.S. University. • Kabir, H. (1959) Education in New India. London: Allen & Unwin Ltd. • Keay, F.F. (1973) A History of Education in India and Pakistan. Calcutta: Oxford University Press. • Mukherjee, L. (1975) Comparative Education. Bombay: Allied Publishers. *** Latest editions of all the suggested books are recommended**	

Course Code: MEDS 203	Core Course M.Ed.- Semester- II **Curriculum Studies**	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding nature, principles and components of curriculum.	
CO2.	Explaining the different models of curriculum development.	
CO3.	Analyzing the different learning experiences	
CO4.	Designing the integrated and interdisciplinary learning experiences.	
Course Content:		
Unit-1:	**Nature, principles and determinants of curriculum:** • Meaning and concepts of curriculum; • Curriculum as a body of organized knowledge, inert and live curriculum • Components of curriculum: objectives, content, transaction mode and evaluation • Philosophical and ideological basis of curriculum • Principles of integration • Theories of curriculum development	10 Hours
Unit-2:	**Approaches and types to Curriculum development:** • Subject centred • Learner centred • Curriculum frameworks of school education and teacher education • Humanistic curriculum : characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum	10 Hours
Unit-3:	**Models of Curriculum Development:** • Tylers -1949 model • Hilda taba 1962 model • Need assessment model • Futuristic model • Vocational/ training model	10 Hours
Unit-4:	**Selection and Organization of learning experiences:** • Principles and criteria for developing learning experiences • Points to be considered while selecting learning experiences • Designing integrated and interdisciplinary learning experiences • Integration of learning experience related work experience, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, arts and India's heritage of crafts	10 Hours
Unit-5:	**Curriculum Transaction** • Concept of instruction, instructional design and instructional media. • Role of Communication in Effective Curriculum Transactions (Verbal and Non Verbal) • Qualities and Competences of a Teacher to engage as a critical Pedagogue. • Factors influencing Curriculum Transaction • Approaches for Curriculum Transaction: Collaborative Learning, Cooperative Learning, Team Teaching.	10 Hours
Reference Books:	• Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press. • Dewey, J. The Child and the Curriculum. The University of Chicago Press. • Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication. • Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co. • Curriculum Development : Concepts, Methods and Techniques Author Deepak Agrawal Publisher Book Enclave, 2007 ISBN 8181521544, 9788181521545	

	• Curriculum development Author- Arul Jothi, D. L. Balaji, Pratiksha Jugran.Publisher: New Delhi, India : Centrum Press, 2009 ISBN: 9789380252261 *** Latest editions of all the suggested books are recommended**	
E-Resources	*https://www.academia.edu/38821461/Curriculum_Development_Full_Book_ *https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.unom.ac.in/asc/Pdf/CURRICULUM%2520DESIGN%2520AND%2520DEVELOPMENT-1.pdf&ved=2ahUKEwjdldvf7ObwAhWdyzgGHUrlBPQQFjAIegQIDBAC&usg=AOvVaw3AcZ5_407mFABRVQ6txdv0D *https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/258933127_Linking_research_and_curriculum_development&ved=2ahUKEwjdldvf7ObwAhWdyzgGHUrlBPQQFjABegQIBRAC&usg=AOvVaw3xwOc7vWCiLGtWgKweplPW	

Course Code: MEDS 204	Ability Enhancement Compulsory Course (AECC) M.Ed.- Semester- II **Educational Administration And Leadership**	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the concept and processes of educational administration and leadership.	
CO2.	Discussing the different strategies of educational planning.	
CO3.	Analyzing the educational policies and its implications for efficiency of the system.	
CO4.	Developing familiarities with various sources of financing in India.	
CO5.	Developing the qualities of leadership skill among students.	
Course Content:		
Unit-1:	**Educational Administration concept:** • Educational Administration : Meaning and scope, Principles and process of administration, Approaches to administration. • Need, importance and determinants of educational policy, Partnership in policy implementation – Centre-State, Public-Private; Issues involved in implementation.	**10 Hours**
Unit-2:	**Development of thought in Administration and Implications in Educational Administration:** • Scientific Management : F.W Taylor • Bureaucratic Model : Max Waber • Human Relations and Human Resources Model : Eltan • Mayo Political and Decision making model	**10 Hours**
Unit-3:	**Educational Planning:** • Educational Planning: Meaning, nature and need. • Educational Planning in India. • Educational Planning: Strategic planning, short-term planning, management planning, Grass roots level planning, institutional planning, The Rolling Plan concept.	**10 Hours**
Unit-4:	**Educational Financing in India:** • Principle of Education Finance. • Factors influencing Educational Financing. • Financing of Higher Education in India: Role of UGC, RUSA • Private participation in Higher Education: Advantages and Disadvantages.	**10 Hours**
Unit-5:	**Educational Leadership:** • Educational Leader : Qualities and Duties. • Theories of leadership and their styles (Trait theory, and philosophical approach of McGregor) • Grid concept of leadership styles. • Measurement of leadership styles	**10 Hours**
Reference Books:	• Agarwal , V.Bhatnagar, R.P. (1997). Supervision, Planning and Financing, Meerut: Surya Publication. • Bottery Mike (ed.) (1992). *Education, Policy & Ethics.* London: Continuum. • Chandrasekara, P. (1994). Educational Planning and Management, New Delhi : Sterling Publishers. • Ayyar, R.V. Vaidyanathan (1993). *Educational Planning and Administration in India: Retrospect and Prospect.* Journal of Educational Planning and Administration. VII (2). April. • Greene, J.F.(1975). *School Personnel Administration.* Pennysylvania: Chilfton Book Company. • Hough J.R. (1990). *Education, Policy-An International Survey.* London: Croom Helm. *** Latest editions of all the suggested books are recommended**	

Course Code: MEDS 221	Elective Course M.Ed.- Semester- II **Environmental Education**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the relationship between Humans Beings and their Environment.	
CO2.	Acquiring a critical understanding of the different curriculum transaction and evaluation strategies for environmental education.	
CO3.	Developing sensitivity towards Environmental Disaster Management.	
CO4.	Developing skills and competencies as teachers for Management of Environmental Awareness Programmes	
Course Content:		
Unit-1:	**Environment, Initiatives for Protection and Disaster Management:** • Environment: Meaning & types Natural, Social & Economic environment: interdependence & interaction among them, Relationship between Man and Environment • International Conferences For Environmental Protection: • Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference (2002) • United Nations Environmental Programme (UNEP) –Objectives & Functions – Environmental Disasters: meaning, natural & manmade disasters and their management, Natural Disasters and their Management: Earthquake, Volcano, Cyclones, Flood& Drought. • Management of Pollution as a Manmade Disaster: Causes, effects & control of- Air pollution, Water pollution, Land pollution and Sound pollution	**10 Hours**
Unit-2:	**Education for Conservation of Natural Resources and Sustainable Development:** • Conservation of Natural Resources: Concept, need and Importance • Ways of Conservation of Natural Resources: Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate, and Reshape. • Environmental Movements: -Chipko, Silent Valley, Narmada Bachao. -Role of Environmental Movements in Environmental Conservation -Role of Education in Conservation of Natural Resources • Sustainable Development: Meaning & dimensions (natural, social & economic) • Strategies For Sustainable Development: suggested in Agenda –Guiding Principles for Sustainable Development • Environmental Impact Assessment (EIA) – meaning, steps, principles & importance of EIA in Sustainable Development • Role of Environmental Education in Sustainable Development-Need of an Inter-disciplinary Approach.	**10 Hours**
Unit-3:	**Environmental Education-Need and Scope:** • Environmental Education: Meaning, need and scope • Need of Environmental Education for School Teachers and Teacher Educators • Guiding Principles of Environmental Education • Place of Environmental Education in National Curricular Framework (2000) given by NCERT and Environmental Education Curriculum Framework For Teachers and Teacher Educators (2005) given by NCTE.	**10 Hours**
Unit-4:	**Environmental Education- Transaction:** • Teaching – Learning Strategies For Environmental Education: Field visits, Experimentation, Demonstration, Observation, Group- Discussion, Dramatization and Games.	

