

**KURUKSHETRA UNIVERSITY**  
**KURUKSHETRA**

**(Established by the State Legislature Act XII of 1956)**  
**(‘A<sup>+</sup>’ Grade NAAC Accredited)**

**SYLLABUS**

of

**M.Ed. (Two Years) Programme**

**(Four Semesters)**  
**(CBCS and based on LOCF)**

**DEPARTMENT OF EDUCATION**  
**(w.e.f. Session: 2020-21)**

## DETAILED SCHEME OF EXAMINATION

### M.Ed. (Two Years) Programme

(As per Curriculum Framework: M.Ed. (Two Years) Programme, as approved in the NCTE Recognition Norms and Procedures, 2014)

The duration of the Programme leading to the Degree of Masters of Education (M.Ed.) will be two academic years i.e. four semesters.

Course Code	Nomenclature of the Course	Credit	Teaching Hours per week	Total Marks	External Assessment	Internal Assessment	Duration of Exam (hours)
<b>Semester-I</b>							
MED101	Psychology of Learning & Development	4	4	100	70	30	3
MED102	History and Political Economy of Education	4	4	100	70	30	3
MED103	Education Studies	4	4	100	70	30	3
MED104	Introduction to Research Methods	4	4	100	70	30	3
MED105	Communication Skills & Expository Writing	1	1	25	25 (External-15 & Internal-10) (Joint evaluation by Internal & External Examiner)		
MED106	Self Development	1	1	25	25 (External-15 & Internal-10) (Joint evaluation by Internal & External Examiner)		
<b>Semester – II</b>							
MED107	Philosophy of Education	4	4	100	70	30	3
MED108	Sociology of Education	4	4	100	70	30	3
MED109	Curriculum Studies	4	4	100	70	30	3
MED110	Teacher Education: Pre-service & In-Service	4	4	100	70	30	3

MED111	Dissertation	2	2	50	50 (External-35 & Internal-15) (Joint evaluation by Internal & External Examiner)		
MED112	Internship in a TEI	4	4	100	100 (External-70 & Internal-30) (Joint evaluation by Internal & External Examiner)		
OESS/ MOOCs Course - I	<p>The students are required to opt any one OESS/ MOOCs Course (available during the ongoing session of M.Ed. Programme) being offered by any Department/ University.</p> <p>The students are required to opt one OESS in Semester – II and one MOOCs Courses (available on SWAYAM Portal) in Semester – III (or as per the guidelines or directions issued by the regulatory bodies or university in this regard from time to time)</p>	0	0	50	To be evaluated by the external agency i.e. the parent Department/ University offering the course, or as per the decision taken by the University in this context.		

**Semester – III**

MED113 (A)	Specialization Course-I (Stage Specific) Elementary Education	4	4	100	70	30	3
MED113 (B)	Specialization Course-I (Stage Specific) Secondary & Senior Secondary Education	4	4	100	70	30	3
MED114 (A)	Specialization Course-II (Stage Specific) Elementary Education	4	4	100	70	30	3
MED114 (B)	Specialization Course-II (Stage Specific) Secondary & Senior Secondary Education	4	4	100	70	30	3

Students are required to opt any one stage in Course above with code MED113 (Specialization Course-I) i.e. either select MED113(A) for stage ‘Elementary Education’ OR select MED113(B) for stage ‘Secondary & Senior Secondary Education’.

Similarly, students are required to opt any one stage in Course above with code MED114 (Specialization Course-II) i.e. either select MED114(A) for stage ‘Elementary Education’ OR select MED114(B) for stage ‘Secondary & Senior Secondary Education’.

Further, the stages in above two Courses i.e. MED113 & MED114 should be selected by the students in accordance with their degree of Qualifying Examination i.e. B.Ed. degree and as per the provisions and regulations issued by the University/ Institution/ Department in this context.

Also the students are allowed to select only one stage i.e. either ‘Elementary Education’ OR ‘Secondary & Senior Secondary Education’ for both Courses i.e. MED113 (Specialization Course-I) and MED114 (Specialization Course-II)

MED115	Advanced Educational Research	4	4	100	70	30	3
MED116	Teacher Education: Perspective, Research and Issues in Teacher Education	4	4	100	70	30	3
MED117	Internship	4	4	100	100 (External-70 & Internal-30) (Joint evaluation by Internal & External Examiner)		
MED118	Dissertation	2	2	50	50 (External-35 & Internal-15) (Joint evaluation by Internal & External Examiner)		
MED119	Academic Writing.	2	2	50	50 (External-35 & Internal-15) (Joint evaluation by Internal & External Examiner)		
OESS/ MOOCs Course - II	<p>The students are required to opt any one OESS/ MOOCs Course (available during the ongoing session of M.Ed. Programme) being offered by any Department/ University.</p> <p>The students are required to opt one OESS in Semester – II and one MOOCs Courses (available on SWAYAM Portal) in Semester – III (or as per the guidelines or directions issued by the regulatory bodies or university in this regard from time to time)</p>	0	0	50	To be evaluated by the external agency i.e. the parent Department/ University offering the course, or as per the decision taken by the University in this context.		

### Semester – IV

#### Specialization Courses I, II & III

(In Semester-IV, students are required to opt any three Specialization Courses i.e. I, II & III out of the given below options from A to G. Further, the students are required to opt the same stage specific options that they opted in Semester-III for Courses MED113 & MED114 i.e. if they have opted 'Elementary Education' for both Courses i.e. MED113 (Specialization Course-I) and MED114 (Specialization Course-II) then they should opt 'Elementary Education' stage specific options in all the three Specialization Courses (I, II & II) means option (i) of options given below. And, if they have opted 'Secondary & Senior Secondary Education' for both Courses i.e. MED113 (Specialization Course-I) and MED114 (Specialization Course-II) then they should opt 'Secondary & Senior Secondary Education' stage specific options in all the three Specialization Courses (I, II & II) means option (ii) of options given below.

MED120 (A)(i)	Education: Policy, Economics and Planning (at Elementary Level)	4	4	100	70	3
MED120 (A)(ii)	Education: Policy, Economics and Planning (at Secondary and Senior Secondary Level)	4	4	100	70	3
MED120 (B)(i)	Management & Administration of Education (at Elementary Level)	4	4	100	70	3
MED120 (B)(ii)	Management & Administration of Education (at Secondary and Senior Secondary Level)	4	4	100	70	3
MED120 (C)(i)	Inclusive Education (at Elementary Level)	4	4	100	70	3
MED120 (C)(ii)	Inclusive Education (at Secondary and Senior Secondary Level)	4	4	100	70	3
MED120 (D)(i)	Education Technology (at Elementary Level)	4	4	100	70	3
MED120 (D)(ii)	Education Technology (at Secondary and Senior Secondary Level)	4	4	100	70	3
MED120 (E)(i)	Educational Measurement and Evaluation (at Elementary Level)	4	4	100	70	3
MED120 (E)(ii)	Educational Measurement and Evaluation (at Secondary and Senior Secondary Level)	4	4	100	70	3

MED120 (F)(i)	Comparative Education (at Elementary level)	4	4	100	70	3
MED120 (F)(ii)	Comparative Education (at Secondary and Senior Secondary Level)	4	4	100	70	3
MED120 (G)(i)	Educational and Vocational Guidance (at Elementary level)	4	4	100	70	3
MED120 (G)(ii)	Educational and Vocational Guidance (at Secondary and Senior Secondary Level)	4	4	100	70	3
MED121	Dissertation	4	4	100	100 (External-70 & Internal-30)  (Joint evaluation by Internal & External Examiner)	

**DURATION:** Each credit in a taught course is equated to one hour of teaching or two hours of seminars/ group work/ tutorial/ laboratory work/ field work/ workshop per week for 16 weeks. Thus, a 4-credit course entails 4 hours of regular teaching per week or as much as 8 hours of teaching and other programme activities.

FACULTY OF EDUCATION  
KURUKSHETRA UNIVERSITY, KURUKSHETRA

**Programme Outcomes (POs)**

FACULTY OF EDUCATION	
PO#	Programme Outcomes (POs)
<b>PO1</b>	Learners will be able to comprehend the acquired knowledge during the Programme of study.
<b>PO2</b>	Learners will be able to reflect on the issues relating to the discipline – ‘Education’.
<b>PO3</b>	Learners will be able to exhibit the professional skills and competencies acquired during the Programme of study.
<b>PO4</b>	Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.
<b>PO5</b>	Learners will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making and resource management according to pre-determined objectives/ outcomes.
<b>PO6</b>	Learners will be able to work as member or leader in various teams and multi-disciplinary & diverse settings.
<b>PO7</b>	Learners will be able to discuss and solve the problems relating to the discipline and life.
<b>PO8</b>	Learners will be able to state and follow the ethical issues relating to the discipline and society.
<b>PO9</b>	Learners will be able to apply different tools and techniques of communication and related skills.

**DEPARTMENT OF EDUCATION  
KURUKSHETRA UNIVERSITY KURUKSHETRA**

**Program Specific Outcomes (PSOs)**  
[For M.Ed. (Two Years) Programme]

The Program Specific Outcomes of M.Ed. (Two Years) Programme are as follow:

<b>Name of the Program: M.Ed. (Two Years) Programme</b>	
<b>PSO#</b>	<b>Program Specific Outcomes</b>
<b>PSO1</b>	Students will be able to describe the context of learner (psychological & social) and learning.
<b>PSO2</b>	Students will be able to reflect on the philosophical, sociological, historical, political, economical, administrative, curricular and other issues relating to system of Education.
<b>PSO3</b>	Students will be able to explain the various concepts and methods of research & statistics in Education.
<b>PSO4</b>	Students will be able to give a detailed account of historical and present perspective of 'Teacher Education'.
<b>PSO5</b>	Students will be able to plan and conduct minor research works/ projects in the field of Education.
<b>PSO6</b>	Students will be able to state his attitudes & aptitude and accordingly will be able to write expository, communicate effectively & deliver his/ her best in the real teaching learning environment.



## M.Ed. (Semester-I)

**Course Code: MED101**

**Name of the Course: PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED101 Name of the Course: PSYCHOLOGY OF LEARNING AND DEVELOPMENT	
COs#	After the completion of this Course the students will be able to do:
MED101.1	Learners will be able to recall the relationship of Education & Psychology and the meaning, concept and scope of Educational Psychology.
MED101.2	Learners will be able to explain the concept and various components of Growth & Development.
MED101.3	Learners will be able to write the meaning, areas & determinants of Individual Differences and will be able to state the implications of Individual Differences for organizing Educational Programmes.
MED101.4	Learners will be able to define Personality and will be able to explain its determinants, theories and methods of assessment.
MED101.5	Learners will be able to elaborate meaning, theories and measurement of Intelligence.
MED101.6	Learners will be able to explain the meaning & factors influencing Learning and will be able to describe in detail the Pavlov's & Skinner's theories of Learning.
MED101.7	Learners will be able to explain the Hull's Reinforcement Theory, Learning by Insight and Gagne's Hierarchy of Learning Types.
MED101.8	Learners will be able to discuss the concept & factors affecting Motivation and will also be able to summarize the Physiological Theory of Motivation, Murray's Need Theory and Maslow's Theory of Hierarchy of Needs.

## **COURSE CONTENTS**

### **UNIT-I**

#### **1. Concept of Educational Psychology**

- Relationship of Education & Psychology
- Meaning & Concept of Educational Psychology
- Scope of Educational Psychology

#### **2. Concept of Growth and Development**

- General Principles of Growth and Development
- Physical Development in Adolescence
- Social Development in Adolescence
- Emotional Development in Adolescence
- Intellectual Development in Adolescence

### **UNIT-II**

#### **3. Individual Differences**

- Meaning and Areas
- Determinants: Role of Heredity and Environment in Developing Individual Differences
- Implications of Individual Differences for Organizing Educational Programmes

#### **4. Personality**

- Meaning and Determinants
- Types and Trait Theories
- Assessment of Personality by Subjective and Projective Methods

### **UNIT-III**

#### **5. Intelligence**

- Meaning
- Theories: Two Factor theory (Spearman); Multi Factor Theory, Guilford Model of Intellect
- Measurement of Intelligence (two verbal and two non verbal tests)

#### **6. Learning**

- Meaning, Factors Influencing Learning
- Theories of Learning
  - Pavlov's Classical Conditioning
  - Skinner's Operant Conditioning

### **UNIT-IV**

#### **7. Theories of Learning**

- Hull's Reinforcement Theory
- Learning by insight
- Gagne's Hierarchy of Learning Types

## 8. Motivation

- Concept of Motivation
- Factors affecting Motivation
- Theories of Motivation:
  - Physiological Theory
  - Murray's Need Theory
  - Maslow's Theory of Hierarchy of Needs

### SELECTED READINGS

Abramson, P. R. (1980). *Personality*. New York: Holt Rinehart and Winston.

