

**M.Ed.**  
**(CBCS)**

**SYLLABUS**



# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

Recognized by the J&K Govt. & Permanently Affiliated to the University of Jammu

Accredited by the 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, 2020, 2021 and 2022), Semester-II (May, 2021, 2022 and 2023), Semester-III (December, 2021, 2022 and 2023) and Semester -IV (May, 2022, 2023 and 2024) is as under:

### M.Ed. Semester - I

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
MED-101	Education Studies	4	60	40	100
MED-102	Psychology of Learning and Development	4	60	40	100
MED-103	Philosophical Perspectives of Education	4	60	40	100
MED-104	Methodology of Research in Education	4	60	40	100
MED-105	Statistical Methods in Education	4	60	40	100
MED-106	Self - Development (Yoga Education)	2	-	50	50
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**

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
<b>MED-201</b>	Sociological Perspectives of Education	4	60	40	100
<b>MED-202</b>	Historical, Political and Economic Perspectives of Education	4	60	40	100
<b>MED-203</b>	Pre-service and In-service Teacher Education	4	60	40	100
<b>MED-204</b>	Innovative use of Technology in Research	4	-	100	100
<b>MED-205</b>	Internship - I	4	-	100	100
<b>MED-206</b>	Dissertation (Formulation of Research Proposal)	2	-	50	50
<b>Select any one from MED-207 to MED-210</b>					
<b>MED-207</b>	Science Education	4	60	40	100
<b>MED-208</b>	Social Science Education	4	60	40	100
<b>MED-209</b>	Language Education	4	60	40	100
<b>MED-210</b>	Mathematics Education	4	60	40	100
<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**

Course Code	Title	Credits	Maximum Marks		
			Ext.	Int.	Total
<b>MED-301</b>	Elementary Education : Institutions, Systems and Structures	2	30	20	50
<b>MED-302</b>	Elementary Education : Status, Issues and Concerns	2	30	20	50
<b>MED-303</b>	Elementary Education : Curriculum, Pedagogy and Assessment	4	60	40	100

**OR**

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

Course Code	Title	Credits	Maximum Marks		
			Ext.	Int.	Total
<b>MED-304</b>	Secondary and Higher Secondary Education : Institutions, Systems and Structures	2	30	20	50
<b>MED-305</b>	Secondary and Higher Secondary Education : Status, Issues and Concerns	2	30	20	50
<b>MED-306</b>	Secondary and Higher Secondary Education : Curriculum, Pedagogy and Assessment	4	60	40	100

**COMPULSORY COURSES:**

<b>MED-307</b>	Educational Testing and Evaluation	4	60	40	100
<b>MED-308</b>	Expository and Academic Writing	2	-	50	50
<b>MED-309</b>	Internship - II	4	-	100	100
<b>MED-310</b>	Dissertation (Review of Literature and Data Collection)	2	-	50	50

**INTERDISCIPLINARY COURSES [Select any one from MED-311 to MED-314]**

<b>MED-311</b>	Fundamentals of Information Technology	4	60	40	100
<b>MED-312</b>	Technology and Social Media	4	60	40	100
<b>MED-313</b>	Professional Growth and Communication	4	60	40	100
<b>MED-314</b>	Organisational Behaviour	4	60	40	100
<b>Total</b>		<b>24</b>	<b>240</b>	<b>360</b>	<b>600</b>

**M.Ed.  
Semester – IV**

**COMPULSORY COURSES:**

<b>MED-401</b>	Perspectives, Issues and Research in Teacher Education	4	60	40	100
<b>MED-402</b>	Curriculum Studies	4	60	40	100
<b>MED-403</b>	Dissertation (Final Draft and Viva-Voce)	4	100	-	100

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

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

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
<b>MED-404</b>	Elementary Education: Curriculum Theory	04	60	40	100
<b>MED-405</b>	Elementary Education: Curriculum Transaction	04	60	40	100
<b>MED-406</b>	Elementary 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**

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
<b>MED-407</b>	Elementary Education: School Management	04	60	40	100
<b>MED-408</b>	Elementary Education: Educational Administration	04	60	40	100
<b>MED-409</b>	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**

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
<b>MED-410</b>	Elementary Education: Foundations of Educational Technology	04	60	40	100
<b>MED-411</b>	Elementary Education: E-Learning	04	60	40	100
<b>MED-412</b>	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**

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
<b>MED-413</b>	Elementary Education: Education for Special Children	04	60	40	100
<b>MED-414</b>	Elementary Education: Conceptual Foundations of Inclusive Education	04	60	40	100
<b>MED-415</b>	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>

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

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

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
<b>MED-416</b>	Secondary & Higher Secondary Education: Curriculum Theory	04	60	40	100
<b>MED-417</b>	Secondary & Higher Secondary Education: Curriculum Transaction	04	60	40	100
<b>MED-418</b>	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**

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
<b>MED-419</b>	Secondary & Higher Secondary Education: School Management	04	60	40	100
<b>MED-420</b>	Secondary & Higher Secondary Education: Educational Administration	04	60	40	100
<b>MED-421</b>	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**

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
<b>MED-422</b>	Secondary & Higher Secondary Education: Foundations of Educational Technology	04	60	40	100
<b>MED-423</b>	Secondary & Higher Secondary Education: E-Learning	04	60	40	100
<b>MED-424</b>	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**

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
<b>MED-425</b>	Secondary & Higher Secondary Education: Education for Special Children	04	60	40	100
<b>MED-426</b>	Secondary & Higher Secondary Education: Conceptual Foundations of Inclusive Education	04	60	40	100
<b>MED-427</b>	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]

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
<b>MED-428</b>	Women Studies	2	30	20	50
<b>MED-429</b>	Quality in Education	2	30	20	50
<b>MED-430</b>	Values and Human Rights	2	30	20	50
<b>MED-431</b>	Advanced Statistics in Education	2	30	20	50
<b>MED-432</b>	Life Skills Education	2	30	20	50
<b>MED-433</b>	Educational Planning	2	30	20	50
<b>TOTAL</b>		<b>26</b>	<b>430</b>	<b>220</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>

**M.Ed.**

**Semester – I**





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## M.Ed.

### SEMESTER-I

(For the examinations to be held in December, 2020, 2021 and 2022)

### EDUCATION STUDIES

Course Code : MED-101

Credits : 04

Course Type : COMPULSORY

Total Marks : 100

External Marks : 60

Internal Marks : 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- *understand the nature and purpose of education*
- *develop perspective about education system and its process*
- *understand the concept of knowledge and process of acquiring knowledge*
- *analyse the nature of education as a discipline with interdisciplinary base*
- *analyse inter-relationship between different forms and sources of knowledge*

#### 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-facetedness

##### 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, On-line 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

## E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 60 Marks
2. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## 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.
- Anand, C.L. (1993). *Teacher and education in the emerging Indian society*. New Delhi : NCERT.
- 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.
- Friere, 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*. Bostan : Allyn and Bavon.
- Havighurst, R. (1995). *Society and education*. Boston: Allyn and Bacon.
- Heyes, Debra; Hills, Martin; Chistie, Pam and Lingard, Bob (2007). *Tachers and schooling : Making a difference*. Australia : Allen and Unwin.
- 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.
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- Mukherjee, Shankar (2007). *Contemporary issues in modern Indian education*. New Delhi : Authors Prerss.
- 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 an 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 teacher.
- 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 an 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: Pragun 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.
- Wall, Edmond (2001). *Educational theory : Philosophical and political perspectives*. New York: Prometheus Books.
- Wathey, John C. (2014). *The illusion of God's presence*. New York: Prometheus Books.



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## M.Ed.

### SEMESTER-I

(For the examinations to be held in December, 2020, 2021 and 2022)

### PSYCHOLOGY OF LEARNING AND DEVELOPMENT

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

#### A. OBJECTIVES

After completing the course the students will be able to:

- *develop understanding of the concept of learner's growth and development*
- *describe implications of multiple dimensions of learner's development on learning*
- *identify the appropriate learning theory for teaching*
- *explain the importance of motivation for learning*
- *recognize the personality types of teachers and students*
- *explain the strategies for strengthening partnership between school, parents and community*

#### B. COURSE CONTENT

##### UNIT-I

##### 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 (Family; Community-Neighbourhood, Peer Group; and School, Media and Culture)
- 1.3. Behaviouristic, cognitivist and humanistic explanation of learner's development; Taking holistic view of development and implications for education

## **UNIT-2**

### **Process of Learning**

- 2.1. Learning: Meaning and nature; Gagne's Learning Hierarchy. Memory, development of concepts, logical reasoning, critical thinking and problem solving
- 2.2. A reviews of behaviouristic theories of learning, Hull's Need Reduction Theory and Lewin's Field Theory, their implications for learning
- 2.3. A review of Bruner's Theory and Vygostsky'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, discovering, analysis, collaboration, interpretation 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 teaching-learning process, self-assessment and teacher observation and their reflective discussion in classroom
- 4.2. Creation of 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 partnership between school, parents and community

### **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:

- 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

#### E. EVALUATION

The distribution of marks for the course is as under:

