

**M.Ed.  
(CBCS)**

**SYLLABUS**



## MIER COLLEGE OF EDUCATION (AUTONOMOUS)

Recognised by the Govt. of J&K & Permanently Affiliated to the University of Jammu  
Recognised by the UGC under Section 2(f) & 12(B). Accredited by NAAC with "A+" Grade

### SCHEME OF TWO -YEAR M. Ed. PROGRAMME (CBCS)

The M.Ed. Programme (CBCS) shall be of two years duration spread over four semesters.

The scheme of courses for semesters I, II, III and IV for the examinations to be held in Semester-I (December, 2024, 2025 and 2026), Semester-II (May, 2025, 2026 and 2027), Semester-III (December, 2025, 2026 and 2027) and Semester -IV (May, 2026, 2027 and 2028) is as under:

#### M.Ed. Semester - I

Sr. No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Perspective	MED-101	Education Studies	4	60	40	100
2.	Perspective	MED-102	Psychology of Learning and Development	4	60	40	100
3.	Perspective	MED-103	Philosophical Perspectives of Education	4	60	40	100
4.	Perspective	MED-104	Methodology of Research in Education	4	60	40	100
5.	Perspective	MED-105	Statistical Methods in Education	4	60	40	100
6.	SEC	MED-106	Self - Development (Yoga Education)	2	-	50	50
7.	SEC	MED-107	Communication Skills	2	-	50	50
<b>TOTAL</b>				<b>24</b>	<b>300</b>	<b>300</b>	<b>600</b>

#### M.Ed. Semester - II

Sr. No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Perspective	MED-201	Sociological Perspectives of Education	4	60	40	100
2.	Perspective	MED-202	Historical, Political and Economic Perspectives of Education	4	60	40	100
3.	Perspective	MED-203	Pre-service and In-service Teacher Education	4	60	40	100
4.	SEC	MED-204	Innovative use of Technology in Research	4	-	100	100
5.	Internship	MED-205	Internship - I	2	-	50	50
6.	Dissertation	MED-206	Dissertation (Formulation of Research Proposal)	2	-	50	50

<b>Select any one from MED-207 to MED-210</b>							
7.	Pedagogy	MED-207	Science Education	4	60	40	100
8.	Pedagogy	MED-208	Social Science Education	4	60	40	100
9.	Pedagogy	MED-209	Language Education	4	60	40	100
10.	Pedagogy	MED-210	Mathematics Education	4	60	40	100
<b>Compulsory</b>							
11.	SEC	MED-211	Commonwealth Digital Education Leadership Training in Action (C-DELTA)	2	-	50	50
<b>Total</b>				<b>26</b>	<b>240</b>	<b>410</b>	<b>650</b>

**M.Ed.  
Semester - III  
AREA OF SPECIALISATION**

**(SELECT ANY ONE GROUP FROM ELEMENTARY EDUCATION OR SECONDARY AND HIGHER SECONDARY EDUCATION)**

**GROUP- A: ELEMENTARY EDUCATION**

Sr. No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Elective	MED-301	Elementary Education : Institutions, Systems and Structures	2	30	20	50
2.	Elective	MED-302	Elementary Education : Status, Issues and Concerns	2	30	20	50
3.	Elective	MED-303	Elementary Education : Curriculum, Pedagogy and Assessment	4	60	40	100

**OR**

**GROUP-B: SECONDARY AND HIGHER SECONDARY EDUCATION**

Sr. No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
4.	Elective	MED-304	Secondary and Higher Secondary Education : Institutions, Systems and Structures	2	30	20	50
5.	Elective	MED-305	Secondary and Higher Secondary Education : Status, Issues and Concerns	2	30	20	50

6.	Elective	MED-306	Secondary and Higher Secondary Education : Curriculum, Pedagogy and Assessment	4	60	40	100
<b>COMPULSORY COURSES:</b>							
7.	Perspective	MED-307	Educational Testing and Evaluation	4	60	40	100
8.	SEC	MED-308	Expository and Academic Writing	2	-	50	50
9.	Internship	MED-309	Internship - II	4	-	100	100
10.	Dissertation	MED-310	Dissertation (Review of Literature and Data Collection)	2	-	50	50
<b>CBCS MOOC</b>							
11.	CBCS	MED-311	MOOC	4	-	100	100
<b>Total</b>				<b>24</b>	<b>180</b>	<b>420</b>	<b>600</b>

**M.Ed.  
Semester - IV**

**COMPULSORY COURSES:**

Sr. No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Perspective	MED-401	Perspectives, Issues and Research in Teacher Education	4	60	40	100
2.	IKS	MED-402	Indian Knowledge System	2	-	50	50
3.	Dissertation	MED-403	Dissertation (Final Draft and Viva-Voce)	6	100	50	150

**AREA OF SPECIALISATION (Electives)  
(SELECT ANY ONE GROUP FROM ELEMENTARY EDUCATION)**

**GROUP- A: ELEMENTARY EDUCATION: CURRICULUM, PEDAGOGY AND ASSESSMENT**

Sr. No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
4.	Elective	MED-404	Elementary Education: Curriculum Theory	04	60	40	100
5.	Elective	MED-405	Elementary Education: Curriculum Transaction	04	60	40	100
6.	Elective	MED-406	Elementary Education: Curriculum Assessment	04	60	40	100
<b>TOTAL</b>				<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

**GROUP-B: MANAGEMENT, ADMINISTRATION AND LEADERSHIP**

Sr. No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
7.	Elective	MED-407	Elementary Education: School Management	04	60	40	100
8.	Elective	MED-408	Elementary Education: Educational Administration	04	60	40	100
9.	Elective	MED-409	Elementary Education: Educational Leadership	04	60	40	100
			<b>TOTAL</b>	<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

**OR****GROUP-C: EDUCATIONAL TECHNOLOGY**

Sr. No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
10.	Elective	MED-410	Elementary Education: Foundations of Educational Technology	04	60	40	100
11.	Elective	MED-411	Elementary Education: E-Learning	04	60	40	100
12.	Elective	MED-412	Elementary Education: Development of E-Content	04	60	40	100
			<b>TOTAL</b>	<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

**OR****GROUP-D: INCLUSIVE EDUCATION**

Sr. No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
13.	Elective	MED-413	Elementary Education: Education for Special Children	04	60	40	100
14.	Elective	MED-414	Elementary Education: Conceptual Foundations of Inclusive Education	04	60	40	100
15.	Elective	MED-415	Elementary Education: Curriculum Planning and Organisation of Inclusive Education	04	60	40	100
			<b>TOTAL</b>	<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

**OR**

**AREA OF SPECIALISATION  
(SELECT ANY ONE GROUP FROM  
SECONDARY AND HIGHER SECONDARY EDUCATION)**

**GROUP- A: CURRICULUM, PEDAGOGY AND ASSESSMENT**

Sr. No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
16.	Elective	MED-416	Secondary & Higher Secondary Education: Curriculum Theory	04	60	40	100
17.	Elective	MED-417	Secondary & Higher Secondary Education: Curriculum Transaction	04	60	40	100
18.	Elective	MED-418	Secondary & Higher Secondary Education: Curriculum Assessment	04	60	40	100
			<b>TOTAL</b>	<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

**OR**

**GROUP-B: MANAGEMENT, ADMINISTRATION AND LEADERSHIP**

Sr. No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
19.	Elective	MED-419	Secondary & Higher Secondary Education: School Management	04	60	40	100
20	Elective	MED-420	Secondary & Higher Secondary Education: Educational Administration	04	60	40	100
21	Elective	MED-421	Secondary & Higher Secondary Education: Educational Leadership	04	60	40	100
			<b>TOTAL</b>	<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

**OR**

**GROUP-C: EDUCATIONAL TECHNOLOGY**

Sr. No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
22.	Elective	MED-422	Secondary & Higher Secondary Education: Foundations of Educational Technology	04	60	40	100
23.	Elective	MED-423	Secondary & Higher Secondary Education: E-Learning	04	60	40	100

24.	Elective	MED-424	Secondary & Higher Secondary Education: Development of E-Content	04	60	40	100
			<b>TOTAL</b>	<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

**OR**

**GROUP-D: INCLUSIVE EDUCATION**

Sr. No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
25.	Elective	MED-425	Secondary & Higher Secondary Education: Education for Special Children	04	60	40	100
26.	Elective	MED-426	Secondary & Higher Secondary Education: Conceptual Foundations of Inclusive Education	04	60	40	100
27.	Elective	MED-427	Secondary & Higher Secondary Education: Curriculum Planning and Organisation of Inclusive Education	04	60	40	100
			<b>TOTAL</b>	<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

**OPTIONAL PAPERS**

**[SELECT ANY ONE from MED-428 to MED-433]**

Sr. No.	Course Type	Course Code	Title	Credits	Maximum Marks		
					External	Internal	Total
28.	Optional	MED-428	Women Studies	2	30	20	50
29.	Optional	MED-429	Quality in Education	2	30	20	50
30.	Optional	MED-430	Value Education	2	30	20	50
31.	Optional	MED-431	Advanced Statistics in Education	2	30	20	50
32.	Optional	MED-432	Life Skills Education	2	30	20	50
33.	Optional	MED-433	Educational Planning	2	30	20	50
			<b>TOTAL</b>	<b>26</b>	<b>370</b>	<b>280</b>	<b>650</b>

	Semesters				Total
	I	II	III	IV	
<b>Course Credits</b>	<b>24</b>	<b>26</b>	<b>24</b>	<b>26</b>	<b>100</b>
<b>Maximum Marks</b>	<b>600</b>	<b>650</b>	<b>600</b>	<b>650</b>	<b>2500</b>

**SEC: Skill Enhancement Courses**

**ID: Inter-Disciplinary IKS: Indian Knowledge System**





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### **PROGRAMME LEARNING OUTCOMES (PLOs) M.Ed. Programme**

**After successful completion of the M.Ed. Two Year programme, a learner will be able to:**

- PLO 1:** Develop a deep understanding of the philosophical, psychological, sociological, and technological foundations of education, enabling effective planning, assessment, and responsiveness to evolving trends in teacher education.
- PLO 2:** Analyze and apply diverse learning practices and legislative frameworks to create cohesive and culturally responsive educational experiences within the Indian education system.
- PLO 3:** Demonstrate advanced competencies in teaching, research, and the use of emerging technologies, along with essential 21st-century skills, to fulfil global educational roles responsibly.
- PLO 4:** Prepare student-teachers for effective ICT integration across various teaching modalities (in-class, online, blended), promoting innovative educational practices and leading initiatives on gender equality, environmental sustainability, health, and contemporary societal challenges.
- PLO 5:** Utilize personal teaching and research experiences to enhance educational practices and administrative operations within teacher training and higher education institutions.
- PLO 6:** Employ diverse and rigorous assessment strategies to critically evaluate educational outcomes, including knowledge, values, skills, and attitudes, ensuring a balanced approach to quantitative and qualitative metrics.
- PLO 7:** Capably assume multiple roles within the educational sector, including teacher educator, curriculum developer, educational planner, administrator, and academic leader, contributing effectively to educational research and policy-making.

# **SEMESTER-I**



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### M.Ed.

#### SEMESTER-I

(For the examinations to be held in December 2024, 2025 and 2026)

#### EDUCATION STUDIES

Course Code	: MED-101	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: PERSPECTIVE	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: describe the nature, aims and objectives of the study of education.

CLO 2: explain the concepts of knowledge, knowing, learning, thinking and pedagogy.

CLO 3: analyse the interdisciplinary and multidisciplinary nature of education

CLO 4: discuss the concept and importance of liberal, vocational and professional education

CLO 5: interpret contemporary thoughts on education concerning the four pillars of Education, learners as creators of knowledge and inclusive education.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2					X
PLO 3		X			
PLO 4					
PLO 5					
PLO 6			X	X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

##### Concept of Education

- 1.1. Concept of Education: Normative and non-normative concept; education as an evolving concept in response to changing social needs and demands
- 1.2. Aims of education in the context of emerging aspirations and political ideology
- 1.3. Objectives of the Study of Education: Distinct nature and its multi-faceted-ness

## UNIT-2

### Knowledge and Education

- 2.1. Understanding the Concept of Knowledge: Indian and Western Views
- 2.2. Understanding the Concept: Knowing, learning, thinking; Methods of acquiring knowledge
- 2.3. Knowledge and Pedagogy: Constructivist and alternative approaches; knowledge without boundaries

## UNIT-3

### Interdisciplinary Nature of Education

- 3.1. Emergence of the concept of various disciplines; Critical analysis of education as a discipline; education as a humane discipline
- 3.2. Interdisciplinary and Multi-disciplinary Nature of Education: Its relationship with philosophy, psychology, sociology, economics, etc.
- 3.3. Concept, meaning and importance of liberal education, vocational education and professional education

## UNIT-4

### Contemporary Thoughts on Education

- 4.1. The four pillars of education (Delors Commission's Report)
- 4.2. Teachers and learners as creators of knowledge, multicultural and diversified teaching and learning
- 4.3. Philosophy of inclusive education, equitable and sustainable development

### C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, online teaching (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

**The student may undertake any one of the following themes:**

- Review and analysis of classical texts/research monographs on select themes from the course
- Presentation of a seminar on any one of the themes from the Course followed by group discussion
- Conducting an interview with teachers/students/ parents of a school and preparation of a report in the context of the selected theme/s

- Power point presentation on the four pillars of education based on Delors Commission's Report followed by group discussion.
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

**E. EVALUATION**

**The distribution of marks for the course is as follows:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

**F. ATTENDANCE**

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

**G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

**1. Structure and Coverage**

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

**2. Question Design**

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

**3. Assessment of Higher-Order Skills**

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Aggarwal, J.C. (1996). *Theory and principles of education*. New Delhi: Shipra Publications.
- Aggarwal, J.C. (1996). *Theory and principles of education*. New Delhi.
- Aggarwal, J.C. (2005). Major recommendations of educational commissions. New Delhi: Vikas Publications.
- Anand, C.L. (1993). *Teacher and education in the emerging Indian society*. New Delhi: NCERT.
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- Broudy, H.S. (1987). Types of knowledge and purpose of education. Hills Dale: Eebaum.
- Brubacker, John S. (1969). *Modern philosophies of education*. New Delhi: Tata McGraw Hill.
- Bruner, J.S. (1996). The culture of education. Cambridge, M.A.: Harward University Press.
- Butchvarov, P. (1980). The concept of knowledge, Evanston, Illions : North Western University Press.
- Dubey, S.C. (2005). Indian society. New Delhi: National Book Trust.
- Chaudhary, S.K. (Ed.) (2014). *Sociology of environment*. New Delhi: Sage.
- Delors, Jacques. et. al. (1996). *Learning: The treasure within, Report to UNESCO of the International Commission on Education for the Twenty First Century*. Paris: UNESCO Publishing Press.
- Dhavan, M.L. (2005). *Philosophy of education*. New Delhi: Isha Books.
- Dubey, S. C. (2005). Indian society. New Delhi: National Book Trust.
- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
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- Gupta, Bina (2012). An introduction to Indian philosophy: Perspectives on reality, knowledge and freedom. New York: Routledge.
- Gupta, Bina (2012). *An introduction to Indian philosophy: Perspectives on reality, knowledge and freedom*. New York : Routledge.
- Havighurst, R. (1995). Society and education. Boston: Allyn and Bavon.
- Havighurst, R. (1995). *Society and education*. Boston: Allyn and Bacon.
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- Jaffar, S.M. (1972). *Education of Muslim Indians*. Delhi: Idrah-I-Ababiyat.
- Kar, N.K. (1996). *Value education – A philosophical study*. Ambala: The Associated Publication.
- Lal, Basant Kumar (2014). *Contemporary Indian philosophy*. New Delhi: Motilal Banarsidass Publishers.
- MHRD (1992). Programme of action. New Delhi: Government of India.
- MHRD. (1992). National Policy on Education (Revised). New Delhi: Government of India.
- Mukherjee, Shankar (2007). Contemporary issues in modern Indian education. New Delhi: Authors Press.
- National Book Trust (2001). *Human rights in India*. New Delhi.
- NCERT (2005). National curriculum framework. New Delhi: NCERT
- NCERT (2005). *National Focussed Group – Position paper and aims of education*. New Delhi: NCERT.
- NCERT (2005). National focussed group – position paper on aims of education. New Delhi: NCERT
- NCTE (2009). National curriculum framework for teachers.
- Panday, V.C. (2005). *Value education and education for human rights*. New Delhi: Isha Books.
- Pandey, K.P. (2010). Perspectives in social foundations of education. New Delhi: Shipra Publications.
- Pandey, Vinita (2016). *Indian society and culture*. Jaipur: Rawat Publications.
- Pathak, Avjit (2009). Social implications of schooling: Knowledge pedagogy and consciousness. New Delhi: Rainbow Publishers.
- Peters, R.S. (1977). The concept of education. New York: Routledge.
- Rajput, J.S. (2006). *Human values and education*. New Delhi: Pragn Publications.
- Richards, Gill and Armstrong (2015). Teaching and learning in diverse and inclusive classrooms. New York: Routledge.
- Richardson, Virginia (1997). Constructivist teacher education: Building a world of new understanding. New York: Routledge.
- Sharma, Naina (2011). *Value education and social transformation*. Jaipur: Rawat Publications.
- Sinha, Jadunath (2016). *Indian philosophy (Vol. 1, 2 and 3)*. New Delhi: Motilal Banarsidass Publishers.

- Srivastava, K.K. (2009). *Philosophical foundations of education*. New Delhi: Kanishka Publications.
- Wall, Edmond (2001). *Educational theory: Philosophical and political perspectives*. New York: Prometheus Books.
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#### SEMESTER-I

(For the examinations to be held in December 2024, 2025 and 2026)

#### PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Course Code : MED-102 Total Marks : 100  
Credits : 04 External Marks : 60  
Course Type : PERSPECTIVE Internal Marks : 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO1: describe the concept, factors and different approaches of growth and development and its educational implications.

CLO2: draw out implications of the various theories of learning and describe the learning process.

CLO3: identify different forms of student engagement, maximise learning and explain the importance of motivation for learning.

CLO4: analyse the learning needs and significance of creating a conducive learning environment.

CLO5: explain the strategies for strengthening the partnership between school, parents and community.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2			X		X
PLO 3		X	X		
PLO 4					
PLO 5					
PLO 6				X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

#### Psychology of Development

1.1. Human Development: Concept of human growth and development, stages of development of learner-childhood to adulthood

1.2. Factors Influencing Development of Learner: Role of heredity and environment (Peer-group, Media and Culture)

- 1.3. Behaviouristic, cognitivist and humanistic explanation of learner's development: Taking a holistic view of development and implications for education

## **UNIT-2**

### **Process of Learning**

- 2.1. Learning: Meaning and nature; development of concepts; Gagne's Learning Hierarchy and logical reasoning
- 2.2. A review of behaviouristic theories of learning, Hull's Need Reduction Theory and Lewin's Field Theory, and their implications for learning
- 2.3. A review of Bruner's Theory and Vygotsky's Social Cognitive and Constructive Theory, their implications for learning

## **UNIT-3**

### **Learner Engagement and Knowledge Construction**

- 3.1. Learner Engagement: Concept; Forms of learner's engagement (Modeling, Observation, demonstration, exploration, and critical reflection)
- 3.2. Maximising Learning: Individualized/Self-learning; Group learning (Co-operative learning, Collaborative learning)
- 3.3. Motivation; Meaning of various approaches to motivation (Humanistic and cognitive approaches and Weiner's Attribution Theory); Intrinsic and extrinsic strategies for motivating learner; Role of motivations in learning

## **UNIT-4**

### **Management of Learning**

- 4.1. Identification of learning needs through continuous and functional assessment during the teaching-learning process, self-assessment and teacher observation and their reflective discussion in the classroom
- 4.2. Creation of a conducive Learning Environment: Physical, Psychological (social and emotional) and Academic
- 4.3. Space for Involvement of Parents and Community in Student's Learning: Identification of barriers; Strategies for strengthening the partnership between school, parents and community

### **C. TRANSACTIONAL STRATEGIES**

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, online teaching (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Administration, scoring and report writing of: Verbal Intelligence Test / Non-Verbal Intelligence Test / Personality Inventory / Test of Mental Health for Teachers / Test of creativity / Achievement Motivation Test
- Study of group dynamics of secondary school students using different tools and techniques
- Any other approved activity of relevance

OR

One online course on the relevant topic and submission of a reflective report

#### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
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ICT Based Quiz	<b>10 Marks</b>
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- Borich, Gary D. (2010). *Effective teaching methods: Research-based practice*. New York: Pearson.
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### M.Ed.

#### SEMESTER-I

(For the examinations to be held in December 2024, 2025 and 2026)

#### PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Course Code	: MED-103	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: PERSPECTIVE	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO 1: describe the nature of philosophy, philosophy of education, branches of philosophy and critical reflections on liberal philosophies.
- CLO 2: reflect upon the ancient Indian philosophical traditions and orthodox and heterodox schools of Indian philosophy.
- CLO 3: analyse the different Western philosophers and schools of philosophy.
- CLO 4: develop insight into Indian Constitutional aims, values and democratic citizenship and humanisation of teaching.
- CLO 5: explain the philosophies of Indian philosophers and their impact on modern Indian system of education.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X		X	X
PLO 3			X		
PLO 4					
PLO 5					
PLO 6				X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

##### Introduction to Philosophy

- 1.1. Objectives of philosophy, Functions of philosophy, and the relationship between Philosophy of education and educational philosophy
- 1.2. Branches of Philosophy: Metaphysics, Epistemology and Axiology; their impact on the philosophisation process of teaching
- 1.3. Critical reflections on Liberal Philosophies of Education with a focus on progressivism

## UNIT-2

### System of Indian Philosophy

- 2.1. Ancient Eastern philosophical traditions of Vedic, Upanishadic and Puranic systems and aims of life
- 2.2. Reflection on orthodox systems of Samkhya, Yoga and Vedanta: Metaphysical, epistemological and axiological formulations and their implications for education
- 2.3. Heterodox system of Carvaka, Jain and Buddhist philosophies, their emphasis and ethical conduct and implications for revisiting education in terms of human values and conduct

## UNIT-3

### Schools of Philosophy

- 3.1. Idealism, Pragmatism and Relativism: Concept, metaphysical, epistemological and axiological postulates and implications for education
- 3.2. Modern Philosophies of Education: Behaviourism, Marxism, Logical Positivism/ Empiricism, and Constructivism- their implications for aims, curriculum, methods of teaching, the concept of discipline, the role of the teacher and institutional settings.
- 3.3. Reflections on the Progressive Ideology of Paulo Freire and Bertrand Russell's Philosophy their implications for education

## UNIT-4

### Democratic Citizenship and Experiential Learning

- 4.1. Indian Constitutional aims, values and democratic citizenship and humanisation of teaching
- 4.2. Nai Taleem (Experiential Learning): Gandhian Philosophy and aims of Education; Curriculum and methods of teaching; Experiential Learning and Work Education through craft and rural reconstruction; Its relevance in the 21<sup>st</sup> Century
- 4.3. Philosophy of Jyothi Rao Phule, Baba Saheb Ambedkar and J. Krishnamurthy and their impact on understanding social realities of education in the modern Indian system of education

### C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, online teaching (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

**The student may present a seminar on any one of the following themes**

- What should be our stand on the Indian Values?

- Why is Indian Society at a crossroads?
- Humanising teaching in India
- Critical analysis of Nai Taleem
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

**E. EVALUATION**

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

**F. ATTENDANCE**

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

**G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

**1. Structure and Coverage**

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

**2. Question Design**

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

**3. Assessment of Higher-Order Skills**

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.



## H. SUGGESTED READINGS

- Aggarwal, J.C. (1996). *Theory and principles of education*. New Delhi.
- Anand, C.L. (1993). *Teacher and education in the emerging Indian society*. New Delhi: NCERT.
- Brubacker, John S. (1969). *Modern philosophies of education*. New Delhi: Tata McGraw Hill.
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### M.Ed.

#### SEMESTER-I

(For the examinations to be held in December 2024, 2025 and 2026)

#### METHODOLOGY OF RESEARCH IN EDUCATION

Course Code : MED-104 Total Marks : 100  
Credits : 04 External Marks : 60  
Course Type : PERSPECTIVE Internal Marks : 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO1: describe the meaning of research, types of educational research and research paradigms.  
CLO2: explain the meaning, significance and steps of different methods of research.  
CLO3: analyse the procedure for establishing hypotheses in educational research and the sampling process.  
CLO4: discuss the framework of preparing a research proposal and strategies for writing a research synopsis.  
CLO5: identify the various tools for conducting educational research and the steps for writing a research report.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2					
PLO 3		X	X	X	X
PLO 4					
PLO 5					
PLO 6	X	X	X	X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

##### Concept of Research

- 1.1. Research: Meaning, need and source of knowledge; Educational research: Meaning, nature and scope
- 1.2. Types of Educational Research: Fundamental, applied and action research – Meaning, purpose, steps, characteristics and differences among three types of research
- 1.3. Research Paradigms in Education: Quantitative, qualitative and mixed; their characteristics.

## UNIT-2

### Methods of Research

- 2.1. Methods of Research: Historical research – Meaning, significance, steps, primary and secondary sources of information, internal and external criticism of the source
- 2.2. Descriptive Research: Meaning, significance, types (Survey studies, interrelationship studies and development studies) and steps of conducting descriptive research in education
- 2.3. Experimental Research: Nature, significance, variables in experimental research – independent, dependent and confounding, experimental designs and internal and external threats to experimental validity; experimental validity; Concept of population validity and ecological validity

## UNIT-3

### Hypothesis and Sampling in Research

- 3.1. Selection of the Problem: Concept, sources, characteristics, delineating a research problem; Review of the related literature: Purpose advantages and sources, Hypothesis – Definition, type of hypothesis and their formulations; Role of hypothesis in educational research
- 3.2. Sampling: Concept of population, sample, sampling unit, sampling frame, sample size, sampling error; Types of sampling – Probability and non-probability, their advantages and limitation
- 3.3. Preparation of a Research Proposal: Framework of research proposal and strategies for writing the research proposal or synopsis

## UNIT-4

### Tools of Research

- 4.1. Tools of Educational Research: Meaning, types, characteristics, limitations and uses of questionnaire and rating scales as tools for educational research
- 4.2. Meaning, types, characteristics, limitations and uses of interview, observation and socio-metric techniques as tools for educational research
- 4.3. Writing Research Report: Concept, purpose and steps; Meaning of bibliography and references; Writing bibliography and references in APA style

### C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, online teaching (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Development of a research proposal on an identified research problem
- Preparation, try out and finalisation of a tool of research
- Identification of variables of a research study and their classification in terms of functions and levels of measurement
- Preparation of a sampling design, objectives and research questions/hypotheses of a research study
- Writing references using Medley
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

#### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

#### F. ATTENDANCE

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

#### G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

##### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

##### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

### H. SUGGESTED READINGS

- Aggarwal, J.P. (2012). *Statistical methods – Concepts, application and computation*. New Delhi: Sterling Publishers.
- Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India.
- Borg, W.R. and Gall, M.D. (1983). *Educational research - An introduction*. New York: Longman, Inc.
- Chandra, S.S. & Sharma, R.K. (2010). *Research in education*. New Delhi: Atlantic Publishers.
- Charles, C.M. and Merton, C.A. (2002). *Introduction to educational research*. Boston: Allyn and Bacon.
- Chawla, Deepak and Sondhi, Neena (2014). *Research methods – concept and cases*. New Delhi: Vikas Publication House.
- Clive, Opie (2004). *Doing Educational Research- A Guide for First-time Researchers*. New Delhi: Vistar Publications.
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- Scott, David & Usher, Robin (1996). *Understanding educational research*. New York: Routledge.
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- Sharma, S.R. (2003). *Problems of educational research*. New Delhi: Anmol Publications.
- Stake, Robert E. (1995). *The art of case study research*. California: Sage.
- Travers, Robert M.W. (1978). *An Introduction to Educational Research (4th edition)*. London: Macmillan.



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## M.Ed.