Allport, G. W. (1954). *Personality*. New York: Holt.

Allport G. W. (1961). *Pattern and Growth in Personality*. New York: Rinehart and Winston.

Andrews, T. W. (1961). *Methods in Psychology* (Ed.). New York: John Wiley and Sons, Inc.

Baller, W. R. & Charles, D. C. (1962). *The Psychology of Human Growth at Development*. New York: Holt, Rinehart and Winston, Inc.

Baum, A.; Newman, S.; West, R. & Mc Manus, C. Cambridge. (1997). *Handbook of Psychology, Health & Medicine*. Cambridge: Cambridge University Press.

Colemn, J. C. (1976). *Abnormal Psychology and Modern Life*. Bombay: D. Taraporewala Sons & Co.

Dicapro, N. S. (1974). *Personality Theories*. New York: Harper.

Douglas, O. B. & Holl, B.P. (1948). *Foundations of Educational Psychology*. New York: The Mac Millan Co.

Gagne, R. M. (1977). *The Conditions of Learning*. New York, Chicago: Ho\_Rinehart and Winston.

Gates, A. T. et. al. (1963). *Educational Psychology*. New York: Mac Millan.

Hilgard, E. R. *Theories of Learning*. New York: Appleton Century Crafts.

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Kundu, C. L. (1976). *Personality Development: A Critique of Indian Studies*. Vishal Publishers.

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Publishers Private Limited.

Shankar Udey. (1965). *Development of Personality*.

Talbott, J. A.; Hales, R. E. & Yodofsky, S. G. (1994). *Textbook of Psychiatry*. New Delhi: Jaypee Brothers Medical Publishers (P) Ltd.

Thorpe, G. L. & Olson, S. L. (1999). *Behaviour Therapy, Concepts, Procedures and Applications*. London: Allyn Bacon.

## M.Ed. (Semester-I)

**Course Code: MED102**

**Name of the Course: HISTORY AND POLITICAL ECONOMY OF EDUCATION**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED102 Name of the Course: HISTORY AND POLITICAL ECONOMY OF EDUCATION	
COs#	After the completion of this Course the students will be able to do:
MED102.1	Learners will be able to describe education in India during Vedic, Buddhist and Medieval Period.
MED102.2	Learners will be able to explain education in India during British Period with reference to Bentick's Proclamation, Macaulay Minutes, Wood's Dispatch of 1854 and Lord Curzen's Educational Policy.
MED102.3	Learners will be able to specify the main recommendations made by various Education Commissions/ Reports/ Schemes like Indian University Commission, 1902; Sadler Commission Report, 1917; Hartog Committee Report, 1929 and Wardha Scheme of Education, 1937 in pre-independent India.
MED102.4	Learners will be able to list the main recommendations made by various Education Commissions like University Education Commission, 1948-49; Secondary Education Commission, 1952-53 & Indian Education Commission, 1964-66 and will also be able to list the main features of National Policy on Education, 1968, 1986 & 1992.
MED101.5	Learners will be able to elaborate Education in relation to Freedom, Values & humanity, Democracy, Constitutional Provisions and Political Economy.
MED102.6	Learners will be able to elaborate Education in relation to National values as enshrined in Indian Constitution, Nationalism & National Integration and Universal Brotherhood & International Understanding.
MED102.7	Learners will be able to present an account of Education in relation to economic growth & investment and also with respect to socially and economically

	disadvantaged sections of the society with special references to scheduled castes, scheduled tribes, women and rural population.
MED102.8	Learners will be able to summarize Education with respect to Equity and Equality of Educational Opportunities, local and global perspectives with reference to implication of globalization for system of Education and advancements & developments in the 21 <sup>st</sup> Century (Education in 21 <sup>st</sup> Century).

## COURSE CONTENTS

### Unit-I

1. Education in India during
  - Vedic
  - Buddhist
  - Medieval Period
2. Education in British period
  - **Bentick's Proclamation**
  - Macaulay Minutes
  - Wood's Dispatch of 1854
  - Lord Curzen's Educational Policy

### Unit-II

3. Education Commissions in pre-independent India
  - **Indian University Commission, 1902**
  - Sadler Commission Report, 1917
  - **Hartog Committee Report, 1929**
  - Wardha Scheme of Education, 1937
4. Education Commissions/ Policies/ Schemes in post-independent India
  - University Education Commission, 1948-49
  - Secondary Education Commission, 1952-53
  - Indian Education Commission, 1964-66
  - **National Policy on Education, 1968, 1986, 1992**

### UNIT-III

5. Education in relation to:
  - **Freedom**
  - **Values and humanity**
  - Democracy
  - Constitutional Provisions
  - **Political Economy**
6. Education in relation to:
  - National values as enshrined in Indian Constitution

- Nationalism & National integration
- **Universal Brotherhood and International Understanding**

#### Unit-IV

7. Education as related to:
  - Economic growth and investment
  - Socially and economically disadvantaged sections of the society with special references to scheduled castes, scheduled tribes, women and rural population
8. Education as related to:
  - **Equity and Equality of Educational Opportunities**
  - Local and global perspectives: Implication of globalization for system of Education
  - **Advancements & developments in the 21<sup>st</sup> Century (Education in 21<sup>st</sup> Century)**

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- Alex, V. Alexander (1983). *Human Capital Approach to Economic Development*. New Delhi: Metropolitan Book Co.
- Blaug, M. (1972). *Economics of Education*. England: The English Language Book Society and Penguin Books.
- Bertrand, Oliver. (1992). *Planning Human Resources: Methods, Experiences and Practices*. New Delhi: Sterling Publishers.
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Education, Govt. of India.

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- Natarajan, S. (1990). *Introduction to Economics of Education*. New Delhi: Sterling Publishers Pvt. Ltd.
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- Raza, Moonis. (1986). *Educational Planning: A long Term Perspective*. New Delhi: Concept Publishing Company.
- Singh, Baljit. (1992). *Economics of Indian Education*. New Delhi: Meenakshi Prakashan.
- Rao, D. D. (2001). *National Policy on Education towards an Enlightenment and Human Society*. New Delhi: Discovery Publishing House.
- Sodhi, T. S. (1990). *Economics of Education*. New Delhi: Vikas Publishing House.
- Tilak, J. B. G. (1992). *Educational Planning at Grass Roots*. New Delhi: Ashish Publishing House.
- Tiwari, D. D. (1975). *Education at the Cross Roads*. Allahbad: Chugh Publication.
- UNESCO. (1968). *Readings in the Economics of Education*. Paris: UNESCO Publications.
- Vaizey, J. (1962). *Costs of Education*. London :Feber.



## M. Ed. (Semester-I)

**Course Code: MED103**

**Name of the Course: EDUCATIONAL STUDIES**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED103 Name of the Course: EDUCATIONAL STUDIES	
COs#	After the completion of this Course the students will be able to do:
MED103.1	Learners will be able to explain the Meaning, Nature, Concept (Narrow and Broader), Agencies, Need and Importance of Education in National and Global Perspective.
MED103.2	Learners will be able to elaborate Education as a Phenomenon, Practice and Field of Study.
MED103.3	Learners will be able to describe the System of Education in India with reference to Higher, Secondary, Elementary & Technical Education and also the Educational Structure at central, state, district, block & village level.
MED103.4	Learners will be able to explain the Need, Importance and Significance of Distance Education & Open Learning Systems in National & Global Perspective and also that of the Educational Bodies like UNESCO,UGC, NUEPA, NIOS, RCI, NCERT, NCTE, CBSE, SCERT(s) & DIET(s)
MED103.5	Learners will be able to state the Constitutional Provisions and Acts w.r.t. Education such as RTE Act, 2009; Persons with Disabilities Act, 1995 and Rights of Persons with Disabilities Act, 2016.
MED103.6	Learners will be able to describe National Programmes/ Schemes in Education like Mid-Day Meal Scheme, SSA, RMSA, RUSA, IEDSS, IEDC, Samagra Shiksha Abhiyan and Saakshar Bharat.
MED103.7	Learners will be able to discuss the National Issues in Education such as Universalization of Elementary Education, Globalization of Education and Liberalization of Education.

MED103.8	Learners will be able to reflect on National Concerns in Education with reference to Expansion of Secondary & Higher Education, Issues related to equity, equality & quality of Education, Education of the disadvantaged and the Quality issues in Teacher Education Programmes.
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## COURSE CONTENTS

### UNIT- I

#### 1. Education

- **Meaning and Nature**
- **Concept (Narrow and Broader)**
- **Agencies**
- **Need and Importance**
- **National and Global Perspective**

#### 2. Education as a –

- Phenomenon
- Practice
- Field of Study

### UNIT- II

#### 3. Structure and System of Education in India

- Educational Structure at central, state, district, block and village level
- System of Education in India
  - Higher Education
  - Secondary Education
  - Elementary Education
  - **Technical Education**

#### 4. Need, Importance and Significance of –

- **Distance Education and Open Learning Systems in National and Global Perspective**
- Educational Bodies like UNESCO,UGC, NUEPA, NIOS, RCI, NCERT, NCTE, CBSE, SCERT(s) & DIET(s)

### UNIT- III

#### 5. Constitutional Provisions and Acts w.r.t. Education

- **Provisions w.r.t. Education in Constitution of India**
- RTE Act, 2009
- **Persons with Disabilities Act, 1995**
- **Rights of Persons with Disabilities Act, 2016**

#### 6. National Programmes/ Schemes in Education

- **Mid-Day Meal Scheme**
- SSA, RMSA & RUSA

- **IEDSS & IEDC**
- **Samagra Shiksha Abhiyan**
- **Saakshar Bharat**

## **UNIT- IV**

### **7. National Issues in Education**

- Universalization of Elementary Education
- Globalization of Education
- Liberalization of Education

### **8. National Concerns in Education**

- Expansion of Secondary and Higher Education
- Issues related to equity, equality and quality of Education
- Education of the disadvantaged
- **Quality issues in Teacher Education Programmes**

## **SELECTED READINGS**

- Cole, M. (2011). *Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class*. NY: Routledge.
- Govinda, R. & Diwan, R. (2003). *Community Participation and Empowerment in Primary Education*. New Delhi: Sage Publication.
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- NUEPA. (2004). *Sabke Liye Shiksha: Vishwa Monitoring Report 2002*. New Delhi: NUEPA.
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- Sood, N. (2003). *Management of School Education in India*. New Delhi: APH Publishing Corporation.
- Stella, A. & Sudhanshu, B. (2011). *Quality Assurance of Transnational Higher Education, the Experience of Australia and India*. New Delhi: NUEPA.
- Sujhata, K. & Rani, G. (2011). *Development of Secondary Education in India: Access, Participation and Delivery Mechanism and Financing*. New Delhi: Shipra Publication.
- Sujhata, K. & Rani, G. (2011). *Management of Secondary Education in India*. New Delhi: Shipra Publication.
- Yazail, J. (2003). *Globalization and Challenges of Education*. New Delhi: Shipra Publication.