3. External (End-semester) Examination	: 60 Marks
4. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

#### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**



## H. SUGGESTED READINGS

- Borich, Gary D. (2010). *Effective teaching methods: Research-based practice*. New York: Pearson.
- Carver, Ronald P. (2016). *Causes of high and low reading achievement*. New York: Routledge.
- Chapman, Christopher, Majis, Daniel, Reynolds, David, Sammons, Pam and Teddlie, Charles (Eds.) (2015). *The Routledge international handbook of educational effectiveness and improvement: Research policy and practice*. New York: Routledge.
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- Feldman, R.S. (2002). *Understanding psychology*. New Delhi: Tata-McGraw Hill.
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- Gage, N.L. and Berliner, David (1998). *Educational psychology*. New York: Wadsworth.
- Galotti, Kathleen M. (2005) *Cognitive psychology: In and out of the laboratory*. New Delhi: Sage.
- Gardner, H. (1985). *Frames of mind: The theory of multiple intelligences*. London: Paladin Books.
- Hall, Gene E., Quinn, Linda F. and Gollnick, Donna M. (2014). *Introduction to teaching: Making a difference in student learning*. New Delhi: Sage.
- Jones, Fred (2014). *Tools for teaching*. New York : Fredric Jones and Associates.
- Kellogg, Ronald T. (2012). *Fundamentals of cognitive psychology*. New Delhi: Sage.
- Kulkarni, S.S. (1986). *Introduction to educational psychology*. New Delhi: Oxford and IBH.
- Lefrancois, Guy R. (2011). *Theories of human learning: What a professor said*. New York: Wadsworth.
- Mohan, A. (2004), *Educational psychology*. New Delhi: Neel Kamal.
- Olson, M.H. and Hergesham (2013). *An introduction to theories of learning*, 9<sup>th</sup> Ed. New Delhi: Prentice Hall of India
- Pandey, K.P., Bhardwaj, Amita and Pandey, Asha (2010). *Advanced educational psychology*. New Delhi: Shipra Publication.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International University Press.
- Piaget, J. (1997). *Development and learning*. In Gauvian M. and Cole, M. (Eds.), *Reading on*

the development of children. New York: W.H. Freeman.

- Piaget, J. (1999). *Judgement and reasoning in the child*. London: Routledge.
- Pollard, Andrew et al. (2014). *Reflective teaching in schools*. London: Bloomsbury Publishing.
- Reigeluth, Charles M. (2009). *Instructional-design and models: A new paradigm of instructional theory (Vol. II)* New York: Routledge.
- Richards, Gill and Armstrong (Eds.) (2015). *Teaching and learning in diverse and inclusive classrooms*. New York: Routledge.
- Richardson, Virginia (Ed.) (1997). *Constructivist teacher education: Building a world of new understanding*. New York :Routledge.
- Santrock, John W. (2011). *Life span development*. New Delhi: McGraw Hill.
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- Vygotsky, L. (1986). *Thought and language*. Cambridge: The MIT Press.
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- Wentzel, Kathryn and Miele, David (Eds.) (2016). *Handbook of motivation at school*. New York: Routledge.
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## M.Ed.

### SEMESTER-I

(For the examinations to be held in December, 2020, 2021 and 2022)

### PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Course Code : MED-103  
Credits : 04  
Course Type : COMPULSORY

Total Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- *understand the nature of philosophy*
- *understand the contributions of philosophy*
- *develop critical understanding about the relationship between philosophy and education*
- *develop insight into the historic perspective of pragmatism and realism*
- *understand the impact of the three branches of philosophy and the philosophisation process of teaching*
- *develop insight into the contemporary issues in education*

#### B. COURSE CONTENT

##### UNIT-1

##### Introduction to Philosophy

- 1.1. Philosophy: Meaning, nature and purposes; Objectives of philosophy and philosophy of education; Relationship between philosophy and education
- 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 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. Existentialism, positivism and positive relativism: Concept, postulates and implications for education
- 3.3. Reflections on 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, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

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

- What should be our stand on the Indian Values ?
- Why is Indian Society at crossroads ?
- Humanising teaching in India
- Critical analysis of Nai Taleem
- Any other approved activity of relevance

#### E. EVALUATION

The distribution of marks for the course is as under:

5. External (End-semester) Examination	: 60 Marks
6. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

#### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks.**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## 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.
- Chaudhary, S.K. (Ed.) (2014). *Sociology of environment*. New Delhi: Sage.
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- Havighurst, R. (1995). *Society and education*. Boston: Allyn and Bacon.
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- Mukherjee, Shankar (2007). *Contemporary issues in modern Indian education*. New Delhi: Authors Press.
- National Book Trust (2001). *Human rights in India*. New Delhi.
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- Pandey, Vinita (2016). *Indian society and culture*. Jaipur : Rawat Publications.
- Rajput, J.S. (2006). *Human values and education*. New Delhi: Pragun Publications.
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- 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.
- Wathey, John C. (2014). *The illusion of God's presence*. New York: Prometheus Books.



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## M.Ed.

### SEMESTER-I

(For the examinations to be held in December, 2020, 2021 and 2022)

### METHODOLOGY OF RESEARCH IN EDUCATION

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

#### A. OBJECTIVES

After completing the course the students will be able to:

- *explain the characteristics of quantitative, qualitative and mixed research techniques*
- *select and explain an appropriate method for a research study*
- *conduct a literature search and develop a research proposal*
- *explain a sampling design appropriate for a research study*
- *explain tool design approaches and procedure for collection of data*
- *explain the importance of documentation and dissemination of researches in education*

#### 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, 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 research proposal on an identified research problem
- Preparation, try out and finalization of 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 Mendely
- Any other approved activity of relevance

#### E. EVALUATION

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

7. External (End-semester) Examination	: 60 Marks
8. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

#### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**

- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

#### **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.
- Cresswell, John W. (2007). *Qualitative inquiry and research design*. London: Saga Publication
- Cresswell, John W. (2013). *Research design : Qualitative, quantitative and mixed methods approaches*. London : Sage.
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- Fetterinan
- Fraenkel, J.R., Wallen, N.E. (1996). *How to design and evaluate research in education*. New York: McGraw Hill.
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- Jill Porter & Penny Lacey (2005). *Researching learning difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
- Kerlinger, F.N. (1986). *Foundations of behavioural research*. Fort Worth, TX: Harcourt Brace Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training programmes: The four levels*. San Francisco: Brrett-Kochler.
- Koul, Lokesh (2011). *Methodology of Educational Research*. New Delhi: Vikas Publishing House.
- Pamela, Maykut & Richard, Morehouse (1994). *Beginning qualitative research :A philosophic and practical guide*. London :Falmer Press.

- Pandya, S. (2010). *Educational research*. New Delhi : APH Publications.
- Parveen, K.B. and Srinivasa, K.S. (2011). *Research methodology – A Practical approach*. Bangalore : Esquire.
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- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. California :Sage.
- Punch, Keith (2009). *Introduction to research methods in education*. New Delhi : Sage.
- Reason, P. & Bradbury, H. (Eds.) (2006). *Handbook of action research: Concise paperback edition*: California : Sage.
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- Sharma, Bharti (2004). *Methodology of educational research*. New Delhi: Vohra Publishers and Distributors.
- 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, 2020, 2021 and 2022)

### STATISTICAL METHODS IN EDUCATION

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

#### A. OBJECTIVES

After completing the course the students will be able to:

- convey the essential characteristics of a set of data by representing in tabular and graphical forms
- predict values of a dependent variable based on the values of one or more independent variables
- estimate the characteristics of population based on the sample data
- test specific hypotheses about population based on the sample data
- use appropriate procedure to analyze quantitative data
- demonstrate competence in the use of statistical packages for analysis of data
- apply chi-square test for hypothesis testing

#### B. COURSE CONTENT

##### UNIT-I

##### 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 upto 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 normal distribution hypothesis
- (c) Testing hypothesis of independence when observed frequencies are given in contingency table

#### 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:**

- 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, Excel etc

#### E. EVALUATION

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

9. External (End-semester) Examination	: <b>60 Marks</b>
10. Internal Assessment:	: <b>40 Marks</b>
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

#### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## H. 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-I

(For the examinations to be held in December, 2020, 2021 and 2022)

### SELF - DEVELOPMENT (YOGA EDUCATION)

Course Code : MED-106	Total Marks : 50
Credits : 02	Internal Marks : 50
Course Type : PRACTICUM	

#### A. OBJECTIVES

After completing the course the students will be able to:

- illustrate the yogic concept of personality in terms of Panca Kosa and Triguna Theories
- explain the meaning and dimensions of an integrated personality
- explain the role of yoga practices in the development of an integrated personality
- discuss the concept of stress in terms of causes, symptoms and consequences
- relate the contribution of yoga practices in coping with stress

#### 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 Panca 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

- Doing Yoga - Asanas, Pranayam, Mudras, and meditation along with the study of literature
- Submission of the Reflections along with the photographs of different asanas and mudras

### G. EVALUATION

The students shall be evaluated on the basis of performing Yoga – Asanas, Pranayam, Mudras and Meditation

### H. SUGGESTED READINGS

- Basavaraddi, I.V. (Ed.) (2010). *Yoga teachers manual for school teachers*. New Delhi: Morarji Desai National Institute of Yoga.
- Basavaraddi, I.V. (Ed.) (2013). *A monograph on Yogasana*. New Delhi: Morarji Desai National Institute of Yoga.
- Charlesworth, Edward A. and Nathan, Ronald G. (1984). *Stress management: A comprehensive guide to wellness*. New York: Ballantine Books.
- Lonavala Yoga Institute (2011). *Hathapradipika*. Lonavala: LY Institute.
- Muktibodhanands, Swami (2000). *Hatha-Yoga: Pradipika light on hatha yoga*. Munger (Bihar) Yoga Publication Trust.