### SEMESTER-I

(For the examinations to be held in December 2024, 2025 and 2026)

### STATISTICAL METHODS IN EDUCATION

Course Code	: MED-105	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: PERSPECTIVE	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO1: explain the meaning and importance of statistics, the nature of educational data and the computation of measures of central tendency and dispersion.
- CLO2: describe the various measures of relative position and relationship along with computation of percentile, percentile rank and correlation.
- CLO3: interpret the various characteristics of the normal distribution curve and the concepts of skewness and kurtosis.
- CLO4: analyse the various applications of the normal distribution curve and explain the concepts of hypothesis testing and the significance of statistics.
- CLO5: demonstrate the computation of various parametric and non-parametric tests.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2					
PLO 3	X	X	X	X	X
PLO 4					
PLO 5					
PLO 6	X	X	X	X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

##### Measures of Central Tendency and Dispersion

- 1.1. Meaning and importance of statistics, nature of educational data- quantitative and qualitative; descriptive and inferential statistics, tabulation and graphical representation of data (frequency polygon, histogram and Ogive)
- 1.2. Measures of Central Tendency (Mean, Median, and Mode): Concept, assumptions, merits and demerits of mean, median and mode, their selection and computation (grouped and ungrouped data), computation of median through Ogive also



- 1.3. Measures of Dispersion: Concept, uses and computation of standard deviation (grouped and ungrouped data), variance and quartile deviation (grouped data)

## UNIT-2

### Measures of Relationship and Normal Probability Curve

- 2.1. Measures of Relative Position: Concept and computation of percentile and percentile rank
- 2.2. Measures of Relationship: Concept of correlation, computation of co-efficient of correlation using Spearman's and Pearson's Methods; Assumptions and limitations of each method
- 2.3. Normal Distribution Curve: Characteristics of Normal Distribution Curve; Meaning and uses of standard scores, concept of skewness and kurtosis

## UNIT-3

### Applications of Normal Probability Curve

- 3.1. Applications of Normal Distribution Curve:
- (A) Determination of the following in a normal distribution:
- i) Percentage/number of cases falling above, below and between the given scores
  - ii) Scores which include the given percentage of cases
  - iii) Score above and below which the given percentage of cases fall
- (B) To separate a given group into sub-groups according to capacity when the trait is normally distributed
- 3.2. Null-hypothesis Testing: Concept of null-hypothesis, levels of significance, one-tailed and two-tailed tests
- 3.3. Significance of Statistics: Concept of parameter, statistic and standard error; Estimation of confidence limits of mean (small and large sample)

## UNIT-4

### Analysis of Variance and Chi-square

- 4.1. Statistical Inferences of the difference between two independent means (large and small samples); Errors in making inferences (Type- I and Type- II)
- 4.2. Analysis of Variance: Concept, assumptions and uses with computation up to one-way classification (equal number of cases)

#### 4.3. Chi-square and hypothesis testing:

- (a) Testing deviation of the observed frequencies from the expected frequencies against equal probability hypothesis
- (b) Testing deviation of the observed frequencies from the expected frequencies against the normal distribution hypothesis
- (c) Testing hypothesis of independence when observed frequencies are given in the contingency table

#### C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, online teaching (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

**The student may undertake any one of the following activities:**

- A critical assessment of statistical techniques used in a research report
  - Preparation of graphic designs of data obtained in a research study
  - Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis
- Analysis of data using statistical packages like SPSS and Excel

**OR**

**One online course on the relevant topic and submission of a reflective report**

#### E. EVALUATION

**The distribution of marks for the course is as follows:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

#### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

#### G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Conover, W.J. (1971). *Practical non-parametric statistics*. New York: John Wiley & Sons.
- Ferguson, G. (1981). *Statistical analysis in psychology and education*. New York: McGraw Hill.
- Garrett, H.E. (2008). *Statistics in Psychology and Education*. New Delhi: Surjeet Publications.
- Gibbons, G.V. & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology, (3<sup>rd</sup> edition)*. Boston: Allyn & Bacon.
- Guilford, J.P. (2010) *Psychometric Methods*. New Delhi: Surjeet Publications.
- Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. California: Sage.
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### M.Ed.

#### SEMESTER-I

(For the examinations to be held in December, 2024, 2025 and 2026)

#### SELF - DEVELOPMENT (YOGA EDUCATION)

Course Code : MED-106

Total Marks : 50

Credits : 02

Internal Marks : 50

Course Type : SEC

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO1: describe the yogic concept of personality in terms of various frameworks and attributes.

CLO2: explain the role of yoga in the management of stress.

CLO3: discuss the contribution of yoga to self-development and demonstrate the various asanas.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2		X	X
PLO 3			X
PLO 4			X
PLO 5			
PLO 6		X	X
PLO 7			

#### B. COURSE CONTENT

##### UNIT-1

#### Introduction of Yoga and Personality Development

1.1. Personality from psychological as well as yoga points of view; The human personality within the frame work of Panch Kosa; Importance of Yogic diet on human personality

1.2. Three Attributes (Gunas): The Sattva, the Rajas and the Tamas Gunas, their implications for personality development

## UNIT-2

### Yoga and Stress Management

- 2.1. Concept, causes, symptoms and consequences of enhanced stress; Taking yoga as a way of life; Using yogic principles to cope with stress
- 2.2. Practice of pranayama, yoga-nidra; antar-mauna and meditation; their role in managing stress level

## UNIT-3

### Yoga and Self Development

- 3.1. Concept of self and self-development, relationship between yoga and self-development; Value-Concept and types (individual, social and spiritual), role of yoga in the development of these values in helping children develop right values
- 3.2. Concept of Yamas and Niyama, their role in human development; Practice of Yoga (Astanga Yoga) for human excellence

### C. PRACTICUM

The entire course shall be organized through Practicum / Demonstrations and self-learning.

### D. GUIDELINES FOR INTERNSHIP

Yoga activities shall be carried out under the supervision of Yoga teacher for two hours every week

### E. TRANSACTIONAL STRATEGIES

Demonstration and Practice

### F. SESSIONAL WORK

**The students have to undertake any two of the following activities:**

- Prepare your stress management plan after doing Yoga - Asanas, Pranayam, Mudras, and meditation
- Submission of the reflections on personal development after practicing yoga along with the photographs of different asanas and mudras
- One online course on the relevant topic and submission of reflective report

### G. EVALUATION

The students shall be evaluated on the basis of activities mentioned in the sessional work.

### H. SUGGESTED READINGS

- Basavaraddi, I.V. (Ed.) (2010). *Yoga teachers manual for school teachers*. New Delhi: Moraj Desai National Institute of Yoga.

- Basavaraddi, I.V. (Ed.) (2013). *A monograph on Yogasana*. New Delhi: Morarji Desai National Institute of Yoga.
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- Lonavala Yoga Institute (2011). *Hathapradipika*. Lonavala: LY Institute.
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- Nagendra, H.R. and Nagarathna, R. (1988). *New perspectives in stress management*. Kanyakumari: Vivekananda Kendra Yoga Anusandhana Samsthana.
- Parivrayaka, Swami Satyapati (2006). *Yogadarshanam*. Rojad (Gujarat): Darshana Yoga Mahavidyalaya.
- Ramakrishana Mission (2013). *Parents and teachers in value education*. Belur Math: Ramakrishna Mission.
- Saraswati, Swami; Satyananda (1996). *Asana Pranayama Mudra Bandha*. Munger (Bihar). Yoga Publication Trust.
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### M.Ed.

#### SEMESTER-I

(For the examinations to be held in December 2024, 2025 and 2026)

#### COMMUNICATION SKILLS

Course Code : MED-107

Total Marks : 50

Credits : 02

Internal Marks : 50

Course Type : SEC

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO1: discuss the concept and significance of communication skills along with various formats in group communication.

CLO2: demonstrate the delivery of a welcome speech and a vote of thanks for effective verbal Communication.

CLO3: express written communication skills by writing a letter and an educational report.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X	X	X
PLO 3	X	X	X
PLO 4		X	
PLO 5			X
PLO 6			X
PLO 7		X	

#### B. COURSE CONTENT

##### UNIT-1

##### Communication Skills

- 1.1. Communication skills: Concept and significance of communication skills as a tool for professional growth; Problem-solving, role-playing, trust-building and team-building skills as core skills of group communication
- 1.2. Discussion formats in group communication: Round table, symposium, panel discussion, forum type, parliamentary procedure

##### UNIT-2

##### Delivery of speech

- 2.1. Delivery of a welcome speech for an event like induction/farewell programme/teacher's day etc.



- 2.2. Proposing a vote of thanks on the conclusion of a programme like guest lecture/induction/farewell/seminar/conference etc.

### **UNIT-3**

#### **Writing Official Letters**

- 3.1. Writing a letter to the Principal of a college for a bonafide student certificate/migration certificate; a Letter to the Municipal Commissioner for a social problem
- 3.2. Writing educational tour report, thank you letter after a visit to an institution, writing a bio-data

#### **C. TRANSACTIONAL STRATEGIES**

Workshops through lectures, LCD projection, web surfing, and learning by doing

#### **D. SESSIONAL WORK**

**The students have to undertake any three of the following activities:**

- Writing and delivering a welcome speech and vote of thanks
- Seminar presentation on different discussion formats
- Writing official letters on five different themes as mentioned in the syllabus
- One online course on the relevant topic and submission of a reflective report

#### **E. EVALUATION**

The students shall be evaluated on the basis of their performance in the events and the reflective journals on the activities completed by them

# **SEMESTER-II**



# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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## M.Ed.

### SEMESTER-II

(For the examinations to be held in May 2025, 2026 and 2027)

#### SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Course Code	: MED-201	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: PERSPECTIVE	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO1: describe the nature of the sociology of education and differentiate between the sociology of education and educational sociology
- CLO2: discuss the nature, concept and types of sociological inquiry and social stratification.
- CLO3: explain the concept, nature and characteristics of socialisation, culture and modernisation.
- CLO4: analyse the concepts of social change and social mobility along with the contributions of great social thinkers and reformers.
- CLO5: correlate the concepts of equality of access, equity and gender sensitisation.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X	X		
PLO 3		X	X	X	X
PLO 4					
PLO 5					
PLO 6		X	X	X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

#### Sociology of Education

- 1.1. Sociology of Education: Nature, need, scope of sociology of education (social structure, social process, social control and social change) and difference between sociology of education and educational sociology
- 1.2. Sociological Inquiry: Nature of sociological inquiry, types of sociological inquiry- authoritative, rationalistic and scientific inquiry and their educational implications
- 1.3. Social Stratification: Concept and types, role of education in social stratification

## **UNIT-2**

### **Socialisation, Culture and Modernisation**

- 2.1. Socialisation: Concept, process and types of socialisation – primary, secondary, anticipatory and re-socialisation and their implications to education
- 2.2. Culture: Meaning, nature, characteristics of culture, culture and civilization, cultural growth, cultural lag, cultural conflict, cultural relativity, cultural pluralism, cultural diffusion in relation to education
- 2.3. Education and Modernization: Concept and characteristics of modernization, role of education in modernization with reference to Indian society; impact of privatization and globalization on modernization

## **UNIT-3**

### **Social Change and Social Mobility**

- 3.1. Social Change: Concept, nature, factors affecting the process of social change (Endogamous and Exogamous) and impact of factors on education in the changing social context
- 3.2. Social Mobility: Meaning, definition, types of social mobility (horizontal and vertical) and implications for education
- 3.3. Contribution of Great Social Thinkers for Social Reforms: Swami Dayanand Sarawati, Raja Ram Mohan Roy, Mahamanya Madan Mohan Malviya, Sir Syed Ahmad Khan, Emile Durkheim, Ivan Illich.

## **UNIT-4**

### **Equality and Equity**

- 4.1. Concept of Equality of access, opportunity and outcomes; Nature of inequalities in Indian society and social stratification
- 4.2. Equality and Equity: Concept, causes of inequality, measures for equalising opportunities in relation to caste, class, religion, disability and gender
- 4.3. Gender Sensitization: Concept, international and national interventions towards gender bias and gender discrimination, role of Government and NGOs towards empowerment of women

### **C. TRANSACTIONAL STRATEGIES**

- Lecture, discussion, project work and case based presentation
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Review of any original work of a sociologist
- Survey of educational status in a particular community or village
- Identification of trends in research in sociology of education
- Any other approved activity of relevance

OR

One online course on the relevant topic and submission of reflective report

#### E. EVALUATION

The distribution of marks for the course is as under:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

#### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

#### G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

##### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

##### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

##### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Abraham, Francis and Margin, John. (2002). *Sociological thought*. New Delhi: Macmillan.
- Aikara, J. (1994). *Sociology of education*. New Delhi: ICSSR.
- Anderson, W.A. and Parker, F.B. (1966). *Society-Its organization and operation*. New Delhi: Affiliated East West Press.
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- Bhat, R.D. (2009). *Sociology of Education*. New Delhi: Kanishka.
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- Brown, F.J. (1961). *Educational sociology*. New York: Prentice Hall Inc.
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- Cook, L.A. and Cook, E.E.A, (1960). *Sociological approach to education*. New York: McGraw Hill.
- Gore, M.S. (1995). *Indian education: Structure and process*, Jaipur: Rawat Publications.
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- Mannheim, K. and Steward, W.A.C. (1962). *An introduction to sociology of education*. London: Routledge and Kegan Paul.
- Mathur, S.S. (2002). *Sociological approach to Indian Education*. Agra: Vinod Pustak Mandir.
- Ottaway, K.C. (1955). *Education and society*. London: Routledge and Kegam Paul.
- Parsons, T. (1951). *The social system*. New York: Free Press.
- Ramachandran, Vimla. (2004). *Gender and social equity in education: Hierarchies of access*. New Delhi: Sage.
- Rao, Shankar C.N. (2013). *Sociology*. New Delhi: S. Chand and Company.

- Ruhela, S.P. (Ed.) (1969). *Social development of educability in India*. New Delhi: Jain Brothers.
- Sharma, K.L. (2007). *Social stratification and mobility*. Jaipur: Rawat Publications.
- Shukla, S. and Kumar, K. (Eds.) (1985). *Sociological perspectives in education*. New Delhi: Chanakya Publications.
- Thapan, Meenakshi. (1991). *Life at school: Life at school: An ethnographic study*. New Delhi: Oxford University Press.



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### M.Ed.

#### SEMESTER-II

(For the examinations to be held in May 2025, 2026 and 2027)

#### HISTORICAL, POLITICAL AND ECONOMIC PERSPECTIVES OF EDUCATION

Course Code	: MED-202	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: PERSPECTIVE	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO1 : analyse the socio-historical context of schooling, its need, nature, purpose and function.
- CLO2 : explain the development of education in India during pre-and post-independence period.
- CLO3 : describe the political perspectives of education in India
- CLO4 : interpret the emergence of the concept of inclusion in education, national integration and education as a human right.
- CLO5 : discuss the relationship between economic reforms and educational development in India and the impact of globalisation.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2		X	X		
PLO 3	X	X	X	X	X
PLO 4					
PLO 5					
PLO 6	X	X	X	X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

##### History of Schooling

- 1.1. Origin of Schooling: Socio-historical context of origin of schooling; Schooling across civilisations with special reference to India
- 1.2. Need, nature, functions and purposes of schooling; Schooling for all-Genesis, need and purpose
- 1.3. Functions of Schools: Cognitive, economic, socio-cultural and normative



## **UNIT-2**

### **Historical Perspectives of Education**

- 2.1. Brief history of educational development in India: Vedic, Medieval and McCauley Minutes, Woods Dispatch Hunter Commission and Basic Education (1937)
- 2.2. Education and National Development: Indian perspectives and chief recommendations of Committees and Commissions in the post-independence India, Education Commission, (1948, 1952 and 1964-66); National Policy on Education (1986, 1992 and 2020), National Knowledge Commission
- 2.3. Constitutional and legal bases underlying educational policies and practices during Post-Independence period

## **UNIT-3**

### **Political Perspectives of Education**

- 3.1. Relationship between education and democracy, education and political development; Role of the state and civil society in education
- 3.2. Group diversity and emergence of the concept of inclusion in education; equity and inclusion in education; education and national integration; education for inculcation of citizenship attributes
- 3.3. Education as human right; Rights, claims and entitlements; Child rights; Educational rights of minorities and disadvantaged groups; Affirmative action for promoting equal rights in education

## **UNIT-4**

### **Economic Perspectives of Education**

- 4.1. Education and economic development; Education as an investment; Economic reforms and education
- 4.2. Education and human development; Human development index (HDI); Human capability approach to education
- 4.3. Globalisation, privatization and liberalisation in education in contemporary India, their impact on Indian education

### **C. TRANSACTIONAL STRATEGIES**

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Conduct a survey to assess the multiple perspectives on a theme from the Course
- Review and analysis of a classical text on a theme from the Course
- Review of a research monograph on a theme from the Course
- Conduct an interview with teachers and students of a school and preparation of a report on a theme from the Course
- Any other approved activity of relevance

OR

One online course on the relevant topic and submission of reflective report

#### E. EVALUATION

The distribution of marks for the course is as under:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

#### F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

#### G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

##### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

##### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

#### H. SUGGESTED READINGS

- Agarwal, Somnath (2007). Philosophical foundations of education. New Delhi: Authors Press.
- Altekar, A.S. (1967). Education in ancient India. Varanasi: Nand Kishore and Bros.
- Baskin, Wade (1976). Classics in education. London: Vision Press.
- Bihari Lal, Raman and Kant, Krishna (2016). Contemporary India and education. Jaipur: Rawat Publications.
- Brubacher, John S. (1979). Modern Philosophies of education. New Delhi: Tata McGraw
- Ghosh, Suresh C. (2007). History of education in India. Jaipur: Rawat Publications.
- Idnani, Deepa (2017). Right to education and schooling. Jaipur: Rawat Publications.
- Kingdon, Geeta Gandhi and Mohammed, Muzammil (2002). The political economy of education in India: Teacher politics in Uttar Pradesh. London; Oxford University Press.
- Mali, Bharat (2017). History-Political economy of education. Salem, Tamil Nadu: samyukdha Publications
- Mukerji, S.N. (1960). Education in India. Today and tomorrow. Baroda: Acharya Book.
- Naik, J.P. (1997). The education commission and after. New Delhi: APH.
- Nurulla, Syed and Naik, J.P. (2000). A student's history of education in India (1800-1973). New Delhi: Macmillan Publishers.
- Pandey, K.P. (2011). Perspectives in social foundations of education. New Delhi: Shipra Publications.
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- Rawat, P.L. (1996). History of Indian education. Agra: Ram Prasad and Sons.
- Rawat, Savita (2019). Contemporary India and education. Meerut: R. Lal Publishers.
- Raza, M.(Ed.) (1991). Higher education in India: Retrospect and prospect. New Delhi: Association of Indian Universities.
- Taneja, V. R. (2006). Foundation of education. Chandigarh: Mahindra Capital Publishers.
- Thakur, A. S. and Berwal, S. (2007). Education in emerging Indian society. New Delhi: Vikas Publishing House.



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# M.Ed.

## SEMESTER-II

(For the examinations to be held in May 2025, 2026 and 2027)

### PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

Course Code	: MED-203	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: PERSPECTIVE	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO 1: analyse the historical perspective of teacher education and the recommendations of the national commission on Education and UNESCO.
- CLO 2: explain the concept, objectives, curriculum areas and models of pre-service teacher education.
- CLO 3: describe the organisation of in-service teacher education, its structure and planning.
- CLO 4: critically reflect on transactional approaches for teacher education programmes.
- CLO 5: discuss the various School-based Practicum and Internship activities.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2		X	X		
PLO 3	X	X	X	X	X
PLO 4					
PLO 5					
PLO 6				X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

#### Teacher Education - Historical Perspective

- 1.1. Teacher Education: Meaning, nature and scope; History of teacher education in India, trends and developments; the changing roles and responsibilities of teachers in India; Types of teacher education – Pre-service and In-service; Concept and significance
- 1.2. Recommendations of National Commissions on Education, National Policy on Education (1986, 1992 and 2020) and National Knowledge Commission regarding teacher education
- 1.3. Recommendations of UNESCO and Delors Commission regarding teacher education

## UNIT-2

### **Pre-service Teacher Education – structure and Components**

- 2.1. Pre-service Teacher Education: Concept, nature, objectives and scope; Vision of teacher education curriculum as envisaged in UNESCO, NCERT and NCTE documents
- 2.2. Curriculum Areas of Pre-service Teacher Education: Foundation courses, subject specialization and pedagogy, special fields, school-based practicum and internship
- 2.3. Modes of Pre-service Teacher Education: Face-to-face, distance, on-line and mixed modes, their relative merits and limitations

## UNIT-3

### **Organisation of In-service Teacher Education**

- 3.1. In-service Teacher Education: Concept, need for continuing professional development of teachers – areas of professional development and process of in-service teacher education programme: Orientation programmes, refresher courses, workshops, seminars, panel discussions and conferences (their meaning and objectives)
- 3.2. Structure of In-service Teacher Education: Tehsil, district, state, regional and national level agencies and institutions; Modes of in-service teacher education (Face-to face, distance mode); Induction, one-shot, recurrent and school based; scope, merits and limitation of each of them
- 3.3. Planning an In-service Teacher Education Programme: Preliminary considerations of purpose, duration, resource requirements and budget

## UNIT-4

### **Transactional Approaches for Teacher Education Programmes**

- 4.1. Transactional Approaches for Foundation Courses: Expository, Participatory, Collaborative, Peer coaching and blended approaches
- 4.2. Transactional Approaches for Skills and Competency Development Courses in Teacher Education Programmes: Micro-teaching, simulated teaching, teaching in real classroom situation, peer presentation, tutor observation and feedback
- 4.3. School-based Practicum and Internship: Concept, objectives, organization activities and duration as per the recommendations of NCTE

### **C. TRANSACTIONAL STRATEGIES**

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, online teaching (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

The student may undertake any one of the following themes:

- Book review of at least one book related to teacher education
- Critical study of teacher education curriculum framework 1978/1988/1998/2006
- Report on a visit to a College of Education regarding infrastructure transactional strategies and evaluation
- Analysis of the written supervisory remarks by peers and supervisors
- Appraisal of norms/standards of teacher education developed by NCTE
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

#### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

#### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

#### G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

##### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

##### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

### H. SUGGESTED READINGS

- Arora, G.L. (2002). *Teachers and their teaching*. New Delhi: Ravi Books.
- Arora, G.L. (2005). *Teachers and their teaching*. Need for new perspectives. New Delhi: Ravi Books.
- Berliner, D.C. (2004). *Describing the behavior and documenting the accomplishments of expert teachers*. Bulletin of science, technology and society, 24, 200-12.
- Chadha, S.S. (2005). *Teacher in emerging Indian society*. Meerut: International Publishing House.
- Dillon, Justin and Maguire, Meg (1997). *Becoming a teacher: Issues in secondary teaching*. London: Open University Press.
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- Kundu, C.L. (1998). *Indian yearbook on teacher education*. New Delhi: Sterling Publishers.
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- Rao, Digmurti Bhaskar (1998). *Teacher education in India*. New Delhi: Discovery Publishing House.
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## MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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### M.Ed.

#### SEMESTER-II

(For the examinations to be held in May 2025, 2026 and 2027)

#### Innovative Use of Technology in Research

Course Code	: MED-204	Total Marks	: 100
Credits	: 04	External Marks	: 00
Course Type	: SEC	Internal Marks	: 100

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO 1: apply the knowledge of using Google Classroom for online teaching and evaluation and compare other online platforms.
- CLO 2: develop a MOOC through the MOODLE/Canvas platforms.
- CLO 3: conduct the review of literature and write references using various internet resources and technology tools.
- CLO 4: use various online data collection tools and MS Excel and Google Sheets for data entry.
- CLO 5: analyse statistical data using SPSS and compute various statistical operations.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2		X	X		
PLO 3	X	X	X	X	X
PLO 4	X				
PLO 5					
PLO 6	X	X	X	X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT -1

##### Online Teaching

##### 1. Google Classroom as a Teaching and Learning Tool

Complete Working of Google Classroom from Teachers and Students Aspect

- Creating a Class
- Classroom Conduct
- Test Administrator
- Assignments
- Attendance
- Evaluation/ Grading
- Google Meet
- Google Drive

Taking online Classes using other platforms; Zoom, Jio Meet, and Cisco Webex.

- Sharing Screen
- Participant Management
- Recording of Lesson/Video
- Cloud Storage & Local Storage
- Development of a One-week MOOC on the Moodle/Canvas Instructure platform.

## **UNIT -2**

### **Review of Related Literature and Referencing**

1. Review of Literature: Internet-Based Resources, Google Scholar, INFLIBNET, Shodhganga, Directory of Open Access Journals, etc.
2. Referencing: Different categories, writing references based on source.  
Using the Mendeley Application: Create a free account, install a desktop app, web importer, and MS Word plugin, create files and folders in the Mendeley Library, insert references in research documents, and create a bibliography.

## **UNIT -3**

### **Online Data Collection and Data Entry**

1. Online Data Collection Tools.
  - a. Google Forms
  - b. Online Survey (Survey Monkey).
2. Data Entry into Excel and Google Sheets.  
Basic Statistical operation & Data preparation.

## **UNIT -4**

### **Analysis through SPSS**

1. SPSS: Data Import, Data Setup,  
Statistical Operations: Measures of Central Tendency, SD, Correlation, t-test, F-Test (ANOVA), Reliability etc.
2. Creating SPSS output files, importing results and interpreting results.

### **C. TRANSACTIONAL STRATEGIES**

Demonstration and hands-on activities through blended / mobile/face-to-face mode.

### **D. Sessional Work (All compulsory)**

Creating a record of the below-mentioned activities in the form of a Digital/Print File along with a reflection/blog/portfolio on each activity;

- a) Google Classroom Setup
- b) Online Teaching on other platforms

- c) Data Entry in Excel/ Google Sheets and Basic Statistical Computation
- d) SPSS Setup and Usage
- e) References and Mendeley Usage
- f) Development of one MOOC

**OR**

**One online course on the relevant topic and submission of a reflective report**

**E. EVALUATION**

**The distribution of marks for the course is as follows:**

	(a) Sessional Work	:	100 Marks
	1) Google Classroom Setup and Online Teaching	:	25 Marks
	2) Data Entry in Excel/Google Sheets and Basic Statistics Calculations:	:	10 Marks
	4) SPSS setup and Usage	:	15 Marks
	5) References and Mendeley Usage	:	15 Marks
	6) Development of MOOCs	:	20 Marks
	(b) ICT Based Quiz	:	15 Marks



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### M.Ed.

#### SEMESTER-II

(For the examinations to be held in May 2025, 2026 and 2027)

#### INTERNSHIP -I

Course Code	: MED-205	Total Marks	: 100
Credits	: 04	Internal Marks	: 100
Course Type	: INTERNSHIP	Duration	: 02 weeks

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO1: write a detailed report on the visit to the District Institute of Education (DIET)/State Institute of Education (SIE).

CLO2: observe and deliver lessons in perspective papers at the B.Ed. level.

CLO3: observe and report on lessons taught by peer groups at the B.Ed. Level.

CLO4: prepare question papers from the perspective papers of B.Ed. course.

CLO5: reflect upon their own practices through observations, record keeping and analysis.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2		X	X		X
PLO 3		X	X		X
PLO 4					
PLO 5					X
PLO 6	X	X	X	X	X
PLO 7		X	X	X	X

- A. The Internship of 2 weeks in teacher education institute/s is COMPULSORY for M.Ed. students
- B. The students shall be assessed internally by their respective supervisors

**The distribution of 100 marks of the internship is as follows:**

<b>S. No.</b>	<b>Activity</b>	<b>Max. Marks</b>
<b>1.</b>	Visit to DIET/SIE and submission of the report	10
<b>2.</b>	Observation of five lessons in perspective papers of the B.Ed. Course delivered by regular teachers of the college	10
<b>3.</b>	Delivery of five lessons in perspective papers of the B.Ed. Course	25
<b>4.</b>	Observation of five lessons of teaching work of the peer group in perspective papers of the B.Ed. Course	20
<b>5.</b>	Preparation of five question papers from perspective papers of the B.Ed. Course	20
<b>6.</b>	Writing a reflective journal on activities carried out during the Internship	15
<b>Total</b>		<b>100</b>



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### M.Ed.

#### SEMESTER-II

(For the examinations to be held in May 2025, 2026 and 2027)

#### DISSERTATION

Course Code : MED-206

Credits : 02

Course Type : DISSERTATION

Total Marks : 50

Internal Marks : 50

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: identify a research problem.

CLO 2: write a review of related literature.

CLO 3: design the methodology for conducting the research work.

CLO 4: develop a research synopsis.

PLO	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1	X	X	X	X
PLO 2		X		
PLO 3	X	X	X	X
PLO 4				
PLO 5				
PLO 6	X	X	X	X
PLO 7				

Every student shall submit a synopsis of the research proposal for the dissertation under the guidance of the concerned supervisor of the College before the end of Semester II.

The Research Committee shall evaluate the sessional work constituted for the purpose.



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### M.Ed.

#### SEMESTER-II

(For the examinations to be held in May 2025, 2026 and 2027)

#### SCIENCE EDUCATION

Course Code	: MED-207	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: PEDAGOGY	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO 1: describe the nature of science as an expanding body of knowledge, the purpose of science education and the development of scientific temper.
- CLO 2: explain the concept and recommendations for the science curriculum, its aims and objectives and approaches to its organisation at various school stages.
- CLO 3: interpret the various approaches to teaching science along with various strategies used by teachers.
- CLO 4: analyse the various approaches to evaluating science curriculum and assessment of curricular activities in science.
- CLO 5: prepare diagnostic and achievement tests in science at the elementary and secondary levels.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2		X	X		
PLO 3	X	X	X	X	X
PLO 4					
PLO 5					
PLO 6			X	X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

##### Nature of Science

- 1.1. The nature of Science – science as a process, a body of knowledge, social enterprise; Correlation of science with other subjects; Concept of scientific enquiry, scientific attitude, paradigm and paradigm shift in science; Scientific revolutions and their functions in scientific development

- 1.2. A critical understanding of science as a subject at different levels of school education and the purpose of science education at different levels of school education
- 1.3. Development of scientific temper, ethics of science and science education in a developing country; Characteristics of different subjects of science, their interrelationship and integration

## **UNIT-2**

### **Science Curriculum**

- 2.1. Science Curriculum: Concept, recommendations of commissions, policies on science education and curriculum framework for science at different stages of school education; Principles of curriculum development in science education
- 2.2. Place of sciences in school curriculum, aims and objectives of teaching science at different levels of school education
- 2.3. Approaches to the organisation of science curriculum of various stages of school education, a pedagogical shift from science as a fixed body of knowledge to the process of construction of knowledge

## **UNIT-3**

### **Approaches to Teaching Science**

- 3.1. Constructivist Approaches: Inductive method, Project method and Learner-centred activity-based participatory learning
- 3.2. Role of experiments in science, integration of theories and experiments; Planning and organization of laboratory work, reporting skills and low-cost experiments
- 3.3. Strategies for Teaching-Learning Science: Lecturing, Role-playing, Jigsaw activities, Concept mapping, Multimedia presentations, and use of ICT in teaching-learning science.