Unit-5:	**Evaluation in Environmental Education:** • Evaluation in Environmental Education Use of Observation, • Self-reporting techniques (attitude scale, interview and questionnaire) and Projective Techniques in Environmental Education. • Training For Environmental Education – (Preparing an Environmental Education Teacher), Major components of the Training Programme, Role of Central & State Government in Environmental Education • Role of NGOs in Environmental Education (with reference to two National & two Local NGOs) • Role of Media in Environmental Education – Print Media, Posters, Slides, Television, Radio and	**10 Hours**
Reference Books:	• Iyer, Gopal (1996). Sustainable Development Ecological & Socio-cultural Dimension. New Delhi: Vikas Publishing House Ltd. • James, George (1999). Ethical Perspectives on Environmental Issues in India. NewDelhi-100 002: APH Publishing, Corporation, 5 Ansari Road, Darya Ganj, • Datta Amol K., (2000). Introduction to Environmental Science & Engineering. NewDelhi- 110 001: Raju Primlani for Oxford & IBH Publishing, Co. Pvt. Ltd., 66, Janpath. • Dayani, S. N., (1993). Management of Environmental Hazards. New Delhi: 110 014.Vikas Publishing House, Pvt. Ltd. 576, Masjid Road, Jangpura. • Karpagam, M. (1999). Environmental Economics. Sterling Publisher Pvt. Ltd. • Mukherjee, Biswarp (1996). Environmental Biology, Tata-Mc-Graw, New Delhi: Hill, Publishing Co.ltd. • Nasrin, (1999). Environmental Education. New Delhi - 110 002: APH PublishingCorporation, 5 Ansari Road, Daryaganj. *** Latest editions of all the suggested books are recommended**	

Course Code: MEDS 222	**Elective Course** **M.Ed.- Semester- II** **Peace Education**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding concept, need and importance of Peace Education and its relevance to the present global scenario.	
CO2.	Identifying the activities & programmes for promoting peace and harmony.	
CO3.	Developing skills among teacher trainees in human values, harmonious living with co- existence.	
CO4.	Creating awareness among student teachers for development of activities for peace education.	
Course Content:		
Unit-1:	**Peace Education- Concept and Scope:** • Peace: Meaning, nature and its relevance relating to the present global scenario, • Ideal vs Pragmatic definition of Peace. • Different sources of peace: Philosophical, Religious, Social, Secular and Psychological. • Classification and analysis of peace:- Individual and social, Positive and negative peace, concept, characteristics, • Role of different organizations like UNESCO in Peace Education. • Peace in the minds of men, culture of peace and non-violence, positive personality development. • NCF 2005 recommendations on Peace Education : nurturing of knowledge, skills, attitude and values of a culture of peace for shaping individuals.	**10 Hours**
Unit-2:	**Peace Education- Agencies:** • Family and Home: first school of peace education • Role of community, school, family and neighbors in peaceful values inculcation. • Importance of co existence and harmonious living in pluralistic-multi cultural, multi religious and multi ethnic societies. • Peace education –objectives, scope and its relevance: inculcating duty consciousness in individuals. • Role of Peace educators as motivators, trainers and guides.	**10 Hours**
Unit-3:	**Methods for peace education:** • Methods for peace education: introspection, imbibing values and application of principles in daily life. • Ongoing researches in the field of peace education – present scenario and suggestions.	**10 Hours**
Unit-4:	**Education for International Peace & Understanding:** • Nationalism & Internationalism • Needs for developing International Understanding & Peace. • Guiding principles for education for International Understanding and peace: non-violence, conflict resolution, pacifism, international mediation and courts of justice and peace building. • Barriers for developing International Understanding & Peace: just warism and terrorism. • Recommendations of International Commission (Delor's Commission) on International Understanding & Education for Peace.	**10 Hours**

Unit-5:		**Role of Educational Institutions in propagation of Peace Education:** • Schools programmes: United Nations programmes of peace in minds of men, culture of peace and learning ways to peace. • Application of conflict resolution on individuals, society, national and international scenarios. • Importance of Human rights as a duty Teaching about Human Rights. • Teaching about other countries-History, Geography, Civics, Science & Literature. • Co-curricular Activities- Drawing, Painting, Modelling, Handicrafts etc. Role of Teacher with respect to transaction of Peace Education	**10 Hours**
Reference Books:		• Delors J., Learning the Treasure within, UNESCO, 1997. • Falk, Richard A.; Johansen, Robert C.; Kim, Samuel S., editors. Constitutional. • Foundations of World Peace. Albany: State University of New York Press, 1993. • Galtung, Johan. Peace by Peaceful Means: Peace and Conflict, Development and Civilization. London: SAGE Publications, 1996. • Bagchi, Jyoti Prakash and Vinod teckchandani, (2005), "Value Education" University book House (P) Ltd. Chaura Rasta, Jaipur-302003 • Chitkara, M.G, (2009), "Education and Human values", A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi-110002 . • Goldstein, Tara; Selby, David, editors. Weaving Connections: Educating for Peace, Social and Environmental Justice. Toronto: Sumach Press, 2000. • Mishra, Lokanath ,(2009), " Encyclo paedia of Peace Education, A.P.H Publishing Corporation, Anrari road, Darya Ganj New Delhi-110002. • Mishra, Dr. Loknath, (2009), "Peace education frame work for teachers" A.P.H Publishing Corporation Anrari Road, Darya Ganj, New Delhi-110002. • Sathya Sai International Center for Human Values, New Delhi. Education for Human Values(2009). • Singh, Dr. Suresh Pal, and Anyana Kaul and Sarita Choudary,(2010), " Peace and human rights education , A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi-110002. • UNESCO: L:earning the treasure within, Delors Commission Report *** Latest editions of all the suggested books are recommended**	

