

Study & Evaluation Scheme

of

Master of Education (M.Ed.)

[Applicable w.e.f. Academic Session 2015-16]

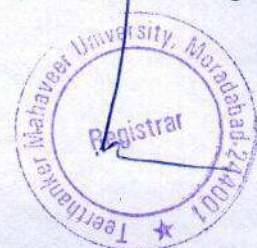
(Approved vide AC Meeting dated 13 Feb., 2016)



TEERTHANKER MAHAVEER UNIVERSITY

Delhi Road, Moradabad, Uttar Pradesh-244001

Website: www.tmu.ac.in



Two Year M.Ed. Syllabus 2015-17

First Year Syllabus of M.Ed. Programme

First Semester

S.No.	Course Code	Course/Paper	Periods			Credit	Evaluation Scheme		
			L	T	P		Internal	External	Total Marks
Common Core									
1	MED 105	Psychology of Learning & Development	04			04	30	70	100
2	MED 106	Education Studies	04			04	30	70	100
3	MED 107	Introduction to Research Methods	04			04	30	70	100
Specialisation Branches (any one out of the following)									
4.	MED 121	Distance Education	04			04	30	70	100
	MED 122	Value Education	04			04	30	70	100
	MED 123	Comparative Education	04			04	30	70	100
	MED 124	Inclusive Education	04			04	30	70	100
	MED 125	Guidance & Counseling	04			04	30	70	100
Practicum									
5.	MED 153	Practicum based on the Course paper			08	04	50	50	100
6.	MED 154	Psychological Test			04	02	50	50	100
		Total	16		12	22	220	380	600



Second Semester

S.No.	Course Code	Course/Paper	Periods			Credit	Evaluation Scheme		
			L	T	P		Internal	External	Total Marks
Common Core									
1.	MED 201	Philosophy of Education	04			04	30	70	100
2.	MED 202	Historical & Political Perspectives of Education	04			04	30	70	100
3.	MED 203	Curriculum Studies	04			04	30	70	100
Foundation Course (any one out of the following)									
4.	MED 211	English Communication	04			04	30	70	100
	MED 212	हिन्दी संप्रेषण	04			04	30	70	100
Practicum									
5.	MED 251	Practicum based on the course paper			08	04	50	50	100
6.	MED 252	Research Leading to Dissertation: Synopsis Presentation			04	02	50	50	100
		Total	16		12	22	220	380	600



Second Year Syllabus of M.Ed. Programme Third Semester

Third Semester

S.No.	Course Code	Course/Paper	Periods			Credit	Evaluation Scheme		
			L	T	P		Internal	External	Total Marks
Common Core									
1.	MED 301	Advanced Research Methods	04			04	30	70	100
2.	MED 302	Sociology of Education	04			04	30	70	100
Foundation Course									
3.	MED 311	Elementary Education	04			04	30	70	100
Specialisation Branches (any one out of the following)									
4.	MED 321	Educational Technology	04			04	30	70	100
	MED 322	Gender Education	04			04	30	70	100
	MED 323	Education for marginalized group	04			04	30	70	100
Practicum									
5.	MED 351	Practicum based on the course paper			08	04	50	50	100
6.	MED 352	Internship			04	02	50	50	100
		Total	16		12	22	220	380	600



Fourth Semester

Fourth Semester

S.No.	Course Code	Course/Paper	Periods			Credit	Evaluation Scheme		
			L	T	P		Internal	External	Total Marks
Common Core									
1.	MED 401	Teacher Education	04			04	30	70	100
Foundation Course									
2.	MED 411	Secondary Education	04			04	30	70	100
Specialisation Branches (any one out of the following)									
3.	MED 421	Educational Measurement & Evaluation	04			04	30	70	100
	MED 422	Management Planning & Financing of Education	04			04	30	70	100
	MED 423	Environmental Education	04			04	30	70	100
	MED 424	Peace Education	04			04	30	70	100
	MED 425	Information & Communication Technology	04			04	30	70	100
8.	MED 426	Administration & Leadership	04			04	30	70	100
Practicum									
4.	MED 451	Practicum based on the course paper			6	03	50	50	100
5.	MED 452	Research Leading to Dissertation			10	05	50	50	100
		Total	12		16	20	190	310	500