## M.Ed. (Semester-I)

**Course Code: MED104**

**Name of the Course: INTRODUCTION TO RESEARCH METHODS**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED104 Name of the Course: INTRODUCTION TO RESEARCH METHODS	
COs#	After the completion of this Course the students will be able to do:
MED104.1	Learners will be able to state Meaning Nature & Sources of Knowledge and will also be able to write the Meaning, Nature, Need, and Types & Scope of Educational Research.
MED104.2	Learners will be able to formulate a Research Problem taking into consideration the Criteria & Sources of identifying Research Problem, concept of Delineating & Operationalizing Variables and the Importance & Sources of Review of Related Literature.
MED104.3	Learners will be able to write Meaning, Characteristics, Sources and Types of Hypothesis.
MED104.4	Learners will be able to explain the Concept of Population & Sample, Characteristics of a good Sample, Need of Sampling, Probability Sampling & Non-Probability Sampling as well as the Sampling Errors & ways to reduce them.
MED104.5	Learners will be able to describe the Nature of Educational Data, Scales of Measurement and will be able to measure Central Tendency, Dispersion, Percentile and Percentile Rank of given Educational Data.
MED104.6	Learners will be able elaborate the characteristics and application of NPC.
MED104.7	Learners will be able to differentiate between Skewness and Kurtosis and will be able to explain their uses and applications.
MED104.8	Learners will be able to apply the concepts of Chi-square Test, Hypothesis of Equality

	and Hypothesis of Independence (Non-Parametric Statistics) in the field of Educational Research Statistics.
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## **COURSE CONTENTS**

### **Unit-I**

1. Educational Research
  - Meaning Nature & Sources of Knowledge
  - Meaning, Nature, Need & Scope of Educational Research
  - Types of Research: Fundamental, Applied & Action
2. Formulation of Research Problem
  - Criteria & Sources of identifying Research Problem
  - Delineating & Operationalizing Variables
  - Review of Related Literature- Importance & Sources

### **Unit-II**

3. Hypothesis
  - Meaning, Characteristics, Sources & Types of Hypothesis
4. Sampling
  - Concept of Population & Sample
  - Characteristics of a good Sample
  - Need of Sampling
  - Probability Sampling
  - Non-Probability Sampling
  - Sampling Errors & ways to reduce them

### **Unit-III**

5. Descriptive Statistics
  - Nature of Educational Data
  - Scales of Measurement
  - Measurement of Central Tendency
  - Measurement of Dispersion
  - Percentile & Percentile Rank
6. NPC
  - Characteristics of NPC
  - Applications of NPC

### **Unit-IV**

7. Skewness & Kurtosis
  - Meaning, Uses & Applications
8. Non-Parametric Statistics
  - Chi-Square Test

Hypothesis of Equality  
Hypothesis of Independence

### **SELECTED READINGS**

- Aggarwal, Y. P. (1998). *Statistical Methods*. New Delhi: Sterling.
- Aggarwal, Y. P. (1998). *The Science of Educational Research: A Source book*. Kurukshetra: Nirmal Publications.
- Best, John W. & Kahn James V. (1995). *Research in Education*. New Delhi: Prentice Hall.
- Burns, R. B. (1991). *Introduction to Research in Education*. New Delhi: Prentice Hall.
- Edward, Allen L. (1968). *Experimental Designs in Psychological Research*. New York: Holt, Rinehart & Winston.
- Forguson, George A. (1976). *Statistics Analysis in Psychology and Education*. New York: McGraw Hill.
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- Guilford, J. P. & Fruchter, B. (1973). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill.
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- McMillon, James H. & Schumarcher, S. (1989). *Research in Education: A Conceptual Introduction*. New York: Harper and Collins.
- Mouly, A. J. (1963). *The Science of Educational Research*. New Delhi: Euroasia.
- Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.
- Siegel, S. (1986). *Non-Parametric Statistic*. New York: McGraw Hill.

Travers, R. M. W. (1978). *An Introduction to Educational Research*. New York: MacMillan.

Van Delen, D. B. (1962). *Understanding Educational Research*. New York: McGraw Hill.

Young, P. V. (1960). *Scientific Social Surveys and Research*. New York: Prentice Hall.



## M.Ed. (Semester-I)

**Course Code: MED105**

**Name of the Course: COMMUNICATION SKILL & EXPOSITORY WRITING**

Credit: 1

M. Marks: 25

(Ext.-15; Int.-10)

(Joint Evaluation by Internal & External Examiner)

### COURSE OUTCOMES

Course Code: MED105 Name of the Course: COMMUNICATION SKILL & EXPOSITORY WRITING	
COs#	After the completion of this Course the students will be able to do:
MED105.1	Learners will be able to write Essays/Articles on any issue relating to Education.
MED105.2	Learners will be able to prepare PPTs on any topic and also will be able to present his/ her views with those prepared PPTs at any platform like Seminar etc.
MED105.3	Learners will be able to express publically his views regarding any educational issue and will also be able to discuss any educational issue in Panel/ Group Discussion.
MED105.4	Learners will be able to analyze the content available on Education and will also be able to report in his words, event(s)/news (from electronic/print media) related to field of Education.

### SUGGESTED ACTIVITIES:

- Writing Essay/Articles on any issue relating to Education.
- Seminar presentation with PPT (on any one topic).
- Student's Discussion (panel/group).
- Content Analysis & reporting any one event/news (from electronic/print media) related to field of Education.

## M.Ed. (Semester-I)

**Course Code: MED106**

**Name of the Course: SELF DEVELOPMENT**

Credit: 1

M. Marks: 25

(Ext.-15; Int.-10)

(Joint Evaluation by Internal & External Examiner)

### COURSE OUTCOMES

Course Code: MED106 Name of the Course: SELF DEVELOPMENT	
COs#	After the completion of this Course the students will be able to do:
MED106.1	Learners will be able to organize effectively activities on any general issue of public concern and specifically on issues relating to Education.
MED106.2	Learners will be able to prepare and present report of the activities on any general issue of public concern and specifically on issues relating to Education being organized publically or in any Institution.

### SUGGESTED ACTIVITIES:

Activities may be organized in the following given areas (any one); and students are required to prepare and submit a report of the same.

- Gender Issues
- Inclusive Education
- Health & Physical Education
- Mental Hygiene
- Yoga & Well Being
- Socio-Environmental Issues

## M.Ed.(Semester-II)

**Course Code: MED107**

**Name of the Course: PHILOSOPHY OF EDUCATION**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED107 Name of the Course: PHILOSOPHY OF EDUCATION	
COs#	After the completion of this Course the students will be able to do:
MED107.1	Learners will be able to state the Meaning and Functions of Educational Philosophy and will also be able to reflect on the Relationship of Education and Philosophy.
MED107.2	Learners will be able to explain meaning, nature, types and sources of Knowledge and will also be able to list the methods of acquiring knowledge.
MED107.3	Learners will be able to elaborate Indian Schools of Philosophy like Vedanta and Sankhya.
MED107.4	Learners will be able to present a detailed view of Buddhism: A School of Philosophy and will also be able to describe the Islamic traditions with special references to the concept of reality, knowledge and values and their educational implications.
MED107.5	Learners will be able to elaborate the Western Schools of Philosophy like Idealism and Realism.
MED107.6	Learners will be able to elaborate the Western Schools of Philosophy such as Naturalism, Pragmatism and Existentialism with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of Education.
MED107.7	Learners will be able to depict the contribution of Indian thinkers like Vivekananda, Aurobindo, Tagore and Gandhi.

MED107.8	Learners will be able to explain the modern concepts of Philosophy like Logical Analysis, Logical Empiricism and Logical Positivism.
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## COURSE CONTENTS

### UNIT –I

1. Educational Philosophy
  - Meaning of Educational Philosophy
  - Functions of Educational Philosophy
  - Relationship of Education and Philosophy
2. Knowledge
  - Meaning and Nature of Knowledge
  - Types and Source of Knowledge
  - Methods of Acquiring Knowledge

### UNIT-II

3. Indian Schools of Philosophy -
  - Vedanta
  - Sankhya
4. Indian Schools of Philosophy -
  - Buddhism
  - Islamic traditions with special references to the concept of reality, knowledge and values and their educational implications

### UNIT-III

5. Western Schools of Philosophy –
  - Idealism
  - Realism
6. Western Schools of Philosophy –
  - Naturalism
  - Pragmatism
  - Existentialism with special reference to the concept of reality, knowledge and values, their educational implications for aims, contents and methods of Education

### UNIT-IV

7. Contributions of Indian Thinkers –
  - Vivekananda
  - Aurobindo
  - Tagore
  - Gandhi

## 8. Modern Concepts of Philosophy –

- Logical Analysis
- Logical Empiricism
- Logical Positivism

### **SELECTED READINGS**

Baskin, Wade. (1966). *Classics in Education*. London: Vision Press.

Brubacher, John S. (1969). *Modern Philosophies of Education*. New Delhi: Tata McGraw Hill.

Broudy, H. S. (1977). *Building a Philosophy of Education*. New York: Krieger.

Butler, J. D. (1966). *Idealism in Education*. New York: Harper and Row.

Dewey, John. (1966). *Democracy and Education*. New York: MacMillan.

Dupuis, A. M. (1972). *Philosophy of Education in Historical Perspective*. New Delhi: Thomson Press.

Kneller, George F. (1978). *Foundations of Education*. John Wiley and Sons.

Maslow, A. H. (1959). *New Knowledge in Human Values* (Ed.). New York: Harper and Row.

M.H.R.D. (1990). *Towards an Enlightened and Human Society*. New Delhi: Department of Education.

Morris, Van C. (1966). *Existentialism in Education: What it Means*. New York: Haper & Row.

Mukerjee, R. K. (1969). *Ancient Indian Education*. Varanasi: Motilal Banarsidas.

Narvane, V. S. (1978). *Modern Indian Thought*. New York: Orient Longmans Ltd.

Pandey, R. S. (1982). *An Introduction to Major Philosophies of Education*. Agra: Vinod Pustak Mandir.

## M.Ed (Semester-II)

**Course Code: MED108**

**Name of the Course: SOCIOLOGY OF EDUCATION**

Time: 3 Hrs.

Credit: 4

Max. Marks: 100

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED108 Name of the Course: SOCIOLOGY OF EDUCATION	
COs#	After the completion of this Course the students will be able to do:
MED108.1	Learners will be able to explain the Concept & Nature of Educational Sociology and Sociology of Education and will also be able to reflect on the relationship of Sociology and Education.
MED108.2	Learners will be able to describe the Meaning and Concept of Social Organization and will also be able to discuss the Factors influencing Social Organization - Folkways, Mores, Institution and Values.
MED108.3	Learners will be able to write the meaning & concept of Socialization and will be able to list agencies of socialization like Family, School, Society and Community and will be further able to discuss the role of Education in Socialization.
MED108.4	Learners will be able to write meaning & nature of culture and will be able to discuss the issues related to culture like Sanskritization, Westernization and Modernization and further will be able to reflect on – ‘Education and Culture’.
MED108.5	Learners will be able to state the meaning, concept and nature of Value Education and will also be able to discuss the role of Education regarding Value Education.
MED108.6	Learners will be able to explain meaning and nature of Social Change, elaborate factors determining Social change & constraints of social change in India like caste, ethnicity, class, language, religion and regionalism, and will be able to elaborate Education and Social Change.
MED108.7	Learners will be able to state the meaning, concept and educational implications of Social Stratification.

MED108.8	Learners will be to explain the Meaning, Types, Constraints on Social Mobility and its Educational Implications.
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## **COURSE CONTENTS**

### **UNIT-I**

1. Concept and Nature of Educational Sociology and Sociology of Education, relationship of Sociology and Education
2. Social Organization - Meaning and Concept, Factors influencing Social Organization - Folkways, Mores, Institution and Values

### **UNIT-II**

3. Socialization: Meaning and Concept of Socialization  
Agencies of Socialization: Family, School, Society and Community  
Role of Education in Socialization
4. Culture: Meaning and Nature of Culture  
Issues related to Culture (Sanskritization, Westernization and Modernization)  
Education and Culture

### **UNIT-III**

5. Value Education: Meaning and Concept of Values and its Nature  
Role of Education regarding Values of Education
6. Education and Social Change: Meaning and Nature  
Factor determining Social Change  
Constraints of Social Change in India  
Caste, Ethnicity, Class and Language  
Religion and Regionalism

### **UNIT-IV**

7. Social Stratification: Meaning, Concept and its Educational Implications
8. Social Mobility: Meaning, Types, Constraints on Social Mobility and its Educational Implications

### **SELECTED READINGS**

Gore, M. S. (1984). *Education and Modernization in India*. Jaipur: Rawat Publication.