Course Code: MEDS 223	Elective Course M.Ed.- Semester- II **Guidance And Counselling**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the concepts, principles and importance of educational and vocational guidance at various level.	
CO2.	Explaining the various testing devices, principles of guidance and counseling.	
CO3.	Applying the principles of mental health & hygiene for effective adjustment in life	
CO4.	Evaluating the various psychological tools in guidance and counseling.	
Course Content:		
Unit-1:	**Guidance: Concept:** • Guidance: concept, principles, objectives and scope. • Need and importance, basic assumptions of Guidance, and its types. • Educational Guidance – concept, need, Educational Guidance at various level, principles and process of Educational Guidance. • Measuring devices in education guidance- types of data, sources of data, cumulative record, sources of information, types of information, isolates in classroom. • Guidance of special children- problem and needs. • Guidance of gifted, creative and under achieving learners.	**10 Hours**
Unit-2:	**Vocational Guidance:** • Vocational guidance- nature, objectives, scope. • Career development and adjustment • Vocationalisation of secondary education and career development. • Group guidance: concept concern and principles, procedure and techniques of group guidance. • Information orientation services, placement service and follow up service, Evaluation of guidance programs	**10 Hours**
Unit-3:	**Counseling:** • Counseling : nature, concept, meaning, importance and techniques • Counselor and counselee, Counseling process- directive, non directive electic, counselling interview. • Types of Counseling- individual, group, educational, vocational. • Special areas of counselling- family adjustment and career Counselling. • Use of psychological tests in Counselling.	**10 Hours**
Unit-4:	**Guidance and Counseling:** • Testing in guidance and counseling. • Use of tests in guidance and counseling. • Tests of intelligence: aptitude, creativity, interest and personality. • Administering, scoring and interpretation of test scores. • Communication of tests results as relevant in the context of guidance programme.	**10 Hours**
Unit-5:	**Mental Health:** • Human adjustment and mental health. • Psychological foundation of adjustment. • Role of motivation and perception in adjustment. • Principles of mental hygiene and their implication of effective adjustment. • Mental health and development of integrated personality.	

Reference Books:	• Jones J.A. (1998): Principal of Guidance. Bombay, Tata McGrow Hill, New York. • Pandey K.P. (2000): Educational and vocational guidance in India. Vishwa Vidhyalaya Prakashan chowk, Varanasi. • Mc Grown J.P. Chmdit, (1962): Counseling reading in theory and practice. Rinehart and wiston, New York. • Tolbert H.L. (1996): Introduction of counseling. McGrow Hill, New York. • Strang, Ruth (1992): Counseling Techniques in college & Secondary schools. Harper, New York. • Taxler, A.E. (1964): Techniques of guidance. McGraw Hill, New York. • Robinson (1998): Principles and Procedures in student counseling, Harper & Row, New York. • Super D.E. Schmilt (1962): Apprising vocational fitness by means of Psychological Testing. Harper & Row, New York. *** Latest editions of all the suggested books are recommended**

Course Code: MEDS 224	Elective Course M.Ed.- Semester- II **Education for The Marginalized Groups**	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the meaning, need and significance of inclusive education.	
CO2.	Explaining learning across various level.	
CO3.	Identifying diverse needs students having disabilities, disadvantages and marginalization.	
CO4.	Describing various disability conditions and their educational implications.	
CO5.	Developing capacities to apply techniques of guidance and counseling to support these students.	
Course Content:		
Unit-1:	**Diversity and Inclusion:** • Diversity in the classroom-various forms of diversity and students exceptionality. • Diversity: parameters and individual characteristics and psycho-social aspects. • Exclusion versus Inclusion: equity, equality and right based approach to education. • Inclusive Education: meaning, scope and significance. • Inclusive versus Special Education: differences and critical issues.	**10 Hours**
Unit-2:	**Children with Different Abilities:** • Concept of Disability: ICF and Inclusion. • Characteristics of students of various disabilities and factors those affect learning. • Development in assistive technology and their uses in educational set ups.	**10 Hours**
Unit-3:	**Learning across various level:** • Learning across at various level: pre-school, elementary, secondary and beyond-the scope of adaptation and accommodation. Identification of gifted and creative children and educational interventions.	**10 Hours**
Unit-4:	**Children from families having social and economical disadvantages:** • Deprivation and disadvantage, psychological implications, how do they affect learning? • Short term and long term deprivations and its impact on personality and learning. • Defining economical, and other disadvantages, resultant problems, coping strategies, educational interventions, teaching strategies. Implications for development of school development plans. • Implications for development of School development plans.	**10 Hours**
Unit-5:	**Guidance and counselling for Diverse needs: Guidance and counseling:** • Nature and types of adjustment problems: academic, emotional and social. • Positive behaviour support (PBS): assessment and intervention. • Applying Guidance an counselling techniques and procedures to manage diverse needs. • Guidance an counselling of parents and family members. • Organizing support services at school level for students with diverse needs, resource room an whole school approach.	**10 Hours**

	• Bender W. N. Learning Disability, Allyn & Bacon, London, 1995. • Berdine W.H. & Blackhurst Q.E. (eds.), An Introduction to special Education, Harpers Collins Publishers, Boston, 1980. • Crow and Crow. Mental Hygiene, McGraw Hill Book Co. New York, 2009. • Hallahar D.P. & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusets, 1991. • Hewett frank M. & Foreness Sreven R., Education of Exceptional Learners, Allyn & Bacon, Massachusets, 1984. • Jordern, Thomas E. The Exceptional Child, Ohio: Merril, 2007. • Kirk S.A. & Gallagher J.J. Education of Exceptional Children; Houghton Miffin Co., Boston, 2008. • Magnifico, L.X.: Education of the Exceptional Child, New York, Longmen, 1958. • Shanker, Uday: Exceptional Children, Sterling Publisher, New Delhi, 1976. • Singh, N.N. and Beale, I.L. (eds.) Learning Dishabilles – Nature, Theory and Treatment, Springer – Verlag, New York, Inc.: 1992. *** Latest editions of all the suggested books are recommended**	
E-Resources	• https://www.right-to-education.org/marginalised-groups#:~:text=Marginalised%20groups%20are%20often%20left,groups%20tend%20to%20be%20heterogenous.&text=Non%2Ddiscrimination%20and%20equality%20are,to%20the%20right%20to%20education. • https://www.nalandaschool.org/importance-of-guidance-and-counselling	

Course Code: TMUPS-202	Value Added Course M.Ed. Semester-II Managing Self	L-2 T-1 P-0 C-0
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Utilizing effective verbal and non-verbal communication techniques in formal and informal settings	
CO2.	Understanding and analyzing self and devising a strategy for self growth and development.	
CO3.	Adapting a positive mindset conducive for growth through optimism and constructive thinking.	
CO4.	Utilizing time in the most effective manner and avoiding procrastination.	
CO5.	Making appropriate and responsible decisions through various techniques like SWOT, Simulation and Decision Tree.	
CO6.	Formulating strategies of avoiding time wasters and preparing to-do list to manage priorities and achieve SMART goals.	
Course Content:		
Unit-1:	**Personal Development:** Personal growth and improvement in personality Perception Positive attitude Values and Morals High self motivation and confidence Grooming	**10 Hours**
Unit-2:	**Professional Development:** Goal setting and action planning Effective and assertive communication Decision making Time management Presentation Skills Happiness, risk taking and facing unknown	**8 Hours**
Unit-3:	**Career Development:** Resume Building Occupational Research Group discussion (GD) and Personal Interviews	**12 Hours**
Reference Books:	1. Robbins, Stephen P., Judge, Timothy A., Vohra, Neharika, Organizational Behaviour (2018), 18thed., Pearson Education 2. Tracy, Brian, Time Management (2018), Manjul Publishing House 3. Hill, Napolean, Think and grow rich (2014), Amazing Reads 4. Scott, S.J., SMART goals made simple (2014), Create space Independent Publication. 5. https://www.hloom.com/resumes/creative-templates/ 6. https://www.mbauniverse.com/group-discussion/topic.php 7. Rathgeber, Holger, Kotter, John, Our Iceberg is melting(2017), Macmillan 8. Burne, Eric, Games People Play (2010), Penguin UK 9. https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression *** Latest editions of all the suggested books are recommended.**	