- Nagarathna, R. (2005). *Yoga therapy for stress related ailments in Yoga – The science of holistic living*. Chennai: Vivekananda Kendra Prakashan Trust.
- 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.
- Srivastava, Sumitra (1998). *Understanding stress. A multidimensional approach*. New Delhi: Regency Publications.



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## M.Ed.

### SEMESTER-I

(For the examinations to be held in December, 2020, 2021 and 2022)

### COMMUNICATION SKILLS

Course Code : MED-107  
Credits : 02  
Course Type : PRACTICUM

Total Marks : 50  
Internal Marks : 50

#### A. OBJECTIVES

After completing the course the students will be able to:

- *develop understanding of the significance of communication skills*
- *explain the difference between different discussion formats*
- *write official letters*
- *write and deliver welcome speech of an event*
- *propose vote of thanks for a guest lecture / conference / event*

#### B. COURSE CONTENT

##### UNIT-I

##### 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 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; 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 lecture, LCD projection, web surfing, learning by doing

### D. 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

**M.Ed.**

**Semester – II**



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## M.Ed.

### SEMESTER-II

(For the examinations to be held in May, 2021, 2022 and 2023)

#### SOCIOLOGICAL PERSPECTIVES OF EDUCATION

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

#### A. OBJECTIVES

After completing the course the students will be able to:

- *reflect on the nature and scope of sociology of education*
- *differentiate between sociology of education and educational sociology*
- *understand the relationship of education with social change, social stratification and social mobility*
- *explain the nature and types of sociological inquiry*
- *develop sociological thinking about culture, socialization and social change*
- *explain social mobility and its types*
- *develop understanding of the concept of equity in terms of gender, caste, creed and religion*
- *reflect on the contribution of great social thinkers for social reforms*

#### B. COURSE CONTENT

##### UNIT-I

##### 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

#### E. EVALUATION

The distribution of marks for the course is as under:

11. External (End-semester) Examination	: 60 Marks
12. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

#### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## 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.
- Bell, Robert R. (Ed.) (1962). *The sociology of education : A source book*. Illinois :Dosey Press, Illinois.
- Bernbanum, Gerald (1977). *Knowledge and ideology in sociology of education*. London : McMillan Press.
- Bhat, R.D. (2009). *Sociology of Education*. New Delhi: Kanishka.
- Blackledge, David and Hunt, Barry (1985). *Sociological interpretations of education*. London: Croom Helm.
- Brown, F.J. (1961). *Educational sociology*. New York : Prentice Hall Inc.
- Bruner, J.S. (1964). *The process of education*. Delhi :Atmaram and Sons.
- Burgess, R.G. (1986). *Sociology, education and schools : An introduction to the sociology of education*. London :Bastford Ltd.
- 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.
- Haralambos, Michel and Heald, Robin (2008).
- Jayapalan, N.C. (2001). *Sociological theories*. New Delhi : Atlantic Publishers.
- Kumar, Krishna (2008). *A pedagogue's romance: Reflections on schooling*. New Delhi: Oxford University Press.
- 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, 2021, 2022 and 2023)

### HISTORICAL, POLITICAL AND ECONOMIC PERSPECTIVES OF EDUCATION

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

#### A. OBJECTIVES

After completing the course the students will be able to:

- *develop perspective on the origin and nature of schooling*
- *develop understanding about the changing functions of schooling*
- *trace the development of education in India during pre and post-independence period*
- *analyse the educational provisions influenced by political developments in the Indian society*
- *link economic reforms with educational developments*

#### B. COURSE CONTENT

##### UNIT-I

##### 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

#### E. EVALUATION

The distribution of marks for the course is as under:

13. External (End-semester) Examination	: 60 Marks
14. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

#### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting **atleast ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words

- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

#### **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.
- Pandey, V. C. (2005). Value education and human rights. New Delhi: Isha Books.
- Passi, B. K. (2004). Value education. Agra: National Psychological Corporation.
- 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, 2021, 2022 and 2023)

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

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

#### A. OBJECTIVES

After completing the course the students will be able to:

- *critically analyse the need and relevance of pre-service and in-service teacher education programmes*
- *explain the structure of pre-service teacher education*
- *critically reflect on NCTE framework for teacher education*
- *explain different components of teacher education*
- *reflect on in-service teacher education programme*

#### 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, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

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

- Book review of atleast 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

### E. EVALUATION

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

15. External (End-semester) Examination	: 60 Marks
16. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks

- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

#### **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.
- 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 year book 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 (2014). *Norms and guidelines of teacher education programme*. New Delhi: NCTE.
- NCTE(2009). *Curriculum frame work 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. (2006). *Training teachers : Problems and issues*. New Delhi :Gyan Publishing House.
- Singh, R.P. (Ed.) (2002). *Teacher education in twernoil : Quest for a solution*. New Delhi : Sterling Publishers.
- 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-II** **(For the examinations to be held in May, 2021, 2022 and 2023)** **Innovative Use of Technology in Research**

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

### **A. OBJECTIVES**

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

- *understand the use of technology in teaching and research*
- *teach using online technology tools*
- *develop a MOOC through MOODLE/Canvas Instructure*
- *develop online tools for data collection*
- *enter data into excel datasheet and google sheet*
- *carry out basic statistical operations in excel*
- *carry out statistical analysis using SPSS*
- *Cite and write references using Mendeley software*

### **B. COURSE CONTENT**

#### **Unit-I**

##### **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-II**

### **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 Mendeley Application: Creation of Free Account, Installing Desktop App, Web Importer, MS Word plugin, creating files and folders in Mendeley Library, inserting references in research documents and creating Bibliography.

## **Unit-III**

### **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 Sheet.  
Basic Statistical operation & Data preparation.

## **Unit-IV**

### **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 file, importing results and interpretation of results.

### **C. TRANSACTIONAL STRATEGIES**

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

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

Creating record of the below mentioned activities in the form of a Digital/Print File along with 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

### **E. EVALUATION**

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

(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, 2021, 2022 and 2023)

### INTERNSHIP -I

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

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 internship is as under:**

S. No.	Activity	Max. Marks
1.	Visit to DIET/SIE and submission of the report	10
2.	Observation of five lessons in perspective papers of the B.Ed. Course delivered by regular teachers of the college	10
3.	Delivery of five lessons in perspective papers of the B.Ed. Course	25
4.	Observation of five lessons of teaching work of the peer group in perspective papers of the B.Ed. Course	20
5.	Preparation of five question papers from perspective papers of the B.Ed. Course	20
6.	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, 2021, 2022 and 2023)**

### **DISSERTATION**

**Course Code : MED-206**  
**Credits : 02**  
**Course Type : COMPULSORY**

**Total Marks : 50**  
**Internal Marks : 50**

Every student shall submit synopsis of the research proposal for dissertation under the guidance of the concerned supervisor of the College at the end of Semester-II (upto April, 30)

The sessional work shall be evaluated by the Research Committee constituted for the purpose



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## M.Ed.

### SEMESTER-II

(For the examinations to be held in May, 2021, 2022 and 2023)

### SCIENCE EDUCATION

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

#### A. OBJECTIVES

After completing the course the students will be able to:

- *reflect upon the nature of science as expanding body of knowledge*
- *understand the structure of science*
- *reflect on the interrelationship between different subjects of science*
- *understand the characteristics of different subjects of science*
- *critically analyse approaches to science curriculum at different stages of school education*
- *develop understanding of different approaches to teaching science*
- *reflect on the strategies of teaching science*
- *understand the norm-referenced and criterion-referenced evaluation*
- *reflect on the assessment of content knowledge through activities and experiments*

#### B. COURSE CONTENT

##### UNIT-1

##### Nature of Science

- 1.1. The nature of Science – science as process, 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 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 organization of science curriculum of various stages of school education, 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, 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

### E. EVALUATION

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

17. External (End-semester) Examination	: <b>60 Marks</b>
18. Internal Assessment:	: <b>40 Marks</b>
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words

- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

#### **H. SUGGESTED READINGS**

- Bhatnagar, A.D. (2004). *Teaching of science*. Meerut: Surya Publications.
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## M.Ed.

### SEMESTER-II

(For the examinations to be held in May, 2021, 2022 and 2023)

### SOCIAL SCIENCE EDUCATION

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

#### A. OBJECTIVES

After completing the course the students will be able to:

- *develop an understanding of concept, nature and scope of social science*
- *develop an understanding of the dimensions of social science*
- *develop insight into the relevance of social sciences in school curriculum*
- *understand the concept of curriculum core curriculum and hidden curriculum*
- *reflect an different approaches to curriculum development*
- *understand components, sources and dimensions of curriculum design*
- *reflect an approaches to evaluations in social*

#### 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 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 viz, Lecture-cum-discussion, Seminar, Projects, Field survey, Role play, Simulation and Field visits; Co-operative 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 transaction of curriculum, its importance and role of various modes of ICT (PLM, CAI) for teaching - learning of social science, their advantages and limitations; Role of communication in transaction of curriculum in social science

## **UNIT-4**

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

- 4.1. Evaluation: Concept and need of evaluation in 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, check list, 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, On-line 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 seminar
- Organisation and participation in activities like quiz, mock parliament, field trips
- Analysis of a text book on social science at primary / middle / secondary level of education
- Review of articles on social science education from print / e-journals

**E. EVALUATION**

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

19. External (End-semester) Examination	<b>: 60 Marks</b>
20. Internal Assessment:	<b>: 40 Marks</b>
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

**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**

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part

is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks

- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

#### 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.
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## M.Ed.