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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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	Elective Courses	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	

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	Specialization Course Planning and Policies of Elementary Education	04	0	04	40	60	100
	SC-4	MEDS 412		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)

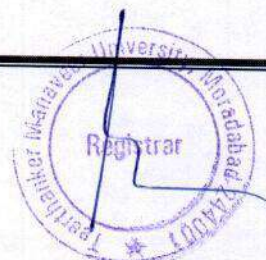
S.No.	Code	Course	L	P	Credit
1.	MEDS 101	Psychology of Learning & Development	04	0	04
2.	MEDS 102	Education Studies	04	0	04
3.	MEDS 103	Introduction to Research Methods	04	0	04
4.	MEDS 201	Philosophy of Education	04	0	04
5.	MEDS 202	Historical & Political Perspectives of Education	04	0	04
6.	MEDS 203	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 311	Specialization Course M.Ed.- Semester- III <u>Issues and Concern in Elementary Education</u>	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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 Froebel with special reference to their relevance in teaching-learning. • Innovative Educational Programmes in India 	10 Hours
<u>Reference Books:</u>	<ul style="list-style-type: none"> • 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). <p>* Latest editions of all the suggested books are recommended</p>	



Course Code: MEDS 312	Specialization Course M.Ed.- Semester- III <u>Issues and Concern in Secondary and Senior Secondary Education</u>		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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	



<p><u>Reference Books:</u></p>	<ul style="list-style-type: none"> • Aggarwal, D. (2007). <i>Curriculum development: Concept, methods and techniques</i>. New Delhi: Book Enclave. • Beck, Clive & Albany, C. K. (2006). <i>Innovations in teacher education: A social constructive approach</i>. Albany, NY: State University of New York Press. • Bhaskara, R. D. (1993). <i>Teacher education in India</i>. New Delhi: Discovery Publishing House. • Chopra, R. K. (1993). <i>Status of teachers in India</i>. New Delhi: NCERT. • Hammond, D. L. , & Bransford, J. (2005). <i>Preparing teachers for a changing world</i>. US: Jossey Bass. • Malhotra, P. L. (1986). <i>School education in India: Present status and future needs</i>. New Delhi: NCERT. • MHRD. (1953). <i>Report of secondary education commission</i>, New Delhi: MHRD, Department of Education. • MHRD. (1986). <i>National policy of education, 1992: Modification and their POA</i>. New Delhi: MHRD, Department of Education. <p>* Latest editions of all the suggested books are recommended</p>	
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Course Code: MEDS 411	Specialization Course M.Ed.- Semester- IV <u>Planning and Policies of Elementary Education</u>	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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



<p><u>Reference Books:</u></p>	<ul style="list-style-type: none"> • 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 <p>* Latest editions of all the suggested books are recommended</p>	
<p><u>E-Resources</u></p>	<ul style="list-style-type: none"> • 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 <u>Planning and Policies of Secondary and Senior Secondary Education</u>	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 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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



<p><u>Reference Books:</u></p>	<ul style="list-style-type: none"> • 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. <p>* Latest editions of all the suggested books are recommended</p>	
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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:	<ol style="list-style-type: none"> 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, Napoleon, 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 <p>* Latest editions of all the suggested books are recommended.</p>	



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:	<ol style="list-style-type: none"> 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 <p>* Latest editions of all the suggested books are recommended.</p>	



New Syllabus
(Post Revised)

Course Code: MEDS 103	Core Course M.Ed.- Semester- I <u>Introduction To Research Methods</u>	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: <ul style="list-style-type: none"> • Meaning, nature, need and importance of educational research • Areas of educational research • Types of educational research 	10 Hours
Unit-2:	Quantitative Research <ul style="list-style-type: none"> • Descriptive Research • Survey Research • Ex-post facto Research • Experimental Research 	10 Hours
Unit-3:	Qualitative Research <ul style="list-style-type: none"> • <u>Ethnographic studies</u> • <u>Case Study</u> • <u>Grounded Theory</u> • <u>Mixed Method Research</u> • <u>Narrative Research</u> 	10 Hours
Unit-4:	Formulation of Research Problem and Developing Hypotheses <ul style="list-style-type: none"> • Problem and its sources; Selection of the problem • <u>Characteristics of a good research problem</u> • Variables and its types • Hypothesis- Nature, Sources & Types • Characteristics of good hypotheses 	10 Hours
Unit-5:	Data Analysis- <ul style="list-style-type: none"> • 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