Course Code: MEDS 251	Core Course M.Ed.- Semester- II **Practicum Course** **Self Development**	L-0 P-4 C-2
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Developing a holistic and integrated perspective about oneself –the self as a person and as a professional.	
CO2.	Developing sensibilities, dispositions, and skills that will later help them in facilitating the personal growth	
CO3.	Developing social relational sensitivity and fair, tolerant and just perspectives about various issues.	
CO4.	Developing the habit to inculcate in self reflection leading to self development	

Content:

1. Mental and Physical Well being: This dimension has been devoted to the mental (emotional), physical and spiritual wellbeing of the individual and aspects of Life satisfaction. It shall involve.
- Life and well being
- Mental & physical well being
- Yoga for better living
- Music for well being and channelizing emotions

2. Disability and Psychosocial Dimensions of Exclusion/ Inclusion:
It shall also involve discussions on the psychosocial dimensions of Exclusion/ Inclusion, on citizenship and related rights & duties, certain ethical issues and issues of tolerance and mutualism with the aim of building the right mindset of a fair & just individual with a wider perspective (a true global citizen)

3. Gender and Education:
This dimension aims to address gender issues in education and develop gender lens among students to analyze pedagogical, curricular and educational ethos. They will be able use gender as a basic analytical category to analyze self, society and its relation with gendered identity.

4. Professional Self development:
This dimension involves
-Identifying one's strengths, weaknesses, skills, attitudes and thereby becoming self aware.
-Identifying goals: (related to) Academics, career, family, community, health, recreation etc.,
-defining the road map: strengths required, weaknesses to be overcome and time frame for achieving these goals. (where do I see myself - 5 years from now, 10 years from now, 20 years from now)
-creating one's own customized personal development program to nurture and develop oneself to one's highest potential.

Transactional Modality

The course will be transacted in Workshop mode with 16 sessions of two hours duration per session, wherein the four broad dimensions mentioned above will be covered.

Each dimension will be covered in 4 sessions of two hours each.

Orientation, exposition, readings, film screening, playing audio tracks etc.

Subsequent sessions: discussions, reflections and related writing.

Different Faculty members will be dealing with each dimension. As per the requirement the course, teachers shall provide readings, case-studies, videos, films and opportunities for group discussions and practices.

Each dimension will also have assignments (covering 32 hours) for reflection, composition or report writing which the students will have to complete and submit to the teacher dealing with the dimension.

Evaluation of Practicum

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner *(Marks 50)*	External Examiner *(Marks 50)*
File Work	20	20
Performance	10	20
Viva	10	10
Attendance	10	-

Course Code: MEDS 252	**Core Course** **M.Ed.- Semester- II** **Practicum:** **Synopsis Presentation**	**L-0** **P-4** **C-2**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Preparing the Synopsis/ Research proposal.	
CO2.	Presenting the Synopsis/ Research proposal through Power-point presentation.	

Practicum:

- Preparation of Synopsis/Research Proposal
- PPT presentation of Synopsis /Research Proposal

Evaluation of Practicum

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner *(Marks 50)*	External Examiner *(Marks 50)*
Synopsis/Research Proposal	20	20
PPT Presentation	10	20
Viva	10	10
Attendance	10	-

Course Code: MEDS 301	Core Course M.Ed.- Semester- III **Advanced Research Methods**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the sample and sampling techniques	
CO2.	Applying different techniques for data collection through standardized tools.	
CO3.	Applying the appropriate statistics to interpretate the data.	
CO4.	Developing skills to write the good research report.	
Course Content:		
Unit-1:	**Sample & Sampling:** • Population- Concept • Sampling- Concept and Need, characteristics of good sample • Probability sampling: Simple Random sampling, use of random number table, Cluster, Stratified and multistage sampling • Non probability sampling (Quota, judgment and purposive.) • Errors in sampling &non sampling	**10 Hours**
Unit-2:	**Tools:** • Observation • Interview Schedule • Questionnaire • Tests-achievement, intelligence, aptitude, and personality. • Opinionative-attitude scale, rating scale, check list. • Preparation of tools, Qualities of a good measuring tool and standardization procedure	**10 Hours**
Unit-3:	**Research Report: Writing Research Proposals** • Formats, style and essential elements of research proposals for doctoral degrees and a Research Report. • Characteristics of a good Research Report • Writing References and Appendices in research reports	**10 Hours**
Unit-4:	**Advanced Statistics I:** • Correlation – Concepts, types and uses; assumption and uses of rank difference ,computation of rank difference correlation and Product Moment Method, partial and multiple correlation	**10 Hours**
Unit-5:	**Advanced Statistics II** • Testing hypothesis: level of significance, degrees of freedom, types of error- Types I, type II • Test of significance of mean (t-test). • F-test and ANOVA(one way analysis only) • Non-parametric Statistics: uses and computation of Chi-square test	**10 Hours**
Reference Books:	• Best, J.W. and Kahn research in Education (9th Ed. Prentice of India, Pvt, Ltd, New Delhi • Tuckman Bruce W: Conducting educational Research (Harcourt Brace Javanovich, Inc. New York • Garrett H.E. Statistics in Education and Psychology (Yakills Fitter & Simsons Pvt. Ltd. Bombay	

	• Buch m.B. et al' second Survey of research in Education. • Donald Ary, Lucy Cheser Jacobs, Asghar Razavich "Introduction in research in Education" (Holt Rinehrt and Winston, New York, 19790. • Kreppendorff Kians contents analysis: An Introduction to its Methodology, Sage Publications. Beverly Hills, London, 1985. *** Latest editions of all the suggested books are recommended**	
E-Resources	• https://www.questionpro.com/blog/types-of-sampling-for-social-research/ • https://www.intrac.org/wpcms/wp-content/uploads/2017/01/Basic-tools-for-data-collection.pdf • https://www.formpl.us/blog/research-report#:~:text=A%20research%20report%20is%20a,and%20accurate%20source%20of%20information. • https://www.scribbr.com/statistics/statistical-tests/#:~:text=A%20test%20statistic%20is%20a%20number%20calculated%20by%20a%20statistical%20test.&text=The%20test%20statistic%20tells%20you,used%20in%20different%20statistical%20tests	

Course Code: **MEDS 302**	**Core Course** **M.Ed.- Semester- III** **Sociology Of Education**	**L-4** **P-0** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Defining education and social structure.	
CO2.	Understanding the education in reference of sociological perspectives.	
CO3.	Understanding the integration of education at national and international level.	
CO4.	Analyzing education as a mean of social change.	
Course Content:		
Unit-1:	**Education and Sociology** • Need to understand education with sociological perspectives. • Concept of educational sociology and sociology of education. • Scope of sociology of education.	**10 Hours**
Unit-2:	**Sociological perspective**. • Education, Culture and Socialization. • Concept of social unity, unity and diversity of caste, class, religion, human language, • Gender in society with specific reference to Indian society with respect to living together.	**10 Hours**
Unit-3:	**Education and Social Structure** • Education for social unification. • Concept of Equality of Educational Opportunity. • Concept of inclusive education.	**10 Hours**
Unit-4:	**Education, National Integration and International Understanding** • Education and globalization. • Core values of Indian constitution and its inculcation. • National Integration & International Understanding	**10 Hours**
Unit-5:	**Education and Social Change** • Concept of: social change, social development, sustainable development • Education as a means of social change: scope and limitations. • Modernization and post-modernization, liberalization-privatization-globalization (LPG).	**10 Hours**
Reference Books:	• Ambasht, N.K.(1971). A Critical Study of Tribal Education. New Delhi: • Gore M.S. (1967) Papers in the Sociology: Education in India, NCERT, New Delhi. • Gore M.S. (1994) Indian Education: Structure & Process Rawat Publications, New Delhi. • Ruhela S.P. (1970) Sociological Foundation of Education in Contemporary India, Dhanpat Rai, Delhi • Shepard Jon M. (1981)Sociology, West Publishing Co.St. Paul. • Shukla Sureshchandra (1985)Sociological Perspectives in Education A Reader, Chanakya Publication, Delhi. *** Latest editions of all the suggested books are recommended**	
E-Resources	• https://opentextbc.ca/introductiontosociology/chapter/chapter16-education/ • https://courses.lumenlearning.com/wmopen-introtosociology/chapter/sociological-perspectives/ • http://egyankosh.ac.in/bitstream/123456789/8305/1/Unit-2.pdf • http://anildcsicollege.blogspot.com/2014/08/national-integration-and-international.html • https://onlinenotebank.wordpress.com/2020/03/01/social-change-meaning-characteristics-factors-and-role-of-education-in-social-change/	