### SEMESTER-II

(For the examinations to be held in May, 2021, 2022 and 2023)

### LANGUAGE EDUCATION

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

#### A. OBJECTIVES

After completing the course the students will be able to:

- *understand the components of language*
- *understand the functions of language*
- *reflect on the pedagogy of language learning and teaching*
- *become familiar with the language policies*
- *understand the nature and functions of linguistics*
- *reflect on the linguistic process of learning languages*
- *reflect on the contributions of Piaget, Vigotsky and Chomsky for language acquisition*
- *understand the problems, issues and evaluation in languages*

#### 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 Polices: 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, linguistic process involved in 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, Vigotsky and Chomsky for 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 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 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 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

### E. EVALUATION

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

1. External (End-semester) Examination	: 60 Marks
2. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks

- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

#### H. SUGGESTED READINGS

- Agnihotri, R.K & Khanna, A.L. (Ed.) (1996). *English grammar in context*. New Delhi : Ratnasagar.
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## M.Ed.

### SEMESTER-II

(For the examinations to be held in May, 2021, 2022 and 2023)

### MATHEMATICS EDUCATION

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

#### A. OBJECTIVES

After completing the course the students will be able to:

- *distinguish between mathematics and science*
- *understand the aesthetic aspect of mathematics*
- *distinguish between axiom, proof and verification in mathematics*
- *develop understanding of the principles of curriculum development in mathematics*
- *develop understanding of using constructivist approach in teaching mathematics*
- *develop understanding of different skills needed in teaching mathematics*
- *describe formative, summative, criterion and diagnostic evaluation in the subject of mathematics*

#### 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 organization of mathematics curriculum at different stages of school education; Instructional materials including text book to Contextualisation, criteria and concerns
- 2.3. Methodology of 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; 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 comprehensive and continuous evaluation 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, On-line 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 current CBSE format / State Board of School Education alongwith the preparation of scoring key (if needed) and marking scheme
- Preparation of an action plan for 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

#### E. EVALUATION

The distribution of marks for the course is as under:

21. External (End-semester) Examination	: 60 Marks
22. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

#### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**

- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

#### H. SUGGESTED READINGS

- Aggarwal, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.
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- Dewey, John (1966). *The child and the curriculum*. Chicago: The University of Chicago Press.
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- Erickson, H.L. (2002). *Concept based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press.
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- Naik, J.P.(1979). *Educational commission and after*. New Delhi:APH.
- Reddy, B. (2007). *Principles of Curriculum: Planning and development*. New Delhi: Arise Publishers.
- Report of the Education Commission (1964-66)
- 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.

**M.Ed.**

**Semester – III**



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## M.Ed.

### SEMESTER-III

(For the examinations to be held in December, 2021, 2022 and 2023)

(GROUP-A: ELEMENTARY EDUCATION)

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

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

#### A. OBJECTIVES

After completing the course the students will be able to:

- *understand the objectives of elementary education*
- *gain insight into the status of elementary education in India*
- *analyse organizational structure of elementary education in India*
- *understand the roles of state, national and international agencies of elementary education in India*

#### 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 Samgra 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 text books, work books and teachers hand books prescribed at the elementary school level
- Critical analysis of the role of NCERT and SCERT in the development of curriculum for elementary classes

## E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 30 Marks
2. Internal Assessment:	: 20 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 03 Marks
iii) Reflections	: 03 Marks

## 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

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from each unit
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

## 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.
- NCERT (2000). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework – 2005*. New Delhi: NCERT.
- NCERT (2006). *The reflective teachers: Organization of in-service training of the teachers of elementary schools under SSA*. New Delhi: NCERT.
- UNESCO (2006). *Teachers and educational quality: Monitoring global needs for 2015*. Montreal: UNESCO Publication.



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## M.Ed.

### SEMESTER-III

(For the examinations to be held in December, 2021, 2022 and 2023)

(GROUP-A: ELEMENTARY EDUCATION)

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

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

#### A. OBJECTIVES

After completing the course the students 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 universalization 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 Sathyarthy
- 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

## E. EVALUATION

The distribution of marks for the course is as under:

3. External (End-semester) Examination	: 30 Marks
4. Internal Assessment:	: 20 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 03 Marks
iii) Reflections	: 03 Marks

## 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

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

## 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.
- 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.
- Sodhi, T.S. (2005). *Development of education system in India*. Patiala: Bawa Publications.



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## M.Ed.

### SEMESTER-III

(For the examinations to be held in December, 2021, 2022 and 2023)

(GROUP-A: ELEMENTARY EDUCATION)

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

Course Code : MED-303  
Credits : 04  
Course Type : COMPULSORY

Total Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A OBJECTIVES

After completing the course the students will be able to:

- *become familiar with 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 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, difference between curriculum and syllabus
- 1.2. Principles of curriculum development at 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 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, analyzing 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 elementary level of education

## UNIT-4

### **Programmes and Implementation Strategies at 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 Gandh8i Bal Vidyalaya (KGBV)
  - SPQEM: Strengthening for Providing Quality Education in Madrassas (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 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 improvement of quality
- Critical assessment of curriculum suggested by national Curriculum Framework (2005) on elementary education
- Any other approved activity of relevance

### E. EVALUATION

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

23. External (End-semester) Examination	: 60 Marks
24. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks



- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours.**

#### **G. SUGGESTED READINGS**

- Aggarwal, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.
- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Authorpress.
- 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.
- Kelly, A.V. (2004). *The Curriculum theory and 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, 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-III

(For the examinations to be held in December, 2021, 2022 and 2023)

(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	: COMPULSORY	Internal Marks	: 20

#### A. OBJECTIVES

After completing the course the students will be able to:

- *understand the objectives of secondary and higher secondary education*
- *gain insight into the status of secondary and higher secondary education in India*
- *analyse organizational structure of secondary and higher secondary education in India*
- *understand the roles of national, international and state agencies in improving secondary and higher secondary education in India*

#### B. COURSE CONTENT

##### UNIT-1

##### Secondary Education: An Introduction

- 1.1. Secondary and Higher Secondary Education: Meaning, need, importance and objectives
- 1.2. Growth and development of secondary and higher secondary education in India and Government interventions for quality concerns with special reference to RMSA

##### 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 Human Resource Management. Ministry of Social Justice and Empowerment and Ministry of Tribal Affairs – Their Constitution and role

### 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

#### E. EVALUATION

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

5. External (End-semester) Examination	: 30 Marks
6. Internal Assessment:	: 20 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks

(c) Sessional Work

- i) One Report (To be uploaded in Google Classroom) : 03 Marks
- ii) One PPT (To be delivered and uploaded in Google Classroom) : 03 Marks
- iii) Reflections : 03 Marks

#### 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

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

#### 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.
- Kumar, K. (2004). *What is worth teaching*: New Delhi: Orient Longman.
- 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 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, 2021, 2022 and 2023)

(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	: COMPULSORY	Internal Marks	: 20

#### A. OBJECTIVES

After completing the course the students will be able to:

- *understand the objectives of secondary and higher secondary education*
- *gain insight into the status of secondary and higher secondary education in India*
- *understand the problems of secondary and higher secondary education in India*
- *develop critical understandings of the significance of transition in secondary and higher secondary education in India*

#### 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 level of education

- 2.2. Achieving Universalization of Secondary Education: Concept of RMSA (Rashtriya Madhyamik Shiksha Abhiyan), Hurdles in achieving universalization 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 secondary and higher secondary level 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 Satyarthi
- Present 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

#### E. EVALUATION

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

- |  |            |
|--|------------|
| 7. External (End-semester) Examination | : 30 Marks |
| 8. Internal Assessment:                | : 20 Marks |
| (a) Minor Test – I (Unit – 1 and 2)    | : 07 Marks |

- (b) Minor Test – II ICT Based Quiz (Unit – 3) : 04 Marks
- (c) Sessional Work
- i) One Report (To be uploaded in Google Classroom) : 03 Marks
- ii) One PPT (To be delivered and uploaded in Google Classroom) : 03 Marks
- iii) Reflections : 03 Marks

#### 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

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

#### 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.
- 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.
- Sodhi, T.S. (2005). *Development of education system in India*. Patiala: Bawa Publications.



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## M.Ed.