Havighurst, Robert et al. (1995). *Society and Education*. Boston: Allyn and Bacon.

Inkeles, Alex. (1987). *What is Sociology?* New Delhi: Prentice Hall of India.

Kamat, A. R. (1985). *Education and Social Change in India*. Bombay: Samaiya Publishing Co.

- Maslow, A. H. (1959). *New Knowledge in Human Values* (Ed.). New York: Harper and Row.
- Maunheim, K. et al. (1962). *An Introduction to Sociology of Education*. London: Routledge and Kegan Paul.
- M.H.R.D. (1990). *Towards an Enlightened and Human Society*. New Delhi: Department of Education.
- Mossish, loor. (1972). *Sociology of Education: An Introduction*. London: George Allen and Unwin.
- Mukerjee, R. K. (1969). *Ancient Indian Education*. Varanasi: Motilal Banarsidas.
- Narvane, V. S. (1978). *Modern Indian Thought*. New York: Orient Longmans Ltd.
- Pandey, K. P. (1983). *Perspectives in Social Foundations of Education*. Ghaziabad: Amitash Prakashan.



## M.Ed. (Semester-II)

**Course Code: MED109**

**Name of the Course: CURRICULUM STUDIES**

Time: 3 Hours

Credit: 4

Max. Marks: 100

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED109 Name of the Course: CURRICULUM STUDIES	
COs#	After the completion of this Course the students will be able to do:
MED109.1	Learners will be able to define Curriculum, differentiate between 'Curriculum' & 'Syllabus' and will be able to explain the Need, Importance, Process and Bases of Curriculum.
MED109.2	Learners will be able to state the Principles of Curriculum Development, explain factors affecting Curriculum Development including Impact of Media, Technology and Contemporary Issues and will be able to elaborate Curriculum and Cognitive Development of Child w.r.t. Social Reconstruction, Self-Actualization, Academic Rationalization & Children with Special Needs
MED109.3	Learners will be able to list different types of Curriculum and approaches in Curriculum Development.
MED109.4	Learners will be able to reflect on various Trends in Curriculum Development.
MED109.5	Learners will be able to explain Curriculum Planning in terms of Assessment of Need with respect to Individual & Environment, Situational Analysis and Selection of Content & Method and further will be able to explain in detail the Models of Curriculum Development & Planning.
MED109.6	Learners will be able to discuss Basic Curricular Skills and will be able to elaborate Preparation for Curriculum Transaction earmarking the concept of School Readiness, Classroom Planning and Selection of Specific Teaching Strategies for Curriculum Transaction with respect to various aspects of Evaluation.
MED109.7	Learners will be able to describe Curriculum Evaluation in terms of Learning Outcomes and will be able to differentiate between Formative & Summative

	Evaluation of Curriculum, explain Methods & Models of Curriculum Evaluation and further will be able to elaborate the Role of Teacher in Curriculum Evaluation.
MED109.8	Learners will be able to present the role of different organisation in curriculum designing like NCERT, SCERTs, UGC & NCTE and will be able to reflect on Recent Developments in Curriculum Development such as NCF (2005), NCFTE (2009) and Research Trends in Curriculum Development.

## COURSE CONTENTS

### UNIT – I

#### 1. Curriculum

- **Concept of ‘Curriculum’ (in narrow and broader sense)**
- **Difference between ‘Curriculum’ and ‘Syllabus’**
- **Need and Importance of Curriculum**
- Scope of Curriculum
- Process of Curriculum Development
- Bases of Curriculum

#### 2. Curriculum Development and Cognitive Development of Child

- Principles of Curriculum Development
- Factors affecting Curriculum Development **including Impact of Media, Technology and Contemporary Issues**
- Curriculum and Cognitive Development of Child
  - Social Reconstruction
  - Self-Actualization
  - Academic Rationalization
  - Children with Special Needs

### UNIT – II

#### 3. Types and Approaches in Curriculum

- **Types of Curriculum: Knowledge based Curriculum, Activity based Curriculum, Skill based Curriculum and Experienced based Curriculum**
- Approaches in Curriculum Development: Developmental Approach, **Interdisciplinary Approach**, Functional Approach and Eclectic Approach

#### 4. Trends in Curriculum Development

- Curricular Trends: Lifelong Learning, Futuristic Education, Collaborative Curriculum, Core Curriculum and Collateral Curriculum

### UNIT – III

#### 5. Curriculum Planning and Development

- Assessment of Need with respect to Individual & Environment

- Situational Analysis
- **Models of Curriculum Development & Planning**
- Selection of Content & Method

#### **6. Preparation for Curriculum Transaction**

- Basic Curricular Skills
  - Curricular Skills related to Cognitive Domain
  - Curricular Skills related to Conative Domain
  - Curricular Skills related to Affective Domain
- Concept of School Readiness
- Classroom Planning
- **Selection of Specific Teaching Strategies for Curriculum Transaction with respect to various aspects of Evaluation**

### **UNIT – IV**

#### 7. Curriculum Evaluation

- Formative and Summative Evaluation
- **Curriculum Evaluation in terms of Learning Outcomes**
- Methods of Curriculum Evaluation
- Models of Curriculum Evaluation
- Role of Teacher in Curriculum Evaluation

#### 8. Role of Organisations & Recent Developments

- Role of Organisations in Curriculum Development: NCERT, SCERTs, UGC & NCTE
- Recent Developments
  - NCF, 2005
  - NCFTE, 2009
  - **Research Trends in Curriculum Development**

### **SELECTED READINGS**

Bobbitt, F. (1918). *The Curriculum*. Boston: Houghton Mifflin Co.

Denis, L. (1986). *Social Curriculum Planning*. Sydney: Hodder & Stoughton, London.

Edward, A. K. (1960). *The Secondary School Curriculum*. New York: Harper and Row Publishers.

Gakhar, S. C. (2008). *Curriculum Development*. Panipat: N. M. Publishers.

Goodland, J. (1979). *Curriculum Enquiry – The Study of Curriculum Practices*. New York: McGraw Hill.

Hamilton, D. (1976). *Curriculum Evaluation*. London: Open Books Publishing Limited.

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- Lewy, A. (1977). *Handbook of Curriculum Evaluation*. New York: Longman, Inc.
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- Payne, D. A. (1973). *Curriculum Evaluation: Commentaries on Purpose, Process and Product*. Boston: D. C. Heath.
- Pratt, D. (1980). *Curriculum Design and Development*. New York: Harcourt, Brace and Jovanvich.
- Saylor, J. G. & Alexander, W. M. (1960). *Curriculum Planning*. New York: Holt, Rinehart and Winston.
- Socket, H. (1976). *Designing the Curriculum*. London: Open Books Publishing Ltd.
- Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace and World Inc.
- Tanner, D. & Tanner, L. (1980). *Curriculum Development: Theory into Practice*. Chicago: University of Chicago Press.
- Tyler, R. S. (1976). *Curriculum Principles and Foundations*. London: Harper and Row Publishers.

## M.Ed (Semester-II)

**Course Code: MED110**

**Name of the Course: TEACHER EDUCATION: PRE-SERVICE & IN-SERVICE**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED110 Name of the Course: TEACHER EDUCATION: PRE-SERVICE & IN-SERVICE	
COs#	After the completion of this Course the students will be able to do:
MED109.1	Learners will be able to write the Concept, Need and Importance of Teacher Education.
MED109.2	Learners will be able to list the Objectives of Teacher Education at various levels i.e. Primary, Secondary and College Level
MED109.3	Learners will be able to explain the Concept, Objectives, Need and Importance of Pre-Service Teacher Education and further will be able to elaborate Objectives & Organization of Practice Teaching.
MED109.4	Learners will be able to discuss Current Problems of Teacher Education and Practicing Schools.
MED109.5	Learners will be able to describe the Concept, Objectives, Need, Importance and Various Agencies for In-Service Teacher Education.
MED109.6	Learners will be able to present a detailed account on the status of Teacher Education through Distance Mode for In-Service Education.
MED109.7	Learners will be able to elaborate Teacher Education for Adult and Non-Formal Education.
MED109.8	Learners will be able to write an essay on Professional Growth of Teachers through Orientation, Refresher, Workshop, Seminar and Panel Discussion.

## COURSE CONTENTS

### UNIT-I

1. Teacher Education: Concept, Need and Importance
2. Objectives of Teacher Education at various level
  - Primary
  - Secondary
  - College Level

### UNIT-II

3. Pre-Service Teacher Education
  - Concept & Objectives
  - Need & Importance
  - Objectives & Organization of Practice Teaching
4. Current Problems of Teacher Education and Practicing Schools

### UNIT-III

5. In-service Teacher Education
  - Concept & Objectives
  - Need & Importance
  - Various Agencies for In-Service Teacher Education
6. Teacher Education through Distance Mode for In-Service Education

### UNIT-IV

7. Teacher Education for Adult and Non-Formal Education
8. Professional Growth of Teachers
  - Orientation
  - Refresher
  - Workshop
  - Seminar
  - Panel Discussion

### SELECTED READINGS

Adam, D. M. (1985). *Computers and Teacher Training: A Practical Guide*. N.Y.: The Haworth Pren, Inc.

Anand, C. L. (1988). *Aspects of Teacher Education*. Delhi: S. Chand and Co.

CABE (1992). *Report of the CABE Committee on Policy Perspectives*. New Delhi: Govt. of India, MHRD.

Dunkin, J. Michal (1987). *The International Encyclopedia of Teaching and Teacher Education*. Pergamon Press.

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- Indian Education Commission (1964-66). *Report of Indian Education Commission on Education and National Development*. Ministry of Education, Govt. of India.
- Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.
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- MHRD (1992). *Programme of Action*. New Delhi: Department of Education, Govt. of India.
- Mukherjee, S. N. (1988). *Education of the Teacher in India – I & II*. Delhi: S. Chand and Co.
- NCERT. (2019). *Continuous and Comprehensive Evaluation Guidelines*. New Delhi: NCERT.
- NCERT. (1988). *In-Service Teacher Education Package for Primary and Secondary Teachers – I & II*. New Delhi: NCERT.
- Pareek, R. (1996). *Role of Teaching Profession*. Guwahati: Eastern Book House.
- Sharma, S. P. (2004). *Teacher Education in India*. New Delhi: Vikas Publications.
- Singh, L. C. (1990). *Teacher Education in India* (Ed. Source Book). New Delhi: NCERT.
- Smith, E. R. (1962). *Teacher Education: A Reappraisal* (Ed.). New York: Harper & Row Publishers.
- Soder, R. (1991). *The Ethics of the Rhetoric of Teacher Professionalism: Teaching and Teacher Education*, 7(3).
- Stiles, L. J. & Parker, R. (1969). *Teacher Education Programme: Encyclopedia of Educational Research*, 4<sup>th</sup> Edition. New York: MacMillan.

**M.Ed. (Semester-II)**

**Course Code: MED111**

**Name of the Course: DISSERTATION**

Credit: 2

Max. Marks: 50

(Ext.-35; Int.-15)

(Joint Evaluation by Internal & External Examiner)

**COURSE OUTCOMES**

Course Code: MED111 Name of the Course: DISSERTATION	
COs#	After the completion of this Course the students will be able to do:
MED111.1	Learners will be able to write Synopsis (with Review of Related Literature) by selecting any Research Topic from the field of Education.
MED111.2	Learners will be able to present effectively his/ her Research Synopsis by earmarking all the steps taken especially the Review of Related Literature.