## **UNIT-4**

### **Evaluation in Science Education**

- 4.1. Evaluation: Concept, nature and need, norm-reference and criterion-referenced evaluation; Continuous and Comprehensive Evaluation in Science; Self-assessment by students and teachers; Peer assessment, Assessment of teachers by students, formative and summative assessment
- 4.2. Assessment of curricular activities; Assessment of content knowledge through activities and experiments; Assessment of laboratory skills
- 4.3. Preparation of diagnostic test and achievement test in a unit of science at elementary / secondary class; Analysis of tests and remedial measures



### C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

**The student may undertake any one of the following activities:**

- Critical analysis of the existing syllabi at elementary / secondary / higher secondary class
- Critical analysis of a text-book of secondary / higher secondary class
- Development of a science club in an elementary / secondary class with the help of teachers, students and community, submission of report thereof
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of reflective report**

### E. EVALUATION

**The distribution of marks for the course is as under:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

### G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

#### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

#### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

### H. SUGGESTED READINGS

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.
- Bloom, Benjamin et al. (1965). *Taxonomy of educational objectives: The classification of education of educational goals, handbook cognitive domain*. New York: David Mackay Co.
- Dave, R.H. (1979). *Taxonomy of educational objectives and achievement testing*. London: London University Press.
- Fensham, P.J. (1994). *The content of science: A constructive approach to its teaching and learning*. Washington D.C.: Falmer Press.
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- Lawson, E.A. (2010). *Teaching enquiry science in middle school*. New Delhi: Sage.
- Layton, D. (1989). *Innovations in science and technology education*. New Delhi: Sterling Publishers.
- Maitre, K. (1991). *Teaching of Physics*. New Delhi: Discovery Publishing House.
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- Murray, L.J.C. (1998). *Basic skills-science*. Boston: John Murrey.
- NCERT (1982). *Teaching science in secondary schools*. New Delhi: NCERT.
- Prakash, R. and Rath, T.N. (1996). *Emerging trends in teaching physics*. New Delhi: Kanishka.
- Rao, D.B. (1997). *Reflections on scientific attitude*. New Delhi: Discovery Publishing House.
- Rao, V.K. (2004). *Science education*. New Delhi: APH.

- Sharma, Jagdish (2006). *Model of science teaching*. Jaipur: Raj Publications.
- Sharma, R.C. and Shukla, C.S. (2003). *Modern science teaching*. New Delhi: Dhanpat Rai.
- Singh, Hemlata (1990). *Scientific temper and education*. New Delhi: Common Wealth Publishers.
- Singh, Y.K. and Nath, Ruchika (2010). *Teaching of general science*. New Delhi: APH.
- Sood, J.K. (2004). *Teaching science for understanding and application*. Agra: Vinod Pustak Mandir.
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- Starin, A. and Sund, B. (1983). *Teaching science through enquiry*. Ohio: Charles E. Merrill Publishing Co.
- Tripathi, S. (2014). *Teaching science*. New Delhi: Dominant Publications.
- Vaidya, N. (1996). *Science teaching for the 21<sup>st</sup> century*. New Delhi: Deep and Deep Publications.
- Vanaja, M. (1999). *Inquiry training model*. New Delhi: Discovery Publishing House.
- Vanaja, M. (2006). *Teaching science*. Hyderabad: Neel Kamal.
- Yadav, M.S. (1992). *The teaching of science*. New Delhi: Mangaldeep Publication.
- Yadav, M.S. (2000). *Modern methods of teaching science*. New Delhi: Anmol Publishers.
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### M.Ed.

#### SEMESTER-II

(For the examinations to be held in May 2025, 2026 and 2027)

#### SOCIAL SCIENCE EDUCATION

Course Code	: MED-208	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: PEDAGOGY	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO 1: describe the nature of social science, new subjects in social sciences and the relevance of social sciences in the school curriculum.
- CLO 2: analyse the concept of curriculum and approaches to curriculum development and design.
- CLO 3: explain the various approaches to teaching social sciences and critically appraise various teaching-learning strategies.
- CLO 4: identify the key components of integration of ICT in curriculum transactions.
- CLO 5: discuss the various approaches for evaluation in social sciences.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2		X	X		X
PLO 3	X	X	X	X	X
PLO 4					
PLO 5					
PLO 6	X	X	X	X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

#### Conceptualisation of Social Science Education

- 1.1. Social Sciences: Concept, nature and scope; Evolution of social sciences with special emphasis on recent trends; Epistemological frame proposed in National Policy on Education (1986, 1992) and National Curriculum Frameworks concerning teaching-learning of social sciences

- 1.2. New Social Sciences: Economics, Sociology, Political Science, Social Psychology, History, Human Geography – their genesis; Dimensions of Social sciences – Social thought, social change, social continuity and social progress
- 1.3. Relevance of social sciences in school curriculum; Aims and objectives of teaching social sciences – Conceptual, inquiry, skill and affective objectives of teaching social sciences at different levels of schooling

## **UNIT-2**

### **Curriculum in Social Science**

- 2.1. Concept of curriculum, core curriculum and hidden curriculum and principles of curriculum development in social science
- 2.2. Approaches to Curriculum Development: Concentric approach, spiral approach, chronological approach, Topic approach and Unit approach
- 2.3. Curriculum Designing: Components, sources and dimensions of curriculum design, basic tasks of curriculum development of social science

## **UNIT-3**

### **Approaches to Pedagogy of Social Science**

- 3.1. Critical appraisal of approaches to teaching – learning social sciences – Behaviourist approach, Constructivist approach, Inter-disciplinary approach, Integrated approach
- 3.2. Critical appraisal of teaching-learning strategies via., Lecture-cum-discussion, Seminar, Projects, Field survey, Roleplay, Simulation and Field visits; Cooperative learning, peer tutoring, generative learning strategy and constructive approach
- 3.3. Integration of ICT in Curriculum Transaction: Relationship between curriculum transaction and instruction; ICT in curriculum transaction; importance and role of various modes of ICT (PLM, CAI) for teaching—learning of social science; advantages and limitations; role of communication in curriculum transaction in social science.

## **UNIT-4**

### **Evaluation in Social Science Education**

- 4.1. Evaluation: Concept and need of evaluation in the teaching-learning process; Approaches to evaluation – Formative, summative, diagnostic, norm-referenced and criterion-referenced; continuous and comprehensive evaluation – Concept, need and process

- 4.2. Use of observation, rating scale, checklist, anecdotal record, attitude scale, interest inventory, interview and self-reporting techniques as tools of assessment in social science
- 4.3. Use of projects, assignments, work sheets, practical work and performance-based activities, seminars, self-assessment by students and teachers and peer assessment as devices of assessment in social science

**C. TRANSACTIONAL STRATEGIES**

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, online teaching (Google Classroom / Zoom) and MOODLE Platform

**D. SESSIONAL WORK**

**The student may undertake any one of the following activities:**

- Assignment / Term paper on selected themes from the course and presentation in a seminar
- Organisation and participation in activities like quiz, mock parliament, field trips
- Analysis of a textbook on social science at primary/middle / secondary level of education
- Review of articles on social science education from print/e-journals

**OR**

**One online course on the relevant topic and submission of a reflective report**

**E. EVALUATION**

**The distribution of marks for the course is as follows:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

**F. ATTENDANCE**

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

**G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Aggarwal, J.C. (2008). *Principles, methods & techniques of teaching*. Sahibabad (U.P.): House Pvt. Ltd.
- Aggarwal, J.C. (2008). *Teaching of social studies: A practical approach*. Sahibabad: Vikas Publishing House.
- Batra, P. (2010). *Social science learning in school perspective and challenges*. New Delhi: Sage.
- Chauhan, S.S. (2008). *Innovations in the teaching-learning process*. Sahidabad :Vikas Publishing House.
- Dhand, H. (2009). *Techniques of Teaching*. New Delhi: APH Publishing Corporation.
- Duplass, J.A. (2009). *Teaching elementary social studies*. New Delhi: Atlantic Publishers.
- Mangal, S.K. (2004). *Teaching of social science*. New Delhi: Arya Book Depot.
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- Pathak, Avijit (2002) *Social implications of schooling; Knowledge, pedagogy and consciousness*. New Delhi: Rainbow Publishers.
- Sharma, R.A. (2008). *The technological foundation of education*. Meerut: R. Lall Books Depot.
- Sharma, R.N. (2008). *Principles and techniques of education*. New Delhi: Surjeet Publications.

- Singh, Y.K. (2009). *Teaching of history: Modern methods*. New Delhi: APH.
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### M.Ed.

#### SEMESTER-II

(For the examinations to be held in May 2025, 2026 and 2027)

#### LANGUAGE EDUCATION

Course Code	: MED-209	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: PEDAGOGY	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO 1: explain the concept, components and function of language along with its policies  
CLO 2: describe the concept and factors affecting language learning and acquisition along with the nature of linguistics.  
CLO 3: identify the dimensions and factors of the development of language curriculum.  
CLO 4: interpret the various skills and strategies in language learning.  
CLO 5: analyse the various problems, issues and evaluation of Language.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X		X	
PLO 3	X	X	X	X	X
PLO 4					
PLO 5					
PLO 6			X	X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

##### Introduction to Language

- 1.1. Language: Concept, components and functions of language, difference between different languages
- 1.2. Critical Analysis of Dialect, standard and non-standard language, first language, second language, bilingual and multilingual
- 1.3. Language Policies: Language as a medium of instruction and debates about English as a medium of instruction, the three-language formula, recommendations of NCF-2005 on language education

## UNIT-2

### Language Learning and Curriculum

- 2.1. Language Learning and Language Acquisition: Concept and Factors affecting language learning and language acquisition
- 2.2. Linguistic: Nature and functions, the linguistic process involved in the learning of languages
- 2.3. Development of Language Curriculum: Dimensions, factors influencing the curriculum, selection and arrangement of content

## UNIT-3

### Skills and Strategies in Language Learning

- 3.1. Language learning in early childhood: Contribution of Piaget, Vygotsky and Chomsky to language acquisition and Relevance of their Views for language teacher
- 3.2. Development of basic and advanced language skills at different levels of school education; Theories of discourse analysis including speech acts, conversational maxims, conversational analysis
- 3.3. Meta linguistic awareness with a focus on listening, speaking, comprehension and writing; Personalized system of instruction - Concept, process, advantages and limitations

## UNIT-4

### Problems, Issues and Evaluation in Language

- 4.1. Problems and issues of the multilingual context in India with reference to the Three-Language Formula, preservation of language heritage, mother tongue, school language and problems of tribal dialects
- 4.2. Evaluation in Teaching – Learning Process: Concept, types (formative, summative, criterion and diagnostic); Types of mistakes in language, identification and remedial measures
- 4.3. Types of test items in language evaluation (long answer type, short answer type, very short answer type and objective type); Planning, construction and precautions to be taken while constructing such items

### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, panel discussion, group work, collaborative presentation
- Seminar presentation by students on related a theme followed by a group discussion
- Online teaching (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

The student may undertake any one of the following activities:

- A critical study of language curriculum at the elementary/secondary school stage
- Present a seminar related to language education
- Writing a report on the visit to a language laboratory
- Conducting a survey of the language competency of school children at elementary/secondary level and submission of the report thereof
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

#### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

#### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

#### G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

##### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

##### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

### H. SUGGESTED READINGS

- Agnihotri, R.K & Khanna, A.L. (Ed.) (1996). *English grammar in context*. New Delhi: Ratnasagar.
- Allen, H. & Cambell, R. (1972). *Teaching English as a second language*. New York: Mcg Raw Hill.
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- Rajimwale, Sharad (1997). *Introduction to English phonetics, phonology and morphology*. Jaipur: Rawat Publications.
- Sahu, B.K. (2004). *Teaching of English*. Ludhiana: Kalyani Publishers.
- Shaik, M. & Gosh, R.N. (2005). *Techniques of teaching English*. Hyderabad: Neelkamal Publications.
- Sharma, P. (2011). *Teaching of English: Skill and methods*. New Delhi: Shipra Publication.
- Swamy, Krishna (2003). *Teaching English*. Patiala: Twenty-First Century Publications.
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### M.Ed.

#### SEMESTER-II

(For the examinations to be held in May 2025, 2026 and 2027)

#### MATHEMATICS EDUCATION

Course Code	: MED-210	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: PEDAGOGY	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO 1: explain the nature of mathematics in terms of its abstractness, undefined terms and types of proof.
- CLO 2: describe the principles of curriculum development in mathematics education.
- CLO 3: identify the various approaches to the organisation of mathematics curriculum and development of curricular material.
- CLO 4: analyse the aims, objectives and various methods of teaching mathematics.
- CLO 5: Interpret the various methods of evaluation in mathematics and prepare for Diagnostic and Achievement Tests.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2		X	X		
PLO 3	X	X	X	X	X
PLO 4					
PLO 5					
PLO 6	X	X	X	X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

##### Nature of Mathematics

- 1.1. Abstractness of mathematics; Distinction between mathematics and science; role of pure mathematics and applied mathematics, aesthetic and recreational aspects of mathematics
- 1.2. Undefined terms and axioms; proof and verification in mathematics and difference between them; Types of theorems
- 1.3. Types of proof – direct and indirect, proof by contradiction, proof by exhaustion, proof by induction and difference between induction and mathematical induction

## UNIT-2

### Curriculum of Mathematics

- 2.1. Principles of Curriculum development in mathematics education; Curriculum of mathematics at different stages of school education
- 2.2. Approaches to the organisation of mathematics curriculum at different stages of school education; Instructional materials, including textbooks to contextualisation, criteria and concerns
- 2.3. Methodology of the development of curricular materials – textbooks, workbooks, teacher handbooks; Integration of co-curriculum activities with mathematics education

## UNIT-3

### Objectives and Methods of Teaching Mathematics

- 3.1. Aims and Objectives of teaching mathematics at different stages of school education and Instructional objectives in teaching mathematics
- 3.2. Methods of Teaching Mathematics: Inductive – Deductive methods, Analytic - Synthetic Methods, Constructivist Approach in teaching mathematics
- 3.3. Competence-based approach in teaching mathematics; Problem-solving approach in teaching mathematics – Problem-solving skills; Stages in problem-solving techniques to improve problem-solving skills; Teaching gifted /slow learners; Use of multi-media in teaching mathematics

## UNIT-4

### Evaluation in Mathematics

- 4.1. Evaluation in Mathematics: Concept, importance and purpose; Types of evaluation formative, summative, criterion and diagnostic
- 4.2. Types of Errors in Mathematics: Their identification, analysis and remedial measures; Tools and techniques of formative and summative evaluation of learner achievement and continuous and comprehensive assessment in mathematics
- 4.3. Preparation of Diagnostic and Achievement Tests in Mathematics: Types of test items; Planning and construction of test items and procedure for standardisation of the tests

### C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, online teaching (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

**The student may undertake any one of the following activities:**

- Pedagogical analysis of a unit of course content from elementary/secondary school mathematics syllabus
- Preparation of a question paper for a class based on the current CBSE format / State Board of School Education along with the preparation of scoring key (if needed) and marking scheme
- Preparation of an action plan for the use of ICT multi-media in teaching concepts of mathematics
- Analysis of errors committed in mathematics by school children in mathematics and preparation of the remedial plan

**OR**

**One online course on the relevant topic and submission of a reflective report**

**E. EVALUATION**

**The distribution of marks for the course is as follows:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

**F. ATTENDANCE**

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

**G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

**1. Structure and Coverage**

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

**2. Question Design**

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.



### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

### H. SUGGESTED READINGS

- Aggarwal, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.
- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Author press.
- Dewey, John (1966). *The child and the curriculum*. Chicago: The University of Chicago Press.
- Delors, Jacques et.al. (1996). *Learning: Treasure Within*. Report to UNESCO of the International Commission on Education for the 21<sup>st</sup> Century. Paris: UNESCO.
- Erickson, H.L. (2002). *Concept-based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press.
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- Report of the National Commission on Teachers (1983-85)
- Taba, Hilda (1962). *Curriculum development: Theory and practice*. New York: Harcourt Brace.
- UNESCO (1981). *Curriculum and lifelong education*. Paris: UNESCO.
- Wiles, J.W. and Joseph, Bondi (2006). *Curriculum development: A guide to practice*. New Delhi: Pearson Education, India.



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### M.Ed.

#### SEMESTER-II

(For the examinations to be held in May 2025 2026 and 2027)

#### Commonwealth Digital Education Leadership Training in Action (C-DELTA)

Course Code	: MED-211	Total Marks	: 50
Credits	: 02	Internal Marks	: 50
Course Type	: SEC		

#### A. Course Learning Outcomes:

After completing this course, the learners will be able to:

CLO1: understand digital education as the process of fostering people's ability to live, learn and work in an evolving digitally mediated society by mobilising resources, developing digital identities and engaging with networks.

#### B. COURSE CONTENT:

The C-DELTA programme provides a framework for fostering digital learning and developing skilled citizens for lifelong learning. Adoption of C-DELTA in a country will help determine the level of digital education leadership skills in its educational institutions and provide a national benchmark for planning and budgeting to help those institutions that fall below the national average. COL will help governments by providing the technical support to adopt courses for skill development. Individuals will improve their employability in the job market by better understanding their own level of digital education leadership skills, and by providing the online badge as a credential in their resumes. It has seven modules: Developing digital identities, Mobilizing resources, Engaging with networks, Enhancing access, Making informed decisions, Capacity building, Cultivating innovation.

#### C. EVALUATION

A departmental committee comprising concerned Head, Subject Teacher and one Expert from the field shall evaluate the hard/ soft copies of the work done by the students.

Evaluation of Online Course (Total Marks):	30
a. Submission of completion certificate:	20
b. Reflective report/ Viva:	10

#### D. REFERENCES

1. <https://cdelta.col.org/>

# **SEMESTER-III**



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### M.Ed.

#### SEMESTER-III

(For the examinations to be held in December 2025, 2026 and 2027)  
(GROUP-A: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: INSTITUTIONS, SYSTEMS AND STRUCTURES

Course Code	: MED-301	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: ELECTIVE	Internal Marks	: 20

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO 1: explain the need for and importance of elementary education in India along with its growth and development.
- CLO 2: analyse the recommendations of various education policies, commissions and national agencies in India.
- CLO 3: describe and identify the role of national, state and international agencies for elementary education.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X	X	X
PLO 3	X	X	X
PLO 4			
PLO 5			
PLO 6	X	X	X
PLO 7			

#### B. COURSE CONTENT

##### UNIT-1

#### Introduction to Elementary Education

- 1.1. Elementary Education: Meaning, need, importance and objectives
- 1.2. Growth and development of elementary education in India and Government interventions for quality concerns with reference to Sarva Shiksha Abhiyan, Right to Education Act (2009) and Samagra Shiksha Scheme (2018)

##### UNIT-2

#### Education Policies and Commissions

- 2.1. Recommendations of Kothari Commission (1964-66), National Policy on Education (1986), Programme of Action (1992) and National Curriculum Framework (2005) for elementary education in India

- 2.2. National Agencies of Elementary Education in India: Ministry of Human Resource Development, Ministry of Social Justice and Empowerment (RCI), Ministry of Women and Child Development

### UNIT-3

#### Role of Agencies for Elementary Education

- 3.1. Role of International Agencies for Elementary Education in India: UNICEF and UNESCO
- 3.2. Role of State Agencies of Elementary Education in India: State Department of School Education, SCERTs, SIEs, DIETs, Block Resource Centres (BRCs) and Central Resource Centres (CRCs)

#### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work, Library work, Collaborative presentation
- Focused group discussion
- Seminar presentation by students on selected themes
- School Visits and sharing of experiences
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Preparation of curriculum for any one school subject for a specific class at the elementary school level
- Critical analysis of the existing curriculum of languages/social science/science/mathematics for any class at the elementary level
- Evaluation of school textbooks, workbooks and teachers' handbooks prescribed at the elementary school level.
- Critical analysis of the role of NCERT and SCERT in the development of curriculum for elementary classes

OR

One online course on the relevant topic and submission of a reflective report

#### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>30 Marks</b>
Assignment	<b>10 Marks</b>
ICT Based Quiz	<b>4 Marks</b>
<b>Sessional:</b>	<b>6 Marks</b>
i. Online Course Completion Certificate/ PPT	03 Marks
ii. Reflective Report	03 Marks
<b>Total Marks</b>	<b>50</b>

## F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### 1. Structure and Coverage

- Set 3 questions, one from each unit of the syllabus.
- Each question carries 10 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 2 Hours

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 300-400 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 12 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Chopra, R.K. (1993). *Status of teachers in India*. New Delhi: NCERT.
- Government of India (1953). *Report of secondary education commission*. New Delhi.
- Government of India (1966). *Report of the education commission 1964-66: Education and national development*. New Delhi: Ministry of Education, GOI.
- Malhotra, P.L. (1986). *School education in India – Present status and future needs*. New Delhi: NCERT.
- MHRD (1986). *National policy on education*. New Delhi: Government of India.
- MHRD (1993). *Education for all: The Indian scene*. New Delhi: Government of India.
- Mukhopadhyay, M. *et al.* (eds.) (1999). *Indian education: Development since independence*. New Delhi: Vikas Publishing House.
- Mukhopadhyay, Sudesh and Kumar, Anil, K. (2001). *Quality profiles of secondary schools*. New Delhi: NIEPA.
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- NCERT (2006). *The reflective teachers: Organization of in-service training of the teachers of elementary schools under SSA*. New Delhi: NCERT.
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### M.Ed.

#### SEMESTER-III

(For the examinations to be held in December 2025, 2026 and 2027)  
(GROUP-A: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: STATUS, ISSUES AND CONCERNS

Course Code	: MED-302	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: ELECTIVE	Internal Marks	: 20

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- *understand the functions of elementary education*
- *gain insight into status of elementary education our country*
- *understand the educational problems of elementary education*
- *develop critical understanding of significance of transitions in elementary education*

#### B. SYLLABUS

##### UNIT-1

#### Status of Elementary Education

- 1.1. Elementary Education: Concept, National scenario in terms of enrolment, retention, dropout, out of school children and infrastructure
- 1.2. Status of qualified and professionally trained teachers – Scenario at the National level as well as in the State of Jammu and Kashmir

##### UNIT-2

#### Elementary Education: Major Issues

- 2.1. Classroom processes, learning achievement, medium of instruction and multilingual approach at the elementary level of education
- 2.2. Achieving Universalisation of Elementary Education: Universal access, retention and success, implementation of Right of Children to Free and Compulsory Education Act (2009), hurdles in achieving universalisation of elementary education

## UNIT-3

### Concerns of Elementary Education

- 3.1. Enrolment, retention, dropout, gross enrolment ratio, net enrolment ratio, concerns of infrastructure.
- 3.2. Quality of Access: Physical, social and gender; Equity and equality; Student-teacher ratio and community participation.

### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work, Library work, Collaborative presentation
- Focused group discussion
- Seminar presentation by students on selected themes
- School Visits and sharing of experiences
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Analysis of U-DISE data of any one State with respect to elementary education available at NUEPA website
- Writing reflection on any one film on issues related to education of girl child, social issues of untouchability and videos on talks of Abdul Kalam, former President of India and Nobel Laureate Kailash Satyarthi
- Present seminar on any one of the following topics/themes:
  - The Problems of wastage and stagnation at the elementary level of education
  - The problems of implementation of the Universalisation of Elementary Education in the State of Jammu and Kashmir
  - The problem of equity and equality in elementary education

OR

**One online course on the relevant topic and submission of a reflective report**

### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>30 Marks</b>
Assignment	<b>10 Marks</b>
ICT Based Quiz	<b>4 Marks</b>
<b>Sessional:</b>	<b>6 Marks</b>
i. Online Course Completion Certificate/ PPT	03 Marks
ii. Reflective Report	03 Marks
<b>Total Marks</b>	<b>50</b>

## F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

### 1. Structure and Coverage

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### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 300-400 words.

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- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 12 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H SUGGESTED READINGS

- Aggarwal, J.C. and Gupta, S. (2007). *Secondary education – History, problems and management*. New Delhi: Shipra Publishers.
- Kochhar, S.K. (1981). *Pivotal issues in Indian education*. New Delhi: Sterling Publishers.
- Malhotra, P.L. (1986). *School education in India: Present status and future needs*. New Delhi: NCERT.
- Mathur, S.S. (2011). *Teacher and Secondary education*. Apra: Aggarwal Publications.
- MHRD (1993). *Education for all: The Indian scene*. New Delhi: Government of India.
- Mohanty, J.C. (1994). *Indian education in the emerging society*. New Delhi: Sterling Publishers.
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### M.Ed.

#### SEMESTER-III

(For the examinations to be held in December 2025, 2026 and 2027)  
(GROUP-A: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: CURRICULUM, PEDAGOGY AND ASSESSMENT

Course Code	: MED-303	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: ELECTIVE	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course, the students will be able to:

- *become familiar with the structure of curriculum and pedagogy at the elementary stage in India*
- *familiarise with the concept and procedure of continuous evaluation at the elementary stage of education*
- *gain insight into the objectives and implementation of SSA and the Mid-day meal scheme*
- *critically analyse the impact of SSA and MDM on the quality enhancement of elementary education*

#### B. COURSE CONTENT

##### UNIT-1

#### Curriculum: Meaning and Principle

- 1.1. Curriculum: Meaning, nature and need of curriculum, the difference between curriculum and syllabus
- 1.2. Principles of curriculum development at the elementary level, John Dewey's view on curriculum; Concept of Common Core Curriculum
- 1.3. Relevance, integration, flexibility, contextuality and plurality determinates of curriculum at the elementary level

##### UNIT-2

#### Pedagogy at Elementary Education

- 2.1. Child-Centred Pedagogy: Process of knowledge, development of concepts, development of understanding and logical reasoning

- 2.2. Forms of Learner's Engagement: Observing, exploring, discovering, analysing and collaborating
- 2.3. Innovative Educational Programmes in India:
  - Ekalavya (Rajasthan)
  - Lok Jumbish (Rajasthan)
  - Mirambika Elementary Teacher Education Programme (Gujarat)

### **UNIT-3**

#### **Assessment process**

- 3.1. Types of Assessment: Formative, summative and diagnostic assessment
- 3.2. Recommendation of National Expert Group on Assessment in Elementary Education (NEGAE)
- 3.3. Comprehensive Continuous Evaluation at the elementary level of education

### **UNIT-4**

#### **Programmes and Implementation Strategies at the Elementary Level**

- 4.1. Centrally Sponsored Schemes for Elementary Education: Assumptions, objectives and implementation strategies and their impact
  - IEDC: Integrated Education for Disabled Children (IEDC)
  - MLL: Minimum Level of Learning (MLL)
  - KGBV: Kasturba Gandhi Bal Vidyalaya (KGBV)
  - SPQEM: Strengthening for Providing Quality Education in Madrasahs (SPQEM)
- 4.2. Samagra Shiksha: Concept, vision, objectives, implementing strategies and impact on quality enhancement of elementary education in India
- 4.3. Mid-Day Meal Scheme (MDM): Objectives, implementation, bottlenecks and impact on enrolment and quality enhancement at the elementary level

#### **C. TRANSACTIONAL STRATEGIES**

- Lecture-cum-discussion, Panel discussions, Group work, Library work, Collaborative presentation
- Focused group discussion
- Seminar presentation by students on selected themes
- School Visits and sharing of experiences
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Preparation of a Status Report on elementary education in a chosen block district with reference enrolment, equity and achievement
- Preparation of an observation Report on the implementation of any one elementary school for the improvement of quality
- Critical assessment of curriculum suggested by National Curriculum Framework (2005) on elementary education
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

#### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

#### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

#### G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

##### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

##### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

#### G. SUGGESTED READINGS

- Aggarwal, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.
- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Author press.
- Dewey, John (1966). *The child and the curriculum*. Chicago: The University of Chicago Press.
- Erickson, H.L. (2002). *Concept based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press.
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- Mrunallini, Talla (2012). *Curriculum development: Perspectives, principles and issues*. Pearson Education India.
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- NCERT (2000). *National curriculum framework for school education*. New Delhi: Publication Division, NCERT.
- NCERT (2005). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2006). *Systematic reforms for curriculum change*. New Delhi: Publication Division, NCERT.
- NCTE (2009, 2015). *National curriculum framework for teacher education*. New Delhi: NCTE.
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- Taba, Hilda (1962). *Curriculum development: Theory and practice*. New York: Harcourt Brace.
- UNESCO (1981). *Curriculum and lifelong education*. Paris: UNESCO.
- Wiles, J.W. and Joseph, Bondi (2006). *Curriculum development: A guide to practice*. New Delhi: Pearson Education, India.