### SEMESTER-III

(For the examinations to be held in December, 2021, 2022 and 2023)  
(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	: COMPULSORY	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- *develop acquaintance with different policies on secondary education in India*
- *analyse the issues of secondary and higher secondary education in different aspects*
- *develop understanding of different methods of teaching used at secondary and higher secondary level of education*
- *develop familiarity with examination reforms at the secondary education level*
- *develop critical understanding of various schemes for secondary and higher secondary education*

#### B. COURSE CONTENT

##### UNIT-1

#### Curriculum in Secondary and Higher Secondary Education

- 1.1. Curriculum: Meaning, principles of curriculum development at secondary and higher secondary education level
- 1.2. Provisions of secondary and higher secondary education in NCF 2000 and 2005, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for universalization of secondary education

- 1.3. National Curriculum Framework of Secondary education, Common Core Curriculum incorporating work-centred pedagogy, relevance, integration, flexibility, conceptuality and plurality of determinants of curriculum at 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 field work, 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 Level**

- 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 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: Rashtriya Madhyamik Shiksha Abhiyan (2009), ICT School Scheme, Kishori Shakti Yojna, Nutrition Programme for Adolescent girls and Dhanlakshmi Scheme

### 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.

### E. EVALUATION

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

25. External (End-semester) Examination	: 60 Marks
26. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks

- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

#### H. SUGGESTED READINGS

- Aggarwal, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.
- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Authorpress.
- 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.
- Kelly, A.V. (2004). *The Curriculum theory and 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, 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-III

(For the examinations to be held in December, 2021, 2022 and 2023)

#### EDUCATIONAL TESTING AND EVALUATION

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

#### A. OBJECTIVES

After completing the course the students will be able to:

- *explain the concept of educational measurement and evaluation*
- *explain the scales of measurement*
- *differentiate between norm-referenced and criterion – referenced tests*
- *elaborate the concepts of reliability and validity*
- *develop a standardized test*
- *explain the application of psychological tests in educational setting*

#### B. COURSE CONTENT

##### UNIT-I

##### 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

### Reliability and Validity of Measuring Instrument

- 2.1 Validity: Concept, importance and types, factors influencing validity of a test
- 2.2. Reliability: Concept and methods of establishing reliability, relationship between reliability and validity
- 2.3. Factors influencing reliability and methods of improving reliability of a test

## UNIT-3

### Test Construction

- 3.1. General Steps of Test Construction: Writing test items - Meaning of test item and types of test items, general guidelines for writing test items
- 3.2. Item Analysis: Meaning and purpose of item – Objective test items, subjective test items; standardization of the test
- 3.3. 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-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 counseling Testing of - Intelligence, aptitude, attitude and 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

#### E. EVALUATION

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

27. External (End-semester) Examination	: 60 Marks
28. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

#### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**



## 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.
- Gregory, R.J. (2004). *Psychological testing : History, principles and applications*. New Delhi: Pearson Education.
- 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, 2021, 2022 and 2023)

#### EXPOSITORY AND ACADEMIC WRITING

Course Code	: MED-308	Total Marks	: 50
Credits	: 02	Internal	: 50
Course Type	: COMPULSORY		

#### A. OBJECTIVES

After completing the course the students will be able to:

- *comprehend the meaning of effective writing*
- *organise simple academic articles to express due use of writing*
- *develop writing skills*
- *evaluate the academic writings*

#### 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, proof reading 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 needs of the students

#### D. SESSIONAL WORK

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

- Critical evaluation of atleast one article or research paper
- Preparation of evaluation reports and presentations
- Any other approved activity of relevance

#### E. EVALUATION

Evaluation of the academic writing shall be carried out by a Committee 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, 2021, 2022 and 2023)

#### INTERNSHIP - II

Course Code : MED-309

Credits : 04

Course Type : COMPULSORY

Total Marks : 100

Internal Marks : 100

Duration : 02 weeks

Internship during Semester III is a stage specific specialization (Elementary or Secondary and Higher Secondary Stage) for M.Ed. students and it 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) (Atleast 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, 2021, 2022 and 2023)**

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

#### **DISSERTATION**

**Course Code : MED-310**

**Credits : 02**

**Course Type : COMPULSORY**

**Total Marks : 50**

**Internal Marks : 50**

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

- (a) Review of related literature,
- (b) Development / Selection of tools, and
- (c) 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 written work shall be evaluated by the Research Committee constituted for the purpose



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## M.Ed.

### SEMESTER-III

(For the examinations to be held in December, 2021, 2022 and 2023)

#### FUNDAMENTALS OF INFORMATION TECHNOLOGY (INTERDISCIPLINARY COURSE)

Course Code	: MED-311	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: OPEN (ID)	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- articulate the importance of Information Technology, its vast application domains and pervasive nature and finally understand its impact on human progress
- understand various elements of Information technology such as hardware, software, internet, database, mobile communications, information systems and applications etc
- gain hands-on knowledge of productivity-related IT applications such as MS Word, Excel, PowerPoint besides cloud platforms such as Google
- assimilate and comprehend advanced concepts in Information Technology

#### B. COURSE CONTENT

##### UNIT-1

##### Computer Hardware

- 1.1. PC Architecture and Components
- 1.2. Servers and Clients
- 1.3. Important OS Concepts, OS Implementation Architectures

##### UNIT-2

##### Networking

- 2.1. LAN/WAN/MAN, Internet and e-Mail

- 2.2. Wireless Networks, Bluetooth/Wi-Fi Direct
- 2.3. Data Centres, Cloud Computing

### **UNIT-3**

#### **Information Concepts and Processing**

- 3.1. Data concepts and Data Processing
- 3.2. Definition of Information and Application of Information Technology
- 3.3. Number System, Software and Types of Software

### **UNIT-4**

#### **Software and Packages for Office**

- 4.1. Word Processing: Concepts, working with document, selecting text, editing text, character and paragraph formatting, page design and layout, creating and printing merged documents
- 4.2. Spreadsheet Package: Spreadsheet concepts, creating, saving and editing a workbook, entering data in a cell, handling operators in formulate, formatting a worksheet, sorting data items
- 4.3. Presentation Package: Creating a presentations, opening and saving presentations, working in different views, working with slides, animation effects, designing slide shows

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

- Lecture-cum-demonstration, LCD Projection, Demonstration, Laboratory work, Web surfing, Participatory approach

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

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

- understand the personal computer – architecture and components, setting up a computer and basic troubleshooting
- networking – connecting the computer to the LAN/WI-FI-Network, troubleshooting internet connectivity
- Microsoft applications – Hand on exercises on Word, Excel and PowerPoint with Practical assignments
- Any other approved activity of relevance

## E. EVALUATION

The distribution of marks for the course is as under:

29. External (End-semester) Examination	: 60 Marks
30. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## H. SUGGESTED READINGS

- Banker, Y. (2006). The wealth of networks: How social production transforms markets and freedom. New York: Yale University Press.
- ITL Educational Society. *Introduction to IT*. Pearson Education, 2009.
- Miller M. *Absolute Beginners Guide to Computer Basics*. Pearson Education, 2009.
- P.K. Sinha and P. Sinha. *Foundations of Computing*. BPB Publications, 2008.
- Sagman, S. *MS Office for Windows XP*. Pearson Education, 2007.





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## M.Ed.

### SEMESTER-III

(For the examinations to be held in December, 2021, 2022 and 2023)

#### TECHNOLOGY AND SOCIAL MEDIA (INTERDISCIPLINARY COURSE)

Course Code	: MED-312	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: OPEN (ID)	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- *demonstrate effective communication with individuals and large groups*
- *illustrate how current technologies and decision-support tools can be utilized to the advantage of educational purpose*
- *demonstrate technical knowledge of smart class, google classroom and various other latest tools*

#### B. COURSE CONTENT

##### UNIT-1

##### Learning Management System

- 1.1. Tools used in Smart Class
- 1.2. Smart Class as an effective way of Teaching, Advantages of Smart Class
- 1.3. Learning Management System: Moodle, Canvas, Google Classroom

##### UNIT-2

##### Supply Chain Management

- 2.1. MIS: Introduction, data and information, Supply Chain Management
- 2.2. E-Commerce
- 2.3. Understanding DSS, Centralization vs Decentralization, Ethical issues

## UNIT-3

### Social Networking

- 3.1. Social Networking in Education: Introduction, Use of Social Networking, Advantages of Social Networking
- 3.2. Facebook and Twitter
- 3.3. Blogs and LinkedIn

## UNIT-4

### Conferencing and Analytical Tools

- 4.1. Video Conferencing: Introduction, Usage in education, Advantages,
- 4.2. Google Hangout and Skype
- 4.3. Data Analytics in education: use of Data analytics, Advantages of Data Analytics, PI-360, other tools of Data Analytics

### C. TRANSACTIONAL 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:**

- Smart Class – Use of projector, making and demonstrating presentations, video lectures
- Use of LMS – Moodle, canvas, google classroom
- Use of Social Networks – Facebook, Twitter, LinkedIn
- Video Conferencing – Use of Skype
- Use of PI-360
- Any other approved activity of relevance

### E. EVALUATION

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

31. External (End-semester) Examination	: 60 Marks
32. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## **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**

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

## **H. SUGGESTED READINGS**

- W.S. Jawadekar. *Management Information System*.
- James, A. O' Brien. *Management Information System*.



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## M.Ed.