**SUGGESTED ACTIVITY:**

- Writing Synopsis (with Review of Related Literature) and its Presentation



## M.Ed. (Semester-II)

**Course Code: MED112**

**Name of the Course: INTERNSHIP IN A TEI**

Credit: 4

M. Marks: 100

(Ext.-70; Int.-30)

(Joint Evaluation by Internal & External Examiner)

### COURSE OUTCOMES

Course Code: MED112 Name of the Course: INTERNSHIP IN A TEI	
COs#	After the completion of this Course the students will be able to do:
MED112.1	Learners will be able to teach effectively the given content of Teacher Education Curriculum.
MED112.2	Learners will be able to design/ develop Training Material/ Teaching Learning Material.
MED112.3	Learners will be able to participate actively by involving himself/ herself in various activities of TEI.
MED112.4	Learners will be able to record and present his/ her reflections on his/ her overall stay in the TEI for Internship (including reflections on activities undertaken).

### SUGGESTED ACTIVITIES:

- Teaching One Unit of Teacher Education Curriculum
- Designing Training Material/ Teaching Learning Material
- Involvement in various activities of TEI
- Records submitted on reflections during Internship

(Internal Evaluation by Mentor Teacher Educator)

### M.Ed. (Semester-II)

<b>Course Code</b>	<b>Nomenclature of the Course</b>	<b>Credit</b>	<b>Total Marks</b>	<b>Assessment</b>
OESS/ MOOCs Course - I	<p>The students are required to opt any one OESS/ MOOCs Course (available during the ongoing session of M.Ed. Programme) being offered by any Department/ University.</p> <p>The students are required to opt one OESS in Semester – II and one MOOCs Courses (available on SWAYAM Portal) in Semester – III (or as per the guidelines or directions issued by the regulatory bodies or university in this regard from time to time)</p>	0	50	To be evaluated by the external agency i.e. the parent Department/ University offering the course, or as per the decision taken by the University in this context.

### M.Ed. (Semester-III)

**Course Code: MED113(A)**

**Name of the Course: SPECIALISATION COURSE - I (Stage Specific)  
Elementary Education**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED113(A) Name of the Course: SPECIALISATION COURSE - I (Stage Specific) Elementary Education	
COs#	After the completion of this Course the students will be able to do:
MED113(A).1	Learners will be able to state Need, Importance, Aims and Objectives of School Education at Elementary Stage.
MED113(A).2	Learners will be able to recall Historical Perspectives and Present Status of School Education at Elementary Stage.
MED113(A).3	Learners will be able to elaborate Concept, Need and Role of 'School' and will also be able to present the Global Perspective of School Education.
MED113(A).4	Learners will be able to describe the Institutions, Systems and Structures of School Education at Elementary Stage and will further be able to explain the control & finance of Institutions and their Management.
MED113(A).5	Learners will be able to present Curriculum at Elementary Stage of School Education and will also be able to present its Critical Analysis.
MED113(A).6	Learners will be able to explain in detail the Curricular, Co-Curricular and Extra-Curricular School Activities at Elementary Stage.
MED113(A).7	Learners will be able to reflect on various Methods of Teaching and Use of ICT in Teaching at Elementary Stage of School Education.
MED113(A).8	Learners will be able to state the Types, Need & Significance of Teaching Aids at Elementary Stage of School Education and will also be able to elaborate the Duties

	& Responsibilities of Teacher at Elementary Stage of School Education and also the Role of Teacher as Facilitator of Teaching-Learning Environment.
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## COURSE CONTENTS

### UNIT-I

- 1. School Education at Elementary Stage**
  - Need and Importance
  - Aims and Objectives
- 2. School Education at Elementary Stage: Historical Perspective and Present Status**

### UNIT-II

3. School Education
  - Concept, Need & Role of 'School'
  - School Education: Global Perspective
- 4. Structure and Management of School Education at Elementary Stage**
  - Institutions, System and Structure of School Education
  - Control & Finance of Institutions & their Management

### UNIT-III

5. Curriculum at Elementary Stage of School Education and its Critical Analysis
- 6. School Activities at Elementary Stage**
  - Curricular
  - Co-Curricular
  - Extra-Curricular

### UNIT-IV

- 7. Teaching at Elementary Stage of School Education**
  - Methods of Teaching
  - Use of ICT in Teaching
8. Teacher and Teaching Aids
  - **Types, Need & Significance of Teaching Aids at Elementary Stage of School Education**
  - **Duties and Responsibilities of Teacher at Elementary Stage of School Education**
  - Role of Teacher as Facilitator of Teaching-Learning Environment

### SELECTED READINGS

Adam, D. M. (1985). *Computers and Teacher Training: A Practical Guide*. N.Y.: The Haworth Pren, Inc.

- Aggarwal, Deepak (2007). *Curriculum Development: Concept, Methods and Techniques*. New Delhi: Book Enclave.
- Anand, C. L. (1988). *Aspects of Teacher Education*. Delhi: S. Chand and Co.
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- Dunkin, J. Michal (1987). *The International Encyclopedia of Teaching and Teacher Education*. Pergamon Press.
- Husen, Tosten & Postlethwaite (1994). *The International Encyclopedia of Education* (Ed.), Vol. 1-12. New York: Pergamon Press.
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- Mangal, S. K. (2002). *Essentials of Teaching Learning and Information Technology*. Ludhiana: Tondon Publication.
- Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.
- Ministry of Education (1964-66). *Education and National Development Report of Indian Education Commission*. Govt. of India.
- Mukherjee, S. N. (1988). *Education of the Teacher in India – I & II*. Delhi: S. Chand and Co.
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- NCERT. (1988). *In-Service Teacher Education Package for Primary and Secondary Teachers – I & II*. New Delhi: NCERT.
- Reddy, B. (2007). *Principles of Curriculum Planning and Development*.
- Semenov, A. (2005). *Information and Communication Technologies in School: A Handbook for Teachers*. UNESCO: Division of Higher Education.
- Singh, L. C. (1990). *Teacher Education in India* (Ed. Source Book). New Delhi: NCERT.
- UNESCO. (2004). *Information and Communication Technologies in Secondary Education* (Position Paper). UNESCO: Institute of Information Technologies in Education, 1-24.

### M.Ed. (Semester-III)

**Course Code: MED113(B)**

**Name of the Course: SPECIALISATION COURSE - I (Stage Specific)  
Secondary and Senior Secondary Education**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED113(B) Name of the Course: SPECIALISATION COURSE - I (Stage Specific) Secondary and Senior Secondary Education	
COs#	After the completion of this Course the students will be able to do:
MED113(B).1	Learners will be able to state Need, Importance, Aims and Objectives of School Education at Secondary and Senior Secondary Stage.
MED113(B).2	Learners will be able to recall Historical Perspectives and Present Status of School Education at Secondary and Senior Secondary Stage.
MED113(B).3	Learners will be able to elaborate Concept, Need and Role of 'School' and will also be able to present the Global Perspective of School Education.
MED113(B).4	Learners will be able to describe the Institutions, Systems and Structures of School Education at Secondary and Senior Secondary stage and will further be able to explain the control & finance of Institutions and their Management.
MED113(B).5	Learners will be able to present Curriculum at Secondary and Senior Secondary Stage of School Education and will also be able to present its Critical Analysis.
MED113(B).6	Learners will be able to explain in detail the Curricular, Co-Curricular and Extra-Curricular School Activities at Secondary and Senior Secondary Stage.
MED113(B).7	Learners will be able to reflect on various Methods of Teaching and Use of ICT in Teaching at Secondary and Senior Secondary Stage of School Education.
MED113(B).8	Learners will be able to state the Types, Need & Significance of Teaching Aids at

	Secondary and Senior Secondary Stage of School Education and will also be able to elaborate the Duties & Responsibilities of Teacher at Secondary and Senior Secondary Stage of School Education and also the Role of Teacher as Facilitator of Teaching-Learning Environment.
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## **COURSE CONTENTS**

### **UNIT-I**

- 1. School Education at Secondary and Senior Secondary Stage**
  - **Need and Importance**
  - **Aims and Objectives**
- 2. School Education at Secondary and Senior Secondary Stage: Historical Perspective and Present Status**

### **UNIT-II**

3. School Education
  - **Concept, Need & Role of ‘School’**
  - School Education: Global Perspective
- 4. Structure and Management of School Education at Secondary and Senior Secondary Stage**
  - Institutions, System and Structure of School Education
  - Control & Finance of Institutions & their Management

### **UNIT-III**

5. **Curriculum at Secondary and Senior Secondary Stage** of School Education and its Critical Analysis
- 6. School Activities at Secondary and Senior Secondary Stage**
  - Curricular
  - Co-Curricular
  - Extra-Curricular

### **UNIT-IV**

- 7. Teaching at Secondary and Senior Secondary Stage of School Education**
  - Methods of Teaching
  - Use of ICT in Teaching
8. Teacher and Teaching Aids
  - **Types, Need & Significance of Teaching Aids at Secondary and Senior Secondary Stage of School Education**
  - **Duties and Responsibilities of Teacher at Secondary and Senior Secondary Stage of School Education**
  - Role of Teacher as Facilitator of Teaching-Learning Environment

## SELECTED READINGS

- Adam, D. M. (1985). *Computers and Teacher Training: A Practical Guide*. N.Y.: The Haworth Pren, Inc.
- Aggarwal, Deepak (2007). *Curriculum Development: Concept, Methods and Techniques*. New Delhi: Book Enclave.
- Anand, C. L. (1988). *Aspects of Teacher Education*. Delhi: S. Chand and Co.
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Singh, L. C. (1990). *Teacher Education in India* (Ed. Source Book). New Delhi: NCERT.

UNESCO. (2004). *Information and Communication Technologies in Secondary Education* (Position Paper). UNESCO: Institute of Information Technologies in Education, 1-24.

### M.Ed. (Semester-III)

**Course Code: MED114(A)**

**Name of the Course: SPECIALISATION COURSE - II (Stage Specific)  
Elementary Education**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED114(A) Name of the Course: SPECIALISATION COURSE - II (Stage Specific) Elementary Education	
COs#	After the completion of this Course the students will be able to do:
MED114(A).1	Learners will be able to state the Concept & Resources of Class-Room and further will be able to reflect on Class-Room Environment and also on Management of Class-Room in terms of Available Resources at Elementary Education Stage.
MED114(A).2	Learners will be able to explain Communication in Class-Room w.r.t. Elementary Education Stage and will be able to explain in detail the Need, Importance and Systems of Class-Room Interaction Analysis with special emphasis on Flander's Interaction Analysis.
MED114(A).3	Learners will be to describe the Concept, Principles of school administration and will be able to reflect on Managing Resources at Elementary Education Stage earmarking the aspects of Constitution of Committees in School, School Environment and Maintaining Records.
MED114(A).4	Learner will be able to elaborate Managing Human Resources in terms of Duties & Responsibilities of Head/ Principal, Teacher and Class-Teacher with emphasis on Managing Time-Table and Organization of Activities in School at Elementary Education Stage.
MED114(A).5	Learners will be able to differentiate between the terms Measurement, Assessment & Evaluation and further will be able to describe the Concept, Need, Significance, Types and Methods of Evaluation.
MED114(A).6	Learners will be able to construct Tools for Evaluation at Elementary Education Stage and further will be able to present a detailed account on Outcome Based

	Evaluation of Learners in Learning Outcome Based Curriculum Framework and CCE at Elementary Education Stage.
MED114(A).7	Learners will be able to discuss and reflect on issues like Ensuring Quality Education, Indiscipline & Unrest among Students, School Management Committees and Encouraging Action Researches at Elementary Education Stage.
MED114(A).8	Learners will be able to show his/ her concerns on issues like Moral Development of Students, Addressing Problems of Learners in Schools, Levels of Learning and its Assessments, Changing Perspective of Learners and Addressing Needs of Differently Abled Children at Elementary Education Stage.