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## **M.Ed.**

### **SEMESTER-III**

**(For the examinations to be held in December 2025, 2026 and 2027)**  
**(GROUP-B: SECONDARY AND HIGHER SECONDARY EDUCATION)**

#### **SECONDARY AND HIGHER SECONDARY EDUCATION: INSTITUTIONS, SYSTEMS AND STRUCTURES**

**Course Code : MED-304** **Total Marks : 50**  
**Credits : 02** **External Marks : 30**  
**Course Type : ELECTIVE** **Internal Marks : 20**

#### **A. COURSE LEARNING OUTCOMES**

**After completing the course, the students will be able to:**

CLO 1: explain the need and importance of secondary education in India along with its growth and development.

CLO 2: analyse the recommendations of various education policies, commissions and national agencies in India.

CLO 3: describe and identify the role of national, state and international agencies in secondary education.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2	X	X	X
PLO 3	X	X	X
PLO 4			
PLO 5			
PLO 6	X	X	X
PLO 7			

#### **B. COURSE CONTENT**

##### **UNIT-1**

##### **Secondary Education: An Introduction**

- 1.1. Secondary and Higher Secondary Education: Meaning, need, importance and objectives
- 1.2. Government interventions for quality concerns at secondary and higher secondary education level with reference to with special reference to RMSA and Samgra Shiksha Abhiyan

##### **UNIT-2**

##### **National Agencies of Secondary Education in India**

- 2.1. Recommendations of Mudaliar and Kothari Commission, National Policy on Education (1986), Programme of Action (1992), National Curriculum Framework (2005) and National Policy on Education (2020) for secondary and higher secondary education



- 2.2. National Agencies of Secondary Education in India: Ministry of Education, Ministry of Social Justice and Empowerment and Ministry of Tribal Affairs– Their Constitution

### UNIT-3

#### International and State Agencies

- 3.1. Role of International Agencies (UNICEF and UNESCO) in India for secondary and higher secondary education
- 3.2. Role of State Agencies regarding Secondary and Higher Secondary Education in India: State Departments of School Education, SCERTs, SIEs, DIETs

#### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work, Library work, Collaborative presentation
- Focused group discussion
- Seminar presentation by students on selected themes
- School Visits and sharing of experiences
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Government interventions for quality concerns of secondary and higher secondary education in India
- Salient features of RMSA
- Public Private Participation (PPA) Model for improving quality of secondary and higher secondary education in India – How viable it is?
- Chief Recommendations of National Curriculum Framework (2005)
- Role of SCERTs and SIEs in strengthening secondary and higher secondary education in India
- Any other approved activity of relevance

OR

One online course on the relevant topic and submission of a reflective report

#### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>30 Marks</b>
Assignment	<b>10 Marks</b>
ICT Based Quiz	<b>4 Marks</b>
<b>Sessional:</b>	<b>6 Marks</b>
i. Online Course Completion Certificate/ PPT	03 Marks
ii. Reflective Report	03 Marks
<b>Total Marks</b>	<b>50</b>

## **F. ATTENDANCE**

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

## **G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### **1. Structure and Coverage**

- Set 3 questions, one from each unit of the syllabus.
- Each question carries 10 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 2 Hours

### **2. Question Design**

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 300-400 words.

### **3. Assessment of Higher-Order Skills**

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 12 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## **H. SUGGESTED READINGS**

- Aggarwal, J.C. and Gupta, S. (2007). *Secondary education – History, problems and management*. New Delhi: Shipra Publishers.
- Chopra, R.K. (1993). *Status of teachers in India*. New Delhi: NCERT
- Kochhar, S.K. (1981). *Pivotal issues in Indian education*. New Delhi: Sterling Publishers.
- Malhotra, P.L. (1986). *School education in India: Present status and future needs*. New Delhi: NCERT.
- Mathur, S.S. (2011). *Teacher and secondary education*. Agra: Aggarwal Publications.
- MHRD (1993). *Education for all: The Indian scene*. New Delhi: Government of India.
- MHRD (2005). *Universalisation of secondary education: Report of the CABE Committee*. New Delhi: Government of India.
- Mohanty, J.C. (1994). *Indian education in the emerging society*. New Delhi: Sterling Publishers.

- Mukhopadhyay, M. and Narula, M. (eds.) (2001). *Secondary education: The challenge ahead*. New Delhi: NIEPA.
- Mukhopadhyay, Sudesh and Anil Kumar (2001). *Quality profiles of secondary schools*. New Delhi NIEPA.
- Nayak, A.K. and Rao, V.K. (2010). *Secondary education*. New Delhi: APH Publishing House.
- NCERT (2000). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework for school education*. New Delhi: NCERT.
- NCTE (2009). *National curriculum framework for teacher education*. New Delhi: NCTE
- Sodhi, T.S. (2005). *Development of the education system in India*. Patiala: Bawa Publications.
- UNESCO (1996), *Report of the Delors Commission*. Paris



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### M.Ed.

#### SEMESTER-III

(For the examinations to be held in December 2025, 2026 and 2027)  
(GROUP-B: SECONDARY AND HIGHER SECONDARY EDUCATION)

#### SECONDARY AND HIGHER SECONDARY EDUCATION: STATUS, ISSUES AND CONCERNS

Course Code	: MED-305	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: ELECTIVE	Internal Marks	: 20

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO1: describe the status of secondary and higher secondary education and qualified and professionally trained teachers

CLO2: identify the issues of secondary and higher secondary education in India

CLO3: analyse the major concerns of secondary and higher secondary education in India

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2		X	X
PLO 3		X	X
PLO 4			
PLO 5			
PLO 6	X	X	X
PLO 7			

#### B. COURSE CONTENT

##### UNIT-1

#### Status of Secondary and Higher Secondary Education

- 1.1. Secondary and Higher Secondary Education: Concept, National Scenario in terms of enrolment, retention, dropout, out-of-school children and infrastructure
- 1.2. Status of qualified and professionally trained teachers – Scenario at the National as well as in the State of Jammu and Kashmir

##### UNIT-2

#### Secondary and Higher Secondary Education: Major Issues

- 2.1. Issues of classroom processes, learning achievement, medium of instruction and multilingual approach at secondary and higher secondary levels of education

- 2.2. Achieving Universalization of Secondary Education: Concept of RMSA (Rashtriya Madhyamik Shiksha Abhiyan), Hurdles in achieving universalisation of secondary education in India

### UNIT-3

#### Concerns of Secondary and Higher Secondary Education

- 3.1. Concerns of gross enrolment ratio, net enrolment ratio, gender differences, social justice and infrastructure facilities (classrooms, library, laboratories, separate washroom for boys and girls) at the secondary and higher secondary levels of education
- 3.2. Concerns of Quality of Access: Physical, social and gender; equity and equality; student-teacher ratio and participation of community

#### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work, Library work, Collaborative presentation
- Focused group discussion
- Seminar presentation by students on selected themes
- School Visits and sharing of experiences
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

**The student may undertake any one of the following activities:**

- Analysis of U-DISE data of any one state with respect to secondary and higher education available at NUEPA website
- Writing reflection on any one film on issues related to education of girl child, social issues of untouchability and videos on talks of Abdul Kalam, former President of India and Nobel Laureate Kailash Sathyarathi
- Present a seminar on any one of the following topics/themes:
  - The problems of wastage and stagnation at the secondary level of education
  - The problems of the implementation of RMSA in the state of Jammu and Kashmir
  - The problem of equity and equality in secondary education

**OR**

**One online course on the relevant topic and submission of reflective report**

## E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>30 Marks</b>
Assignment	<b>10 Marks</b>
ICT Based Quiz	<b>4 Marks</b>
<b>Sessional:</b>	<b>6 Marks</b>
i. Online Course Completion Certificate/ PPT	03 Marks
ii. Reflective Report	03 Marks
<b>Total Marks</b>	<b>50</b>

## F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### 1. Structure and Coverage

- Set 3 questions, one from each unit of the syllabus.
- Each question carries 10 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 2 Hours

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 300-400 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 12 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

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- Kochhar, S.K. (1981). *Pivotal issues in Indian education*. New Delhi: Sterling Publishers.

- Malhotra, P.L. (1986). *School education in India: Present status and future needs*. New Delhi: NCERT.
- Mathur, S.S. (2011). *Teacher and Secondary education*. Apra: Aggarwal Publications.
- MHRD (1993). *Education for all: The Indian scene*. New Delhi: Government of India.
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- Nayak, A.K. and Rao, V.K. (2010). *Secondary education*. New Delhi: APH Publishing House.
- NCERT (2000). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework for school education*. New Delhi: NCERT.
- NCTE (2009). *National curriculum framework for teacher education*. New Delhi.
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### M.Ed.

#### SEMESTER-III

(For the examinations to be held in December 2025, 2026 and 2027)  
(GROUP-B: SECONDARY AND HIGHER SECONDARY EDUCATION)

#### SECONDARY AND HIGHER SECONDARY EDUCATION: CURRICULUM, PEDAGOGY AND ASSESSMENT

Course Code	: MED-306	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: ELECTIVE	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO 1: describe the principles of curriculum development and the provisions of the national curriculum framework in secondary and higher secondary education  
CLO 2: explain the various pedagogical practices at the secondary and higher secondary level  
CLO 3: discuss the meaning, objectives and different types of evaluation at the secondary and higher secondary levels of education  
CLO 4: analyse the various examination reforms at the secondary education level.  
CLO 5: interpret the recommendations of the commission, policies and programmes for secondary and higher secondary education

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X			X
PLO 3	X	X	X	X	X
PLO 4					
PLO 5					
PLO 6	X	X	X	X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

#### Curriculum in Secondary and Higher Secondary Education

- 1.1. Curriculum: Meaning and Importance, Philosophical, Social and Psychological Basis of Curriculum, Functions and Goals of Curriculum, Characteristics of Effective Curriculum.
- 1.2. Provisions of secondary and higher secondary education in NCF 2000 and 2005, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for universalisation of secondary education



- 1.3. National Curriculum Framework of Secondary Education, Common Core Curriculum incorporating work-centred pedagogy, relevance, integration, flexibility, conceptuality and the plurality of determinants of the curriculum at the secondary level

## **UNIT-2**

### **Pedagogical Practices at Secondary and Higher Secondary level**

- 2.1. Validity and significance of course content, consistency with social reality, situational analysis of the education curriculum at secondary and higher secondary level
- 2.2. Pedagogy relevant at the secondary education level, methods of teaching – discussion, assignment, project, laboratory-work, demonstration, seminar and fieldwork, approaches of teaching – Multi-disciplinary and interdisciplinary
- 2.3. Collaborative and Cooperative Learning: Meaning and their roles in curriculum transaction, smart schools and Electronic Comprehensive Teaching Learning Tool (ECTLT)

## **UNIT-3**

### **Evaluation at Secondary and Higher Secondary Education Levels**

- 3.1. Evaluation: Meaning and objectives, formative and summative evaluation, comprehensive and continuous evaluation (CCE) at secondary education level; CCE and school-based evaluation at secondary education level, formative and summative evaluation
- 3.2. Norm-referenced and Criterion-Referenced Evaluation: Concept and purpose
- 3.3. Examination reforms at the secondary education level, grading, marking system and portfolio assessment of learning outcomes

## **UNIT-4**

### **Recommendations of Commission, Policies and Programmes**

- 4.1. Secondary education during the British Period, main recommendations of Mudaliar and Kothari Commissions, National Policy on Education (1986, 1992 and 2020)
- 4.2. National Knowledge Commission: Major recommendations for secondary and higher secondary education
- 4.3. Schemes for secondary and higher secondary education: National Scheme of Incentives to Girls for Secondary Education, Inclusive education for disabled at secondary stage, National Merit-cum-Means Scholarship Scheme, ICT education scheme, Sukanya Samridhhi Yojana and Samagra Shiksha

### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work, Library work, Collaborative presentation
- Focused group discussion
- Seminar presentation by students on selected themes
- School Visits and sharing of experiences
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Analysis and interpretation of All India Education Survey Report on Secondary Education in India
- Visit to a secondary/higher secondary school and assess the quality of the school based on the recommended norms
- Survey on enrolment, dropout and retention rate of a secondary/higher secondary school
- Any other approved activity of relevance.

OR

One online course on the relevant topic and submission of a reflective report

### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

### G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

#### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

## 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

## 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

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- Erickson, H.L. (2002). *Concept based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press.
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- Taba, Hilda (1962). *Curriculum development: Theory and practice*. New York: Harcourt Brace.
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### M.Ed.

#### SEMESTER-III

(For the examinations to be held in December 2025, 2026 and 2027)

#### EDUCATIONAL TESTING AND EVALUATION

Course Code	: MED-307	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: PERSPECTIVES	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

- CLO 1: describe the concept and different types of educational measurement and evaluation.  
CLO 2: explain the differences, advantages and limitations of norm and criterion-referenced tests.  
CLO 3: demonstrate a thorough knowledge of the concepts of Reliability and Validity and differentiate between the two.  
CLO 4: analyse the steps in the test construction and standardisation process.  
CLO 5: discuss the meaning, history, characteristics, classification and applications of psychological tests.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2		X	X		
PLO 3	X	X	X	X	X
PLO 4					
PLO 5					
PLO 6	X	X	X	X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

##### Process of Measurement and Evaluation

- 1.1. Measurement: Concept and Scales of measurement - Nominal, Ordinal, Interval and Ratio
- 1.2. Educational Evaluation: Concept and functions; Types of evaluation – Formative, Diagnostic and Summative
- 1.3. Norm – Referenced and Criterion – Referenced Evaluation: Concept, difference between the two and their advantages and limitations

## UNIT-2

### Test Construction

- 2.1. General Steps of Test Construction: Writing test items - Meaning of test item and types of test items, general guidelines for writing test items
- 2.2. Item Analysis: Meaning and purpose of item – Objective test items, subjective test items; standardization of the test
- 2.3. Norms: Meaning, significance and development of norms of a test (Age Norms, Grade Norms, Z-score Norms, T-score Norms and Stanine score Norms)

## UNIT-3

### Reliability and Validity of Measuring Instrument

- 3.1 Validity: Concept, importance and types, factors influencing validity of a test
- 3.2. Reliability: Concept and methods of establishing reliability, relationship between reliability and validity
- 3.3. Factors influencing reliability and methods of improving reliability of a test

## UNIT-4

### Psychological Tests

- 4.1. Psychological Test: Meaning and history of psychological tests, Characteristics of psychological tests and their assumptions
- 4.2. Classification of Psychological Tests: Classification based on the criterion of administrative conditions, scoring, time limit in producing the response, nature of contents of items and purpose objective
- 4.3. Applications of Psychological Testing in Educational Setting: Guidance and counselling Testing of Intelligence, aptitude, attitude, interest, etc.

### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work, Library work, Collaborative presentation
- Focused group discussion
- Seminar presentation by students on selected themes
- School Visits and sharing of experiences
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

**The student shall develop an achievement test on any school subject**

Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

## E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Aiken, L.R. and Groth, Marnat, G. (2009). *Psychological testing and assessment*. New Delhi: Pearson Education.
- Anastasi, A. and Urbina, S. (1997). *Psychological testing*. New Delhi: Prentice Hall of India.

- Cohen, R.J. and Swerdlik, M.E. (2014). *Psychological testing and assessment*. New York: McGraw Hill.
- Creswell, John W. (2013). *Research design: Qualitative, quantitative and mixed methods approaches*. London: Sage.
- Ferguson, G. (1981). *A statistical analysis in psychology and education*. New York: McGraw Hill.
- Freeman, F.S. (2006). *Theory and practice of psychological testing*. New Delhi: Surjit Publications.
- Garrett, H.E. (2008). *Statistics in psychology and education*. New Delhi: Surjit Publications.
- Good, Carter V. (2008). *Introduction to educational research*. New Delhi: Surjit Publications.
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- Guilford, J.P. (2013). *Psychometric methods*. New Delhi: Surjit Publications.
- Huck, S.W. (2007). *Reading statistics and research*. Boston: Allyn and Bacon.
- Kaplan, R.M. and Saccuzo, D.P. (2004). *Psychological testing: Principles, applications and issues*. New York: Wadsworth Publishing.
- Kline, J.B.T. (2005). *Psychological testing: A practical approach to design and evaluation*. New Delhi: Sage.
- Koul, Lokesh (2011). *Methodology of educational research*. New Delhi: Vikas Publishing House.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. California: Sage.
- Prakash, P. (2010). *Measurement in education and psychology*. New Delhi: Kanishka.





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### M.Ed.

#### SEMESTER-III

(For the examinations to be held in December 2025, 2026 and 2027)

#### EXPOSITORY AND ACADEMIC WRITING

Course Code : MED-308

Credits : 02

Course Type : SEC

Total Marks : 50

Internal Marks : 50

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO1: describe the meaning, purpose and types of expository writing.

CLO2: explain the various steps and styles in expository writing.

CLO3: apply different aspects of writing such as paraphrasing, editing referencing etc.

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2		X	X
PLO 3	X	X	X
PLO 4			
PLO 5			
PLO 6		X	X
PLO 7			

#### B. COURSE CONTENT

##### UNIT-1

#### Expository Writing

1.1. Expository Writing: Meaning and purpose

1.2. Types and forms of expository writing.

##### UNIT-2

#### Styles of Writing

2.1. Steps in expository writing

2.2. Styles of writing for presentation of papers and articles

##### UNIT-3

#### Academic Writing

3.1. Academic writing: Meaning and purpose; essentials of good academic writing

3.2. Paraphrasing, acknowledging, editing, proofreading and referencing in APA style

### **C. TRANSACTIONAL STRATEGIES**

- Practical course with self and guided learning exercises in controlled and free formats for
  - a) Sentence Writing
  - b) Paragraph Writing
  - c) Composition
- Interaction with experts in the field to fulfil the needs of the students

### **D. SESSIONAL WORK**

**The student may undertake any one of the following activities:**

- Critical evaluation of at least one article or research paper
- Seminar presentation on different types and forms of writing
- Preparation of evaluation reports and presentations
- One online course on the relevant topic and submission of a reflective report
- Any other approved activity of relevance

### **E. EVALUATION**

A Committee shall carry out the evaluation of the academic writing constituted for the purpose.

### **F. SUGGESTED READINGS**

- Brown, Kristine and Hood, Susan (2002). *Academic encounters*. London: Cambridge University Press.
- Murray, R. (2004). *Writing for academic journals*. Maidenhead: Open University Press.
- Crème, Phyllis and May R. Lea (2008). *Writing at university: A guide for students*. Maidenhead: McGraw Hill.
- Ritter, R.M. (2005). *New hart's rules: The handbook of style for writers and editors*. London: Oxford University Press.



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### M.Ed.

#### SEMESTER-III

(For the examinations to be held in December 2025, 2026 and 2027)

#### INTERNSHIP - II

Course Code	: MED-309	Total Marks	: 100
Credits	: 04	Internal Marks	: 100
Course Type	: INTERNSHIP	Duration	: 02 weeks

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO1: deliver lessons in real classroom settings in their choice of subject area and incorporate the use of ICT as well.

CLO2: observe and supervise teaching and learning in real classroom contexts of his/her peer group.

CLO3: choose, design, organise and conduct meaningful classroom activities.

CLO4: reflect upon his/her own practices through observations, record-keeping and analysis.

	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1	X	X	X	X
PLO 2	X	X	X	X
PLO 3	X	X	X	X
PLO 4				
PLO 5				
PLO 6	X	X	X	X
PLO 7				

Internship during Semester III is a stage-specific specialisation (Elementary or Secondary and Higher Secondary Stage) for M.Ed. students and is COMPULSORY. The duration of the Internship is two weeks. The following activities are to be undertaken during the internship by the M.Ed. students:

S. No.	Activity	Maximum Marks
01.	Delivery of ten lessons in the area of specialisation (Elementary or Secondary/ Higher Secondary Stage) in the School subjects (Science/Social Science/Language/ Mathematics) (At least one lesson is to be delivered using ICT)	50
02.	Supervision of five lessons delivered by the peer group either at Elementary or Secondary / Higher Secondary Stage providing feedback and maintenance of the record	20
03.	Overall conduct of the student (Punctuality, discipline etc.)	10
04.	Reflections on the experience gained during the internship	20
<b>Total</b>		<b>100</b>



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### M.Ed.

#### SEMESTER-III

(For the examinations to be held in December, 2025, 2026 and 2027)

(GROUP-A: ELEMENTARY EDUCATION)

#### DISSERTATION

Course Code : MED-310

Total Marks : 50

Credits : 02

Internal Marks : 50

Course Type : DISSERTATION

#### A. COURSE LEARNING OUTCOMES

After completing the course, the students will be able to:

CLO 1: conduct a comprehensive review of related literature

CLO 2: develop/ select tools for data collection

CLO 3: collect data from the target population

	CLO 1	CLO 2	CLO 3
PLO 1	X	X	X
PLO 2		X	
PLO 3	X	X	X
PLO 4			
PLO 5			
PLO 6	X	X	X
PLO 7			

The students shall undertake the following activities relating to the writing of their dissertation:

- Review of related literature,
- Development/Selection of tools, and
- Collection of data

The written work duly certified by the supervisor shall be submitted by the students at the end of the Semester-III.

The Research Committee shall evaluate the written work constituted for the purpose.



## **MIER COLLEGE OF EDUCATION (AUTONOMOUS)**

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### **M.Ed.**

#### **SEMESTER-III**

**(For the examinations to be held in December 2025, 2026 and 2027)**

#### **MOOC**

**Course Code : MED-311  
Credits : 04  
Course Type : CBCS**

**Total Marks : 100  
Internal Marks : 100  
Duration : 12 Week**

#### **COURSE CONTENT**

Every student of M. Ed. Shall complete a four credit MOOC Course relevant to the subject offered by any online platform this semester.

Completion of MOOC shall be assessed by a presentation made by the student on key learnings from the course (50 Marks) and for completing a Reflective Report (50 Marks).

**OR**

Marks obtained by the students in the examination conduct by the external agency

# **SEMESTER-IV**



## MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)

#### Perspectives, Issues and Research in Teacher Education

Course Code	: MED-401	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Perspective	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO 1: explain teacher education as professional education in the country in terms of its scope, factors and approaches to teacher development.
- CLO 2: describe the structure and scope of teacher education programmes as enlisted in NCTE Regulations.
- CLO 3: review the structure and management of teacher education in light of recommendations of various committees and regulatory bodies.
- CLO 4: identify the problems, challenges and issues in teacher education programmes.
- CLO 5: analyse the paradigms for research on teaching, the priority areas of research and methodological issues in research in teacher education.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X	X		
PLO 3	X	X	X	X	X
PLO 4					
PLO 5					
PLO 6	X	X	X	X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

##### Teacher Education as Professional Education

- 1.1. Teacher Development: Concept, scope, factors influencing teacher development – personal and contextual, professionalism in teacher education, Berliner's stages of development of a teacher
- 1.2. Approaches to Teacher Development: Traditional, academic self-directed, co-operative and competency-based

- 1.3. Scope of teacher education programmes as enlisted in NCTE Regulations: Area specific teacher education programmes

## **UNIT-2**

### **Structure and Management of Teacher Education**

- 2.1. Structure of Teacher Education Programme in our country with merits and demerits
- 2.2. Review of Recommendations of various Committees and regulatory Bodies related to Teacher Education at the elementary level, secondary level and masters level in India: National Policy on Education (1986), Programme of Action (1992), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee and NCTE Regulations (2014) for teacher education
- 2.3. Management of teacher education at state level; Qualification of teachers, teacher recruitment policies, professional development of teachers and their vertical mobility

## **UNIT-3**

### **Problems and Issues in Teacher Education**

- 3.1. Problems of Pre-service Teacher Education: Bureaucratisation, inadequate planning, poor standards
- 3.2. Challenges of Teacher Education: Poor professional development of teachers with respect to school education; inadequately qualified teacher educators; quality of teacher education programmes; poor leadership competencies of teacher educators in planning, implementation and evaluation of pre-service and in-service teacher education programmes
- 3.3. Issues Related to Teacher Education: Enhancing Teacher Competence, Commitment and Performance; Teacher Empowerment and Motivation, Issue of Quality and Quantity in Teacher Education

## **UNIT-4**

### **Research and Development in Teacher Education**

- 4.1. Paradigms for research on teaching (Gage, Doyle and Schulman); Research areas in teacher education – Preparatory and professional development of teacher educators at different stages, effectiveness of teacher education programmes, NAAC-NCTE criteria for assessment of teacher education institutions
- 4.2. Methodological Issues of Research in Teacher Education: Theoretical research versus applied research, participatory action research and teaching effectiveness
- 4.3. Research on pedagogical approaches in teacher education and classroom practices, including best practices at the national level



### C. TRANSACTIONAL STRATEGIES

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, online teaching (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

**The student may undertake any one of the following activities:**

- Summarisation of the main features of annual reports on national/state-level teacher education
- Preparation of a case study of teacher education practices carried out by an institution of teacher education
- Presentation of review of research on any area of teacher education
- Preparation of a bibliography of research articles in the area of teacher education
- Presentation of a seminar on any theme/topic concerning teacher education
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

### E. EVALUATION

**The distribution of marks for the course is as follows:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

### F. ATTENDANCE

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

### G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

#### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

#### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).

- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Arora, G.L. (2002). *Teachers and their teaching*. New Delhi: Ravi Books.
- Arora, G.L. (2005). *Teachers and their teaching*. Need for new perspectives. New Delhi: Ravi Books.
- Berliner, D.C. (2004). *Describing the behaviour and documenting the accomplishments of expert teachers*. Bulletin of science, technology and society, 24, 200-12.
- Chadha, S.S. (2005). *Teacher in emerging Indian society*. Meerut: International Publishing House.
- Dillon, Justin and Maguire, Meg (1997). *Becoming a teacher: Issues in secondary teaching*. London: Open University Press.
- Elahi, Nizam (1997). *Teacher's education in India*. New Delhi: APH.
- Jangira, N.K. (1997). *Teacher training and teacher effectiveness: An experience in teaching*. New Delhi: National Publishing House.
- Kundu, C.L. (1998). *Indian yearbook on teacher education*. New Delhi: Sterling Publishers.
- Miyan, Mohammad (2004). *Professionalisation of teacher education*. New Delhi: Mittal Publications.
- NCERT (1979). *Organisation of Core Teaching Programme*. New Delhi: NCERT.
- NCTE (1998). *Policy, perspective in teacher education- Critique and documentation*. New Delhi: NCTE.
- NCTE (2009). *Curriculum framework of teacher education programme*. New Delhi: NCTE
- NCTE (2014). *Norms and guidelines of teacher education programme*. New Delhi: NCTE.
- Rao, Digmurti Bhaskar (1998). *Teacher education in India*. New Delhi: Discovery Publishing House.
- Ravi, S.S. (2015). *A comprehensive study of education*. New Delhi: Prentice Hall.

- Rehman, Hafizue (2005). *Key issues in teacher education*. New Delhi: Sanjay Prakashan.
- Sharma, Shashi Prabha (2003). *Teacher education: Principles, theories and practices*. New Delhi: Kanishka Publishers.
- Singh, R.P. (Ed.) (2002). *Teacher education in Twernoil: Quest for a solution*. New Delhi: Sterling Publishers.
- Singh, R.P. (2006). *Training teachers: Problems and issues*. New Delhi: Gyan Publishing House.
- Srivastava, G.N.P. (2000). *Management of teacher education: A handbook*. New Delhi: Concept Publishing House.
- Srivastava, G.N.P. (2004). *Perspectives in teacher education*. New Delhi: Concept Publishing House.
- Vashisht, S.R. (1997). *Professional education of teachers*. Jaipur: Mangal Deep Publishers.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)

#### INDIAN KNOWLEDGE SYSTEM

Course Code : MED-402

Credits : 02

Course Type : IKS

Total Marks : 50

External Marks : 00

Internal Marks : 50

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO1: explain the concept, importance, and historical aspects of the Indian Knowledge System (IKS).

CLO2: explain the basic concepts of Indian music, dance, and painting, and identify important texts and instruments in these art forms.

CLO3: assess the relevance and application of IKS in modern educational and healthcare systems.

	CLO 1	CLO 2	CLO 3
PLO 1	X		X
PLO 2	X	X	X
PLO 3		X	X
PLO 4			X
PLO 5	X		X
PLO 6	X	X	X
PLO 7	X	X	X

#### B. COURSE CONTENT

##### UNIT-1

##### Introduction to IKS

1.1. Indian Knowledge System: Concept, Importance, Historicity of IKS and Some Salient Aspects of IKS

1.2 The Vedic Corpus: Introduction to Vedas, A synopsis of the four Vedas, Sub-classification of Vedas, Messages in Vedas Vedic Life: Distinctive Features

##### UNIT-2

##### Fine Art & Performing Art

2.1. The importance of Gandharva-Veda. Natyasastra on the nature and purpose of fine arts, Basic concepts of Indian music and dance, Important texts of Indian music, dance and painting, Indian musical instruments

- 2.2 Harmonising Lakshya and Lakshana (practice and theory), Major developments in the science and practice of music in the 17/18/19th centuries. The current revival of music and dance in India.