Course Code: **MEDS 303**	**Core Course** **M.Ed.- Semester- III** **Educational Technology**	**L-4** **P-0** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding concepts, principles and components of Education technology.	
CO2.	Defining the role of information technology in present scenario.	
CO3.	Modifing the teacher behaviour through programme instruction.	
CO4.	Analyzing different approaches of educational technology.	
CO5.	Analyzing the emerging trends in educational technology for improvement of learning.	
Course Content:		
Unit-1:	**Educational Technology** • Education Technology: Concept, meaning, nature, scope and significance. • Components of E.T.- Software, hardware & system approach.	**10 Hours**
Unit-2:	**Communication and Instruction** • Concepts, Nature ,Theory and process of communication • Components and types of Classroom communication • Principles of communications • Models of Communication -SMCR model of communication, Sharon's model of communication • Task analysis • Designing instructional Strategies such as team teaching, discussion, seminar and tutorials.	**10 Hours**
Unit-3:	**Modification of teacher behavior & Programmed instruction** • Modification of teacher behaviour, Flander's Interaction Analysis. • Instructional Design: Concept, Views, Approaches. • Programme instruction: origin, principles and characteristics, Linear, Branching, Mathematics. • Development of a programme ; preparation, writing, try out and evaluation .	**10 Hours**
Unit-4:	**New approaches in Educational Technology** • Computer Assisted Instruction • Educational Simulations • E-learning • Virtual classroom	**10 Hours**
Unit-5:	**Emerging trends in Educational Technology** • Educational Technology in formal ,non formal and informal education , distance education • Emerging trends in Educational Technology, Video tape, Radio ,Teleconferencing, CCTV,INSAT. • Resource Centers for Educational Technology, CIET, UGC ,IGNOU ,NOS ,State ET cell, AVRC, • EMRC, NIE their activity for improvement of teaching –learning.	**10 Hours**

Reference Books:	- Dwight, Allen & Rayan, *Micro-teaching,* Addison Wesley Kevin Pub. Co., Monachustter. - Flander, *Wed Analysing Teaching Behaviour,* Addison Wesley Pub. Co., Monachustter. - Green, Thomas F, *The Activities of Teaching,* MeGraw Hill Book Co. New York. - Deceeco, John P, *The Psychology of Learning and Instruction: Educational Psychology*, Prentice Hall of India, New Delhi. - Hoover, Kenneth, (1980): *College Teaching Today: Handbook for Post Secondary Instruction*, Allyn Bacon, Ine, London. - Hurt, Thomas H.et al. *Communication in Classroom*, Addison Wesley Pub. Co., Monachustter. - Joycle, Bruce & Well, *Models of Teaching,* Prentice Hall, Marsha Inc.New York. - Tayler, John & Walford, *Simulationin Class-room*, Rex Penguin Books, London. - Lowman, Joseph, (1987): *Mastering the Techniques of Teaching,* Prentice Hall of India, New Delhi. - Pereival, Fed & Ellington, (1984): *Handbook of Educational* HA Technology, Kegan Pal, London. - Stones,E and Morris, S, (1972): *Teaching Practice: Problems and Perspectives*, Methuen & Co.Ltd. London. *** Latest editions of all the suggested books are recommended**	
E-Resources	- https://educationaltechnology.net/educational-technology-an-overview/ - https://www.toppr.com/guides/business-studies/directing/communication/ - https://lidtfoundations.pressbooks.com/chapter/programmed-instruction/ - https://www.skillsyouneed.com/rhubarb/technology-based-learning-approaches.html - https://elearningindustry.com/top-educational-technology-trends-2020-2021	

Course Code: MEDS 311	Specialization Course M.Ed.- Semester- III **Issues and Concern in Elementary Education**	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the concepts need and significance of Elementary Education.	
CO2.	Understanding the quality dimensions for elementary education.	
CO3.	Analyzing various policies and programmes of elementary education in India.	
CO4.	Applying different strategies in primary and early primary stages.	
Course Content:		
Unit-1:	**Introduction of Elementary Education** • Concept and objectives of elementary education in India. • Need and significance of elementary education • Development of elementary education during ancient, medieval, colonial and post-independence period in India.	10 Hours
Unit-2:	**Issues & concerns of Elementary Education** • Major quality dimensions of elementary education and Quality monitoring tools. • Quality issues at upper elementary stage: - teacher qualification, competency, subject specific deployment in schools, training needs of teachers, classroom based support and supervision issues. Minimum Level of Learning, Quality Assurance. • Alternative Strategies for achieving UEE and implementing RTE act. • Dialect, drop out, socio-economic issues, inclusive education. • Wastage, Stagnation, Culture, Capability Capacity.	10 Hours
Unit-3:	**Teachers and Curriculum Transaction Strategies** • Thematic & Constructivist base of curriculum • Joyful learning, Teachers and Pedagogical Attributes • Life skill education & creativity • Analysis of Elementary Education Curriculum • Role of I.C.T. and Virtual Learning. • Research Trends in Elementary Education	10 Hours
Unit-4:	**Type of schools & Pedagogy** • Child centred pedagogy: Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving. • Type of school & their contribution to society • Forms of learner's engagement: observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.	10 Hours
Unit-5:	**Innovative alternative schools in Elementary Education** • Pedagogical analysis of the subject contents: Critical Pedagogy. Critical analysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, Montessori and Frobel with special reference to their relevance in teaching-learning. • Innovative Educational Programmes in India	10 Hours
Reference Books:	• Aggerwal, J.C. (2005). The Progress of Education in free India. Arya Book Depot: New Delhi. • Chaube, S.P. (2011). History and Problems of Indian Education. Agrawal Publications: Agra. • Ronald C. Doll. (1978). Curriculum Improvement Decision Making and Process, Allyn and Bacon, Inc., Massachusetts. • NCERT (2005). Position paper on Teacher Education for Curricular Renewal, New Delhi. • Report of the Education Commission (1964-66). • Report of the National Commission on Teachers (1983-85). • National Curriculum Framework on School Education, NCERT (2005). *** Latest editions of all the suggested books are recommended**	