## **COURSE CONTENTS**

### **UNIT-I**

#### **1. Class-Room**

- **Concept of Class-Room**
- **Class-Room Resources**
- **Class-Room Environment**
- **Management of Class-Room in terms of Available Resources at Elementary Education Stage**

#### **2. Class-Room Communication and Interaction Analysis**

- **Communication in Class-Room w.r.t. Elementary Education Stage**
- **Class-Room Interaction Analysis**
  - **Need and Importance**
  - **Systems of Interaction Analysis**
  - **Flander's Interaction Analysis**

### **UNIT-II**

#### **3. School Administration**

- **Concept and Principles of School Administration**
- **Managing Resources at Elementary Education Stage**
- **Constitution of Committees in School at Elementary Education Stage**
- **School Environment at Elementary Education Stage**
- **Maintaining Records at Elementary Education Stage**

#### **4. Managing Human Resources**

- **Duties and Responsibilities of Head/ Principal**
- **Duties and Responsibilities of Teacher and Class-Teacher at Elementary Education Stage**
- **Managing Time-Table at Elementary Education Stage**
- **Organization of Activities in School at Elementary Education Stage**

## UNIT-III

### 5. Evaluation

- **Concept, Need and Significance of Evaluation**
- **Understanding the terms: Measurement, Assessment and Evaluation**
- Types of Evaluation
- **Methods of Evaluation**

### 6. Evaluation of Learners

- **Outcome Based Evaluation of Learners in Learning Outcome Based Curriculum Framework at Elementary Education Stage**
- **Construction of Tools for Evaluation at Elementary Education Stage**
- **CCE w.r.t. at Elementary Education Stage**

## UNIT-IV

### 7. Some Issues

- **Ensuring Quality Education in Schools at Elementary Education Stage**
- **Indiscipline & Unrest among Students at Elementary Education Stage**
- School Management Committees
- **Encouraging Action Researches at Elementary Education Stage**

### 8. Concerns in School Education

- **Moral Development of Students at Elementary Education Stage**
- **Addressing Problems of Learners in Schools at Elementary Education Stage**
- **Levels of Learning and its Assessments at Elementary Education Stage**
- **Changing Perspective of Learners at Elementary Education Stage**
- **Addressing Needs of Differently Abled Children at Elementary Education Stage**

## SELECTED READINGS

Aggarwal, Y. P. (1998). *Statistical Methods*. New Delhi: Sterling.

Ashman, A. & Elkinsa, J. (2002). *Educating Children with Special Needs*. French Forest, NSW: Prentice Hall.

Bloom, B. S. et. al. (1976). *Handbook of Formative and Summative Evaluation of Student Learning*. New York: McGraw Hill Book Co.

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- Worthen, B. R. & Sanders, James R. (1973). *Educational Evaluation: Theory and Practice*. McMillan Publishing Co.

### M.Ed. (Semester-III)

**Course Code: MED114(B)**

**Name of the Course: SPECIALISATION COURSE - II (Stage Specific)  
Secondary and Senior Secondary Education**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

#### COURSE OUTCOMES

Course Code: MED114(B) Name of the Course: SPECIALISATION COURSE - II (Stage Specific) Secondary and Senior Secondary Education	
COs#	After the completion of this Course the students will be able to do:
MED114(B).1	Learners will be able to state the Concept & Resources of Class-Room and further will be able to reflect on Class-Room Environment and also on Management of Class-Room in terms of Available Resources at Secondary and Senior Secondary Education Stage.
MED114(B).2	Learners will be able to explain Communication in Class-Room w.r.t. Secondary and Senior Secondary Education Stage and will be able to explain in detail the Need, Importance and Systems of Class-Room Interaction Analysis with special emphasis on Flander's Interaction Analysis.
MED114(B).3	Learners will be to describe the Concept, Principles of school administration and will be able to reflect on Managing Resources at Secondary and Senior Secondary Education Stage earmarking the aspects of Constitution of Committees in School, School Environment and Maintaining Records.
MED114(B).4	Learner will be able to elaborate Managing Human Resources in terms of Duties & Responsibilities of Head/ Principal, Teacher and Class-Teacher with emphasis on Managing Time-Table and Organization of Activities in School at Secondary and Senior Secondary Education Stage.
MED114(B).5	Learners will be able to differentiate between the terms Measurement, Assessment & Evaluation and further will be able to describe the Concept, Need, Significance, Types and Methods of Evaluation.
MED114(B).6	Learners will be able to construct Tools for Evaluation at Secondary and Senior Secondary Education Stage and further will be able to present a detailed account

	on Outcome Based Evaluation of Learners in Learning Outcome Based Curriculum Framework and CCE at Secondary and Senior Secondary Education Stage.
MED114(B).7	Learners will be able to discuss and reflect on issues like Ensuring Quality Education, Indiscipline & Unrest among Students, School Management Committees and Encouraging Action Researches at Secondary and Senior Secondary Education Stage.
MED114(B).8	Learners will be able to show his/ her concerns on issues like Moral Development of Students, Addressing Problems of Learners in Schools, Levels of Learning and its Assessments, Changing Perspective of Learners and Addressing Needs of Differently Abled Children at Secondary and Senior Secondary Education Stage.

## **COURSE CONTENTS**

### **UNIT-I**

#### **1. Class-Room**

- **Concept of Class-Room**
- **Class-Room Resources**
- **Class-Room Environment**
- **Management of Class-Room in terms of Available Resources at Secondary and Senior Secondary Education Stage**

#### **2 Class-Room Communication and Interaction Analysis**

- **Communication in Class-Room w.r.t. Secondary and Senior Secondary Education Stage**
- **Class-Room Interaction Analysis**
  - **Need and Importance**
  - **Systems of Interaction Analysis**
  - **Flander's Interaction Analysis**

### **UNIT-II**

#### **3. School Administration**

- **Concept and Principles of School Administration**
- **Managing Resources at Secondary and Senior Secondary Education Stage**
- **Constitution of Committees in School at Secondary and Senior Secondary Education Stage**
- **School Environment at Secondary and Senior Secondary Education Stage**
- **Maintaining Records at Secondary and Senior Secondary Education Stage**

#### **4. Managing Human Resources**

- **Duties and Responsibilities of Head/ Principal**

- **Duties and Responsibilities of Teacher and Class-Teacher at Secondary and Senior Secondary Education Stage**
- **Managing Time-Table at Secondary and Senior Secondary Education Stage**
- **Organization of Activities in School at Secondary and Senior Secondary Education Stage**

### **UNIT-III**

#### **5. Evaluation**

- **Concept, Need and Significance of Evaluation**
- **Understanding the terms: Measurement, Assessment and Evaluation**
- **Types of Evaluation**
- **Methods of Evaluation**

#### **6. Evaluation of Learners**

- **Outcome Based Evaluation of Learners in Learning Outcome Based Curriculum Framework at Secondary and Senior Secondary Education Stage**
- **Construction of Tools for Evaluation at Secondary and Senior Secondary Education Stage**
- **CCE w.r.t. at Secondary and Senior Secondary Education Stage**

### **UNIT-IV**

#### **7. Some Issues**

- **Ensuring Quality Education in Schools at Secondary and Senior Secondary Education Stage**
- **Indiscipline & Unrest among Students at Secondary and Senior Secondary Education Stage**
- **School Management Committees**
- **Encouraging Action Researches at Secondary and Senior Secondary Education Stage**

#### **8. Concerns in School Education**

- **Moral Development of Students at Secondary and Senior Secondary Education Stage**
- **Addressing Problems of Learners in Schools at Secondary and Senior Secondary Education Stage**
- **Levels of Learning and its Assessments at Secondary and Senior Secondary Education Stage**
- **Changing Perspective of Learners at Secondary and Senior Secondary Education Stage**
- **Addressing Needs of Differently Abled Children at Secondary and Senior Secondary Education Stage**



## SELECTED READINGS

- Aggarwal, Y. P. (1998). *Statistical Methods*. New Delhi: Sterling.
- Ashman, A. & Elkinsa, J. (2002). *Educating Children with Special Needs*. French Forest, NSW: Prentice Hall.
- Bloom, B. S. et. al. (1976). *Handbook of Formative and Summative Evaluation of Student Learning*. New York: McGraw Hill Book Co.
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- Worthen, B. R. & Sanders, James R. (1973). *Educational Evaluation: Theory and Practice*. McMillan Publishing Co.

## M. Ed (Semester-III)

**Course Code: MED115**

**Name of the Course: ADVANCED EDUCATIONAL RESEARCH**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED115 Name of the Course: ADVANCED EDUCATIONAL RESEARCH	
COs#	After the completion of this Course the students will be able to do:
MED115.1	Learners will be able to list Characteristics of a Good Research Tool and would be able describe Research Tools and Techniques like Questionnaire and Rating Scales (especially Likert & Thurston Scale) emphasizing their characteristics, types and uses.
MED115.2	Learners will be able to explain different Approaches to Research like Historical, Descriptive and Scientific.
MED115.3	Learner will be able to explain in detail the Experimental Research and its design.
MED115.4	Learners will be able to Develop Research Proposal (Synopsis), differentiate between Research Report & Research Proposal and will be able to write the characteristics and steps of both.
MED115.5	Learners will be able to compute Correlation using Product Moment and Rank Difference Methods.
MED115.6	Learners will be able write the Concept, Uses & Assumptions of Linear Regression Equation and will be able to compute of Linear Regression Equation and further will also be able to state the concept of Standard Error of Measurement.
MED115.7	Learners will be able to state & compute the Tests of Significance - 't' test and will be able to explain the concepts like Null Hypothesis, Standard Error, Type I & Type II Error, One Tail & Two Tail Test and Significance of Statistics & Significance of Difference between Means (Independent Sample), Percentage & Proportion.

MED115.8	Learners will be able to state the Meaning, Assumptions, Computation and Uses of ANOVA - One Way.

## **COURSE CONTENTS**

### **UNIT-I**

1. Tools & Techniques
  - Characteristics of a Good Research Tool
  - Questionnaire: Characteristics, Types and Uses
  - Rating Scales: Likert & Thurston Scale
  
2. Approaches to Research
  - Historical Research
  - Descriptive Research
  - Scientific Research

### **UNIT-II**

3. Experimental Research & its Design
  
4. Research Report
  - Development of Research Proposal (Synopsis)
  - Research Report: Dissertation & Thesis
  - Characteristics & Steps

### **UNIT-III**

5. Correlation
  - Product Moment
  - Rank Difference
  
6. Regression & Prediction
  - Concept, Uses, Assumptions & Computations of Linear Regression Equation
  - Standard Error of Measurement

### **UNIT-IV**

7. Differentials
  - Tests of Significance - 't' test
  - Concept of Null Hypothesis
  - Standard Error
  - Type I & Type II Error

- One Tail & Two Tail Test
- Significance of Statistics & Significance of Difference between Means (Independent Sample), Percentage & Proportion

#### 8. ANOVA - One Way

- Meaning, Assumptions, Computations & Uses

### SELECTED READINGS

Aggarwal, Y. P. (1998). *Statistical Methods*. New Delhi: Sterling.

Aggarwal, Y. P. (1998). *The Science of Educational Research: A Source book*. Kurukshetra: Nirmal Publication.

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Burns, R. B. (1991). *Introduction to Research in Education*. New Delhi: Prentice Hall.

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### M.Ed (Semester-III)

**Course Code: MED116**

**Name of the Course: TEACHER EDUCATION: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

#### COURSE OUTCOMES

Course Code: MED116 Name of the Course: TEACHER EDUCATION: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION	
COs#	After the completion of this Course the students will be able to do:
MED116.1	Learners will be able to explain the Historical Development of Teacher Education.
MED116.2	Learners will be able to state the recommendations made by various Commissions on Teacher Education with special emphasis on University Education Commission (1948-49), Mudaliar Commission (1952-53), Kothari Commission, NPE (1986) and Programme of Action (1992).
MED116.3	Learners will be able clarify – Teaching as a Profession and will be able to reflect on Faculty Improvement Programme.
MED116.4	Learners will be able to summarise the need of Professional Organization and will also be able to state the Aims and Objectives of Teacher Organization.
MED116.5	Learners will be able to translate professional ethics and Performance Appraisal.
MED116.6	Learners will be able to explain Problems of Admission to Teacher Education.
MED116.7	Learners will be able to describe the Areas of Research in Teacher Education and will be able to define School Effectiveness.
MED116.8	Learners will be able to define Teacher effectiveness and will be able to present a detailed account on Modification of Teacher Behaviour.