### **UNIT-3**

#### **Contribution of IKS**

- 3.1. Introduction to Ayurveda, the Knowledge of Life, Health and treatment aspects in Ayurveda, Influence of Pancha maha bhuta on the Internal environment of Human beings, Understanding composition of the Human body through the concept of Dosha Dhatu Mala, Understanding Prakruthi , the Mind – Body Constitution
- 3.2 Definition, Meaning and objectives of Yoga, Relevance of yoga in the modern age. Brief Introduction to Hatha Yoga, Raja Yoga, Karma Yoga, Gyana Yoga, Bhakti Yoga Understanding eight steps of Ashtanga Yoga, Understanding Shatkriyas , the six cleansing procedures of Yoga

#### **C. TRANSACTIONAL STRATEGIES**

Lecture, Lecture-cum-discussion. Group discussion, Google classroom

#### **D. SESSIONAL WORK (Select any Two activities)**

1. Compare the Indian Knowledge System with other ancient knowledge systems (e.g., Greek/Egyptian/Chinese) in terms of concepts, importance, and impact on modern society.
2. Watch a documentary on the Vedic period and write a critical review focusing on the portrayal of Vedic life and knowledge.
3. Visit a Yoga Centre and prepare a report on the practices observed, linking them to the concepts studied in the unit.
4. Write a research paper on integrating IKS in modern education systems, proposing methods and benefits of incorporating traditional knowledge into contemporary curricula.
5. Make a simple guide on Ayurvedic diet and lifestyle, recommending each
6. One online course on the relevant topic and submission of a reflective report

#### **E. EVALUATION**

The students shall be evaluated on the basis of the activities mentioned in the sessional work.

#### **F. ATTENDANCE**

The minimum attendance needed for eligibility to pass this course is 80% in Theory and 90 % in Practicum.

## **G. SUGGESTED READINGS**

- Kumar, A. (2014). Sciences of the Ancient Hindus: Unlocking Nature in the Pursuit of Salvation, Create Space Independent Publishing
- Kapoor, K., & Danino, M. Knowledge traditions and practices of India. CBSE.
- Mahadevan, B., Bhat, V. R., & Pavan, N. R. (n.d.) Introduction to Indian knowledge system: Concept and application. Publisher.
- Kanigel, R. (1999). The Man Who Knew Infinity: A Life of the Genius Ramanujan, Abacus, London
- Sen, S. N. & Shukla, K. S. (2001). History of Astronomy in India, 2nd Ed., INSA, New Delhi.
- Padmanabhan, T. (2010). Astronomy in India: A Historical Perspective, Indian National Science Academy, New Delhi & Springer (India)



**M.Ed.**  
**SEMESTER-IV**  
**(For the examinations to be held in May 2026, 2027 and 2028)**

**DISSERTATION AND VIVA-VOCE**

<b>Course Code</b>	<b>: MED-403</b>	<b>Total Marks</b>	<b>: 150</b>
<b>Credits</b>	<b>: 06</b>	<b>External Evaluation</b>	<b>: 100</b>
<b>Course Type</b>	<b>: DISSERTATION</b>	<b>of Dissertation</b>	
		<b>Internal</b>	<b>: 50</b>

**A. COURSE LEARNING OUTCOMES**

**After completing the course, the learner will be able to:**

CLO 1: analyse the data collected.

CLO 2: interpret the results of the data analysis.

CLO 3: write implications and suggestions for further research.

CLO 4: compile the research work in the form of a dissertation.

CLO 5: present the research work with the help of a PowerPoint presentation.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2			X		
PLO 3	X	X	X	X	X
PLO 4					
PLO 5					
PLO 6	X	X	X	X	X
PLO 7					

Each student shall submit a copy of the Dissertation along with its soft copy and Research Perspectives before the end of Semester IV. The dissertation has to be duly signed by the respective supervisor.

The evaluation of the dissertation shall be done by an external examiner and the research supervisor.

The evaluation of the dissertation shall be based on the quality of the research work. The viva-voce examination shall be conducted after the power point presentation of the research work done by the student.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)

(GROUP-A: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: CURRICULUM THEORY

Course Code	: MED-404	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course, the students will be able to:

- *reflect upon the concept of curriculum*
- *reflect upon the curriculum theory*
- *describe the nature of human knowledge*
- *gain insight into models of curriculum design*
- *explain Taba's Model of Curriculum Development*
- *explain models of curriculum given by Wheeler and Kerr*
- *explain Roger's Diffusion Theory of Curriculum Innovation and Change*
- *explain Schon's Model and Havlock's Models of Dissemination of Curriculum Change and Innovation*

#### B. COURSE CONTENT

##### UNIT-1

#### Curriculum – Concept and Theory

- 1.1. Curriculum: Concept, need, types and scope of curriculum studies
- 1.2. Curriculum Theory: Meaning, characteristics and types of curriculum theory
- 1.3. Curriculum Theorists: Charles Eliot, John Dewey, G. Stanley Hall

##### UNIT-2

#### Knowledge and Curriculum

- 2.1. Knowledge, Belief, Information and Understanding: Concepts and characteristics; types of knowledge and process of its validation
- 2.2. Child's Construction of Knowledge: Attaining knowledge through activity and experience
- 2.3. Hidden Curriculum; Process and criteria for curriculum selection and construction



## UNIT-3

### Curriculum Design

- 3.1. Curriculum Design: Concept, steps and patterns (Centralised, decentralized and coordinated); Models of Curriculum Design: Objective and Process Models, difference between the two models
- 3.2. Stages of curriculum development; Taba and Tyler's Models of Curriculum Development
- 3.3. Wheeler and Kerr's Models of Curriculum Development

## UNIT-4

### Curriculum Change and Innovation

- 4.1. Curriculum Change and Innovation: Concept, difference between curriculum change and curriculum innovation
- 4.2. Roger's Theory of Curriculum Innovation and Change
- 4.3. Schon and Havlock's Model of Dissemination of Curriculum Innovation and Change

### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work
- Focused group discussion
- School Visit and sharing of experiences
- Seminar presentation by students on selected themes leading to discussion
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

**The student may undertake any one of the following activities:**

- Analysis of State level curriculum of elementary education
- Analysis of curriculum of Central Board of Secondary Education / J&K Board of School Education for elementary classes
- Critical analysis of the existing syllabi of any Class upto Class VIII that has been recommended by the Jammu and Kashmir Government
- Presentation of a seminar on Centralised and decentralized curriculum design
- Presentation of a seminar on Kerr's Model of Curriculum design
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

## E. EVALUATION

The distribution of marks for the course is as under:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Aggarwal, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.
- Aggarwal, J. C. (2005). *Recent developments and trends in education*. New Delhi: Shipra Publication.
- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Author press.

- CIET (2006). *The process of making national curriculum framework: A video documentary*. New Delhi: NCERT
- Dewey, John (1966). *The child and the curriculum*. Chicago: The University of Chicago Press.
- Doll, Ronald C. (1986). *Curriculum improvement: Decision making process*. London: Allyon and Bacon.
- Erickson, H. L. (2002). *Concept based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press.
- Havelock, R.G (1969). Planning for Innovation through dissemination and utilization of knowledge
- Joseph, P.B. *et. al.* (2000). *Cultures of curriculum (studies in curriculum theory)*. New York: Teacher College Press.
- Kelly, A.V. (2004). *The Curriculum theory and practice*. New Delhi: Sage Publications.
- Khan, R. S. and Ahammed, I. (1997). Elementary education and the teacher. New Delhi: IASC, Jamia Millia Islamia University.
- Mohanty, J. C. (2002). Primary and elementary education. New Delhi: Deep and Deep Publication.
- Moore, Kenneth D. (2005). *Effective instructional strategies: From theory to practice*. New Delhi: Sage Publications.
- Mrunallini, Talla (2012). *Curriculum development: Perspectives, principles and issues*. Pearson Education India.
- NCERT (1984). *Curriculum and evaluation*. New Delhi: Publication Division, NCERT.
- NCERT (2000). *National curriculum framework for school education*. New Delhi: Publication Division, NCERT.
- NCERT (2005). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2006). *Systematic reforms for curriculum change*. New Delhi: Publication Division, NCERT.
- NCTE (2009). National curriculum framework for teacher education. New Delhi: NCTE.
- NEUPA (2014). India: Education for all towards quality with equity. New Delhi: MHRD.
- Rajput, J. S. (1994). Universalisation of elementary education: Role of the teacher. New Delhi: Vikas Publishing House.
- Rao, V. K. (2007). Universalisation of elementary education. New Delhi: Indian Publishing House.
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- Taba, Hilda (1962). *Curriculum development: Theory and practice*. New York: Harcourt Brace.
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- Wiles, J.W. and Joseph, Bondi (2006). *Curriculum development: A guide to practice*. New Delhi: Pearson Education, India.
- Zias, Robert S. (1976). *Curriculum: Principles and foundations*. New York: Thomas Y. Crowell Co.



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**M.Ed.**  
**SEMESTER-IV**  
**(For the examinations to be held in May 2026, 2027 and 2028)**  
**(GROUP-A: ELEMENTARY EDUCATION)**

**ELEMENTARY EDUCATION: CURRICULUM TRANSACTION**

<b>Course Code</b>	<b>: MED-405</b>	<b>Total Marks</b>	<b>: 100</b>
<b>Credits</b>	<b>: 04</b>	<b>External Marks</b>	<b>: 60</b>
<b>Course Type</b>	<b>: Elective</b>	<b>Internal Marks</b>	<b>: 40</b>

**A. OBJECTIVES**

**After completing the course, the students will be able to:**

- *describe various methods of curriculum transaction*
- *discuss various approaches of curriculum transaction*
- *explain the role of ICT in curriculum transaction*
- *develop skills to integrate audio-visual aids in curriculum transaction*
- *explain different communication modes*
- *discuss the barriers in effective communication*

**B. COURSE CONTENT**

**UNIT-1**

**Understanding Curriculum Transaction**

- 1.1.** Curriculum Transaction: Meaning, need and importance
- 1.2.** Conditions of Curriculum Transaction: Intake, duration, content, qualification and experience of teacher, classroom climate and interest of students
- 1.3.** Issues related to curriculum transaction and role of teacher in its transaction

**UNIT-2**

**Resources of Curriculum Transaction**

- 2.1.** Curricular Materials with Text Books: Organisation of practice exercises; Teacher guide – Its role in curriculum transaction
- 2.2.** Collaborative/Co-operative Learning: Meaning and its role in curriculum transaction, use of various methods and media in curriculum transaction
- 2.3.** Resource Centre: Concept and its activities and role in transaction of curriculum

## UNIT-3

### **Integration of ICT in curriculum transaction**

- 3.1. Information and Communication Technology (ICT): Concept, importance and role in curriculum transaction
- 3.2. Modes of ICT for transaction of curriculum, their advantages and limitations.
- 3.3. Role of Programmed Learning Material (PLM), Computer Assisted Learning (CAL) and Computer Assisted Instruction (CAI) in the transaction of curriculum

## UNIT-4

### **Communication and Curriculum transaction**

- 4.1. Communication: Concept, importance, different communication modes and barriers in effective communication
- 4.2. Elements of Communication: Speaker, Message, Encoding, Channel/Media, Decoding, Receiver, Feedback, Context, Barrier
- 4.3. Modes of Transaction: Observation of teaching, analysis of materials and media, writing critical notes on the observed activities, lectures, dialogues, guided studies and presentations

### **C. TRANSACTIONAL STRATEGIES**

- Lecture-cum-discussion, Panel discussions, Group work
- Focused group discussion
- School Visits and sharing of experiences
- Seminar presentation by students on selected themes leading to discussion
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

### **D. SESSIONAL WORK**

#### **The student may undertake any one of the following activities:**

- Preparation of an observation schedule for curriculum transaction in any one school subject at the elementary stage
- Preparation of a report on the observation and identification of methods, media and approaches used in curriculum transaction by teacher trainees for a school subject at the elementary stage
- Presentation of a seminar on 'Methods of Curriculum Transaction'
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

## E. EVALUATION

The distribution of marks for the course is as under:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Aggarwal, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.
- Aggarwal, J. C. (2005). *Recent developments and trends in education*. New Delhi: Shipra Publication.
- CIET (2006). *The process of making national curriculum framework: A video documentary*. New Delhi: NCERT

- Doll, Ronald C. (1986). *Curriculum improvement: Decision making process*. London: Allyon and Bacon.
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- Mohanty, J. C. (2002). *Primary and elementary education*. New Delhi: Deep and Deep Publication.
- Moore, Kenneth D. (2005). *Effective instructional strategies: From theory to practice*. New Delhi: Sage Publications.
- NCERT (2000). *National curriculum framework for school education*. New Delhi: Publication Division, NCERT.
- NCERT (2005). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2006). *Systematic reforms for curriculum change*. New Delhi: Publication Division, NCERT.
- NCTE (2009). *National curriculum framework for teacher education*. New Delhi: NCTE.
- NEUPA (2014). *India: Education for all towards quality with equity*. New Delhi: MHRD.
- Rajput, J. S. (1994). *Universalisation of elementary education: Role of the teacher*. New Delhi: Vikas Publishing House.
- Rao, V. K. (2007). *Universalisation of elementary education*. New Delhi: Indian Publishing House.
- Reddy, B. (2007). *The principles of Curriculum: Planning and development*. New Delhi: Arise Publishers.
- Sinha, A. (1998). *Primary schooling in India*, New Delhi: Vikas Publishing House.
- Srivastava, D. S. and Sarita Kumari (2005). *Curriculum and instruction*. New Delhi: Isha Books.
- Wiles, John. W. and Joseph, Bondi (2006). *Curriculum development: A guide to practice*. New Delhi: Pearson Education, India.
- Zias, Robert S. (1976). *Curriculum: Principles and foundations*. New York: Thomas Y. Crowell Co.





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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)

(GROUP-A: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: CURRICULUM ASSESSMENT

Course Code	: MED-406	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- *understand the process of curriculum assessment*
- *difference between formative and summative evaluation*
- *use different techniques for evaluation of curriculum*
- *explain different tools used in the assessment of curriculum*

#### B. COURSE CONTENT

##### UNIT-1

##### Curriculum Evaluation

- 1.1. Curriculum Evaluation: Concept, characteristics, nature and principles of curriculum evaluation
- 1.2. Approaches in curriculum evaluation
- 1.3. Models of curriculum evaluation given by Ralph Tyler, Robert Stake, Michael Scriven

##### UNIT-2

##### Types of Curriculum Evaluation

- 2.1. Formative Evaluation: Concept, scope and importance
- 2.2. Summative Evaluation: Concept, scope and importance, difference between formative and summative evaluation
- 2.3. Evaluation based on test, feedback from former students for instructional process, teacher's views for effectiveness of instruction, parent's views about the courses, situation analysis and issues in the evaluation of curriculum

## UNIT-3

### Strategies for Assessment

#### 3.1. Stages of Programme Evaluation:

- (a) Identifying decision makers, purpose and objectives of the programme
- (b) Deciding indicators of success, developing data gathering material, collecting and analysing data, soliciting feedback and making modifications

#### 3.2. Realising objectives of education, appropriateness of content to learner's needs and interest and relating content to life experiences of learners

## UNIT-4

### Tools and Techniques of Curriculum Assessment

#### 4.1. Observation, classroom interaction with teacher and peer group

#### 4.2. Oral Method: Pre-testing and diagnostic and probing questions

#### 4.3. Interview: Consultation with users of curriculum, maintaining diaries by children and teachers, project work, peer evaluation and maintaining portfolio of the work and their presentation

### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work
- Focused group discussion
- School Visits and sharing of experiences
- Seminar presentation by students on selected themes leading to discussion
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

#### The student may undertake any one of the following activities:

- Assessment of curriculum of a particular school subject at the elementary stage.
- Summative evaluation of instructional process based upon questionnaire filled by elementary school students.
- Formative evaluation of instructional process based on the feedback of students and teachers for any class at the elementary level
- Situation analysis in the evaluation of curriculum of any one elementary class
- Any other topic/theme/activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

## E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Apple, Michael W. (1979). *Ideology and curriculum*. London: Routledge and Kegan Paul.
- Bawa, M.S and Nagpal, B.M.(Ed.) (2010). *Developing teaching competencies*. New Delhi: Viva Books
- Ebel, Robert, L. (1991). *Essentials of educational measurement*. New Delhi: Prentice Hall of India.

- Faunse, Ronald C. and Bossing, Nelson L. (2001). *Developing the core curriculum*. New York: Prentice Hall.
- Gagne, Robert and Briggs, Leslie (1995). *Principles of instructional design*. New York: Holt, Rinchart and Winston.
- Gunter, Mary Alice *et al.* (2007). *Instruction A model's approach*. Boston: Pearson Education.
- Kelly, A.V. (2004). *The Curricular theory and practice*. London: Sage.
- Krug, Edward A. (2006). *Curriculum planning*. New York: Harper and Row.
- Kubiszyn, Tom (2003). *Educational testing and measurement*. New York: Jon Wiley.
- Leonard, Paul J. (2002). *Developing the secondary school curriculum*. New York: Holt, Rinchart and Winston.
- Linn, Robert L. and Gronlund, Norman E. (2000). *Measurement and assessment in teaching*. Boston: Pearson Education.
- McNeil, John D. (2003). *Curriculum: The teacher's initiative*. Ohio: Prentice Hall.
- Moore, Kenneth D. (2005). *Effective instructional strategies: From theory to practice*. New Delhi: Sage Publications.
- Mukunda, Kamala V. (2009). *What did you ask at school today: A handbook of child learning?* Noida: Harper Collins Publishers.
- Mukunda, Kamla V. (2009) *what did you ask at school today: A handbook of child learning*. NOIDA: Halper Collins Publishers.
- Zias, Robert S. (1976). *Curriculum: Principles and foundations*. New York: Thomas Y. Crowell Co.



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## **M.Ed.**

### **SEMESTER-IV**

**(For the examinations to be held in May 2026, 2027 and 2028)**

**(GROUP-B: ELEMENTARY EDUCATION)**

#### **ELEMENTARY EDUCATION: SCHOOL MANAGEMENT**

<b>Course Code</b>	<b>: MED-407</b>	<b>Total Marks</b>	<b>: 100</b>
<b>Credits</b>	<b>: 04</b>	<b>External Marks</b>	<b>: 60</b>
<b>Course Type</b>	<b>: Elective</b>	<b>Internal Marks</b>	<b>: 40</b>

#### **A. OBJECTIVES**

**After completing the course, the students will be able to:**

- *understand the concept of classroom management*
- *explain the concept of institutional planning for elementary schools*
- *reflect on the management strategies for quality improvement of elementary education*
- *explain the organisational structure of elementary education in India*
- *explain the concept of SWOT analysis*

#### **B. COURSE CONTENT**

##### **UNIT-1**

##### **Educational School Management**

- 1.1.** Management of Elementary Education in India: Role of Central and State Governments;  
Total quality management - Concept and applications in educational institutions
- 1.2.** Aspects of Educational Management: Planning, organisation, supervision, finance, innovation, change, decision making and evaluation
- 1.3.** Types of Educational Management: Centralised versus decentralised, bureaucratic versus technocratic, autocratic versus democratic

##### **UNIT-2**

##### **Institutional Planning**

- 2.1.** Institutional Planning: Meaning, concept and steps for the preparation of an institutional plan
- 2.2.** Planning of an Elementary School: Space, infrastructure, provision of classrooms, library, laboratory, washrooms for boys and girls, canteen, playground etc.
- 2.3.** Planning of community resources for the use of school development

### UNIT-3

#### Management of Change in Educational Organisation

- 3.1. Educational Organisation: Concept, nature, types and characteristics
- 3.2. Organisational Change: Concept, need and process of organisational change
- 3.3. Impact of globalisation on educational management; Institutional accountability – Concept, need and its impact on the functioning of educational institutions

### UNIT-4

#### Management Techniques

- 4.1. SWOT Analysis: Concept and its application in educational organisations
- 4.2. Programme Evaluation and Review Technique (PERT): Concept and its application in educational organisations
- 4.3. Bench Marking: Concept, its application as a technique for quality management in educational organisations, 360 Degree Performance Appraisal

#### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work
- Focused group discussion
- School Visits and sharing of experiences
- Seminar presentation by students on selected themes leading to discussion
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

**The students may undertake any one of the following activities:**

- Preparation of interview schedule for micro-level educational survey of elementary education
- Preparation of an institutional plan for an elementary school
- Preparation of a school development plan based on RTE Act (2009)
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

#### E. EVALUATION

**The distribution of marks for the course is as follows:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## F. ATTENDANCE

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- AIEPA (1971). *Modern management techniques in educational administration*. New Delhi: Asian Institute of Educational Planning and Administration.
- Ananda, W.P. Gurugo (1984). *General principles of management for educational planners and administrators*. Paris: UNESCO.
- Bhagia, N.M. et al. (1990). *Educational administration in India and other developing countries*. New Delhi: Common Wealth Publications.
- Bray, Mark (2000). *Double shift schooling: Design and operation for cost-effectiveness*. Paris: UNESCO, IIEP.
- Bush, T. (1986). *Theories of educational management*. London: harper and Row.
- Bush, T. and Les, B. (2002). *The principles and practice of educational management*. London: Paul Chapman Publishing House.
- Chakraborty, S.K. (2002). *Values and ethics for organizations: Theory and practice*. New Delhi: Oxford University Press.
- Chauhan, sandeep (2012). *Educational management*. New Delhi: Person.
- Gorton, Richard, A. and Alstan, Judy A. (2011). *School leadership and administration: Important concepts, case studies and simulations*.
- Mukhopadhyay (2010). *Total quality management in education*. New Delhi: Sage Publications.

- Owings, William A and Kaplan, Leslie. S. (2003). *Best practices, best thinking and merging issues in school leadership*. California: Sage
- Ross, J.E. (1993). *Total quality management: Text, cases and readings*. Londong: Kogan Paul.
- Singh, Anjula (2014). *Educational management planning and finance*. New Delhi: Gully baba Publishing House.
- Singhal, R.P. *et al.* (1986). *School inspection system: A modern approach*. New Delhi: Vikas Publishing House.
- Smith, Richard (2008). *Human resource administration: A school based perspective*. New York: Routledge.
- Tanner, D. and Lawrel, T. (1987). *Supervision in education: Problems and practices*. New York: Macmillan.
- Tomas, J. (1987). *Educational governance and administration*. New York: Prentice Hall.





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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)  
(GROUP-B: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: EDUCATIONAL ADMINISTRATION

Course Code	: MED-408	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course, the students will be able to:

- *identify trends in educational administration*
- *understand the basic principles of educational administration*
- *understand the role of different agencies of educational administration*
- *comprehend the significance of educational administration at different levels*
- *explain the different types of educational institutions*
- *describe the place of inspection and supervision in the development of an institution*

#### B. COURSE CONTENT

##### UNIT-1

##### Theoretical Considerations

- 1.1. Educational Administration: Meaning, objective and scope, human beings as inputs, processes and products
- 1.2. Basic principles of educational administration
- 1.3. Development of the modern concept of educational administration from the year 1900 onwards

##### UNIT-2

##### Administration at Various Levels

- 2.1. Different Patterns of Educational Administration: Centralised and decentralised administration, human relationship, approach to educational administration
- 2.2. Educational administration at Central, State and Local levels
- 2.3. Composition and functions of Central Advisory Board of Education (CABE) and NCERT towards the National system of Education

### UNIT-3

#### Problems of Educational Administration

- 3.1. Types of Educational Institutions: Government, Government aided and self-financed, their administration at the elementary education level
- 3.2. Problems and solutions of educational administration in India, ways and means to tackle administrative problems
- 3.3. Inspection agencies and their problems with reference to the expansion of education in the State of Jammu and Kashmir, defects in the existing educational administration

### UNIT-4

#### Programme Evaluation and Review Technology

- 4.1. Decision-making, organisational development and competencies
- 4.2. Role of management, teachers and guardians in effective institutional administration
- 4.3. Place of inspection and supervision in the development of an institution

#### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work
- Focused group discussion
- School Visits and sharing of experiences
- Seminar presentation by students on selected themes leading to discussion
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Present a PowerPoint presentation on the organisation and activities of the Central Advisory Board of Education
- Present a seminar on the problems of educational administration in India
- Present a seminar on educational administration at the Central level
- Present a seminar on educational administration at the state level
- Any other approved activity of relevance

OR

One online course on the relevant topic and submission of a reflective report

#### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## **F. ATTENDANCE**

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

## **G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### **1. Structure and Coverage**

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### **2. Question Design**

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### **3. Assessment of Higher-Order Skills**

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## **H. SUGGESTED READINGS**

- Balsara, Maitrya (2002). *Administration reorganization of teacher education*. New Delhi: Kanishka.
- Bhat, K.S. and Ravishankar, S. (1985). *Administration of education: New perspectives and viewpoints*. New Delhi: Seema Publications.
- Gorton, Richard, A. and Alstan, Judy A. (2011). *School leadership and administration: Important concepts, case studies and simulations*.
- Gupta, L.D. (1986). *Educational administration and supervision in schools*. New Delhi: Deep and Deep.
- Kochhar, S.K. (2011). *School administration and management*. New Delhi: Sterling.
- Mahajan, Baldev and Khullar, K.K. (2000). *Educational administration in Central Government*. New Delhi: Vikas Publishing House.

- Mohanty, Jagannath (2012). *School administration supervision and organisation*. New Delhi: Shipra Publications.
- Pandya, S.R. (2015). *Administration and management of education*. New Delhi: Himalaya Publishing House.
- Sidhu, Kulbir Singh (2012). *School organisation and administration*. New Delhi: Sterling.
- Sindhu, I.S (2012). *Education administration and management*. New Delhi: Pearson
- Smith, Richard (2008). *Human resource administration: A school based perspective*. New York: Routledge.
- Tyagi, Rajvir Singh (2014). *Administration and management in school education*. New Delhi Centre for Policy Research.
- Tyagi, Rajvir Singh (2014). *Administration and management in school education*. New Delhi: Centre for Policy Research.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)

(GROUP-B ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: EDUCATIONAL LEADERSHIP

Course Code	: MED-409	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course, the students will be able to:

- *critically examine the core and contemporary leadership theories*
- *reflect on the challenges in leadership in elementary schools*
- *utilize the leadership skills in maintaining human relations in administration*
- *understand the role of head of institution as a democratic leader*
- *explore the barriers in educational leadership*

#### B. COURSE CONTENT

##### UNIT-1

#### Introduction to Educational Leadership

- 1.1. Educational Leadership: Concept, functions and objectives; Characteristics of a good educational leader
- 1.2. Types of Educational Leadership: Academic, administrative, community and student-centred
- 1.3. Styles of Educational Leadership: Authoritarian, Leizezze-Faire and Democratic

##### UNIT-2

#### Current Trends in Educational Leadership

- 2.1. Educational Leadership Skills: Decision making, planning, coordinating, communicating, evaluating and feedback
- 2.2. Current trends in educational leadership in the context of privatisation and public-private partnership
- 2.3. Challenges for educational leadership because of diversity in educational organisations with special reference to gender and multiculturalism

### UNIT-3

#### Leadership and Organisational Behaviour

- 3.1. Basic attributes of an Organisation: Organisational designs, organizational culture, diversity and individual differences in perceptions, attribution and motivation
- 3.2. Nature of Groups: Teamwork and work-group
- 3.3. Conflicts: Concept, nature, types; strategies for conflict management

### UNIT-4

#### Barriers in Leadership

- 4.1. Essential requisites of a good educational leader (mission, vision and values)
- 4.2. Barriers in educational leadership and steps to overcome them
- 4.3. Role of management, head of the institution in inculcating leadership qualities in teachers and students

#### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work
- Focused group discussion
- School Visits and sharing of experiences
- Seminar presentation by students on selected themes leading to discussion
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

The students may undertake any one of the following activities:

- A critical analysis of the current practices in the field of educational leadership
- Presentation of a seminar on barriers to leadership
- Submission of a write-up on the organisational culture and role of the head of the organisation
- Presentation of a seminar on theories/models of educational leadership
- Any other approved activity of relevance

OR

One online course on the relevant topic and submission of a reflective report

#### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## **F. ATTENDANCE**

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

## **G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### **1. Structure and Coverage**

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### **2. Question Design**

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### **3. Assessment of Higher-Order Skills**

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## **H. SUGGESTED READINGS**

- Baldrige, J.V. (1978). *Policy making and effective leadership*. Sanfrancisco: Jessey Bass.
- Balsara, Maitrya (2002). *Administration reorganization of teacher education*. New Delhi: Kanishka.
- Bhat, K.S. and Ravishankar, S. (1985). *Administration of education: New perspectives and viewpoints*. New Delhi: Seema Publications.
- Chandrashekeran, Pramila (1994): *Educational planning and management*. New Delhi: Sterling.
- Dash, B.N. (2004). *School organization, administration and management*. New Delhi: Neel Kamal.
- Dayanandan, R. (2015). *Leadership theory and practice- An educational perspective*. New Delhi: Dominant.

- Gorton, Richard, A. and Alstan, Judy A. (2011). *School leadership and administration: Important concepts, case studies and simulations*.
- Gupta, L.D. (1986). *Educational administration and supervision in schools*. New Delhi: Deep and Deep.
- Kochhar, S.K. (2011). *School administration and management*. New Delhi: Sterling.
- Mahajan, Baldev and Khullar, K.K. (2000). *Educational administration in Central Government*. New Delhi: Vikas Publishing House.
- Mohanty, Jagannath (2012). *School administration supervision and organisation*. New Delhi: Shipra Publications.
- Northhouse, Peter G. (2010). *Leadership Theory and practice*. New Delhi. Sage.
- Pandya, S.R. (2015). *Administration and management of education*. New Delhi: Himalaya Publishing House.
- Sidhu, Kulbir Singh (2012). *School organisation and administration*. New Delhi: Sterling.
- Sindhu, I.S (2012). *Education, administration and management*. New Delhi: Pearson
- Smith, Richard (2008). *Human resource administration: A school based perspective*. New York: Routledge.
- Tyagi, Rajvir Singh (2014). *Administration and management in school education*. New Delhi Centre for Policy Research.