Course Code: MEDS 312	**Specialization Course** **M.Ed.- Semester- III** **Issues and Concern in Secondary and Senior Secondary Education**	**L-4** **P-0** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the concepts need and significance of secondary and senior secondary Education.	
CO2.	Understanding the quality dimensions for Secondary education.	
CO3.	Applying techniques of educational planning in secondary education.	
CO4.	Analyzing various policies and programmes of secondary education in India.	
Course Content:		
Unit-1:	**Introduction of Secondary and Higher Secondary Education in India** • Nature, scope, function and systems of secondary and higher secondary education. • Status of secondary and higher secondary education in India. .	**10 Hours**
Unit-2:	**Perspectives and Context of Secondary and Higher Secondary Education in India** • Process of teaching-learning of adolescent, exposure to integrated and subject specific streams guidelines for secondary and higher secondary education in India. Socio-cultural, economic, political and statutory environment of secondary and higher secondary education in India.	**10 Hours**
Unit-3:	**Recommendations and Institutions for Secondary and Higher Secondary Education** • Recommendations of various commissions and committees concerning secondary and higher secondary education in India. • Role, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERT's for secondary and higher secondary education in India	**10 Hours**
Unit-4:	**Problems and Challenges of Secondary and Higher Secondary Education** • Problems and challenges related to universalization of secondary education and alternative schooling at secondary stage. • Problems, challenges and strategies in relation to access, enrolment, dropout, achievement, equality of educational opportunities, education for girls, disadvantaged and differently abled children and show learners at secondary and higher secondary education. • Issues related to school education at secondary and higher secondary education level. • Issues of quality in secondary and senior secondary education	**10 Hours**
Unit-5:	**Resource Management in Schools at Secondary and Higher Secondary Level** • Local specific community resources: human and material and their integration to curricular activities. • Preparation and use of learning and play materials: principles and characteristics. • Community involvement in effective implementation of secondary and higher secondary level programmes. • Participation of NGOs in achieving goals of secondary and higher secondary education.	**10 Hours**

| Reference Books: | • Aggarwal, D. (2007). *Curriculum development: Concept, methods and techniques*. New Delhi: Book Enclave.
• Beck, Clive & Albany, C. K. (2006). *Innovations in teacher education: A social constructive approach*. Albany, NY: State University of New York Press.
• Bhaskara, R. D. (1993). *Teacher education in India*. New Delhi: Discovery Publishing House.
• Chopra, R. K. (1993). *Status of teachers in India*. New Delhi: NCERT.
• Harmmond, D. L. , & Bransford, J. (2005). *Preparing teachers for a changing world.* US: Jossey Bass.
• Malhotra, P. L. (1986). *School* education *in India: Present status and future needs.* New Delhi: NCERT.
• MHRD. (1953). *Report of secondary education commission*, New Delhi: MHRD, Department of Education.
• MHRD. (1986). *National policy of education, 1992: Modification and their POA*. New Delhi: MHRD, Department of Education.

* Latest editions of all the suggested books are recommended | |

Course Code: MEDS 351	Core Course M.Ed.- Semester- III **Practicum Course** **Research Colleguem**	L-0 P-4 C-2
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding creative ways of tracking students' progress.	
CO2.	Developing the professional capacities, teacher dispositions, sensibilities and skills.	
CO3.	Developing an ability to substantiate perspectives and theoretical frameworks studied with field based experiences.	

Practicum:

- Presentation – Two Research Paper/ Articles
- Selection and presentation tools/test of Dissertation
- Educational Talk/Seminar/ Symposium on current issues – five presentations by each students.
- Participation in extension activities.
  .
  .

Evaluation of Practicum

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner *(Marks 50)*	External Examiner *(Marks 50)*
File Work	20	20
Performance	10	20
Viva	10	10
Attendance	10	-

Course Code: MEDS 352	Core Course M.Ed.- Semester- III **Internship**	L-0 P-8 C-4

Course Outcomes:	On completion of the course, the students will be :
CO1.	Understanding the real world of teaching with systematic supervisory feedback.
CO2.	Developing a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.
CO3.	Developing professional skills through critical analysis, discussion, academic debate and seminar presentation.

Practicum: Course Content (To be completed under a mentor teacher educator) -

- Visit of teacher education institutions and prepare a comparative analytical report pertaining to issues related to ethos, financial support, authority structure, autonomy, and challenges it face.
- Observation and supervision of 10 lesson in teaching subjects.
- Ten lectures delivered by each students in teacher education institute.
- Report of Daily activities

Evaluation of Practicum

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner / Principal (internship college).
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner *(Marks 50)*	External Examiner *(Marks 50)*
File Work	20	20
Performance	20	20
Viva	10	10

Course Code: MEDS 401	Core Course M.Ed.- Semester- IV **Teacher Education**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding concept, scope and importance of teacher education.	
CO2.	Identifying the roles and responsibilities of teacher educators.	
CO3.	Applying the information and communication technologies in teacher education.	
CO4.	Analyzing the role of various agencies in teacher education.	
CO5.	Developing teaching skills and professional Ethics through training.	
Course Content:		
Unit-1:	**Concept of Teacher Education:** • Teacher education: concept aims and scope. • Need and importance of teacher education. • Aims and objectives of Teacher Education at various level Elementary, Secondary, Higher Education. • Teacher education in the post independence period.	**10 Hours**
Unit-2:	**Pre-Service and In-service Teacher Education:** • Pre- Service Teacher Education: Need, Concept, Objectives and techniques. • In-Service Teacher Education: Need, Concept, Objectives and techniques/strategies. • Quality of a good Teacher. • Total Quality Management in Teacher Education	**10 Hours**
Unit-3:	**Agencies in Teacher Education:** • Agencies of Teacher Education at the State Level and their Role and Functions –SCERT. • Agencies of Teacher Education at the National Level and Their Role and Functions – UGC, NCTE, NCERT. • Agencies of Teacher Education at the International Level and Their Role and Functions – UNESCO.	**10 Hours**
Unit-4:	**Teacher Education as a Profession** • Concept of Profession and Professionalism • Professional Development Professional Ethics and Professional Code of Ethics for Teacher Educators • Meaning and Components of Teacher Effectiveness • Competency Based Teacher Education, Accountability in Teacher Education	**10 Hours**
Unit-5:	**Trends and Innovative Practice in Teacher Education** • Emerging trend in Teacher Education. • Open and Distance learning Needs, Scope types and Characteristics . • E- learning in Teacher Education • Integration of ICT in Teacher Education	**10 Hours**
Reference Books:	• Aggarwal, J.C. (1984) : Landmark in the History of Modern India Education, Vikas Publishing House, Ansari Road, New Delhi-110002. • Chaurasia, G. (1976) : New Era in Teacher Education, New Delhi. • Devedi, Prabhakar (1990) : Teacher Education- a Resource Book, N.C.E.R.T., New Delhi. • Govt. of India (1966) : Education and National Development, Report of Education Commission, N. Delhi.	

| | Govt. of India (1992) :Report of C.A.B.E. Committee Department of Education, New Delhi. Kohli, V.K. (1992) : Teacher Education in India, Vivek Publishers, Ambala. Govt. of India (1986) : National Policy of Education, Ministry of Human Resource and Development , New Delhi *** Latest editions of all the suggested books are recommended** | |