## COURSE CONTENTS

### UNIT-I

1. Historical Development of Teacher Education
2. Recommendation of various Commissions on Teacher Education with special emphasis on -
  - University Education Commission (1948-49)
  - Mudaliar Commission (1952-53)
  - Kothari Commission
  - NPE, 1986
  - Programme of Action, 1992

### UNIT-II

3. Teaching as a Profession  
Faculty Improvement Programme
4. Aims and Objectives of Teacher Organization  
Need of Professional Organization

### UNIT-III

5. Professional Ethics  
Performance Appraisal
6. Problems of Admission to Teacher Education

### UNIT-IV

7. Areas of Research in Teacher Education  
School Effectiveness
8. Teacher effectiveness  
Modification of Teacher Behaviour

### SELECTED READINGS

Adam, D. M. (1985). *Computers and Teacher Training: A Practical Guide*. N.Y.: The Haworth Pren, Inc.

Anand, C. L. (1988). *Aspects of Teacher Education*. Delhi: S. Chand and Co.

CABE (1992). *Report of the CABE Committee on Policy Perspectives*. New Delhi: Govt. of India, MHRD.

Dunkin, J. Michal (1987). *The International Encyclopedia of Teaching and Teacher Education*. Pergamon Press.



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- Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.
- MHRD (1986). *National Policy on Education and Programme of Action*. New Delhi: Govt. of India.
- MHRD (1992). *Programme of Action*. New Delhi: Department of Education, Govt. of India.
- Mukherjee, S. N. (1988). *Education of the Teacher in India – I & II*. Delhi: S. Chand and Co.
- NCERT. (2019). *Continuous and Comprehensive Evaluation Guidelines*. New Delhi: NCERT.
- NCERT. (1988). *In-Service Teacher Education Package for Primary and Secondary Teachers – I & II*. New Delhi: NCERT.
- Pareek, R. (1996). *Role of Teaching Profession*. Guwahati: Eastern Book House.
- Sharma, S. P. (2004). *Teacher Education in India*. New Delhi: Vikas Publications.
- Singh, L. C. (1990). *Teacher Education in India* (Ed.) - Source Book. New Delhi: NCERT.
- Smith, E. R. (1962). *Teacher Education: A Re-appraisal* (Ed.). New York: Harper & Row Publishers.
- Soder, R. (1991). *The Ethics of the Rhetoric of Teacher Professionalism*. *Teaching and Teacher Education*, 7(3).
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**M.Ed. (Semester-III)**

**Course Code: MED117**

**Name of the Course: INTERNSHIP (SIP)**

**(Stage Specific in Concerned Area of Specialization)**

Credits: 4

M. Marks: 100

(Ext.-70; Int.-30)

(Joint Evaluation by Internal & External Examiner)

**COURSE OUTCOMES**

Course Code: MED117 Name of the Course: INTERNSHIP (SIP) (Stage Specific in Concerned Area of Specialization)	
COs#	After the completion of this Course the students will be able to do:
MED117.1	Learners will be able to prepare Lesson Plans & Unit Plans and will also be able to deliver lessons using Programmed Learning/ CAI.
MED117.2	Learners will be able to prepare Question Paper & other Assessment Tools (comprising of MCQ, Short Answer & Long Answer Questions).
MED117.3	Learners will be able to maintain a Reflective Diary/ Journal to record day to day happenings & reflections there on during SIP.
MED117.4	Learners will be able to conduct Community Work/ Community Survey etc. on any one issue e.g. Swachta Abhiyan, Digital Economy, Mid Day Meal Scheme, Survey of Out of School Children, Disability Survey etc.

**SUGGESTED ACTIVITIES:**

The following four Activities (25 Marks each) were decided to be under taken by students during SIP:

- A. Preparation of twenty Lesson Plans & Unit Plans and delivering two lessons/ day (using Programmed Learning/ CAI).
- B. Preparation a Question Paper & other Assessment Tools (comprising of MCQ, Short Answer & Long Answer Questions).
- C. Maintenance of a Reflective Diary/ Journal to record day to day happenings & reflections there on during SIP.
- D. Community Work/ Community Survey etc. on any one issue (e.g. Swachta Abhiyan, Digital Economy, Mid Day Meal Scheme, Survey of Out of School Children, Disability Survey etc.)

**M.Ed. (Semester-III)**

**Course Code: MED118**

**Name of the Course: DISSERTATION**

Credits: 2

M. Marks: 50

(Ext.-35; Int.-15)

(Joint Evaluation by Internal & External Examiner)

**COURSE OUTCOMES**

Course Code: MED118 Name of the Course: DISSERTATION	
COs#	After the completion of this Course the students will be able to do:
MED118.1	Learners will be able to Review comprehensively the Related Literature of the Research Problem and will be able to select/ development of appropriate Research Tool for collection of data relating to his/ her Research Problem.
MED118.2	Learners will be able to prepare and present the Progress Report of his/ her Research Work.

**SUGGESTED ACTIVITIES:**

- Comprehensive Review of Related Literature, Selection/ Development of Research Tool & Collection of Data
- Submission & Presentation of Progress Report of Research Work (including all above mentioned items)

**M.Ed. (semester-III)**

**Course Code: MED119**

**Name of the Course: ACADEMIC WRITING**

Credit: 2

M. Marks: 50

(Ext.-35; Int.-15)

(Joint Evaluation by Internal & External Examiner)

**COURSE OUTCOMES**

Course Code: MED119 Name of the Course: ACADEMIC WRITING	
COs#	After the completion of this Course the students will be able to do:
MED119.1	Learners will be able to Review Books and Research Articles.
MED119.2	Learners will be able to write Research Article/ Paper.
MED119.3	Learners will be able to give Critical Reflections on Current Events/ News related to the Field of Education.

**SUGGESTED ACTIVITIES:**

- Book Review and Review of 2 Research Articles
- Writing Research Article/ Paper
- Critical Reflections on any 05 Current Events/ News related to Field of Education.

<b>Course Code</b>	<b>Nomenclature of the Course</b>	<b>Credit</b>	<b>Total Marks</b>	<b>Assessment</b>
OESS/ MOOCs Course - II	<p>The students are required to opt any one OESS/ MOOCs Course (available during the ongoing session of M.Ed. Programme) being offered by any Department/ University.</p> <p>The students are required to opt one OESS in Semester – II and one MOOCs Courses (available on SWAYAM Portal) in Semester – III (or as per the guidelines or directions issued by the regulatory bodies or university in this regard from time to time)</p>	0	50	To be evaluated by the external agency i.e. the parent Department/ University offering the course, or as per the decision taken by the University in this context.

### M.Ed. (Semester-IV)

**Course Code: MED120(A)(i)**

**Name of the Course: EDUCATION POLICY, ECONOMICS AND PLANNING  
(At Elementary Level)**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED120(A)(i) Name of the Course: EDUCATION POLICY, ECONOMICS AND PLANNING (At Elementary Level)	
COs#	After the completion of this Course the students will be able to do:
MED120(A)(i).1	Learners will be able to write the Meaning, Aims, Scope and Significance of Economics of Education.
MED120(A)(i).2	Learners will be able to clarify and differentiate between 'Education as consumption' & 'Education as Investment' and will also be able to discuss the difficulties on Teaching Education as Investment or Consumption.
MED120(A)(i).3	Learners will be able to explain the concept of Cost of Education – its Components & Methods of Determination and will further be able to discuss the Problems arising in the Application of the Concept of Cost in Education
MED120(A)(i).4	Learners will be able to explain the concept of Benefits of Education and Concept & Limitations of Cost Benefit Analysis and further will also be able to discuss the Concept of Private and Social Relevance Rate of Return Analysis and its Limitations.
MED120(A)(i).5	Learners will be able to state the concept of Education & Economic Development, establish relationship between Education & Economic Development, list the Factors affecting contribution to Economic Growth Development and further will be able to elaborate Growth producing Capacities, Difficulties involvement in Calculation of Contributions of Education to Economic Growth.
MED120(A)(i).6	Learners will be able to elaborate the meaning of Human Capital and will be able to discuss the related issues such as Education as Industry, Residual Approach,

	Criticism against Human Capital Theory and the Issues of Economics of Education.
MED120(A)(i).7	Learners will be able to describe the meaning of Manpower Requirement & Manpower Forecasting, differentiate between Forecasting & Projection and further will be able to discuss in detail the Rationale, Approaches and Limitations of Forecasting.
MED120(A)(i).8	Learners will be able to discuss the Causes & Problems of Educated Unemployment and will be able to reflect on the Effects of Unemployment on Economy & their Remedies, Linking of Education with Job Apprehension and Self Employment.

## **COURSE CONTENTS**

### UNIT-I

1. Economics of Education
  - Meaning
  - Aims
  - Scope
  - Significance
2. Education as Consumption or Investment
  - Education as Consumption
  - Education as Investment
  - Difficulties on Teaching Education as Investment or Consumption

### UNIT-II

3. Cost of Education
  - Components of Education Cost
  - Methods of Determining Cost
  - Problems arising in the Application of the Concept of Cost in Education
4. Benefits of Education
  - Concept of Cost Benefit Analysis
  - Concept of Private and Social Relevance Rate of Return Analysis and its Limitations
  - Limitations of Cost Benefit Analysis

### UNIT-III

5. Education and Economic Development
  - Concept of Growth and Development
  - Education and Economic Development
  - Factors affecting contribution to Economic Growth Development

- Growth producing Capacities, Difficulties involvement in Calculation of Contributions of Education to Economic Growth

#### 6. Human Capital

- Meaning
- Education as Industry
- Issues of Economics of Education
- Residual Approach
- Criticism against Human Capital Theory

### UNIT-IV

#### 7. Manpower Requirement

- Meaning
- Manpower Forecasting
- Difference in Forecasting and Projection
- Rationale of Manpower Forecasting
- Limitations of Forecasting
- Approaches of Forecasting

#### 8. Educated Unemployment

- Causes
- Problems
- Effects of Unemployment on Economy and their Remedies
- Linking of Education with Job Apprehension
- Self Employment

### SELECTED READINGS

Alex, V. Alexander (1983). *Human Capital Approach to Economic Development*. New Delhi: Metropolitan Book Co.

Blaug, M. (1972). *Economics of Education*. England: The English Language Book Society and Penguin Books.

Bertrand, Oliver (1992). *Planning Human Resources: Methods, Experiences and Practices*. New Delhi: Sterling Publishers.

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- Pandit, H. N. (1969). *Measurement of Cost Productivity and Efficiency of Education*. NCERT.
- Rao, V. K. R. V. (1965). *Education and Human Resource Development*. New Delhi: Allied Publishers.
- Raza, Moonis (1986). *Educational Planning: A long Term Perspective*. New Delhi: Concept Publishing Company.
- Singh, Baljit (1992). *Economics of Indian Education*. New Delhi: Meenakshi Prakashan.
- Sodhi, T. S. (1990). *Economics of Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Tilak, J. B. G. (1992). *Educational Planning at Grass Roots*. New Delhi: Ashish Publishing House.
- Vaizey, J. (1962). *Costs of Education*. London: Feber.
- UNESCO (1968). *Readings in the Economics of Education*. Paris: UNESCO Publications.