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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)

(GROUP-C: ELEMENTARY EDUCATION)

ELEMENTARY EDUCATION:

FOUNDATIONS OF EDUCATIONAL TECHNOLOGY

Course Code	: MED-410	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- *understand the meaning and scope of educational technology*
- *become effective user of technology in education*
- *become familiar with new trends, techniques in education*
- *explain the various approaches to educational technology*
- *explain the principles of instructional design*
- *identify the salient features of different instructional designs*

#### B. COURSE CONTENT

##### UNIT-1

##### Meaning and Scope of Educational Technology

- 1.1. Educational Technology: Meaning, nature, and scope
- 1.2. Instructional Technology: Meaning, nature and scope, difference between educational technology and instructional technology
- 1.3. Trends in Educational Technology: A historical review

##### UNIT-2

##### Approaches to Educational Technology-I

- 2.1. Physical Science (Media approach to education)
- 2.2. Communication (Audio-Visual approach to education): Development of communication theory, communication models, mass communication, convergence of communication and educational technology

- 2.3. Cybernetics (System Approach): Origin of system concept, characteristics and stages of instructional system, general and instructional system theory

### UNIT-3

#### Approaches to Educational Technology-II

- 3.1. Behavioural Science (Behaviourist approach): Taxonomic and performance approach to objectives, mastery learning, programmed instruction and teaching machines, individualized approach to instruction; Keller plan & IPI, Computer assisted instruction
- 3.2. Behavioural Science (Cognitivist approach): Information processing model, contributions of Piaget, Ausubel, Cognitive learning strategies, simulation, artificial intelligence, and computer based instruction
- 3.3. Instructional Design Approach – Task analysis; Instructional design theories – Gagne, Bruner, Constructivist approach, discovery, inquiry

### UNIT-4

#### Integration of ICT in Education

- 4.1. Meaning and Nature of ICT: Characteristics of digital learning, need and importance of digital literacy, ICT resources and platforms
- 4.2. Technological-Pedagogical Content Knowledge (TPCK), UNESCO ICT Competency Standards for Teachers (2008)
- 4.3. Approaches and strategies to integrating ICT in teaching and learning

#### C. INSTRUCTIONAL STRATEGIES

- Lecture-cum-demonstration, LCD Projection, Demonstration, Laboratory work, Web surfing, Participatory approach
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

##### The student may undertake any one of the following activities:

- Presentation of a Seminar on “Approaches to Educational Technology”
- Presentation of a Seminar on the “Evolution of educational media.”
- Critical review of UNESCO ICT Competency Standards for Teachers (2008)
- Identify appropriate media and material for effective use in the transaction of a lesson.
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

## E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## F. ATTENDANCE

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Bhushan, Anand and Ahuja, M. (1992). *Educational technology*. Patiala: Bawa Publishers.
- Das, R.C. (1992). *Educational Technology: A basic text*. New Delhi: Sterling Publishers.
- Joyce, B. et al. (1992). *Models of teaching*. New Delhi: Prentice Hall of India.

- Lachs, Viva (2000). *Making multimedia in the classroom – A teacher’s guide*. London: Routledge.
- Mohanty, Laxman and Vora, Neeharika (2008). *ICT Strategies for schools – A guide for school administrators*. New Delhi: Sage.
- Mukhopadhyay, M. (1990). *Educational Technology-Challenging issues*. New Delhi: Sterling Publishers.
- Pelgrum, W.J. and Law, L. (2003). *ICT in education around the World-Trends, problems and prospect*. Paris: UNESCO.
- Rana, S. (1994). *Open learning in India*. New Delhi: Commonwealth Publishers.
- Roa, V. (1991). *Educational Technology*. New Delhi: Himalayan Publishing House.
- Rosemary, Papa (2010). *Technology leadership for school improvement*. New Delhi: Sage.
- Sampath, K. et al. (1990). *Educational Technology*. New Delhi: Sterling Publishers.
- Semenov, Alexy (2005). *Information and communication technologies of teaching in schools – a handbook for teachers*. Paris: UNESCO.
- Sharma, R.A. (2008). *Technology of teaching*. Meerut: Lyal Book Depot.
- Sharma, R.A. (2010). *Advanced educational technology*. Meerut: Loyal Book Depot.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)

(GROUP-C: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: E-LEARNING

Course Code	: MED-411	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course, the students will be able to:

- describe the concept, nature and components of e-learning.
- explore and use various e-learning tools and technologies.
- analyse a comprehensive range of approaches to e-learning.
- evaluate critically the practices associated with e-learning.
- evaluate the quality of e-learning programme.

#### B. COURSE CONTENT

##### UNIT-1

##### Foundations of Electronic Learning

- 1.1. Historical perspectives on e-learning, why e-learning and characteristics of e-learning, skills and e-learning in 21<sup>st</sup> century
- 1.2. Approaches to e-learning, components of e-learning, synchronous and asynchronous tools of e-learning
- 1.3. E-Learning Tools and Technologies: Communication, Collaboration, Authoring and Delivery and distribution tools

##### UNIT-2

##### E-Learning tools

- 2.1. E-Learning Course Development: Main activities and requirements; Analysis and curriculum design, content development, storyboard development, Translation/Adaptation and courseware development and delivery
- 2.2. Learning Management System (LMS): Meaning, types, features, proprietary versus open source LMS; e-learning, e-learning standards (W3C, IETF, ISO, SCORM, ARIADNE, IEEE)

- 2.3. Tools for e-learning in the subjects of science, mathematics, language and social sciences

### **UNIT-3**

#### **E-learning Resources and Approaches**

- 3.1. Emerging e-learning approaches, M-learning, mobile applications and its advantages, ubiquitous computing and mobile learning, Blended Learning: Concept, requirements, advantages and limitations
- 3.2. MOOC: Concept, tools, advantages and limitations; Flipped Learning-Concept, procedure, tools, advantages and limitations
- 3.3. Designing courseware for E-learning, blended learning, MOOC and flipped learning, review of e-learning resources

### **UNIT-4**

#### **Managing and evaluating E-learning Activities**

- 4.1. Managing legal, social and ethical issues; overcoming roadblocks and providing digital leadership, e-learning competencies of a teacher; review of research in ICT and e-learning
- 4.2. Open educational Resources and their importance, OER initiatives in India (NROER, KOER etc.)
- 4.3. Evaluation of e-learning courses: Formative, summative and confirmative evaluation

#### **C. INSTRUCTIONAL STRATEGIES**

- Lecture-cum-demonstration, LCD Projection, Demonstration, Laboratory work, Web surfing, Participatory approach
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

#### **D. SESSIONAL WORK**

##### **The student may undertake any one of the following activities:**

- Selecting an appropriate technology for e-learning and develop technology for e-learning for any class at elementary level.
- Presentation of a Seminar on “Importance of e-learning”.
- Developing an ICT integrated unit plan.
- Developing an e-learning course plan.
- Any other approved activity of relevance

### **OR**

#### **One online course on the relevant topic and submission of a reflective report**

## E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## F. ATTENDANCE

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Avril, Loveless (2001). *ICT – pedagogy and the curriculum-subject to change*. London: Routledge.
- Food and Agricultural organization of United Nations, FAO (2011). *E-Learning methodologies: A guide for designing and developing E-Learning Courses*.
- Nicole, A. and More, Buzzeto (2007). *Advanced principles of effective e-learning*. California: Informing Science Press.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)

(GROUP-C: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: DEVELOPMENT OF E-CONTENT

Course Code	: MED-412	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- *examine the relationship between learning theories and digital technologies*
- *examine the principles of instructional design and identify the salient features of different instructional design models*
- *understand the fundamentals of e content*
- *use different online and offline tools for creating e-content*
- *explore and evaluate various digital resources for enhancing learning*

#### B. COURSE CONTENT

##### UNIT-1

##### Evolution of Electronic Media

- 1.1. Emergence and evolution of information technology, internet radio and television
- 1.2. Emergence and evolution of multimedia projector and LED/Pico projector and smart-board
- 1.3. Emergence and Evolution of Transmission Technology: Face-to-face, wired and wireless technologies and cloud computing

##### UNIT-2

##### Basics of E-Content -I

- 1.1. Introduction to E-Content: Meaning, Need and scope of e-content development in education
- 1.2. Types of E-Content: OERs, RLOs, e-Books, Online Dictionaries, Encyclopaedia
- 1.3. Digital Learning Resources: E-Texts, digital textbooks, workbooks, articles, videos, and multimedia



## UNIT-3

### Basics of E-Content -II

- 2.1. Instructional Designs: ADDIE model, Dick and Carey System's Approach Model for designing instruction
- 2.2. Pre-requisites, roles and responsibilities of content writer/subject matter expert
- 2.3. Issues, Challenges and standards in e-content development

## UNIT-4

### Designing and Development of E-content

- 3.1. Designing E-content: Analysis, design, development, testing, implementation and evaluation
- 3.2. Development of E-Content: E-Content tools - Open source versus propriety tools (graphics, audio and video-creating and editing and authoring tools)
- 3.3. Creating, Editing and Evaluation of E-Content: E-book tools (Sigil, Calibre) for creating and editing e-books, screen casting tools (Camtasia), graphic editing, pictures (GIMP/MyPaint), animation – 2D and 3D

### C. INSTRUCTIONAL STRATEGIES

- Lecture-cum-demonstration, LCD Projection, Demonstration, Laboratory work, Web surfing, Participatory approach
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Development of a multimedia e-content on an educational topic using any authoring tool for an elementary class.
- Any other approved activity of relevance.

OR

One online course on the relevant topic and submission of a reflective report

### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## F. ATTENDANCE

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Bhushan, Anand and Ahuja, M. (1992). *Educational technology*. Patiala: Bawa Publishers.
- Das, R.C. (1992). *Educational Technology: A basic text*. New Delhi: Sterling Publishers.
- Joyce, B. et al. (1992). *Models of teaching*. New Delhi: Prentice Hall of India.
- Lachs, Viva (2000). *Making multimedia in the classroom – A teacher's guide*. London: Routledge.
- Mohanty, Laxman and Vora, Neeharika (2008). *ICT Strategies for schools – A guide for school administrators*. New Delhi: Sage.
- Mohit, K. (2003). *Design and implementation of Web-enabled teaching tools*. London: IRM Press.
- Mukhopadhyay, M. (1990). *Educational Technology-Challenging issues*. New Delhi: Sterling Publishers.
- Nachimuthu, K. (2012). Need of e-content developments in education. *Education Today, An International Journal of Education & Humanities*, 3 (2), 72-80.

- Pelgrum, W.J. and Law, L. (2003). *ICT in education around the World-Trends, problems and prospect*. Paris: UNESCO.
- Rana, S. (1994). *Open learning in India*. New Delhi: Commonwealth Publishers.
- Roa, V. (1991). *Educational Technology*. New Delhi: Himalayan Publishing House.
- Rosemary, Papa (2010). *Technology leadership for school improvement*. New Delhi: Sage.
- Sampath, K. et al. (1990). *Educational Technology*. New Delhi: Sterling Publishers.
- Semenov, Alexy (2005). *Information and communication technology of teaching*. Meerut: Lyal Book Depot.
- Sharma, R.A. (2010). *Advanced educational technology*. Meerut: Loyal Book Depot.
- Smit, Patricia and Ragan, Tillman, J. (1999). *Instructional design*. New York: John Wiley and Sons.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)  
(GROUP-D: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: EDUCATION FOR SPECIAL CHILDREN

Course Code	: MED-413	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course, the students will be able to:

- understand the concept of visual impairment.
- understand the concept of hearing impairment.
- elaborate the concept of autism.
- identify the children with visual and hearing impairment.
- identify the children afflicted with autism.
- elaborate with the concept of mental retardation or intellectual disability.

#### B. COURSE CONTENT

##### UNIT-1

##### Hearing Impairment

- 1.1. Hearing Impairment: Definition, characteristics, identification, causes and problems
- 1.2. Prevention and educational provisions for hearing impaired children
- 1.3. Curriculum adaptation and role of teacher for causes and problems for educating children with hearing impairment.

##### UNIT-2

##### Visual Impairment

- 2.1. Visual Impairment: Definition, characteristics, causes, problems, and identification
- 2.2. Prevention of visual impairment, educational provisions and role of technology in their education and mobility
- 2.3. Curriculum adaptation and role of teacher for educating children with visual impairment

##### UNIT-3

##### Intellectual and Learning Disability

- 3.1. Intellectual and Learning Disability/ Mental Retardation: Definition, characteristics, causes and classification, identification

- 3.2. Prevention and educational provisions for children having intellectual disability
- 3.3. Curriculum adaptation and role of teacher for educating children with mental retardation/intellectual disability

#### UNIT-4

#### Speech Impairment and Autism

- 4.1. Speech Impairment: Definition, classification, causes
- 4.2. Autism: Concept, definition, identification and educational provision
- 4.3. Curriculum adaptation and role of teacher for educating children with speech impairment and autism

#### C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

**The student may undertake any one of the following activities:**

- Preparation of a case study in any area of disability with short term and long term plan
- Preparation of a report on visit to a special school
- Presentation of a seminar on autistic children
- Presentation of a seminar on curriculum adaptations for educating children with intellectual disability
- Any other approved activity of relevance

#### E. EVALUATION

**The distribution of marks for the course is as follows:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

#### F. ATTENDANCE

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

#### G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Man, K. and Hailahan, M.T. (1992). *Exceptional children: Introduction to special education*. New Jersey: Prentice Hall.
- Mani, M.N.G. (2000). *Inclusive education in Indian context*. Coimbatore: Sri Ramakrishna Mission Vishvavidyalaya.
- Narayanaswamy, S. and Kansara, J. (2006). *Family, community and hearing child*. New Delhi: Kanishka Publishers.
- Nirman, P. (2007). *Encyclopaedia of special education*. New Delhi: Anmol Publication.
- Orlansky, W.D. (1992). *Exceptional children: A inventory survey of special education*. New York: Macmillan.
- Reddy, G.L. (2004). *Hearing impairment: An educational consideration*. New Delhi: Discovery Publishing House.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)  
(GROUP-D: ELEMENTARY EDUCATION)

##### ELEMENTARY EDUCATION:

##### CONCEPTUAL FOUNDATIONS OF INCLUSIVE EDUCATION

Course Code	: MED-414	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course, the students will be able to:

- *understand the conceptual foundations of inclusive education*
- *examine the policy perspectives of inclusive education*
- *develop a critical perspective on education as a process for inclusive education*
- *critically analyse the research trends in inclusive education*

#### B. COURSE CONTENT

##### UNIT-1

##### Conceptual Foundations of Inclusion

- 1.1. A brief history of discrimination and inclusion
- 1.2. The philosophical and sociological background of inclusion
- 1.3. Evolving the concept of inclusion

##### UNIT-2

##### Policy Perspective

- 2.1. Theoretical basis of policy formulation process
- 2.2. Influence of societal contexts and development agenda and policy formulation in inclusive education
- 2.3. Policies and legislations associated with education of all children

##### UNIT-3

##### Inclusive Education

- 3.1. Evolving concepts of disability
- 3.2. History and experience of Diverse Groups: Negotiating attitudes, dispelling biases and stereotypes

- 3.3. Challenges of intergroup contact in School; school education from segregation to inclusion

#### UNIT-4

##### Research Trends in Inclusive Education

- 4.1. Conceptualising disability studies in an inclusive framework and paradigms that shape research in inclusion
- 4.2. Methodological debates and challenges
- 4.3. Critical analysis of research trends in inclusive education

##### C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

##### D. SESSIONAL WORK

**The student may undertake any one of the following activities:**

- Analysis of selected Policy Documents related to elementary education in India
- Multiple issues associated with inclusion and inclusive education in our country
- Inequality of opportunities, economic and social consequences of gender inequality at elementary level of education
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

##### E. EVALUATION

**The distribution of marks for the course is as under:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

##### F. ATTENDANCE

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.



## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Barton, L. and Armstrong, F. (2007). *Policy experience and change: Reflection on inclusive education*. Dordrecht: Springer.
- Dale, N. (2000). *Working with families of Children and practice*. London: Routledge.
- Premchander, S., Sudan, K. and Reid, Peter, P. (eds.) (2009). *Finding pathways: Social inclusion in rural development*. Bangalore: Books for Change.
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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)

(GROUP-D: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: CURRICULUM PLANNING AND ORGANISATION OF INCLUSIVE EDUCATION

Course Code	: MED-415	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course, the students will be able to:

- *understand the issues and challenges associated with curriculum planning*
- *reflect the basic tenets of inclusive education*
- *critically analyse the key principles of inclusive education*
- *explain the significance of inter-linkages between various domains of curriculum at elementary level*
- *understand the interrelationship among students, their families, the communities and school*

#### B. COURSE CONTENT

##### UNIT-1

#### Basic Tenets of Inclusive Education

- 1.1. Changing Practices in Education of Children with Disabilities: Segregation, Integration and Inclusion
- 1.2. Diversity in Classrooms: Learning styles, linguistics and socio-cultural multiplicity
- 1.3. Key Principles of Inclusive Education: Access, equity, relevance, participation and empowerment

##### UNIT-2

#### Curriculum Planning

- 2.1. Curriculum: Concept, principles and steps in developing Curriculum for inclusive education
- 2.2. Challenges of developing Curriculum for inclusive education
- 2.3. Approaches to Curriculum: Child Centred Approach, Activity Centred Approach, Ecological Approach

### **UNIT-3**

#### **Curriculum Transaction in an Inclusive Set-up/Supports and collaborations for IE**

- 3.1.** Teaching Strategies: Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement
- 3.2.** Multi-sensory Approaches – Montessori Method, (Visual, Auditory, Kinesthetic and Tactile) VAKT Method, Orton-Gillingham Method
- 3.3.** Play way Method: Concept and its role in teaching-learning process for CWSN (Children with Special Needs) at elementary level

### **UNIT-4**

#### **Innovations in Inclusive Education**

- 4.1.** Assistive and Adaptive Technology for Diverse Learners: Product (Aids and appliances) and Process (Individualised Educational Plan, (IEP) and Remedial Teaching)
- 4.2.** Therapeutic Interventions: Need and scope; Use of Information and Communication Technology (ICT) in inclusive classroom
- 4.3.** Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multi-level tutoring in the context of constructivism

#### **C. TRANSACTIONAL STRATEGIES**

- Lecture, discussion, project work and case based presentation
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

#### **D. SESSIONAL WORK**

##### **The student may undertake any one of the following activities:**

- Review of the literature related to education of children with diverse needs
- Presentation of a seminar on Assessment of curricular and co-curricular acts of a particular special school
- Presentation of a seminar on 'Diversity in Classrooms-socio-cultural multiplicity'
- Participation in a panel discussion on 'Access, equity and relevance in inclusive set-up'
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of reflective report**

## E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## F. ATTENDANCE

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Adrani, Lal and Chadha, Anupriya (2003). *You and your special child*. New Delhi: UBS.
- Felcity, Armstrong and Moore, Michele (2004). *Action research for inclusive education*. London: Routledge.
- Giuiani, G.A. and Pierangelo, R. (2007). *Understanding, developing and writing IEPs*. Corwin Press: Sage Publisher.

- Gore, M.C. (2004). *Successful inclusion strategies for Secondary and Middle School Teachers*, Corwin Press: Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special needs from Segregation to Inclusion*, Corwin Press: Sage Publications.
- Loreman, Deppler et al. (2000). *Inclusive education*. Sydney: Allwen and Unwin.
- Mehra, Vandana (2004). *Educational technology*. New Delhi: S.S. Publishers.
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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)  
(GROUP-A: SECONDARY AND HIGHER SECONDARY EDUCATION)

#### SECONDARY AND HIGHER SECONDARY EDUCATION: CURRICULUM THEORY

Course Code	: MED-416	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course, the students will be able to:

- *reflect upon the concept of curriculum*
- *explain the curriculum theories*
- *describe the nature of human knowledge*
- *gain insight into models of curriculum change*
- *explain Roger's Diffusion Theory of Curriculum Change and Innovation*
- *explain Schon's and Havlock's Models of Dissemination*

#### B. COURSE CONTENT

##### UNIT-1

#### Curriculum – Concept and Theory

- 1.1. Curriculum: Concept, need, types and scope of curriculum studies
- 1.2. Curriculum Theory: Meaning, characteristics and types of curriculum theory
- 1.3. Curriculum Theorists: Charles Eliot, John Dewey, G. Stanley Hall

##### UNIT-2

#### Knowledge and Curriculum

- 2.1. Knowledge, Belief, Information and Understanding: Concept and characteristics; Types of knowledge and process of its validation
- 2.2. Child's Construction of Knowledge: Attaining knowledge through activity and experience
- 2.3. Hidden Curriculum; Process and criteria for curriculum selection and construction

### UNIT-3

#### Curriculum Design

- 3.1. Curriculum Design: Concept, steps and patterns (Centralised, decentralized and co-ordinated); Models of Curriculum Design: Objective and Process Models, difference between the two models
- 3.2. Stages of curriculum development; Taba and Tyler's Models of Curriculum Development
- 3.3. Wheeler and Kerr's Models of Curriculum Development

### UNIT-4

#### Curriculum Change and Innovation

- 4.1. Curriculum Change and Innovation: Concept, difference between curriculum change and curriculum innovation
- 4.2. Roger's Theory of Curriculum Change and Innovation
- 4.3. Schon's and Havlock's Models of Dissemination of Curriculum Innovation and Change

#### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work
- Focused group discussion
- School Visit and sharing of experiences
- Seminar presentation by students on selected themes leading to discussion
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

##### The student may undertake any one of the following activities:

- Analysis of State level curriculum of Secondary education
- Critical analysis of curriculum of Central Board of Secondary Education/ J&K Board for secondary and higher secondary classes
- Critical analysis of the existing syllabi of any secondary and higher secondary class that has been recommended by the Jammu and Kashmir Government
- Presentation of a seminar on centralised and decentralised curriculum Design
- Presentation of a seminar on Kerr's Model of Curriculum Development
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

## E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## F. ATTENDANCE

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Aggarwal, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.
- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Author press.
- Dewey, John (1966). *The child and the curriculum*. Chicago: The University of Chicago Press.



- Erickson, H.L. (2002). *Concept based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press.
- Joseph, P.B. et. al. (2000). *Cultures of curriculum (studies in curriculum theory)*. New York: Teacher College Press.
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- Mrunallini, Talla (2012). *Curriculum development: Perspectives, principles and issues*. Pearson Education India.
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- NCERT (2000). *National curriculum framework for school education*. New Delhi: Publication Division, NCERT.
- NCERT (2005). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2006). *Systematic reforms for curriculum change*. New Delhi: Publication Division, NCERT.
- NCTE (2009, 2015). *National curriculum framework for teacher education*. New Delhi: NCTE.
- Reddy, B. (2007). *Principles of Curriculum: Planning and development*. New Delhi: Arise Publishers.
- Taba, Hilda (1962). *Curriculum development: Theory and practice*. New York: Harcourt Brace.
- UNESCO (1981). *Curriculum and lifelong education*. Paris: UNESCO.
- Wiles, J.W. and Joseph, Bondi (2006). *Curriculum development: A guide to practice*. New Delhi: Pearson Education, India.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)

(GROUP-A: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION:

CURRICULUM TRANSACTION

Course Code	: MED-417	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course, the students will be able to:

- describe various methods of curriculum transaction
- discuss various approaches of curriculum transaction
- explain the role of ICT in curriculum transaction
- develop skills to integrate audio-visual aids in curriculum transaction
- explain different communication modes
- discuss the barriers in effective communication

#### B. COURSE CONTENT

##### UNIT-1

##### Understanding Curriculum Transaction

- 1.1. Curriculum Transaction: Meaning, need and importance
- 1.2. Conditions of Curriculum Transaction: Intake, duration, content, qualification and experience of teacher, classroom climate and interest of students
- 1.3. Issues related to curriculum transaction and the role of the teacher in its transaction

##### UNIT-2

##### Resources of Curriculum Transaction

- 2.1. Curricular Materials with Text Books: Organisation of practice exercises; Teacher guide – Its role in curriculum transaction
- 2.2. Collaborative/Co-operative Learning: Meaning and its role in curriculum transaction, use of various methods and media in curriculum transaction
- 2.3. Resource Centre: Concept, its activities and role in the transaction of curriculum

### **UNIT-3**

#### **Integration of ICT in Curriculum Transaction**

- 3.1. Information and Communication Technology (ICT): Concept, importance and role in curriculum transaction
- 3.2. Modes of ICT for the transaction of curriculum, their advantages and limitations
- 3.3. Role of Programmed Learning Material (PLM), Computer Assisted Learning (CAL) and Computer Assisted Instruction (CAI) in the transaction of curriculum at secondary and higher secondary level

### **UNIT-4**

#### **Communication and Curriculum Transaction**

- 4.1. Communication: Concept, importance, different communication modes and barriers in effective communication
- 4.2. Elements of Communication: Speaker, Message, Encoding, Channel/Media, Decoding, Receiver, Feedback, Context, Barrier
- 4.3. Modes of Transaction: Observation of teaching, analysis of materials and media, writing critical notes on the observed activities, lectures, dialogues, guided studies and presentations

#### **C. TRANSACTIONAL STRATEGIES**

- Lecture-cum-discussion, Panel discussions, Group work
- Focused group discussion
- School Visits and sharing of experiences
- Seminar presentation by students on selected themes leading to discussion
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

#### **D. SESSIONAL WORK**

**The student may undertake any one of the following activities:**

- Preparation of an observation schedule for curriculum transaction in any one school subject at secondary and higher secondary level
- Preparation of a report on the observation and identification of methods, media and approaches used in curriculum transaction by teacher trainees for a school subject at the secondary stage
- Presentation of a seminar on 'Methods of Curriculum Transaction'
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

## E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## F. ATTENDANCE

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

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- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Author press.

- Dewey, John (1966). *The child and the curriculum*. Chicago: The University of Chicago Press.
- Doll, Ronald C. (1986). *Curriculum improvement: Decision making process*. London: Allyon and Bacon.
- Erickson, H.L. (2002). *Concept based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press.
- Joseph, P.B. et. al. (2000). *Cultures of curriculum (studies in curriculum theory)*. New York: Teacher College Press.
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- Srivastava, D.S. and Sarita Kumari (2005). *Curriculum and instruction*. New Delhi: Isha Books.
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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)

(GROUP-A: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION:

#### CURRICULUM ASSESSMENT

Course Code	: MED-418	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course, the students will be able to:

- understand the process of curriculum assessment
- difference between formative and summative evaluation
- use different techniques for evaluation of curriculum
- explain different tools used in the assessment of curriculum

#### B. COURSE CONTENT

##### UNIT-1

#### Curriculum Evaluation

- 1.1. Curriculum Evaluation: Concept, characteristics, nature and principles of curriculum evaluation
- 1.2. Approaches in curriculum evaluation
- 1.3. Models of curriculum evaluation given by Ralph Tyler, Robert Stake, Michael Scriven

##### UNIT-2

#### Types of Curriculum Evaluation

- 2.1. Formative Evaluation: Concept, scope and importance
- 2.2. Summative Evaluation: Concept, scope and importance, difference between formative and summative evaluation
- 2.3. Evaluation based on the test, feedback from former students for instructional process, teacher's views for effectiveness of instruction, parent's views about the courses, situation analysis using survey and interview; Issues in the evaluation of curriculum

## UNIT-3

### Strategies for Assessment

#### 3.1. Stages of Programme Evaluation:

- (a) Identifying decision makers, purpose and objectives of the programme
- (b) Deciding indicators of success, developing data gathering material, collecting and analyzing data, soliciting feedback and making modifications

#### 3.2. Realising objectives of education, appropriateness of content to learner's needs and interest and relating content to life experiences of learners

## UNIT-4

### Tools and Techniques of Curriculum Assessment

#### 4.1. Observation, classroom interaction with teacher and peer group

#### 4.2. Oral Method: Pre-testing and diagnostic and probing questions

#### 4.3. Interview: Consultation with users of curriculum, maintaining diaries by the children and teachers, project work, peer evaluation and maintaining portfolio of the work and their presentation

### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work
- Focused group discussion
- School Visits and sharing of experiences
- Seminar presentation by students on selected themes leading to discussion
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

#### The student may undertake any one of the following activities:

- Assessment of curriculum of a particular school subject at the secondary stage.
- Summative evaluation of instructional process based upon questionnaire filled by secondary school students.
- Formative evaluation of instructional process based on the feedback of students and teachers for any class at the secondary level
- Situation analysis in the evaluation of curriculum of any one secondary and higher secondary class
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

## E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
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i. Online Course Completion Certificate/ PPT	05 Marks
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<b>Total Marks</b>	<b>100</b>

## F. ATTENDANCE

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
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- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
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- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

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- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Author press.