Course Code: MEDS 402	Core Course M.Ed.- Semester- IV **Educational Measurement & Evaluation**	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the basic concepts and practices adopted in educational evaluation.	
CO2.	Understanding the relevance of tools and techniques of evaluation.	
CO3.	Applying the psychological tests to measure the different psychological aspects.	
CO4.	Analyzing the innovations of examinations in evaluation.	
CO5.	Preparing of achievement test for improving the teaching learning process.	
Course Content:		
Unit-1:	**Basic Concepts in Educational Evaluation:** • Place of Educational Objectives in Evaluation Process • Evaluation as an Integral Part of Teaching-Learning Process • Evaluation – A Dynamic Process • Different Types of Evaluation: formative, summative and diagnostic. –Relationship between objective, instruction and evaluation.	**10 Hours**
Unit-2:	**Tools and Techniques of Evaluation – An Overview:** • Basic Techniques and Tools of Evaluation of Cognitive Outcomes: written, oral (viva), practicals. • Achievement test: objective, short answer, essay types. • Types of objective type: multiple choice type, multiple right answer type. -Probing questions. • Higher Order Learning. • Basic Techniques and Tools of Evaluation of Non-Cognitive Outcomes • Qualities of a Good Evaluation Instrument • Framing of Competency Based Questions, assessing mastery learning and developmental learning. • Development and Use of Class Room Tests.	**10 Hours**
Unit-3:	**Construction of Achievement and Selection Tests:** • Construction of Achievement Tests • Standardization of Achievement Tests • Improving Quality of Test Items through Item Analysis • Use of Achievement Test for improving the effectiveness of teaching learning process. • Construction .and standardization of Selection Tests	**10 Hours**
Unit-4:	**Psychological Testing and Measurement:** • Measurement of Intelligence, Aptitudes. Attitudes and Interests, Personality.	**10 Hours**
Unit-5:	**Innovations in evaluation:** • CCE, Open Book Examination, Examination on Demand.	**10 Hours**
Reference Books:	• Child, D. (1970) the Essentials of Factor Analysis, London: Holt, Rinehart and Winston. • Garret, H.E. (1969) Statistics in Psychology and Education (5th Ed.). Bombay: Vakils, Feffers and Simons. • Adams, G.S. (1964) Measurement and Evaluation in Education, Psychology and Guidance. New York: Rinehart and Winston. • Anastasi, A. (1968) Psychological Testing (3rd Ed.). New York: Macmillan. Fruchter, (1954) Introduction Factor Analysis. New York: Benjamin Norstand Co. •Bloom, (1971) Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw Hill. *** Latest editions of all the suggested books are recommended**	

Course Code: MEDS 403	Core Course M.Ed.- Semester- IV **Gender Education**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the concept, need and scope of gender studies.	
CO2.	Understanding the need and importance of Gender rights.	
CO3.	Applying the legal provisions for gender related problems.	
CO4.	Analyzing various policies and programmes for gender equity in education.	
CO5.	Evaluating the information from media sources regarding gender education.	
Course Content:		
Unit-1:	**Introduction to Gender Studies:** • Concept and need for Gender Studies- Scope of Gender Studies. -Gender studies as an academic discipline, Gender Rights Movements- National Committees and Commissions for Women. • Government Organizations for Women-Department of Women and Child Development. • Policies and programmes for gender equity in education. • Socio-economic and cultural aspects of gender.	**10 Hours**
Unit-2:	**Gender & Media:** • Portrayal of Women in Mass Media (Cinema, TV, Print media), Role of Women in media • Development of Communication skills Alternative media- Folk art, Street play and Theatre, Act, 1986- Impact of media on Women.	**10 Hours**
Unit-3:	**Gender and Society:** • Girl child in society – Child labors- Changing role of Women, Marriage-Single Parent, Motherhood, Widows, Women with disability. Theories of development. • Empowerment-Alternative approaches, Women in Development (WID), Women and Development (WAD)	**10 Hours**
Unit-4:	**Gender & Development:** • Gender and Development (GAD)- State Policy and Programmes Women Development • Approaches in Indian five – Year Plans-Collectivity and Group dynamics-Self –help groups, Women and leadership- Panchayat Raj- Political Role and - Participation- NGOs and Women Development- • National and International Funding Agencies.	**10 Hours**
Unit-5:	**Gender & Education:** • Educational disparity (gender perspective). • Women Education-Gender bias in enrolment- Curriculum content- Dropouts Negative • Capability in Education- Values in Education- Vocational Education Recent Trends in Women's Education, Women teacher training-committees and Commissions on Education Adult Literacy and Non-Formal Education for Women's Development..	**10 Hours**

Reference Books:	- Ram Shankar Singh – Encyclopedia on women and children trafficking – Volume 1 to 3- Anmol Publications -2009. - Tanuja Vohra –Trafficking in Women and Children –Pacific publications – New Delhi -2009. - Veena Gandotra and Sarjoo Patel (Edited)-Women Working Condition and - Efficiency –New Century Publication -2009. - Abishek – Destiny of Women – Rummy Nand Lal –Chandigarh-2008. - Nalini Mishra-Woman Laws against Violence and abuse- Pearl Books –New Delhi -2008. - Anju Desai –Women Teacher Training-New Delhi-2008. - Dr. (Miss) P. Sarojini Reddy- Justice for Women – Sai Srinivas printers-2002. - Nirmala Jayaraj- Women and Society – Lady Doak College Madurai 625002 - 2001	

Course Code: MEDS 411	Specialization Course M.Ed.- Semester- IV **Planning and Policies of Elementary Education**	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the concepts need and significance of Elementary Education.	
CO2.	Understanding the quality dimensions for elementary education.	
CO3.	Analyzing various policies and programmes of elementary education in India.	
CO4.	Applying different strategies in primary and early primary stages.	
CO5.	Developing professional skills through training programmes.	
Course Content:		
Unit-1:	**Elementary Education : policy and perspectives:** • Concept, significance and objectives of Elementary Education. • Elementary Education in India: Policies and Programmes in National Policy on Education (NPE,1986) and POA (1992), National plan of action for children, 1992 and 2005; national curriculum framework (2005) • Elementary Education in global perspective: global monitoring report (UNESCO) 2007 – Concerns and issues.	**10 Hours**
Unit-2:	**Psycho – social context of pre-school education:** • Developmental characteristics and norms – physical, cognitive, language and socio-emotional during early childhood. • Transition from home to school – issues and concerns • Socio-cultural contexts in school and home and child-rearing practices in different cultures.	**10 Hours**
Unit-3:	**Curriculum for pre-school education:** • Curriculum for school readiness – physical, cognitive, socio-emotional dimension; characteristics of learning experiences and approaches • Different types of pre-school curriculum / Montessori, kindergarten, balawadi and anganwadi centres	**10 Hours**
Unit-4:	**Strategies / approaches and resources:** • Characteristics of programmes for different settings = pre-primary and early primary grade children – need emphasis and rationale • General principles to curricular approaches – activity based / play – way, child – centered, themebased, holistic, joyful , inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as method in primary and early primary stages – meaning, rational, method of transaction in specific contexts. • Informal evaluation through observation & remediation; training of Elementary Education workers.	**10 Hours**
Unit-5:	**Training, research & Evaluation in Elementary Education:** • Need and significance of personnel involved in Elementary Education programme. • Status & nature of training programmes – pre-service & in-service – a critical evaluation,issues, concerns and problems • Evaluation of Elementary Education programmes, methodology and implications	**10 Hours**