INTRODUCTION TO RESEARCH METHODS

Course Code – MED 107

L	T	P	C
4	-	-	4

Objectives: To enable the students to:

- The meaning of scientific method, scientific inquiry , paradigm , theory and its implications in educational research .
- The characteristics of philosophical ,psychological ,sociological researches in education .
- The different methods of educational research .
- How to develop the research proposal.
- The various techniques of sampling.
- The various types of tools of data collection.

Unit-I Educational Research

- Meaning, nature, need and importance of educational research.
- Areas of educational research.
- Types of educational research – Fundamental, Applied.

Unit-II Methods of Educational Research

- Experimental Research
- Historical research
- Action Research
- Descriptive Research- Survey, Case Study , Document Analysis, Ex-post facto Research

Unit-III Research Proposal

- Developing a research proposal
- Problem and its sources; Selection and definition of the problem
- Variables and its types
- Hypothesis- Nature, Characteristics, Sources, Types.
- Research Design

Unit-IV Data Analysis- I

- Organization and tabulation of data
- Graphical Representation :Histogram ,Frequency polygon ,Ogive ,Pie chart
- Percentile rank and Percentile

Unit-V Data Analysis- II

- Measures of central tendency: Mean, Median and Mode.
- Measures of variability – Range, Q.D., S.D.
- NPC- importance, characteristics and application (1 &2)

Suggested Readings:

- 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)



Course Code: MEDS 151	Core Course M.Ed.- Semester- I Practicum Course <u>Academic Writing And Communication Skills</u>	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

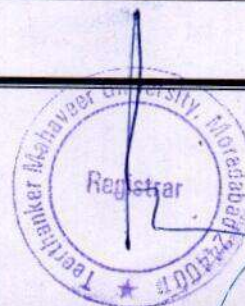
Note: - Mode of transaction of this course will be workshop.

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	-



TEACHER EDUCATION

Course Code – MED 401

L	T	P	C
4	-	-	4

Objectives: To enable the students to:

- Describe the importance and scope of teacher education.
- Understand the roles and responsibilities of teachers and teacher educators.
- Highlight the aims and objectives of teacher education at elementary, secondary and college level.
- Discuss the concept and importance of professional development of in-service teachers and familiarize with programmes of faculty improvement.
- Acquaint the students with various agencies for in-service education of teachers.
- Describe the modes of education used for teacher education through distance mode.

Unit-I

- Importance of Teacher Education, Teacher Educators; their roles and responsibilities. Scope of Teacher Education - Preparing teachers for Elementary, Secondary, Higher Education
- Agencies regulating Teacher education in India (NCERT, NCTE : roles and responsibilities , Policy documents)

Unit-II

- Pre- Service Training: Objectives and scope.
- Quality control of Teacher Education.
- Teacher education and practicing school.
- Isolation of teacher education institutions.

Unit-III

- Issues, concerns and problems of pre-service teacher education
- NCTE, UGC, NUEPA, ICSSR, NCERT, NAAC
- SCERT, DIET

Unit-IV

- Profession- Concept and Characteristics
- Teaching Profession- Concept and Characteristics
- Professional Development-Aims and Activities
- Competency Based Teacher Education, Accountability in Teacher Education

Unit-V

- Total Quality Management in Teacher Education
- E- learning and m- learning in Teacher Education
- Teacher Education through Distance Mode
- Integration of ICT in Teacher- in classroom as well as in administration.

Suggested Readings:

- 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.
- Khan, Mohd. Sharif (1983) : Teacher Education in India and Abroad, Sheetal Printing Press, Karol Bagh, New Delhi-110005.
- 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



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.

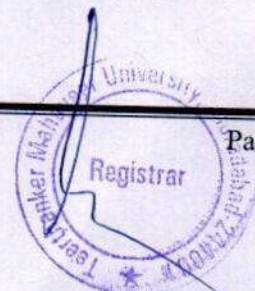
Each dimension will be covered in 4 sessions of two hours each.