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- Joseph, P.B. *et al.* (2000). *Cultures of curriculum (studies in curriculum theory)*. New York: Teacher College Press.
- Kelly, A.V. (2004). *The Curriculum theory and practice*. New Delhi: Sage Publications.
- Krug, Edward A. (2006). *Curriculum planning*. New York: Harper and Row.
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- Linn, Robert L. and Gronlund, Norman E. (2000). *Measurement and assessment in teaching*. Boston: Pearson Education.
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- Moore, Kenneth D. (2005). *Effective instructional strategies: From theory to practice*. New Delhi: Sage Publications.
- Mrunallini, Talla (2012). *Curriculum development: Perspectives, principles and issues*. Pearson Education India.
- Mukunda, Kamala V. (2009). *What did you ask at school today: A handbook of child learning*. Noida: Harper Collins Publishers.
- NCERT (1984). *Curriculum and evaluation*. New Delhi: Publication Division, NCERT.
- NCERT (2000). *National curriculum framework for school education*. New Delhi: Publication Division, NCERT.
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- NCERT (2006). *Systematic reforms for curriculum change*. New Delhi: Publication Division, NCERT.
- NCTE (2009, 2015). *National curriculum framework for teacher education*. New Delhi: NCTE

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## MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)  
(GROUP-B: SECONDARY AND HIGHER SECONDARY EDUCATION)

#### SECONDARY AND HIGHER SECONDARY EDUCATION: SCHOOL MANAGEMENT

Course Code	: MED-419	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: discuss the concept, aspects and types of educational management.

CLO 2: analyse the various aspects of institutional planning and create an institutional plan for secondary and higher secondary schools.

CLO 3: explain the nature and types of educational organisations and need for organisational change.

CLO 4: interpret the impact of globalisation on educational management.

CLO 5: identify the various management strategies for quality improvement of educational organizations.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X	X		X
PLO 3	X	X	X	X	X
PLO 4					
PLO 5					
PLO 6	X	X	X	X	X
PLO 7					

#### B COURSE CONTENT

##### UNIT-1

##### Educational Management

- 1.1. Management of Secondary and Higher Secondary Education in India: Role of Central and State Governments; Total quality management - Concept and applications in educational institutions
- 1.2. Aspects of Educational Management: Planning, organisation, supervision, finance, innovation, change, decision making and evaluation

- 1.3. Types of Educational Management: Centralised versus decentralised, bureaucratic versus technocratic, autocratic versus democratic.

## **UNIT-2**

### **Institutional Planning**

- 2.1. Institutional Planning: Meaning, concept and steps for the preparation of an institutional plan
- 2.2. Planning of a Secondary and Higher Secondary School: Space, infrastructure, provision of classrooms, library, laboratory, washrooms for boys and girls, canteen, playground
- 2.3. Planning of community resources for the use of school development

## **UNIT-3**

### **Management of Change in Educational Organisations**

- 3.1. Educational Organisation: Concept, nature, types and characteristics
- 3.2. Organisational Change: Concept, need and process of organizational change
- 3.3. Impact of globalization on educational management; Institutional accountability – Concept, need and its impact on functioning of educational institutions

## **UNIT-4**

### **Management Techniques**

- 4.1. SWOT Analysis: Concept and its application in educational organisations
- 4.2. Programme Evaluation and Review Technique (PERT): Concept and its application in educational organisations
- 4.3. Bench Marking: Concept, its application as a technique for quality management in educational organisations, 360 Degree Performance Appraisal

### **C. TRANSACTIONAL STRATEGIES**

- Lecture-cum-discussion, Panel discussions, Group work
- Focused group discussion
- School Visit and sharing of experiences
- Seminar presentation by students on selected themes leading to discussion
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

### **D. SESSIONAL WORK**

**The student may undertake any one of the following activities:**

- Preparation of interview schedule for micro-level educational survey of secondary education
- Preparation of an institutional plan for a secondary school

- Preparation of a school development plan based on RTE Act (2009)/RMSA
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

**E. EVALUATION**

**The distribution of marks for the course is as follows:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

**F. ATTENDANCE**

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

**G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

**1. Structure and Coverage**

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

**2. Question Design**

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

**3. Assessment of Higher-Order Skills**

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- AIEPA (1971). *Modern management techniques in educational administration*. New Delhi: Asian Institute of Educational Planning and Administration.
- Ananda, W.P. Gurugo (1984). *General principles of management for educational planners and administrators*. Paris: UNESCO.
- Bhagia, N.M. et al. (1990). *Educational administration in India and other developing countries*. New Delhi: Common Wealth Publications.
- Singhal, R.P. et al. (1986). *School inspection system: A modern approach*. New Delhi: Vikas Publishing House.
- Tanner, D. and Lawrel, T. (1987). *Supervision in education: Problems and practices*. New York: Macmillan.
- Tomas, J. (1987). *Educational governance and administration*. New York: Prentice Hall.
- Bush, T. (1986). *Theories of educational management*. London: harper and Row.
- Bush, T. and Les, B. (2002). *The principles and practice of educational management*. London: Paul Chapman Publishing House.
- Mukhopadhyay (2010). *Total quality management in education*. New Delhi: Sage Publications.
- Chakraborty, S.K. (2002). *Values and ethics for organizations: Theory and practice*. New Delhi: Oxford University Press.
- Ross, J.E. (1993). *Total quality management: Text, cases and readings*. Londong: Kogan Paul.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)  
(GROUP-B: SECONDARY AND HIGHER SECONDARY EDUCATION)

#### SECONDARY AND HIGHER SECONDARY EDUCATION: EDUCATIONAL ADMINISTRATION

Course Code	: MED-420	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO 1: describe the concept, objectives, scope and principles of educational administration.  
CLO 2: comprehend the historical development of educational administration.  
CLO 3: analyse patterns of educational administration along with the role of different agencies.  
CLO 4: identify the different types of educational institutions, problems of Educational Administration and the role of inspection agencies with special reference to J&K.  
CLO5: examine the place of inspection and supervision in the development of an educational institution.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2	X	X			X
PLO 3	X		X	X	X
PLO 4					
PLO 5					
PLO 6	X	X	X	X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

##### Theoretical Considerations

- 1.1. Educational Administration: Meaning, objectives and scope, human beings as inputs, processes and products
- 1.2. Basic principles of educational administration
- 1.3. Development of the modern concept of educational administration from the year 1900 onwards

## UNIT-2

### Administration at Various Levels

- 2.1. Different Patterns of Educational Administration: Centralised and decentralised administration, human relationship, approach to educational administration
- 2.2. Educational administration at Central, State and Local levels
- 2.3. Composition and functions of Central Advisory Board of Education and NCERT towards National System of Education

## UNIT-3

### Problems of Educational Administration

- 3.1. Types of Educational Institution: Government, Government aided and self-financed, their administration at the Secondary and Higher Secondary Education level
- 3.2. Problems and solutions of educational administration in India, ways and means to tackle administrative problems
- 3.3. Inspection agencies and their problems with reference to the expansion of education in the State of Jammu and Kashmir, defects in the existing educational administration

## UNIT-4

### Inspection and Supervision

- 4.1. Decision-making, organisational development and competencies
- 4.2. Role of management, teachers and guardians in effective institutional administration
- 4.3. Place of inspections and supervision in the development of an institution

### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work
- Focused group discussion
- School Visit and sharing of experiences
- Seminar presentation by students on selected themes leading to discussion
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

#### The student may undertake any one of the following activities:

- Present a PowerPoint presentation on the organisation and activities of the Central Advisory Board of Education
- Present a seminar on the problems of educational administration in India
- Present a seminar on educational administration at the Central level
- Present a seminar on educational administration at the state level
- Any other approved activity of relevance



**OR**

**One online course on the relevant topic and submission of a reflective report**

**E. EVALUATION**

**The distribution of marks for the course is as follows:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

**F. ATTENDANCE**

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

**G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

**1. Structure and Coverage**

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

**2. Question Design**

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

**3. Assessment of Higher-Order Skills**

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

**H. SUGGESTED READINGS**

- Balsara, Maitrya (2002). *Administration reorganization of teacher education*. New Delhi: Kanishka.

- Balsara, Maitrya (2002). Administration reorganization of teacher education. New Delhi: Kanishka.
- Bhat, K.S. and Ravishankar, S. (1985). *Administration of education: New perspectives and viewpoints*. New Delhi: Seema Publications.
- Bhat, K.S. and Ravishankar, S. (1985). Administration of education: New perspectives and viewpoints. New Delhi: Seema Publications.
- Gorton, Richard, A. and Alstan, Judy A. (2011). *School leadership and administration: Important concepts, case studies and simulations*.
- Gorton, Richard, A. and Alstan, Judy A. (2011). School leadership and administration: Important concepts, case studies and simulations.
- Gupta, L.D. (1986). *Educational administration and supervision in schools*. New Delhi: Deep and Deep.
- Gupta, L.D. (1986). Educational administration and supervision in schools. New Delhi: Deep and Deep.
- Kochhar, S.K. (2011). School administration and management. New Delhi: Sterling.
- Mahajan, Baldev and Khullar, K.K. (2000). *Educational administration in Central Government*. New Delhi: Vikas Publishing House.
- Mahajan, Baldev and Khullar, K.K. (2000). Educational administration in Central Government. New Delhi: Vikas Publishing House.
- Mohanty, Jagannath (2012). School administration supervision and organisation. New Delhi: Shipra Publications.
- Pandya, S.R. (2015). Administration and management of education. New Delhi: Himalaya Publishing House.
- Sidhu, Kulbir Singh (2012). School organisation and administration. New Delhi: Sterling.
- Sindhu, I.S (2012). Education, administration and management. New Delhi : Pearson
- Smith, Richard (2008). *Human resource administration: A school based perspective*. New York: Routledge.
- Smith, Richard (2008). Human resource administration: A school based perspective. New York: Routledge.
- Tyagi, Rajvir Singh (2014). Administration and management in school education. New Delhi Centre for Policy Research.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)  
(GROUP-B: SECONDARY AND HIGHER SECONDARY EDUCATION)

#### SECONDARY AND HIGHER SECONDARY EDUCATION: EDUCATIONAL LEADERSHIP

Course Code	: MED-421	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

- CLO 1: explain the concept, function, objectives, types and theories of educational leadership.  
CLO 2: analyse the current trends in educational leadership along with its challenges.  
CLO 3: describe the attributes of an organisation, the nature of groups and strategies for conflict management.  
CLO 4: interpret the requisites of a good educational leader and barriers to educational leadership.  
CLO 5: examine the role of the management in inculcating leadership qualities in teachers and students.

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	X	X	X	X	X
PLO 2		X			
PLO 3	X	X	X	X	X
PLO 4					
PLO 5					
PLO 6	X	X	X	X	X
PLO 7					

#### B. COURSE CONTENT

##### UNIT-1

#### Introduction to Education Leadership

- 1.1. Educational Leadership: Concept, functions and objectives; Characteristics of a good educational leader
- 1.2. Types of Educational Leadership: Academic, administrative, community and student-centred
- 1.3. Styles of Educational Leadership: Authoritarian, Leissezze-Faire and Democratic

## UNIT-2

### Current Trends in Education Leadership

- 2.1. Educational Leadership Skills: Decision-making, planning, coordinating, communicating, evaluating and feedback
- 2.2. Current trends in educational leadership in the context of privatisation and public-private partnership
- 2.3. Challenges for leadership because of diversity in educational organisations with special reference to gender and multiculturalism

## UNIT-3

### Leadership and Organisational Behaviour

- 3.1. Basic attributes of an Organisation: Organisational designs, organisational culture, diversity and individual differences in perceptions, attribution and motivation
- 3.2. Nature of Groups: Teamwork and workgroup
- 3.3. Conflicts: Concept, nature, types; Strategies for conflict management

## UNIT-4

### Barriers in Leadership

- 4.1. Essential requisites of a good educational leader (mission, vision and values)
- 4.2. Barriers in educational leadership and steps to overcome the barriers
- 4.3. Role of management, head of the institution in inculcating leadership qualities in teachers and students

### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work
- Focused group discussion
- School Visit and sharing of experiences
- Seminar presentation by students on selected themes leading to discussion
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

#### The student may undertake any one of the following activities:

- Current practices in the field of educational leadership at the secondary level
- Barriers to educational leadership
- Organisational culture and role of the head of the organisation
- Theories/models of educational leadership
- Any other approved activity of relevance

OR

One online course on the relevant topic and submission of a reflective report

#### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

#### F. ATTENDANCE

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

#### G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

##### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

##### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

##### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

#### H. SUGGESTED READINGS

- Baldrige, J.V. (1978). *Policy making and effective leadership*. Sanfrancisco: Jessey Bass.
- Balsara, Maitrya (2002). *Administration reorganization of teacher education*. New Delhi: Kanishka.

- Bhat, K.S. and Ravishankar, S. (1985). *Administration of education: New perspectives and viewpoints*. New Delhi: Seema Publications.
- Chandrashekeran, Pramila (1994): *Educational planning and management*. New Delhi: Sterling.
- Dash, B.N. (2004). *School organization, administration and management*. New Delhi: Neel Kamal.
- Dayanandan, R. (2015). *Leadership theory and practice- An educational perspective*. New Delhi: Dominant.
- Gorton, Richard, A. and Alstan, Judy A. (2011). *School leadership and administration: Important concepts, case studies and simulations*.
- Gupta, L.D. (1986). *Educational administration and supervision in schools*. New Delhi: Deep and Deep.
- Kochhar, S.K. (2011). *School administration and management*. New Delhi: Sterling.
- Mahajan, Baldev and Khullar, K.K. (2000). *Educational administration in Central Government*. New Delhi: Vikas Publishing House.
- Mohanty, Jagannath (2012). *School administration supervision and organisation*. New Delhi: Shipra Publications.
- North house, Peter G. (2010). *Leadership Theory and practice*. New Delhi: Sage.
- Pandya, S.R. (2015). *Administration and management of education*. New Delhi: Himalaya Publishing House.
- Sidhu, Kulbir Singh (2012). *School organisation and administration*. New Delhi: Sterling.
- Sindhu, I.S (2012). *Education administration and management*. New Delhi: Pearson
- Smith, Richard (2008). *Human resource administration: A school based perspective*. New York: Routledge.
- Tyagi, Rajvir singh (2014). *Administration and management in school education*. New Delhi Centre for Policy Research.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)  
(GROUP-C: SECONDARY AND HIGHER SECONDARY EDUCATION)

#### SECONDARY AND HIGHER SECONDARY EDUCATION: FOUNDATIONS OF EDUCATIONAL TECHNOLOGY

Course Code	: MED-422	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- *understand the meaning and scope of educational technology*
- *become effective user of technology in education*
- *become familiar with new trends, techniques in education*
- *explain the various approaches to educational technology*
- *explain the principles of instructional design*
- *identify the salient features of different instructional designs*

#### B. COURSE CONTENT

##### UNIT-1

##### Meaning and Scope of Educational Technology

- 1.1. Educational Technology: Meaning, nature, and scope
- 1.2. Instructional Technology: Meaning, nature and scope, difference between educational technology and instructional technology
- 1.3. Trends in Educational Technology: A historical review

##### UNIT-2

##### Approaches to Educational Technology-I

- 2.1. Physical Science (Media approach to education)
- 2.2. Communication (Audio-Visual approach to education): Development of communication theory, communication models, mass communication, convergence of communication and educational technology
- 2.3. Cybernetics (System Approach): Origin of system concept, characteristics and stages of instructional system, general and instructional system theory

### UNIT-3

#### Approaches to Educational Technology-II

- 3.1. Behavioural Science (Behaviourist approach): Taxonomic and performance approach to objectives, master learning, programmed instruction and teaching machines, individualized approach to instruction; Keller plan & IPI, Computer assisted instruction
- 3.2. Behavioural Science (Cognitivist approach): Information processing model, contributions of Piaget, Ausubel, Bruner, Cognitive learning strategies, simulation, artificial intelligence, computer based instruction
- 3.3. Instructional Design Approach – task analysis, instructional design theories – Gagne, Bruner, Constructivist approach, discovery, inquiry

### UNIT-4

#### Integration of ICT in Education

- 4.1. Meaning and Nature of ICT: Characteristics of digital learning, need and importance of digital literacy, ICT resources and platforms
- 4.2. Technological-Pedagogical Content Knowledge (TPCK), UNESCO ICT Competency Standards for Teachers (2008)
- 4.3. Approaches and strategies to integrating ICT in teaching and learning

#### C. INSTRUCTIONAL STRATEGIES

- Lecture-cum-demonstration, LCD Projection, Demonstration, Laboratory work, Web surfing, Participatory approach
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

##### The student may undertake any one of the following activities:

- Presentation of a Seminar on “Approaches to educational technology”
- Presentation of a Seminar on “Evolution of educational media”
- Critical review of UNESCO ICT Competency Standards for Teachers (2008)
- Identify appropriate media and material for effective use in the transaction of a lesson
- Any other approved activity of relevance

OR

**One online course on the relevant topic and submission of a reflective report**



## E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## F. ATTENDANCE

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Bhushan, Anand and Ahuja, M. (1992). *Educational technology*. Patiala: Bawa Publishers.
- Mukhopadhyay, M. (1990). *Educational Technology-Challenging issues*. New Delhi: Sterling Publishers.
- Rana, S. (1994). *Open learning in India*. New Delhi: Commonwealth Publishers.

- Das, R.C. (1992). *Educational Technology: A basic text*. New Delhi: Sterling Publishers.
- Joyce, B. et al. (1992). *Models of teaching*. New Delhi: Prentice Hall of India.
- Mohanty, Laxman and Vora, Neeharika (2008). *ICT Strategies for schools – A guide for school administrators*. New Delhi: Sage.
- Roa, V. (1991). *Educational Technology*. New Delhi: Himalayan Publishing House.
- Rosemary, Papa (2010). *Technology leadership for school improvement*. New Delhi: Sage.
- Sampath, K. et al. (1990). *Educational Technology*. New Delhi: Sterling Publishers.
- Semenov, Alexy (2005). *Information and communication technologies of teaching in schools – a handbook for teachers*. Paris: UNESCO.
- Sharma, R.A. (2008). *Technology of teaching*. Meerut: Loyal Book Depot.
- Sharma, R.A. (2010). *Advanced educational technology*. Meerut: Loyal Book Depot.
- Lachs, Viva (2000). *Making multimedia in the classroom – A teacher's guide*. London: Routledge.
- Pelgrum, W.J. and Law, L. (2003). *ICT in education around the World-Trends, problems and prospect*. Paris: UNESCO.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)  
(GROUP-C: SECONDARY AND HIGHER SECONDARY EDUCATION)

#### SECONDARY AND HIGHER SECONDARY EDUCATION:

##### E – LEARNING

Course Code	: MED-423	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- describe the concept, nature and components of e-learning
- explore and use various e-learning tools and technologies
- analyse a comprehensive range of approaches to e-learning
- evaluate critically the practices associated with e-learning
- evaluate the quality of e-learning programme

#### B. COURSE CONTENT

##### UNIT-1

#### Foundations of Electronic Learning

- 1.1. Historical perspectives on e-learning, why e-learning and characteristics of e-learning, skills and e-learning in 21<sup>st</sup> century
- 1.2. Approaches to e-learning, components of e-learning, synchronous and asynchronous tools of e-learning
- 1.3. E learning Tools and Technologies: Communication, Collaboration, Authoring and delivery and distribution tools

##### UNIT-2

#### E-Learning tools

- 2.1. E-Learning Course Development: Main activities and requirements; Analysis and Curriculum design, content development, storyboard development, Translation/ Adaptation and courseware development and delivery
- 2.2. Learning Management System (LMS): Meaning, types, features, proprietary versus open source LMS; e-learning, e-learning standards (W3C, IETF, ISO, SCORM, ARIADNE, IEEE)

- 2.3. Tools for E-learning in the subjects of science, mathematics, language and social science

### **UNIT-3**

#### **E-learning Resources and Approaches**

- 3.1. Emerging E-learning approaches, M-learning, mobile applications and its advantages, ubiquitous computing and mobile learning, Blended Learning: Concept, requirements, advantages and limitations
- 3.2. MOOC: Concept, tools, advantages and limitations; Flipped Learning-Concept, procedure, tools, advantages and limitations
- 3.3. Designing courseware for E-learning, blended learning, MOOC and flipped learning, review of e-learning resources

### **UNIT-4**

#### **Managing and evaluating E-learning Activities**

- 4.1. Managing legal, social and ethical issues; overcoming roadblocks and providing digital leadership, E-learning competencies of a teacher; review of research in ICT and e-learning
- 4.2. Open educational Resources and their importance, OER initiatives in India (NROER, KOER etc.)
- 4.3. Evaluation of e-learning courses: Formation, summative and confirmative evaluation

#### **C. INSTRUCTIONAL STRATEGIES**

- Lecture-cum-demonstration, LCD Projection, Demonstration, Laboratory work, Web surfing, Participatory approach
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

#### **D. SESSIONAL WORK**

**The student may undertake any one of the following activities:**

- Selecting an appropriate technology for e-learning and develop technology for e-learning for any class from IX to XII
- Presentation of a Seminar on “Importance of e-learning”
- Developing an ICT integrated unit plan
- Developing an e-learning course plan
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

## E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## F. ATTENDANCE

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Avril, Loveless (2001). *ICT – pedagogy and the curriculum-subject to change*. London: Routledge.
- Nicole, A. and More, Buzzeto (2007). *Advanced principles of effective e-learning*. California: Informing Science Press.
- Food and Agricultural organization of United Nations, FAO (2011). *E-Learning methodologies: A guide for designing and developing E-Learning Courses*.



## MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)  
(GROUP-C: SECONDARY AND HIGHER SECONDARY EDUCATION)

#### SECONDARY AND HIGHER SECONDARY EDUCATION: DEVELOPMENT OF E – CONTENT

Course Code	: MED-424	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- *examine the relationship between learning theories and digital technologies*
- *examine the principles of instructional design and identify the salient features of different instructional design models*
- *understand the fundamentals of e content*
- *use different online and offline tools for creating e-content*
- *explore and evaluate various digital resources for enhancing learning*

#### B. COURSE CONTENT

##### UNIT-1

##### Evolution of Electronic Media

- 1.1 Emergence and evolution of information technology, internet radio and television
- 1.2 Emergence and evolution of multimedia projector and LED/Pico projector and smart-board
- 1.3 Emergence and Evolution of Transmission Technology; Face-to-face, wired and wireless technologies and cloud computing

##### UNIT-2

##### Basics of E-Content -I

- 2.1 Introduction to e-Content: Meaning, Need and scope of e-content development in education
- 2.2 Types of e-Content: OERs, RLOs, eBooks, Online Dictionaries, Encyclopaedia
- 2.3 Digital Learning Resources: E-Texts, digital textbooks, workbooks, articles, videos, or multimedia

### UNIT-3

#### Basics of E-Content -II

- 3.1 Instructional Designs: ADDIE model, Dick and Carey system's approach model for designing instruction
- 3.2 Pre-requisites, Roles and Responsibilities of Content Writer/Subject Matter Expert
- 3.3 Issues, challenges and standards in e-content development

### UNIT-4

#### Designing and Development of E-content

- 4.1 Designing E-content: Analysis, design, development, testing, implementation and evaluation
- 4.2 Development of E-content: E-Content tools – Open source versus propriety tools (graphics, audio and video-creating and editing and authoring tools)
- 4.3 Creating, editing and evaluation of e-content. E-book tools (Sigil, Calibre) for creating and editing e-books, screen casting tools (Camtasia), graphic editing, picture/photographs (GIMP/My paint), animation – 2D and 3D

#### C. INSTRUCTIONAL STRATEGIES

- Lecture-cum-demonstration, LCD Projection, Demonstration, Laboratory work, Web surfing, Participatory approach
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Developing a multimedia e-content on an educational topic using any authoring tool for any secondary or higher secondary class
- Any other approved activity of relevance

OR

One online course on the relevant topic and submission of a reflective report

#### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## **F. ATTENDANCE**

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

## **G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

### **1. Structure and Coverage**

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### **2. Question Design**

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### **3. Assessment of Higher-Order Skills**

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## **H. SUGGESTED READINGS:**

- Bhushan, Anand and Ahuja, M. (1992). *Educational technology*. Patiala: Bawa Publishers.
- Das, R.C. (1992). *Educational Technology: A basic text*. New Delhi: Sterling Publishers.
- Joyce, B. et al. (1992). *Models of teaching*. New Delhi: Prentice Hall of India.
- Lachs, Viva (2000). *Making multimedia in the classroom – A teacher's guide*. London: Routledge.
- Mohanty, Laxman and Vora, Neeharika (2008). *ICT Strategies for schools – A guide for school administrators*. New Delhi: Sage.
- Mohit, K. (2003). *Design and implementation of Web-enabled teaching tools*. London: IRM Press.



- Mukhopadhyay, M. (1990). *Educational Technology-Challenging issues*. New Delhi: Sterling Publishers.
- Nachimuthu, K. (2012). Need of e-content developments in education. *Education Today, An International Journal of Education & Humanities*, 3 (2), 72-80.
- Pelgrum, W.J. and Law, L. (2003). *ICT in education around the World-Trends, problems and prospect*. Paris: UNESCO.
- Rana, S. (1994). *Open learning in India*. New Delhi: Commonwealth Publishers.
- Roa, V. (1991). *Educational Technology*. New Delhi: Himalayan Publishing House.
- Rosemary, Papa (2010). *Technology leadership for school improvement*. New Delhi: Sage.
- Sampath, K. et al. (1990). *Educational Technology*. New Delhi: Sterling Publishers.
- Semenov, Alexy (2005). *Information and communication technology of teaching*. Meerut: Lyal Book Depot.
- Sharma, R.A. (2010). *Advanced educational technology*. Meerut: Loyal Book Depot.
- Smit, Patricia and Ragan, Tillman, J. (1999). *Instructional design*. New York: John Wiley and Sons.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May, 2026, 2027 and 2028)  
(GROUP-C: SECONDARY AND HIGHER SECONDARY EDUCATION)

#### SECONDARY AND HIGHER SECONDARY EDUCATION: EDUCATION FOR SPECIAL CHILDREN

Course Code	: MED-425	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- understand the concept of visual impairment
- understand the concept of hearing impairment
- elaborate the concept of autism
- identify the children with visual and hearing impairment
- identify the children afflicted with autism
- familiarise with the concept of mental retardation or intellectual disability

#### B. COURSE CONTENT

##### UNIT-1

#### Hearing Impairment

- 1.1. Hearing Impairment: Definition, characteristics, identification, causes
- 1.2. Prevention and educational provisions for hearing impaired children
- 1.3. Curriculum adaptation and role of teacher for causes and problems for educating children with hearing impairment

##### UNIT-2

#### Visual Impairment

- 2.1. Visual Impairment: Definition, Characteristics, causes, prevention and problems and identification
- 2.2. Prevention, educational provisions and role of technology in education and mobility
- 2.3. Curriculum adaptation and role of teacher for educating children with visual impairment

### UNIT-3

#### Intellectual and Learning Disability

- 3.1. Intellectual and Learning Disability/ Mental Retardation: Definition, characteristics, causes and classification, identification
- 3.2. Prevention and educational provisions for children having intellectual disability
- 3.3. Curriculum adaptation and role of teacher for educating children with mental retardation/intellectual disability

### UNIT-4

#### Speech Impairment and Autism

- 4.1. Speech Impairment: Definition, classification, causes
- 4.2. Autism: Concept, definition, identification and educational provision
- 4.3. Curriculum adaptation and role of teacher for educating children with speech impairment and autism

#### C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Preparation of a case study in any area of disability with short term and long term plan
- Preparation of a report on visit to a special school
- Presentation of a seminar on autistic children
- Presentation of a seminar on curriculum adaptations for educating children with intellectual disability
- Any other approved activity of relevance

OR

One online course on the relevant topic and submission of a reflective report

#### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## **F. ATTENDANCE**

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

## **G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### **1. Structure and Coverage**

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### **2. Question Design**

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### **3. Assessment of Higher-Order Skills**

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## **H. SUGGESTED READINGS**

- Mani, M.N.G. (2000). *Inclusive education in Indian context*. Coimbatore: Sri Ramakrishna Mission Vishvavidyalaya.
- Man, K. and Hailahan, M.T. (1992). *Exceptional children: Introduction to special education*. New Jersey: Prentice Hall.
- Nirman, P. (2007). *Encyclopedia of special education*. New Delhi: Anmol Publication.
- Narayanaswamy, S. and Kansara, J. (2006). *Family, community and hearing child*. New Delhi: Kanishka Publishers.
- Orlansky, W.D. (1992). *Exceptional children: A inventory survey of special education*. New York: Macmillan.
- Reddy, G.L. (2004). *Hearing impairment: An educational consideration*. New Delhi: Discovery Publishing House.
- Venkatesan, S. (2003). *Children with developmental disabilities: A training guide for parents, teachers and care givers*. New Delhi: Sage Publications.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)  
(GROUP-C: SECONDARY AND HIGHER SECONDARY EDUCATION)

#### SECONDARY AND HIGHER SECONDARY EDUCATION: CONCEPTUAL FOUNDATIONS OF INCLUSIVE EDUCATION

Course Code	: MED-426	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course, the students will be able to:

- *understand the conceptual foundations of inclusive education*
- *examine the policy perspectives of inclusive education*
- *develop a critical perspective on education as a process for inclusive education*
- *critically analyse the research trends in inclusive education*

#### B. COURSE CONTENT

##### UNIT-1

#### Conceptual Foundations of Inclusion

- 1.1. A brief history of discrimination and inclusion
- 1.2. The philosophical and sociological background of inclusion
- 1.3. Evolving the concept of inclusion