Reference Books:	• Hayes, Denis (2008): Elementary Teaching Today: An Introduction. Routledge Publications, • K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration • Government of India (1986) National Policy on Education, New Delhi, MHRD. • Government of India (1987) Programme of Action, New Delhi: MHRD. • Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD. • Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication *** Latest editions of all the suggested books are recommended**	
E-Resources	• http://www.educationforallinindia.com/page101.htm • https://uark.pressbooks.pub/hbse1/chapter/psychosocial-development_ch_15/ • https://vikaspedia.in/education/teachers-corner/early-childhood-education/the-preschool-curriculum • https://teach.com/careers/become-a-teacher/where-can-i-teach/grade-levels/early-childhood/	

Course Code: **MEDS 412**	**Specialization Course** **M.Ed.- Semester- IV** **Planning and Policies of Secondary and Senior Secondary Education**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the concepts need and significance of secondary and senior secondary Education.	
CO2.	Analyzing various policies and programmes of secondary education in India.	
CO3.	Applying techniques of educational planning in secondary education.	
CO4.	Evaluating new trends in assessment for Secondary education.	
Course Content:		
Unit-1:	**Introduction to Secondary & Senior Secondary Education** • Meaning, aims, objective of secondary & Senior Secondary education • Purpose, function & Indigenous system of Secondary education. • Secondary Education in India – Historical Perspective, pre and post-independence.	**10 Hours**
Unit-2:	**Recommendations of various committees and commissions:** • Constitutional Provisions and centre-state relationship in India. • Secondary Education Commission, Kothari commission, Programme of Action, 1986, • NPE, Ramamurti Review Committee Janardhan Reddy Committee, Yashpal, Committee, RMSA and NCF-2005.,NEP2020 •	**10 Hours**
Unit-3:	**Institution Planning** • Concept, scope and nature of Institution Planning • Need and importance of Institution Planning • Types of Institution Planning • Evaluation of Institutional Planning. • Difference between inspection and supervision.	**10 Hours**
Unit-4:	**Principles and techniques of Educational Planning** • Formulation of aims and objectives. • Methods and techniques of planning. • Approaches to Educational Planning: Social demand approach, Man-power approach, Rate of Return of Investment approach.	**10 Hours**
Unit-5:	**Assessment and evaluation** • Meaning nature and functions of evaluation & assessment, difference between assessment and evaluation, testing, appraisal and examination, Types of assessment formative, diagnostic and summative assessment. • New trends in evaluation – grading, internal assessment, semester system, CCE, On Demand Examination System.	**10 Hours**

Reference Books:	• Mudhopadyay, Sudesh and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi • Govt. of India (1953) Report of Secondary Education Commission, New Delhi • Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi • Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education • Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi • Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE. *** Latest editions of all the suggested books are recommended**	

Course Code: TMUPS-402	Value Added Course M.Ed. Semester-IV Managing Work and Others	L-2 T-1 P-0 C-0
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Communicating effectively in a variety of public and interpersonal settings.	
CO2.	Applying concepts of change management for growth and development by understanding inertia of change and mastering the Laws of Change.	
CO3.	Analyzing scenarios, synthesizing alternatives and thinking critically to negotiate, resolve conflicts and develop cordial interpersonal relationships.	
CO4.	Functioning in a team and enabling other people to act while encouraging growth and creating mutual respect and trust.	
CO5.	Handling difficult situations with grace, style, and professionalism.	
Course Content:		
Unit-1:	**Intrapersonal Skills:** Creativity and Innovation Understanding self and others (Johari window) Stress Management Managing Change for competitive success Handling feedback and criticism	8 Hours
Unit-2:	**Interpersonal Skills:** Conflict management Development of cordial interpersonal relations at all levels Negotiation Importance of working in teams in modern organisations Manners, etiquette and net etiquette	12 Hours
Unit-3:	**Interview Techniques:** Job Seeking Group discussion (GD) Personal Interview	10 Hours
Reference Books:	1. Robbins, Stephen P., Judge, Timothy A., Vohra, Neharika, Organizational Behaviour (2018), 18thed., Pearson Education 2. Burne, Eric, Games People Play (2010), Penguin UK 3. Carnegie, Dale, How to win friends and influence people(2004), RHUK 4. Rathgeber, Holger, Kotter, John, Our Iceberg is melting(2017), Macmillan 5. Steinburg, Scott, Nettiquette Essentials (2013),Lulu.com 6. https://www.hloom.com/resumes/creative-templates/ 7. https://www.mbauniverse.com/group-discussion/topic.php 8. https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression *** Latest editions of all the suggested books are recommended.**	

Course Code: MEDS 451	Core Course M.Ed.- Semester- IV **Practicum Course** **Dissertation**	L-0 P-8 C-4	
Course Outcomes:	**On completion of the course, the students will be :**		
CO1.	Developing research skills and data analysis abilities to conduct research.		
CO2.	Preparing a good research report.		
CO3.	Presenting the research report through Power-point presentation.		
Course Content:			

Procedure

The dissertation will be carried out under the guidelines approved by the university and the guidance of the guide.

Dissertation work

- The student shall meet the guide frequently for the guidance for the Thesis work.
- During the semester as well as the semester break, student should read the literature germane to the thesis topic. The progress of the Research/ thesis work should continuously be informed to the guide.
- After collection and analysis of data, and research work undertaken, the student must prepare a dissertation report (Final Report). The report shall be arranged and compiled in the sequence consisting of the following:
- Top cover.
- Preliminary pages.
- Title page
- Certification page.
- Authenticity Certificate by the Guide
- Acknowledgment.
- Table of Content.
- List of Figures/Photographs and Tables.
- Chapters (Main Material).
- Bibliography/ References.
- Appendices, if any.

Evaluation of Dissertation

The assessment will be done in two components: Internal 50% and External 50%

- Internal assessment will be on the basis of presentation given by the students before a panel of three faculty members (One Guide and two faculty members), appointed by the principal.
- The External assessment shall be done by the external examiner appointed by the controller of examination of university.

EVALUATION SHEET
(To be filled by the GUIDE & Internal Examiners only)

Name of Candidate:

Roll No:

Class and Section:

Please evaluate out of marks as indicated.

Details	Marks (20)	Marks (15)	Marks (50)	Marks (50)
	Guide	*Int. Exam. I*	*Int. Exam. II*	*Average*
Maximum marks in each column	*(4 marks x5)*	*(3 marks x5)*	*(3 marks x5)*	
OBJECTIVE IDENTIFIED & UNDERSTOOD				
LITERATURE REVIEW / BACKGROUND WORK (Coverage, Organization, Critical review)				
DISCUSSION/CONCLUSIONS (Clarity, Exhaustive)				
SLIDES/PRESENTATION SUBMITTED (Readable, Adequate)				
FREQUENCY OF INTERACTION (Timely submission, Interest shown, Depth, Attitude)				
Total				
Signature				
Average out of 50				
Signature of Principal				

EVALUATION SHEET
(To be filled by External Examiners only)

Name of Candidate:

Roll No:

Class and Section:

Please evaluate out of marks as indicated.

S.No.	Details of viva-voce	Marks (50)
	Maximum marks in each column	*(10 marks x5)*
1.	*OBJECTIVE IDENTIFIED & UNDERSTOOD*	
2.	*LITERATURE REVIEW*	
3.	*DISCUSSION/CONCLUSIONS*	
4.	*POWER POINT PRESENTATION*	
5.	*RESPONSE TO QUESTIONS DURING DISCUSSIONS*	
	Total (Out of 50)	