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.



M.Ed. Semester-II (Practicum Course)

Course Code – MED 251 Practicum based on the course paper

P	C
8	4

Philosophy of Education

Practicum:

- Presentation of paper related with philosophy of education on given topic.
- Study of any one thinker original literature and write review on it.

Historical and Political Perspectives of Education

Practicum:

A critical study of the problems related to any one of the following:

- Vocational Education
- Adult Education
- Higher Education
- Women Education
- Education for Marginalized group

Curriculum Studies

Practicum:

Critical Review of National Curriculum Frameworks related to any one of the following:

- NCERT (NCF-2000 and 2005)
- NCFTE 2009
- NPE-1986 (modified version 1992)
- POA on NPE-1986, 1992

English Communication

Practicum:

- Workshop on preparation of Presentation (PPT)
- Workshop on Dissertation Writing.

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Neco Syllabus
CPost - Revision ^{L-0}_{P-4}
 C-2

Course Code: MEDS 351	Core Course M.Ed.- Semester- III Practicum Course <u>Research Colloquium</u>
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	-

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M.Ed. Semester-III (Practical Course)

Course Code – MED 351- Practical based on the course paper

P	C
8	4

Advanced Research Methods

Practicum: prepare the assignment on any one-

- Sampling
- Preparation of Research Report
- Tools

Sociology of Education

Practicum:

- Study of the concerns of the implementation of the RTE Act. Critical study of any social problem

Elementary Education

Practicum:

- To prepare a critical review on schemes and programmes to achieve UEE in the state

Educational Technology

Practicum: (Any one of the following)

- Critical Review of Educational Programme presented through T.V. CDs. Video cassettes, Radio
- Development of Computer aided materials/Slides/Power points
- Development of technology based study material for school students

Gender Education Practicum: (any one of the following):

- List out the resources for effective implementation of gender sensitization programme.
- of articles for news papers on gender issues. Preparing a scrap book on gender related issues. Workshop on gender issues followed by report writing on Gender sensitization.
- Compilation
- Book Review/Documentary/movie with respect to gender issues. Organizing a debate on gender issues and report writing

Education of the marginalized Groups

Practicum: (any one of the following):

- Analyze traditional lesson plan and transform to an inclusive plan by using UDL approach.
- Develop a check list to evaluate inclusive practices of a school. Administer the check list and suggest the measures



Course Code: MEDS 401	Core Course M.Ed.- Semester- IV <u>Teacher Education</u>	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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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. 	



M.Ed. Semester-I (Practicum Course)

Course Code – MED 153 Practical based on the course paper

P	C
8	4

PSYCHOLOGY OF LEARNING & DEVELOPMENT

Practicum

- Case study of a problematic child or Action Research related to Psychological issues.

EDUCATION STUDIES

Practicum: (Any one of the following)

- To compile articles from newspapers, magazines, and the internet on educational issues. Prepare a report with suggestion for solutions.
- Comparative study of educational contribution of Indian and western educationists

INTRODUCTION TO RESEARCH METHODS

Practicum

- Formulate a research proposal as part of the course requirements

DISTANCE EDUCATION

Practicum

- Critically analyses (Any one of the following):
- Distance Education
- Open Learning
- New dimension distance Education
- ICT in distance education

VALUE EDUCATION

Practicum: (Any one of the following):

- Content analysis of morning assemblies in institutions.
- Interview of any spiritual leader with the aim of learning moral principles for applying in life.
- To make self, analysis and introspection a daily habit through maintaining a diary (modern method of introspection).

COMPARATIVE EDUCATION

Practicum: (Any one of the following)

- Comparative Study of Administration and Finance of Education of any two countries.
- Comparative Study of Structure of Education of any two countries.
- Comparative Study of Teacher Education of any two countries.
- Means and ways to make the Adult Education programme successful.

INCLUSIVE EDUCATION

Practicum: (Any one of the following)

- Write a comprehensive and critical essay on any theme related to the course prescribed. social, emotional and academic inclusion of children with diverse needs.
- Evaluation of Textbooks from the perspective of differently abled children