### SEMESTER-III

(For the examinations to be held in December, 2021, 2022 and 2023)

#### PROFESSIONAL GROWTH AND COMMUNICATION (INTERDISCIPLINARY COURSE)

Course Code	: MED-313	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY (ID)	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- to facilitate the students to identify the strengths and weakness as an individual and as member of the group
- to introduce to the students with the process of formal communication and decision making and to enable them to write competent reports

#### B. COURSE CONTENT

##### UNIT-1

##### Understanding the Self

- 1.1. Understanding Self: Self Image; Self Worth, Self Esteem; Self Analysis using appropriate techniques
- 1.2. Self-Confrontation and Self-Acceptance – an experiential process of growth
- 1.3. Developing Positive Attitude; Emotional Intelligence; Managing Self-Dialogue

##### UNIT-2

##### Communication Process

- 2.1. Formal Communications: Process and Patterns
- 2.2. Presentation Skills: Content formatting and delivery (including audio-video aids)

- 2.3. Role of Non-verbal communication: grooming, professional etiquettes, dress code, gestures and body language; Individual vs. group speaking

### UNIT-3

#### Analytical Writing

- 3.1. Analytical writing for effective decision making
- 3.2. Official proposals: Content and elements, letters, memos and other brief messages (goodwill and positive replies, acknowledgements and appreciation)
- 3.3. Writing resume and job application: Public Relation Communication (media/Government Letters etc.)

### UNIT-4

#### Process and Analysis of Case Study

- 4.1. Process of a Case study
- 4.2. Analysis of a Case study
- 4.3. Exercise through Classroom discussion/presentation

#### C. TRANSACTIONAL STRATEGIES

- Lecture, Lecture-cum-demonstration, collaborative work, seminar presentation by students
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

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

- Seminar presentation on the topic 'Positive attitude'
- Seminar presentation on topic 'Etiquettes'
- Organizing a mock interview session
- Any other approved topic of relevance

#### E. EVALUATION

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

33. External (End-semester) Examination	: 60 Marks
34. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks

(c) Sessional Work

- i) One Report (To be uploaded in Google Classroom) : 05 Marks
- ii) One PPT (To be delivered and uploaded in Google Classroom) : 05 Marks
- iii) Reflections : 05 Marks

**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**

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

**H. SUGGESTED READINGS**

1. The Power of Communication: Skills to Build Trust, Inspire Loyalty, and Lead Effectively, by Helio Fred Garcia, 2012
2. Fitly Spoken: Developing Effective Communication and Social Skills, by Greg S. Baker, 2011
3. The Secrets of Successful Communication: A Simple Guide to Effective Encounters in Business (Big Brain vs. Little Brain Communication), by Kevin T. McCarney, 2011
4. The HEAD Game: High-Efficiency Analytic Decision Making and the Art of Solving Complex Problems Quickly by Philip Mudd



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## M.Ed.

### SEMESTER-III

(For the examinations to be held in December, 2021, 2022 and 2023)

#### ORGANISATIONAL BEHAVIOUR (INTERDISCIPLINARY COURSE)

Course Code	: MED-314	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: OPEN (ID)	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- to develop an understanding of the dynamics of individual behaviour at individual interpersonal, group and organizational levels
- to acquire and sharpen such behavioural skills and attitudes as are desirable for improving personal and managerial effectiveness
- to diagnose and make appropriate interventions in directing employees behaviour towards achieving organizational purposes

#### B. COURSE CONTENT

##### UNIT-1

##### Organisational Behaviour

- 1.1. Conceptual framework for understanding human behavior in an organization and the major variables influencing it
- 1.2. Historical development of organizational behaviour
- 1.3. Contemporary challenges and opportunities in organizational behaviour, International dimensions of organization behavior, Managing across cultures

## UNIT-2

### Management of Individual Behaviour

- 2.1. Understanding and managing individual behavior, individual differences and work behaviour
- 2.2. Personality, perception, attitude and learning
- 2.3. Self-growth and interpersonal effectiveness; Johari Window Model. Transactional analysis

## UNIT-3

### Organisation Culture

- 3.1. The organization in relation to its environment; Power and politics: meaning bases of power; power over
- 3.2. Political strategies for attaining power in organisations
- 3.3. Organisation culture, nature; creating and maintaining a culture

## UNIT-4

### Work Motivation and Stress

- 4.1. Work motivation: leadership approaches and styles
- 4.2. Leader effectiveness, organization change, effectiveness and development
- 4.3. Work stress causes and coping strategies

### C. INSTRUCTIONAL STRATEGIES

- Lecture, Lecture-cum-demonstration, collaborative work, seminar presentation by students

### D. SESSIONAL WORK

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

- Presentation of a seminar on 'Organization behaviour'
- Presentation of a seminar on Johari Window Model on self Growth and Interpersonal Effectiveness
- Any other approved activity of relevance

### E. EVALUATION

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

35. External (End-semester) Examination	: 60 Marks
36. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks



(c) Sessional Work

- i) One Report (To be uploaded in Google Classroom) : 05 Marks
- ii) One PPT (To be delivered and uploaded in Google Classroom) : 05 Marks
- iii) Reflections : 05 Marks

**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**

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

**H. SUGGESTED READINGS**

- Bovee, C.L. and John V. Thill, Business Communication Today, Mc Graw Hills (International Edition).
- Emden, Joan Van and Lucinda Becker, Presentation Skills for Students, Palgrave Mac Millan (2004).
- Hurlock, Elizabeth B. – Personality Development (Tata McGraw Hill, 1<sup>st</sup> Edition).
- Joseph O' Connor – NLP Workbook: A practical guide to achieving results you want.
- Krizen, A.C. *Buddy*. Patricia Merrier, Joyce Logan, Karen Williams, Business Communication. Thomson (India ed.), 7<sup>th</sup> Ed. (2008).
- Lesiker, Raymond V. and John D. Pettit Jr. Business Communication – Theory and Application, Richard D. Irwin, Inc. 6<sup>th</sup> Ed.
- P.E. Merlevede – 7 Steps to Emotional Intelligence.
- Romila Reddy – NLP for Dummies.
- Sahu, R.K. – Training for Development (Excel Books – 1<sup>st</sup> Edition).
- Uday Pareekh – Understanding Organizational Behaviour (Oxford 2<sup>nd</sup> Edition).

**M.Ed.**

**Semester – IV**



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## M.Ed.

### SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

### Perspectives, Issues and Research in Teacher Education

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

#### A. OBJECTIVES

After completing the course the students will be able to:

- *develop holistic perspective of teacher education in the country*
- *reflect on Berliner's stages of development of a teacher*
- *analyse the implications of education policies on reforms in teacher education*
- *identify the problems of teacher education programmes and teacher effectiveness*
- *reflect on the challenges of teacher education*
- *understand the methodological issues of research in teacher education*
- *analyse the paradigms for research on teaching given by Gage, Doyle and Schulman*
- *identify the priority areas of research on teacher education*

#### 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 programme as enlisted in NCTE Regulations; specific and area specific teacher education programme

## **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, Regulatory Bodies related to Teacher Education at 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 national level

### 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:**

- 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 researches on any area of teacher education
- Preparation of 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

### E. EVALUATION

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

37. External (End-semester) Examination	: <b>60 Marks</b>
38. Internal Assessment:	: <b>40 Marks</b>
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks

- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

#### 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.
- 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 year book 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 frame work 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, 2022, 2023 and 2024)

### CURRICULUM STUDIES

Course Code	: MED-402	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- *understand the concept, nature and types of curriculum*
- *understand the formulations and determinants of curriculum*
- *understand the principles of curriculum development*
- *identify criteria and instruments of curriculum evaluation*
- *differentiate between formative and summative*
- *describe issues in curriculum planning and evaluation*
- *explain different barriers to curriculum change*

#### B. COURSE CONTENT

##### UNIT-1

##### Foundations of Curriculum

- 1.1. Curriculum: Concept, need, types and scope of curriculum studies; Evolution of curriculum as product process and programme, structure of curriculum-frameworks, courses of studies and syllabus
- 1.2. Foundations of Curriculum : Philosophical, sociological, psychological, linguistic and historical foundations
- 1.3. Curriculum Theory: Meaning, characteristics and types; Curriculum Theorists: Charles Eliot, John Dewey, G. Stanley Hall



## UNIT-2

### Models of Curriculum Design

- 2.1. Curriculum Design: Concept, steps and patterns (Centralised, decentralized and co-ordinated) Curriculum approaches-subject centred, problem-centred
- 2.2. Models of Curriculum Design: Objective and Process Models
- 2.3. Models of Curriculum Design: Tyler, Wheeler and Kerrs Models

## UNIT-3

### Curriculum Planning

- 3.1. Curriculum Planning: Concept and need; Levels of Curriculum planning - National, State, Institutional and individual teacher level.
- 3.2. Principles of Curriculum Planning
- 3.3. Review of curriculum frameworks in India

## UNIT-4

### Curriculum Development and Evaluation

- 4.1. Curriculum Development : Concept and principles of curriculum development; Process of curriculum development – situational analysis, selection of curriculum objectives; selection of content and learning activities, selection of instructional methods and evaluation
- 4.2. Curriculum Evaluation: Concept and approaches, types and stages of curriculum evaluation
- 4.3. Curriculum Change: Concept, improvement and innovations, barriers to curriculum change, participants in curriculum change: curriculum specialists, administrators, teachers, students

### 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 elementary/secondary/higher secondary school curriculum at state level/National level ) CBSE)
- Evaluation of school text-book, work-book

- Status of science/mathematics/social studies/languages education in NCF-2005
- Critical analysis of the role of NCERT/SCERT in curriculum development
- Any other approved activity of relevance

#### E. EVALUATION

The distribution of marks for the course is as under:

39. External (End-semester) Examination	: 60 Marks
40. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

#### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

#### H. SUGGESTED READINGS

- Aggarwal, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.

- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Authorpress.
- 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.
- 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.
- 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, 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, 2022, 2023 and 2024)**

#### **DISSERTATION AND VIVA-VOCE**

<b>Course Code</b>	<b>: MED-403</b>	<b>Total Marks</b>	<b>: 100</b>
<b>Credits</b>	<b>: 04</b>	<b>Evaluation of Dissertation</b>	<b>: 75</b>
<b>Course Type</b>	<b>: COMPULSORY</b>	<b>Presentation of PPT</b>	<b>: 05</b>
		<b>Viva-Voce</b>	<b>: 20</b>

Each student shall submit a copy of the Dissertation along with a CD 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, 2022, 2023 and 2024)

(GROUP-A: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: CURRICULUM THEORY

Course Code	: MED-404	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	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

#### E. EVALUATION

The distribution of marks for the course is as under:

41. External (End-semester) Examination	: <b>60 Marks</b>
42. Internal Assessment:	: <b>40 Marks</b>
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

#### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

#### 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: Authorpress.
- 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: Allyn 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
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## M.Ed.

### SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-A: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: CURRICULUM TRANSACTION

Course Code	: MED-405	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	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 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 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

## E. EVALUATION

The distribution of marks for the course is as under:

43. External (End-semester) Examination	: 60 Marks
44. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## 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.

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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.
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- NCERT (2006). *Systematic reforms for curriculum change*. New Delhi: Publication Division, NCERT.
- NCTE (2009). *National curriculum framework for teachers 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.
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- 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 SaritaKumari (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.
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## M.Ed.

### SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-A: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: CURRICULUM ASSESSMENT

Course Code	: MED-406	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	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 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 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

## E. EVALUATION

The distribution of marks for the course is as under:

45. External (End-semester) Examination	: 60 Marks
46. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## 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.



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- Gagne, Robert and Briggs, Leslie (1995). *Principles of instructional design*. New York: Holt, Rinchart and Winston.
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- 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.
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- 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.
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## M.Ed.

### SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-B: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: SCHOOL MANAGEMENT

Course Code	: MED-407	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

#### 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 organizational 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 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 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

#### **E. EVALUATION**

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

47. External (End-semester) Examination	<b>: 60 Marks</b>
48. Internal Assessment:	<b>: 40 Marks</b>
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks

(c) Sessional Work

- i) One Report (To be uploaded in Google Classroom) : 05 Marks
- ii) One PPT (To be delivered and uploaded in Google Classroom) : 05 Marks
- iii) Reflections : 05 Marks

**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**

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

**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.
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- 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.
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- Owings, William A and Kaplan, Leslie. S. (2003). *Best practices, best thinking and emerging 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, 2022, 2023 and 2024)  
(GROUP-B: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: EDUCATIONAL ADMINISTRATION

Course Code	: MED-408	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	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, process and products
- 1.2. Basic principles of educational administration
- 1.3. Development of 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 decentralized 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 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 solution of educational administration in India, ways and means to tackle administrative problems
- 3.3. Inspection agencies and their problems with reference to 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, organizational 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 power point presentation on the organization and activities of 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

#### E. EVALUATION

The distribution of marks for the course is as under:

49. External (End-semester) Examination	: 60 Marks
50. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks

(c) Sessional Work

- i) One Report (To be uploaded in Google Classroom) : 05 Marks
- ii) One PPT (To be delivered and uploaded in Google Classroom) : 05 Marks
- iii) Reflections : 05 Marks

**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**

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

**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.
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- 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, 2022, 2023 and 2024)  
(GROUP-B ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: EDUCATIONAL LEADERSHIP

Course Code	: MED-409	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	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, Leissezze-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 in leadership
- Submission of a write up on the organizational 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

#### E. EVALUATION

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

51. External (End-semester) Examination	: 60 Marks
52. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks

(c) Sessional Work

- i) One Report (To be uploaded in Google Classroom) : 05 Marks
- ii) One PPT (To be delivered and uploaded in Google Classroom) : 05 Marks
- iii) Reflections : 05 Marks

**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**

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

**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.
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- 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, Rajvirsingh (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, 2022, 2023 and 2024)

(GROUP-C: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: FOUNDATIONS OF EDUCATIONAL TECHNOLOGY

Course Code	: MED-410	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	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-I

##### 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-II

### 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-III

### 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, computer based instruction
- 3.3. Instructional Design Approach – Task analysis; Instructional design theories – Gagne, Bruner, Constructivist approach, discovery, inquiry

## UNIT-IV

### 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

## E. EVALUATION

The distribution of marks for the course is as under:

53. External (End-semester) Examination	: 60 Marks
54. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## 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, 2022, 2023 and 2024)

(GROUP-C: ELEMENTARY EDUCATION)

### ELEMENTARY EDUCATION: E-LEARNING

Course Code	: MED-411	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators 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-I

##### 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

#### E. EVALUATION

The distribution of marks for the course is as under:

55. External (End-semester) Examination	: 60 Marks
56. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

#### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**

- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

#### **H. SUGGESTED READINGS**

- Avril, Loveless (2001). *ICT – pedagogy and the curriculum-subject to change*. London: Rourledge.
- 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, 2022, 2023 and 2024)

(GROUP-C: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: DEVELOPMENT OF E-CONTENT

Course Code	: MED-412	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	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-I

##### 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-II

### 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, e-Books, Online Dictionaries, Encyclopedia
- 2.3. Digital Learning Resources: E-Texts, digital textbooks, workbooks, articles, videos, and multimedia

## UNIT-III

### 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-IV

### 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, 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.

## E. EVALUATION

The distribution of marks for the course is as under:

57. External (End-semester) Examination	: 60 Marks
58. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## 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-enables 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, 2022, 2023 and 2024)

(GROUP-D: ELEMENTARY EDUCATION)

#### ELEMENTARY EDUCATION: EDUCATION FOR SPECIAL CHILDREN

Course Code	: MED-413	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	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 under:**

59. External (End-semester) Examination	: 60 Marks
60. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## 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). *Encyclopedia 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.
- 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, 2022, 2023 and 2024)

(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	: COMPULSORY	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

### E. EVALUATION

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

61. External (End-semester) Examination	: 60 Marks
62. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## **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**

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## **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.
- Epstein, C. (1984). *Special children in regular classrooms.i Virginia: Reston Publishing Company*.
- 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, 2022, 2023 and 2024)

(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	: COMPULSORY	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 – Montessorie 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

## E. EVALUATION

The distribution of marks for the course is as under:

63. External (End-semester) Examination	: 60 Marks
64. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## 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.

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- 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, 2022, 2023 and 2024)

(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	: COMPULSORY	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 decentralized curriculum Design
- Presentation of a seminar on Kerr's Model of Curriculum Development
- Any other approved activity of relevance

## E. EVALUATION

The distribution of marks for the course is as under:

65. External (End-semester) Examination	: 60 Marks
66. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## H. SUGGESTED READINGS

- Aggarwal, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.
- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Authorpress.
- 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.
- Kelly, A.V. (2004). *The Curriculum theory and practice*. New Delhi: Sage Publications.
- 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, 2022, 2023 and 2024)  
(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	: COMPULSORY	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 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, 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 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 Transation'
- Any other approved activity of relevance

#### E. EVALUATION

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

67. External (End-semester) Examination	<b>: 60 Marks</b>
68. Internal Assessment:	<b>: 40 Marks</b>
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

#### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## H. SUGGESTED READINGS

- Aggarwal, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.
- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Authorpress.
- 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.
- Kelly, A.V. (2004). *The Curriculum theory and practice*. New Delhi: Sage Publications.
- 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.
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- 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.
- Srivastava, D.S. and Sarita Kumari (2005). *Curriculum and instruction*. New Delhi: Isha Books.
- 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, 2022, 2023 and 2024)

(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	: COMPULSORY	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 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

## E. EVALUATION

The distribution of marks for the course is as under:

69. External (End-semester) Examination	: 60 Marks
70. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## H. SUGGESTED READINGS

- Aggarwal, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.
- Apple, Michael W. (1979). *Ideology and curriculum*. London: Routledge and Kegan Paul.
- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Authorpress.
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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.
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- 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.
- 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, 2022, 2023 and 2024)

(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	: COMPULSORY	Internal Marks	: 40

#### A OBJECTIVES

After completing the course the students will be able to:

- *understand the concept of classroom management*
- *explain with the concept of institutional planning for elementary schools*
- *understand the management strategies for quality improvement of elementary education*
- *explain with the organizational structure of elementary education in India*

#### B SYLLABUS

##### 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 etc
- 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

## E. EVALUATION

The distribution of marks for the course is as under:

71. External (End-semester) Examination	: 60 Marks
72. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## 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, 2022, 2023 and 2024)  
(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	: COMPULSORY	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 development of an institution*

#### B. COURSE CONTENT

##### UNIT-1

##### Theoretical Considerations

- 1.1. Educational Administration: Meaning, objectives and scope, human beings as inputs, process and products
- 1.2. Basic principles of educational administration
- 1.3. Development of 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 decentralized 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 solution of educational administration in India, ways and means to tackle administrative problems
- 3.3. Inspection agencies and their problems with reference to 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, organizational 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 power point presentation on the organization and activities of 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

## E. EVALUATION

The distribution of marks for the course is as under:

73. External (End-semester) Examination	: 60 Marks
74. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## 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, 2022, 2023 and 2024)  
(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	: COMPULSORY	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 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 privatization 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, 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 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 secondary level
- Barriers in educational leadership
- Organizational culture and role of the head of the organisation
- Theories/models of educational leadership
- Any other approved activity of relevance

## E. EVALUATION

The distribution of marks for the course is as under:

75. External (End-semester) Examination	: 60 Marks
76. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## 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
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## M.Ed.

### SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)  
(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	: COMPULSORY	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

## E. EVALUATION

The distribution of marks for the course is as under:

77. External (End-semester) Examination	: 60 Marks
78. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## 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: Lyal 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, 2022, 2023 and 2024)  
(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	: COMPULSORY	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

#### E. EVALUATION

The distribution of marks for the course is as under:

79. External (End-semester) Examination	: 60 Marks
80. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

#### 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**

- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

#### **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*.



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## M.Ed.

### SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

(GROUP-C: SECONDARY AND HIGHER SECONDARY EDUCATION)

SECONDARY AND HIGHER SECONDARY EDUCATION:

DEVELOPMENT OF E - CONTENT

Course Code : MED-424

Credits : 04

Course Type : COMPULSORY

Total Marks : 100

External Marks : 60

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

- 4.4. Emergence and evolution of information technology, internet radio and television
- 4.5. Emergence and evolution of multimedia projector and LED/Pico projector and smart-board
- 4.6. Emergence and Evolution of Transmission Technology; Face-to-face, wired and wireless technologies and cloud computing

## UNIT-2

### Basics of E-Content -I

- 5.1. Introduction to e-Content: Meaning, Need and scope of e-content development in education
- 5.2. Types of e-Content: OERs, RLOs, eBooks, Online Dictionaries, Encyclopedia
- 5.3. Digital Learning Resources: E-Texts, digital textbooks, workbooks, articles, videos, or multimedia

## UNIT-3

### Basics of E-Content -II

- 6.1. Instructional Designs: ADDIE model, Dick and Carey system's approach model for designing instruction
- 6.2. Pre-requisites, Roles and Responsibilities of Content Writer/Subject Matter Expert
- 6.3. Issues, challenges and standards in e-content development

## UNIT-4

### Designing and Development of E-content

- 7.1. Designing E-content: Analysis, design, development, testing, implementation and evaluation
- 7.2. Development of E-content: E-Content tools – Open source versus propriety tools (graphics, audio and video-creating and editing and authoring tools)
- 7.3. 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/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:

- 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

## E. EVALUATION

The distribution of marks for the course is as under:

81. External (End-semester) Examination	: 60 Marks
82. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## 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, 2022, 2023 and 2024)

(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	: COMPULSORY	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

#### **E. EVALUATION**

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

83. External (End-semester) Examination	: 60 Marks
84. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks

(c) Sessional Work

- i) One Report (To be uploaded in Google Classroom) : 05 Marks
- ii) One PPT (To be delivered and uploaded in Google Classroom) : 05 Marks
- iii) Reflections : 05 Marks

**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**

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

**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, 2022, 2023 and 2024)

(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	: COMPULSORY	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

### E. EVALUATION

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

85. External (End-semester) Examination	: 60 Marks
86. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## 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.i 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, 2022, 2023 and 2024)

(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	: COMPULSORY	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

## E. EVALUATION

The distribution of marks for the course is as under:

87. External (End-semester) Examination	: 60 Marks
88. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

## 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

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## 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.
- 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, 2022, 2023 and 2024)

#### WOMEN STUDIES

Course Code	: MED-428	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: ELECTIVE	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 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

#### E. EVALUATION

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

9. External (End-semester) Examination	: 30 Marks
10. Internal Assessment:	: 20 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 03 Marks
iii) Reflections	: 03 Marks

#### 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**

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts (Short Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

#### **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.



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## M.Ed.

### SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

#### QUALITY IN EDUCATION

Course Code : MED-429  
Credits : 02  
Course Type : ELECTIVE

Total Marks : 50  
External Marks : 30  
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

### E. EVALUATION

The distribution of marks for the course is as under:

11. External (End-semester) Examination	: 30 Marks
12. Internal Assessment:	: 20 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 03 Marks
iii) Reflections	: 03 Marks

### 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

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

#### 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.



# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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Accredited by the NAAC with 'A+' Grade

## M.Ed.

### SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

#### VALUES AND HUMAN RIGHTS

Course Code	: MED-430	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: ELECTIVE	Internal Marks	: 20

#### A. OBJECTIVES

After completing the course the students will be able to:

- *understand the need and importance of value education*
- *understand the nature of values in Indian context*
- *become familiar with the human rights in the field of education*
- *understand the philosophical basis of human rights*

#### B. COURSE CONTENT

##### UNIT-1

##### Values and Moral Learning

- 1.1. Values : Concept and classification of values, need and importance of value education
- 1.2. Moral Learning : Concept and need, moral learning outside the school – child rearing practices and moral learning, co-society and moral learning, media and moral learning

##### UNIT-2

##### Models of Moral Evaluation

- 2.1. Models of Moral Education: Rationale Building Model, Consideration Model and Value Classification Model
- 2.2. Models of Moral Education: Social Action Model and Just Community Intervention Model

### UNIT-3

- 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:**

- Participation in a panel discussion on the topic ‘Models of moral education’
- Power point Presentation on ‘Our rights enshrined in the Indian Constitution’
- Participation in a debate on the topic child rights in India are not protected
- Any other approved activity of relevance

#### E. EVALUATION

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

13. External (End-semester) Examination	: 30 Marks
14. Internal Assessment:	: 20 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 03 Marks
iii) Reflections	: 03 Marks

#### 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

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts (ShortAnswer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words

- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/LongAnswer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

#### **H. SUGGESTED READINGS**

- Dhokalia, R.P. (2001). *External human values and world religion*. New Delhi: NCERT.
- Josta, Hari Ram (1999). *Spiritual values and education*. Ambala: Associated Publishers.
- Mohanty, J. (2005). *Teaching of human rights: New trends and innovations*. New Delhi: Deep and Deep Publications.
- Symonides, J. (2002). *Human rights: Concept and standards*. Jaipur: Rawat Publications.
- Panday, V.C. (2005). *Value education and education for human rights*. New Delhi: Isha Books.



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### SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

#### ADVANCED STATISTICS IN EDUCATION

Course Code	: MED-431	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: ELECTIVE	Internal Marks	: 20

#### A. OBJECTIVES

After completing the course the students will be able to:

- *understand the concept of partial correlation*
- *develop proficiency in computing partial correlation upto second order*
- *understand concept of biserial and point biserial correlation and their computation*
- *understand the concept of Analysis of Variance*
- *develop profeciency in the computation of two-way Analysis of Variance (with equal N)*

#### 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

### E. EVALUATION

The distribution of marks for the course is as under:

15. External (End-semester) Examination	: 30 Marks
16. Internal Assessment:	: 20 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 03 Marks
iii) Reflections	: 03 Marks

### F. ATTENDANCE

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

### F. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.

- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

**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, 2022, 2023 and 2024)

#### LIFE SKILLS EDUCATION

Course Code : MED-432  
Credits : 02  
Course Type : ELECTIVE

Total Marks : 50  
External Marks : 30  
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

### **E. EVALUATION**

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

17. External (End-semester) Examination	<b>: 30 Marks</b>
18. Internal Assessment:	<b>: 20 Marks</b>
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks

(c) Sessional Work

- i) One Report (To be uploaded in Google Classroom) : 03 Marks
- ii) One PPT (To be delivered and uploaded in Google Classroom) : 03 Marks
- iii) Reflections : 03 Marks

**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**

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

**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, 2022, 2023 and 2024)

#### EDUCATIONAL PLANNING

Course Code : MED-433  
Credits : 02  
Course Type : ELECTIVE

Total Marks : 50  
External Marks : 30  
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-I

#### 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-II

#### 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-III

### 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 atleast five researches in educational planning and administration
- Any other approved activity of relevance

### E. EVALUATION

The distribution of marks for the course is as under:

19. External (End-semester) Examination	: 30 Marks
20. Internal Assessment:	: 20 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 03 Marks
iii) Reflections	: 03 Marks

### 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

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts (Short Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting at least **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

#### 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 encyclopedia 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: Oxoford 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.

# **M.Ed.**

# **MOOC**

- 1. Every student of M.Ed. shall complete a 2-credit MOOC Course relevant to the subject of education offered by SWAYAM.**
- 2. The Course shall be compulsory.**
- 3. Marks / grade awarded by SWAYAM shall not be counted in the aggregate marks obtained by the student.**
- 4. Without passing a MOOC Course, the degree shall not be awarded.**