##### UNIT-2

#### Policy Perspective

- 2.1. Theoretical basis of policy formulation process
- 2.2. Influence of societal contexts and development agenda and policy formulation in inclusive education
- 2.3. Policies and legislations associated with education of all children

##### UNIT-3

#### Inclusive Education

- 3.1. Evolving concepts of disability
- 3.2. History and experience of Diverse Groups: Negotiating attitudes, dispelling biases stereotypes

- 3.3. Challenges of intergroup contact in school; school education from segregation to inclusion

#### **UNIT-4**

#### **Research Trends in Inclusive Education**

- 4.1. Conceptualising disability studies in an inclusive framework and Paradigms that shape research in inclusion
- 4.2. Methodological debates and challenges
- 4.3. Critical analysis of research trends in inclusive education

#### **C. TRANSACTIONAL STRATEGIES**

- Lecture, discussion, project work and case based presentation
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

#### **D. SESSIONAL WORK**

**The student may undertake any one of the following activities:**

- Analysis of selected Policy Documents related to secondary education in India
- Multiple issues associated with inclusion and inclusive education in our country
- Inequality of opportunities, economic and social consequences of gender inequality at secondary level of education

**OR**

**One online course on the relevant topic and submission of a reflective report**

#### **E. EVALUATION**

**The distribution of marks for the course is as follows:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

#### **F. ATTENDANCE**

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

#### **G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

### 1. Structure and Coverage

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Barton, L. and Armstrong, F. (2007). *Policy experience and change: Reflection on inclusive education*. Dordrecht: Springer.
- Dale, N. (2000). *Working with families of Children and practice*. London: Routledge.
- Epstein, C. (1984). *Special children in regular classrooms*. Virginia: Reston Publishing Company.
- Premchander, S., Sudan, K. and Reid, Peter, P. (eds.) (2009). *Finding pathways: Social inclusion in rural development*. Bangalore: Books for Change.
- Smith, J. P. (2000). *Policy response to social exclusion: Towards inclusion*. USA: Open University Press.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)  
(GROUP-C: SECONDARY AND HIGHER SECONDARY EDUCATION)

#### SECONDARY AND HIGHER SECONDARY EDUCATION: CURRICULUM PLANNING AND ORGANISATION OF INCLUSIVE EDUCATION

Course Code	: MED-427	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Elective	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- understand the issues and challenges associated with curriculum planning
- reflect on the basic tenets of inclusive education
- critically analyse the key principles of inclusive education
- explain the significance of inter-linkages between various domains of curriculum at elementary level
- understand the interrelationship among students, their families, community and school

#### B. COURSE CONTENT

##### UNIT-1

#### Basic Tenets of Inclusive Education

- 1.1. Changing Practices in Education of Children with Disabilities: Segregation, Integration and Inclusion
- 1.2. Diversity in Classrooms: Learning styles, linguistics and socio-cultural multiplicity
- 1.3. Key principles of Inclusive Education: Access, equity, relevance, participation and empowerment

##### UNIT-2

#### Curriculum Planning

- 2.1. Curriculum: Concept, principles and steps in developing curriculum for Inclusion
- 2.2. Challenges of developing curriculum for inclusive education
- 2.3. Approaches to Curriculum: Child Centred. Activity Centred and Ecological Approach

##### UNIT-3

#### Methods of Teaching to Curriculum Approach Set-up

- 3.1. Co-Teaching Methods: One Teach – One Assist, Station-teaching, Parallel Teaching, Alternate Teaching and Team Teaching



- 3.2. Peer Mediated Instruction: Class wide peer tutoring, peer assisted learning strategies
- 3.3. Classroom Management: Seating arrangement, adjustable furniture, illuminations, non-reflecting surfaces and colour contest

#### UNIT-4

#### **Innovations in Inclusive Education**

- 4.1. Assistive and Adaptive Technology for Diverse Learners: Product (Aids and appliances) and Process (Individualised Educational Plan, IEP, Remedial Teaching)
- 4.2. Therapeutic Interventions: Need and scope; Use of Information and Communication Technology (ICT) in inclusive classroom
- 4.3. Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multi-level tutoring in the context of constructivism

#### **C. TRANSACTIONAL STRATEGIES**

- Lecture, discussion, project work and case based presentation
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

#### **D. SESSIONAL WORK**

**The student may undertake any one of the following activities:**

- Review of the literature related to education of children with diverse needs
- Presentation of a seminar on assessment of curricular and co-curricular acts of a particular special school
- Presentation of a seminar on 'Diversity in Classrooms-socio-cultural multiplicity'
- Participation in a panel discussion on 'Access, equity and relevance in inclusive set-up'
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

#### **E. EVALUATION**

**The distribution of marks for the course is as follows:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>60 Marks</b>
Assignment	<b>20 Marks</b>
ICT Based Quiz	<b>10 Marks</b>
<b>Sessional:</b>	<b>10 Marks</b>
i. Online Course Completion Certificate/ PPT	05 Marks
ii. Reflective Report	05 Marks
<b>Total Marks</b>	<b>100</b>

## **F. ATTENDANCE**

The minimum attendance needed to be eligible to appear in mid-term and end-semester examinations is 80% in Theory and 90% in Practicum.

## **G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### **1. Structure and Coverage**

- Set 4 questions, one from each unit of the syllabus.
- Each question carries 15 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 3 Hours.

### **2. Question Design**

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 400-600 words.

### **3. Assessment of Higher-Order Skills**

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 24 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## **H. SUGGESTED READINGS**

- Adrani, Lal and Chadha, Anupriya (2003). *You and your special child*. New Delhi: UBS.
- Felcity, Armstrong and Moore, Michele (2004). *Action research for inclusive education*. London: Routledge.
- Giuiani, G.A. and Pierangelo, R. (2007). *Understanding, developing and writing IEPs*. Corwin Press: Sage Publisher.
- Gore, M.C. (2004). *Successful inclusion strategies for Secondary and Middle School Teachers*, Crowin Press: Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special needs from Segregation to Inclusion*, Corwin Press: Sage Publications.
- Loreman, Deppler et al. (2000). *Inclusive education*. Sydney: Allwen and Unwin.
- Mehra, Vandana (2004). *Educational technology*. New Delhi: S.S. Publishers.
- Thakur, A.S. and Berwal, Sandeep (2011). *Essentials of educational technology*. Patiala: Twenty First Century Publications.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)

#### WOMEN STUDIES

Course Code	: MED-428	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Optional	Internal Marks	: 20

#### A. OBJECTIVES

- After completing the course the students will be able to:
- *understand the need for women studies as an academic discipline*
- *understand the implications of gender perspectives on women*
- *develop awareness regarding the various perspectives on developmental initiatives adopted in India and abroad*
- *acquire knowledge about feminism and women entrepreneurs*

#### B. COURSE CONTENT

##### UNIT-1

#### Concept of Women Studies and Gender

- 1.1. Women Studies: Concept, need, scope of women studies as an academic discipline
- 1.2. Gender Concept: Patriarchy, sex and gender, gender roles, gender discrimination, gender sensitivity, gender equality, implications of gender perspectives on women development and women education

##### UNIT-2

#### Feminism and Women Development

- 2.1. Feminism: Concept, challenges, brief overview of Indian feminism with reference to family, caste, class, culture, religion and social system; Relevance of feminism in the global context
- 2.2. Women's Development and International Interventions: International Women's Decade; Millennium Developmental Goals; Rights of Indian women – Political, family and property rights; Education of disadvantaged women

##### UNIT-3

#### Entrepreneurship

- 3.1. Entrepreneurship: Concept and significance; Entrepreneurial traits: Factors contributing to women's entrepreneurship

3.2. Strategies for women entrepreneurship development; Women Entrepreneurship in education; Challenges at work (personal, social, economic, political)

**C. TRANSACTIONAL STRATEGIES**

- Lecture, discussion, project work and case-based presentation
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

**D. SESSIONAL WORK**

**The student may undertake any one of the following activities:**

- Report Writing on Gender Perspectives
- Case study of a woman entrepreneur
- Conduct of a survey for the identification of problems and challenges of working women
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

**E. EVALUATION**

**The distribution of marks for the course is as follows:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>30 Marks</b>
Assignment	<b>10 Marks</b>
ICT Based Quiz	<b>4 Marks</b>
<b>Sessional:</b>	<b>6 Marks</b>
i. Online Course Completion Certificate/ PPT	03 Marks
ii. Reflective Report	03 Marks
<b>Total Marks</b>	<b>50</b>

**F. ATTENDANCE**

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

**G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

**1. Structure and Coverage**

- Set 3 questions, one from each unit of the syllabus.
- Each question carries 10 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 2 Hours

## 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 300-400 words.

## 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 12 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Agnes, Flavia (2003). *Feminist jurisprudence: Contemporary concerns*. Mumbai: Majlis.
- Chaudhary, Maitrayee (Ed.) (2004). *Feminism in India – Issues in contemporary Indian feminism*. New Delhi: Literacy Trust.
- Chowdary, Paul (1992). *Women welfare and development*. New Delhi: Inter India Publications.
- Ghosh, S.K. (1989). *Indian women through ages*. New Delhi: Ashish Publishing House.
- Goel, Aruna (2004). *Violence and protective measures for women development and empowerment*. New Delhi: Deep and Deep.
- Government of India (1974). *Towards equality report of the committee on the status of women*. New Delhi: Ministry of social welfare.
- Kosambi, Meera (2007). *Crossing thresholds: Feminist essays in social history*. New Delhi: Permanent Black.
- Arya, Sandhan (2000). *Women, gender, equality and state*. New Delhi: Deep and Deep.
- Upadhyay, H.C. (1991). *Status of women in India – Vol. I and II*. New Delhi: Anmol Publications.



## MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May, 2026, 2027 and 2028)

#### QUALITY IN EDUCATION

Course Code	: MED-429	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Optional	Internal Marks	: 20

#### A. OBJECTIVES

After completing the course the students will be able to:

- *comprehend the meaning and concepts related to quality in education*
- *understand the importance of Total Quality Management and the required competency*
- *understand the concept of leadership and importance of Team Building for Quality Institutions*
- *develop understanding of Educational Quality Management Systems.*

#### B. COURSE CONTENT

##### UNIT-1

#### Quality Aspects of Education

- 1.1. Quality: Concept and evolution, dimensions and characteristics of quality; Quality in Education: Meaning, Indian and international perspectives of quality in education
- 1.2. Quality Experts: Watte Shewart, Philip Crossby, C.K. Prahlad and Subir Chowdhari

##### UNIT-2

#### Quality Management in Education

- 2.1. Total Quality Management (TQM): Concept, need and importance
- 2.2. Strategies for Human Resource Management for TQM: Commitment-confidence-competence triangle, can do- will do matrix

##### UNIT-3

#### Leadership and Team Building for Quality Institutions

- 3.1. Leadership: Meaning, characteristics, leader and manager, effective and successful leaders, transformational leaders, transactional leaders

**3.2.** Strategic Planning: Identifying the mission, creating a vision, generating quality culture, establishing goals and objectives, Internal Quality Assurance Cells, School Quality Assessment and Accreditation for CBSE schools

**C. TRANSACTIONAL STRATEGIES**

- Lecture, discussion, project work and case based presentation
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

**D. SESSIONAL WORK**

**The student may undertake any one of the following activities:**

- International perspectives of quality in education
- Concept, need and importance of Total Quality Management (TQM)
- Qualities of effective and successful leaders
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

**E. EVALUATION**

**The distribution of marks for the course is as follows:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>30 Marks</b>
Assignment	<b>10 Marks</b>
ICT Based Quiz	<b>4 Marks</b>
<b>Sessional:</b>	<b>6 Marks</b>
i. Online Course Completion Certificate/ PPT	03 Marks
ii. Reflective Report	03 Marks
<b>Total Marks</b>	<b>50</b>

**F. ATTENDANCE**

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

**G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

**1. Structure and Coverage**

- Set 3 questions, one from each unit of the syllabus.
- Each question carries 10 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 2 Hours

## 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 300-400 words.

## 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 12 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Arcaro, J. (1997). *Quality in education: An implementation handbook*. New Delhi: Vanity Books.
- Basterfield, D *et al.* (2010). *Total quality management*. New Delhi: Prentice Hall of India.
- Bush, T. (ed.) (2003). *The principles and practice of educational management*. New Delhi: Sage Publications.
- Lewis, R. and Smith, D.C. (1998). *Total quality in higher education*. New Delhi: NUEPA.
- Mukhopadhaya, M.C. (2000). *Total quality in education*. New Delhi: NUEPA.
- Pathan, S. (2005). *Quality improvement programme in higher education*. Bhopal: Intellectual Book Bureau.
- Stella, A. (2001). *Quality assessment in Indian higher education: Issues of impact and future perspectives*. New Delhi: Allied Publishers.
- Stella, A. and Gnanam, A. (2003). *Foundations of external quality assurance in Indian higher education*. New Delhi: Concept Publishing Co.





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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)

#### VALUE EDUCATION

Course Code : MED-430

Credits : 02

Course Type : Optional

Total Marks : 50

Internal Marks : 20

External Marks : 30

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO 1: explain the concept, need and importance of values and ethics and its classification

CLO 2: analyse the stages of value development and evaluate the factors influencing value development

CLO 3: analyse philosophical, psychological, and sociological perspectives of value education, including the role of a teacher and methods of value education

	CLO 1	CLO 2	CLO 3
PLO 1			X
PLO 2			
PLO 3			
PLO 4			X
PLO 5			
PLO 6	X	X	X
PLO 7	X	X	X

#### B. COURSE CONTENT

##### UNIT-1

##### Nature and Classification of Values

1.1 Concept, Nature, Need, Importance and sources of Values and Ethics.

1.2 Classification of Values: Eternal, Social, Environmental, Psychological, Cultural, Moral and Spiritual values; concept of universal values

##### UNIT-2

##### Development of Values

2.1 Stages of Value Development-Childhood, Adolescence and Adulthood,

2.2 Factors Influencing Value Development-Family, Peers, Culture, Media

## UNIT-3

### Value Education and Methods

- 3.1. Concept of Value Education, Philosophical, Psychological and Sociological perspective of Value Education, Role of a teacher
- 3.2. Traditional Methods-Story Telling, Street Play & Folk songs, Contemporary Methods-Experiential Learning, Discussion and Debates and Media Resources

### C. TRANSACTIONAL STRATEGIES

- Lecture-cum-discussion, Panel discussions, Group work, Library work, Collaborative presentation
- Focused group discussion
- Seminar presentation by students on selected themes
- School Visits and sharing of experiences
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

The student shall undertake any one of the following activities:

- Identify values that promoted harmonious living in ancient social life, prepare a report, and present it in class.
- Develop content analysis of any textbook at the secondary level to identify the components of human values included in it.
- Visit a school and analyse a co-curricular activity from a value inculcation perspective and give appropriate suggestions.

OR

One online course on the relevant topic and submission of a reflective report

### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>30 Marks</b>
Assignment	<b>10 Marks</b>
ICT Based Quiz	<b>4 Marks</b>
<b>Sessional:</b>	<b>6 Marks</b>
i. Online Course Completion Certificate/ PPT	03 Marks
ii. Reflective Report	03 Marks
<b>Total Marks</b>	<b>50</b>

### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

## **G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### **1. Structure and Coverage**

- Set 3 questions, one from each unit of the syllabus.
- Each question carries 10 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 2 Hours

### **2. Question Design**

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 300-400 words.

### **3. Assessment of Higher-Order Skills**

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 12 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## **H. SUGGESTED READINGS**

- Acharya, Mahaprija (1999). Towards Inner Harmony. B. Jain Publishers: New Delhi.
- Dutt, N.K. and Ruhela, S.P. (1986). Human Values and Education. Sterling Publishers Pvt. Ltd.: New Delhi.
- Gandhi, K.L. (1993). Value Education. Gyan Publishing House: New Delhi.
- Gupta, Nathu Lal (2000). Value Education Theory and Practice. Jaikrishan Agarwal: Mahatma Gandhi Road. Ajmer.
- I.A. Lolla (1977). Value certification. An advanced Handbook for trainers and Teachers. Calif University Associate Press. Krischan Boum. Howard.



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## M.Ed.

### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)

#### ADVANCED STATISTICS IN EDUCATION

Course Code	: MED-431	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Optional	Internal Marks	: 20

#### A. COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to:

CLO1: understand the concept and computation of partial correlation.

CLO2: develop proficiency in computing biserial and point biserial correlation along with Phi- Coefficient.

CLO3: understand the concept of Regression and framing of Regression equations.

CLO4: explain the concept and assumptions of two-way Analysis of Variance and its computation.

	CLO 1	CLO 2	CLO 3	CLO 4
PLO 1	X	X	X	X
PLO 2		X		
PLO 3	X	X	X	X
PLO 4				
PLO 5				
PLO 6	X	X	X	X
PLO 7				

#### B. SYLLABUS

##### UNIT-1

##### Methods of Correlation

- 1.1. Partial Correlation: Concept and computation of 1<sup>st</sup> Order Partial correlation
- 1.2. Biserial Correlation: Concept and computation

##### UNIT-2

##### Methods of Correlation

- 2.1. Point biserial Correlation: Concept and computation
- 2.2. Phi-Coefficient: Concept and computation

##### UNIT-3

##### Parametric Tests

- 3.1. Regression Equations: Concept of regression, framing regression equations (involving two variables), standard error of estimate

3.2. Analysis of Variance: Concept, uses, assumptions and computation of two-way classification with equal number of cases

**C. TRANSACTIONAL STRATEGIES**

- Lecture-cum-discussion, Group discussion, Collaborative classwork
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

**D. SESSIONAL WORK**

**The student may undertake any one of the following activities:**

- Computation of Biserial Correlation
- Computation of Point Biserial Correlation
- Computation of Two-Way ANOVA
- Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of a reflective report**

**E. EVALUATION**

**The distribution of marks for the course is as follows:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>30 Marks</b>
Assignment	<b>10 Marks</b>
ICT Based Quiz	<b>4 Marks</b>
<b>Sessional:</b>	<b>6 Marks</b>
i. Online Course Completion Certificate/ PPT	03 Marks
ii. Reflective Report	03 Marks
<b>Total Marks</b>	<b>50</b>

**F. ATTENDANCE**

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

**G. NOTE FOR PAPER SETTER**

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

**1. Structure and Coverage**

- Set 3 questions, one from each unit of the syllabus.
- Each question carries 10 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 2 Hours

**2. Question Design**

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 300-400 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 12 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

#### G. SUGGESTED READINGS:

- Conover, W.J. (1971). *Practical non-parametric statistics*. New York: John Wiley & Sons.
- Ferguson, G. (1981). *A Statistical analysis in psychology and education*. New York: McGraw Hill.
- Garrett, H.E. (2008). *Statistics in Psychology and Education*. New Delhi: Surjeet Publications.
- Gibbons, G.V. & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology, (3<sup>rd</sup> edition)*. Boston: Allyn & Bacon.
- Guilford, J.P. (2010) *Psychometric Methods*. New Delhi: Surjeet Publications.
- Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. California: Sage.
- Howell, D.C. (1977). *Statistical methods for psychology*. Belmont. California: Duxbury Press.
- Huck, S.W. (2007). *Reading statistics and research*. Boston: Allyn & Bacon.
- Koul, Lokesh (2011). *Methodology of educational research*. New Delhi: Vikas Publishing House.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook*. California: Sage.
- Popham and Sirohic (1993). *Educational statistics: Use and interpretation*. New York: Harper and Row.
- Prakash, P. (2010). *Measurement in education and psychology*. New Delhi: Kanishk Publishers.
- Siegal, S. (1956). *Non-parametric statistics for Behavioural Science*. New York: McGraw Hill.
- Van Leeuwen, T. & Jweitt, C. (Eds). (2001). *Handbook of Visual analysis*. London: Sage.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)

#### LIFE SKILLS EDUCATION

Course Code	: MED-432	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Optional	Internal Marks	: 20

#### A. OBJECTIVES

After completing the course the students will be able to:

- understand the theoretical foundations of life skills education
- develop life skills to deal with various situations in life
- develop as professionals in life skills education
- identify role of life skills for positive change and well being

#### B. COURSE CONTENT

##### UNIT-1

#### Life Skills- Introduction

- 1.1. Life skills: Concept, need and importance of life skills for human beings, difference among life skills, livelihood skills and survival skills; Life skills education: Concept, need and importance of life skills education for teachers
- 1.2. Genesis of the concept of life skills:
  - UN Inter - Agency meeting
  - Hamburg declaration
  - Quality education and life skills: Dakar Framework
  - Life skills education in the Indian context

##### UNIT-2

#### 2.1. Social and Negotiation skills

- Self-awareness: Definition, types of self, self-concept, body image, self-esteem, techniques used for self-awareness – Johari Windows, SWOT analysis
- Sympathy, empathy and altruism
- Effective communication; Definition, functions, models and barriers
- Interpersonal relationship: Definition, factors affecting relationships

## 2.2. Coping skills

- Coping with emotions: Definition, characteristics, types and coping strategies
- Coping with stress: Definition, stressors, source of stress and coping strategies
- Synchronization of thinking, social and coping skills

## UNIT-3

### Our Rights and Human Rights

- 3.1. Our rights enshrined in the Indian Constitution, types of rights – civil, political, economic, social and cultural rights, Child rights in India and their protection: Provision in schools, teacher preparation for protecting human rights
- 3.2. Human Rights and Education: Need, importance and recommendations of various National and International Bodies

### C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

**The student may undertake any one of the following activities:**

1. Analysis of life skills approach in school curriculum at secondary level
2. Participation in seminar on life skills on any one of the following topics:
  - Recommendations of United Nations Inter Agency Meeting (1998)
  - Recommendation of 'Dakar Framework (2000)' on 'Quality Education and Life Skills'
  - Models of communication
  - Factors affecting human relationship and their impact on personality
  - Any other approved activity of relevance

**OR**

**One online course on the relevant topic and submission of reflective report**

### E. EVALUATION

**The distribution of marks for the course is as follows:**

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>30 Marks</b>
Assignment	<b>10 Marks</b>
ICT Based Quiz	<b>4 Marks</b>
<b>Sessional:</b>	<b>6 Marks</b>
i. Online Course Completion Certificate/ PPT	03 Marks
ii. Reflective Report	03 Marks
<b>Total Marks</b>	<b>50</b>



## F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

## G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination**:

### 1. Structure and Coverage

- Set 3 questions, one from each unit of the syllabus.
- Each question carries 10 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 2 Hours

### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).
- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 300-400 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 12 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Dakar Framework for Action (2000). *Education for all: Meeting our collective commitments*. Dakar Senegal.
- Debra, McGregor (2007). *Developing thinking: Developing learning – A guide to thinking skills in education*. New York: Open University Press.
- Delors, Jacques (1997). *Learning: The treasure within, Report to UNESCO of the International Commission on Education for the Twenty First Century*. Paris: UNESCO Publishing Press.
- Fieldman, Robert S. (2009). *Essentials of understanding psychology*. New Delhi: Tata McGraw Hill.
- Hurlock, Elizabeth B. (2007). *Personality development*. New Delhi: Tata McGraw Hill.
- Krish, Steven J. et al. (2013). *Psychology for living: Education, adjustment, growth and behavior today*. New Delhi: Pearson.
- Kumar, Keval J.C. (2008). *Mass Communication in India*. New Delhi: JAICO Publications.

- McCowan, Tristan and Unterhalter, Elaine (Eds). (2015). *Education and international development: An introduction*. New Delhi: Bloomsbury.
- Nair, Rajasenan V. (2010). *Life skills, personality and leadership*. Tamil Nadu: Rajiv Gandhi National Institute of Youth Development.
- Prakash, B. (Ed.) (2003). *Adolescence and life skills: Commonwealth youth programme*. New Delhi: Tata McGraw Hill.
- Rao, P.L. (2008). *Enriching, human capital through training and development*. New Delhi: Excel Books.
- Robert, Mai and Kakerson, Allen (2007). *The leader as a communicator*. New Delhi: Prentice Hall of India.
- Salkind, Neil J. (2004). *An introduction to theories of human development*. New Delhi: Sage.
- Santrock, John W. (2006). *Educational psychology*. New Delhi: Tata McGraw Hill.
- Santrock, John W. (2007). *Adolescence*. New Delhi: Tata McGraw Hill.
- Stella, Cottrell (2005). *Critical thinking skills: Developing effective analysis and argument*. New York: Palgrave Macmillan.
- UNESCO (1997). *Adult education: The Hamburg declaration*. Paris: UNESCO Publishing Press.
- UNESCO (2005). *Quality education and life skills: Dakar goals*. Paris: UNESCO Publishing Press.
- Verma, M.L. (2010). *Youth and revolutionary upsurge*. New Delhi: Sarup Publishers.
- WHO (1999). *Partners in life skills education: Conclusions from United Nations Inter-Agency Meeting*. Geneva: World Health Organisation.



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### M.Ed.

#### SEMESTER-IV

(For the examinations to be held in May 2026, 2027 and 2028)

#### EDUCATIONAL PLANNING

Course Code	: MED-433	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Optional	Internal Marks	: 20

#### A. OBJECTIVES

After completing the course, the students will be able to:

- *develop an understanding of concepts, types and approaches to educational planning*
- *critically analyse the factors of effective educational planning at different levels of education*
- *gain an insight into the educational planning at different levels of education in India*

#### B. COURSE CONTENT

##### UNIT-1

#### Concept, Need and Process of Educational Planning

- 1.1. Educational Planning: Concept, nature, need, importance and scope
- 1.2. Theoretical foundations of educational planning and types of educational planning

##### UNIT-2

#### Strategic Educational Planning for Secondary Education

- 2.1. Strategic Planning in Education: Concept and methodology of strategic planning at different levels of education in India
- 2.2. Identification of developmental issues and priorities; Setting Plan targets and estimation of financial and human resource requirements

##### UNIT-3

#### Preparation of Educational Plans

- 3.1. Educational Planning in India: Decentralization of educational planning in India, legal provisions and institutional framework
- 3.2. Techniques of Preparing Local-level Educational Development Plans: school mapping, micro-planning and school improvement planning; Formulating district education development plans, institutional development plans and appraisal of education development plans

### C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Review the institution plan developed by a secondary school
- Critical review of last two five-year plans to identify the paradigm shift for secondary education in India
- Develop a school-map for a school and critically review the location of the school in view of access of the habitations
- Writing abstracts of at least five researches in educational planning and administration
- Any other approved activity of relevance

### E. EVALUATION

The distribution of marks for the course is as follows:

<b>Four Credits Course (Theory)</b>	
Open Book Examinations (End-Sem)	<b>30 Marks</b>
Assignment	<b>10 Marks</b>
ICT Based Quiz	<b>4 Marks</b>
<b>Sessional:</b>	<b>6 Marks</b>
i. Online Course Completion Certificate/ PPT	03 Marks
ii. Reflective Report	03 Marks
<b>Total Marks</b>	<b>50</b>

### F. ATTENDANCE

The minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum.

### G. NOTE FOR PAPER SETTER

Please adhere to these three key parameters when creating the examination paper for the **Open Book Examination:**

#### 1. Structure and Coverage

- Set 3 questions, one from each unit of the syllabus.
- Each question carries 10 marks.
- Ensure comprehensive coverage of the entire syllabus.
- The duration of the examination shall be 2 Hours

#### 2. Question Design

- Frame questions that test higher-order thinking skills (application, evaluation, and creation levels of Bloom's taxonomy).

- Design questions suitable for an open book format, focusing on analysis and application rather than mere recall.
- Each question should require an answer of 300-400 words.

### 3. Assessment of Higher-Order Skills

- Use scenarios, case studies, or problems that require critical thinking and application of knowledge.
- Avoid questions that can be directly answered by copying from textbooks or notes.
- Minimum pass marks shall be 12 (40%)

**Allowed Resources:** Students may use their textbooks, class notes, and any printed materials. Electronic devices are not permitted.

## H. SUGGESTED READINGS

- Aggarwal, J.C. (2013). *Development and planning of modern education*. New Delhi: Vikas Publishing House
- Blang, M. (1968). *Economics of education: Selected readings*. Oxford: Pergaman.
- Cailods, F. (1990). *The prospects of educational planning*. Paris: International Institute of Educational Planning (IIEP).
- Carnoy, M.G. (1995). *International encyclopaedia of economics of education*. Oxford: Pergaman.
- Chau, Ta-Ngoc (2003). *Demographic aspects of educational planning*. Paris: International Institute for Educational Planning.
- Gronn, Pter (2003). *New work of educational leaders: Changing Leadership practice in an era of school reform*. London: Paul Chapman
- Hanson, A.H. (1966). *The process of planning: A study of India's five-year plans (1950-1964)*. London: Oxford University Press.
- Naik, J.P. (1965). *Educational planning in India*. New Delhi: Allied Publishers.
- Nanjundappa, D.M. (1995). *Concept, approaches and techniques of decentralised planning*. New Delhi: Concept Publishers.
- Ramachandran, Padma and Vasantha, R. (2005) *Education in India*. New Delhi: National Book Trust.
- Tilak, J.B.G. (1987). *The economics of inequality in education*. New Delhi: Sage Publications.
- Tilak, J.B.G. (1992). *Education planning at grassroots*. New Delhi: Ashish Publications.
- Tilak, J.B.G. (1994). *Education for development in Asia*. New Delhi: Sage Publications.
- Varghese, N.V. (1987). *Set of modules on district planning in education*. New Delhi: NIEPA.