### M.Ed. (Semester-IV)

**Course Code: MED120(A)(ii)**

**Name of the Course: EDUCATION POLICY, ECONOMICS AND PLANNING  
(At Secondary & Senior Secondary Level)**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

#### COURSE OUTCOMES

Course Code: MED120(A)(ii) Name of the Course: EDUCATION POLICY, ECONOMICS AND PLANNING (At Secondary & Senior Secondary Level)	
COs#	After the completion of this Course the students will be able to do:
MED120(A)(ii).1	Learners will be able to write the Meaning, Aims, Scope and Significance of Economics of Education.
MED120(A)(ii).2	Learners will be able to clarify and differentiate between 'Education as consumption' & 'Education as Investment' and will also be able to discuss the difficulties on Teaching Education as Investment or Consumption.
MED120(A)(ii).3	Learners will be able to explain the concept of Cost of Education – its Components & Methods of Determination and will further be able to discuss the Problems arising in the Application of the Concept of Cost in Education
MED120(A)(ii).4	Learners will be able to explain the concept of Benefits of Education and Concept & Limitations of Cost Benefit Analysis and further will also be able to discuss the Concept of Private and Social Relevance Rate of Return Analysis and its Limitations.
MED120(A)(ii).5	Learners will be able to state the concept of Education & Economic Development, establish relationship between Education & Economic Development, list the Factors affecting contribution to Economic Growth Development and further will be able to elaborate Growth producing Capacities, Difficulties involvement in Calculation of Contributions of Education to Economic Growth.
MED120(A)(ii).6	Learners will be able to elaborate the meaning of Human Capital and will be able to discuss the related issues such as Education as Industry, Residual

	Approach, Criticism against Human Capital Theory and the Issues of Economics of Education.
MED120(A)(ii).7	Learners will be able to describe the meaning of Manpower Requirement & Manpower Forecasting, differentiate between Forecasting & Projection and further will be able to discuss in detail the Rationale, Approaches and Limitations of Forecasting.
MED120(A)(ii).8	Learners will be able to discuss the Causes & Problems of Educated Unemployment and will be able to reflect on the Effects of Unemployment on Economy & their Remedies, Linking of Education with Job Apprehension and Self Employment.

## **COURSE CONTENTS**

### UNIT-I

1. Economics of Education
  - Meaning
  - Aims
  - Scope
  - Significance
2. Education as Consumption or Investment
  - Education as Consumption
  - Education as Investment
  - Difficulties on Teaching Education as Investment or Consumption

### UNIT-II

3. Cost of Education
  - Components of Education Cost
  - Methods of Determining Cost
  - Problems arising in the Application of the Concept of Cost in Education
4. Benefits of Education
  - Concept of Cost Benefit Analysis
  - Concept of Private and Social Relevance Rate of Return Analysis and its Limitations
  - Limitations of Cost Benefit Analysis

### UNIT-III

5. Education and Economic Development
  - Concept of Growth and Development
  - Education and Economic Development
  - Factors affecting contribution to Economic Growth Development

- Growth producing Capacities, Difficulties involvement in Calculation of Contributions of Education to Economic Growth

#### 6. Human Capital

- Meaning
- Education as Industry
- Issues of Economics of Education
- Residual Approach
- Criticism against Human Capital Theory

### UNIT-IV

#### 7. Manpower Requirement

- Meaning
- Manpower Forecasting
- Difference in Forecasting and Projection
- Rationale of Manpower Forecasting
- Limitations of Forecasting
- Approaches of Forecasting

#### 8. Educated Unemployment

- Causes
- Problems
- Effects of Unemployment on Economy and their Remedies
- Linking of Education with Job Apprehension
- Self Employment

### SELECTED READINGS

Alex, V. Alexander (1983). *Human Capital Approach to Economic Development*. New Delhi: Metropolitan Book Co.

Blaug, M. (1972). *Economics of Education*. England: The English Language Book Society and Penguin Books.

Bertrand, Oliver (1992). *Planning Human Resources: Methods, Experiences and Practices*. New Delhi: Sterling Publishers.

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Pandit, H. N. (1969). *Measurement of Cost Productivity and Efficiency of Education*. NCERT.

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Singh, Baljit (1992). *Economics of Indian Education*. New Delhi: Meenakshi Prakashan.

Sodhi, T. S. (1990). *Economics of Education*. New Delhi: Vikas Publishing House Pvt. Ltd.

Tilak, J. B. G. (1992). *Educational Planning at Grass Roots*. New Delhi: Ashish Publishing House.

Vaizey, J. (1962). *Costs of Education*. London: Feber.

UNESCO (1968). *Readings in the Economics of Education*. Paris: UNESCO Publications.

## M.Ed. (Semester-IV)

**Course Code: MED120(B)(i)**

**Name of the Course: MANAGEMENT AND ADMINISTRATION OF EDUCATION  
(At Elementary Level)**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED120(B)(i) Name of the Course: MANAGEMENT AND ADMINISTRATION OF EDUCATION (At Elementary Level)	
COs#	After the completion of this Course the students will be able to do:
MED120(B)(i).1	Learners will be able to write the Meaning, Nature and Scope of Educational Administration and will be able to discuss the Relationship among Management, Administration, Supervision and Planning.
MED120(B)(i).2	Learners will be able to present a detailed account of development of Modern Concept of Educational Administration from 1900 to present day emphasizing on Taylorism, Administration as a Process & Human Relations Approach to Administration and further will be able to elaborate the approach of Meeting the Psychological Needs of Employees.
MED120(B)(i).3	Learners will be able to elaborate the specific trends in Educational Administration like Decision Making, Organizational Development, Organizational Climate, Organizational Compliance, Conflict Management and PERT.
MED120(B)(i).4	Learners will be able to summarize Meaning, Nature, Theories, Styles and Measurements of Leadership.
MED120(B)(i).5	Learners will be able to describe the Meaning, Nature and Approaches to Educational Planning in detail and will be able to differentiate between Perspective Planning and Institutional Planning.
MED120(B)(i).6	Learners will be able to elaborate the Administrative Structure of Elementary Education at Central, State, District, Block, Cluster and Village Level.

MED120(B)(i).7	Learners will be able to state the Meaning & Nature Educational Supervision and will be able to discuss Supervision as Service Activity, Process and Function.
MED120(B)(i).8	Learners will be able to list functions of Supervision, differentiate between the concept of 'Modern Supervision' & 'Traditional Supervision' and will be able to present a detail account of Planning, Organizing and Implementing Supervisory Programme.

## **COURSE CONTENTS**

### **UNIT-I**

1. Meaning, Nature and Scope of Educational Administration, Relationship among Management, Administration, Supervision and Planning
2. Development of Modern Concept of Educational Administration from 1900 to present day -
  - Taylorism
  - Administration as a Process
  - Human Relations Approach to Administration
  - Meeting the Psychological Needs of Employees

### **UNIT-II**

3. Specific Trends in Educational Administration -
  - Decision Making
  - Organizational Development
  - **Organizational Climate**
  - **Organizational Compliance**
  - Conflict Management
  - PERT
4. Leadership
  - Meaning and Nature of Leadership
  - Theories of Leadership
  - Styles of Leadership
  - Measurements of Leadership

### **UNIT-III**

5. **Educational Planning**
  - Meaning and Nature of Educational Planning
  - Approaches to Educational Planning
  - Perspective Planning
  - Institutional Planning

6. Administrative Structure of Elementary Education at Central, State, District, Block, Cluster and Village Level

#### **UNIT-IV**

##### **7. Educational Supervision**

- Meaning and Nature of Educational Supervision
- Supervision as a -
  - Service Activity
  - Process
  - Function

##### **8. Supervisory Programme**

- **Modern Supervision and Traditional Concept of Supervision**
- Functions of Supervision
- Planning, Organizing and Implementing Supervisory Programme

#### **SELECTED READINGS**

Bhatnagar, R. P. & Aggarwal, V. (2004). *Educational Administration, Supervision, Planning and Financing*. Meerut: R. Lall Book Depot.

Burgers, D. & Newton, P. (2014). *Educational Administration and Leadership*. New York: Routledge.

Bush, T. (2010). *The Principles of Educational Leadership & Management*. New Delhi: Sage Publication.

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- Sinha, P. S. N. (2002). *Management and Administration in Govt.* (Ed.). New Delhi : Commonwealth Publishers.
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### M.Ed. (Semester-IV)

**Course Code: MED120(B)(ii)**

**Name of the Course: MANAGEMENT AND ADMINISTRATION OF EDUCATION  
(At Secondary & Senior Secondary Level)**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED120(B)(ii) Name of the Course: MANAGEMENT AND ADMINISTRATION OF EDUCATION (At Secondary & Senior Secondary Level)	
COs#	After the completion of this Course the students will be able to do:
MED120(B)(ii).1	Learners will be able to write the Meaning, Nature and Scope of Educational Administration and will be able to discuss the Relationship among Management, Administration, Supervision and Planning.
MED120(B)(ii).2	Learners will be able to present a detailed account of development of Modern Concept of Educational Administration from 1900 to present day emphasizing on Taylorism, Administration as a Process & Human Relations Approach to Administration and further will be able to elaborate the approach of Meeting the Psychological Needs of Employees.
MED120(B)(ii).3	Learners will be able to elaborate the specific trends in Educational Administration like Decision Making, Organizational Development, Organizational Climate, Organizational Compliance, Conflict Management and PERT.
MED120(B)(ii).4	Learners will be able to summarize Meaning, Nature, Theories, Styles and Measurements of Leadership.
MED120(B)(ii).5	Learners will be able to describe the Meaning, Nature and Approaches to Educational Planning in detail and will be able to differentiate between Perspective Planning and Institutional Planning.
MED120(B)(ii).6	Learners will be able to elaborate the Administrative Structure of Secondary & Senior Secondary Education at Central, State, District, Block, Cluster and

	Village Level.
MED120(B)(ii).7	Learners will be able to state the Meaning & Nature Educational Supervision and will be able to discuss Supervision as Service Activity, Process and Function.
MED120(B)(ii).8	Learners will be able to list functions of Supervision, differentiate between the concept of 'Modern Supervision' & 'Traditional Supervision' and will be able to present a detail account of Planning, Organizing and Implementing Supervisory Programme.

## COURSE CONTENTS

### UNIT-I

1. Meaning, Nature and Scope of Educational Administration, Relationship among Management, Administration, Supervision and Planning
2. Development of Modern Concept of Educational Administration from 1900 to present day -
  - Taylorism
  - Administration as a Process
  - Human Relations Approach to Administration
  - Meeting the Psychological Needs of Employees

### UNIT-II

3. Specific Trends in Educational Administration -
  - Decision Making
  - Organizational Development
  - **Organizational Climate**
  - **Organizational Compliance**
  - Conflict Management
  - PERT
4. Leadership
  - Meaning and Nature of Leadership
  - Theories of Leadership
  - Styles of Leadership
  - Measurements of Leadership

### UNIT-III

#### 5. Educational Planning

- Meaning and Nature of Educational Planning
- Approaches to Educational Planning
- Perspective Planning
- Institutional Planning

6. Administrative Structure of Secondary & Senior Secondary Education at Central, State, District, Block, Cluster and Village Level

**UNIT-IV**

**7. Educational Supervision**

- Meaning and Nature of Educational Supervision
- Supervision as a -
  - Service Activity
  - Process
  - Function

**8. Supervisory Programme**

- **Modern Supervision and Traditional Concept of Supervision**
- Functions of Supervision
- Planning, Organizing and Implementing Supervisory Programme

**SELECTED READINGS**

Bhatnagar, R. P. & Aggarwal, V. (2004). *Educational Administration, Supervision, Planning and Financing*. Meerut: R. Lall Book Depot.

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### M.Ed. (Semester-IV)

**Course Code: MED120(C)(i)**

**Name of the Course: INCLUSIVE EDUCATION  
(At Elementary Level)**

Time: 3 Hrs.

Credit: 4

Max. Marks: 100

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short-answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal marks i.e. 14.

#### COURSE OUTCOMES

Course Code: MED120(C)(i) Name of the Course: <b>INCLUSIVE EDUCATION</b> (At Elementary Level)	
COs#	After the completion of this Course the students will be able to do:
MED120(C)(i).1	Learners will be able to differentiate in the Meaning & Definition of Marginalization & Inclusive education and will be able to present the historical perspectives on Education of Children with Diverse Needs further also will be able to differentiate among the terms – ‘Mainstreaming’, ‘Integrated Education’ & ‘Inclusive Education’.
MED120(C)(i).2	Learners will be able to discuss Intervention, Models and Advantages of Inclusive Education.
MED120(C)(i).3	Learners will be able to explain Policies & Programmes with reference to Children with Special Needs such as NPE (1986), POA (1992), SSA, RMSA, National Policy for Persons with Disabilities (2006) and UNCRPD.
MED120(C)(i).4	Learners will be able to state various Legislative Provisions with reference to Children with Special Needs (CWSN) such as Persons with Disabilities Act (EO, PR, & FP), 1995; Rights of Persons with Disabilities Act, 2016; RCI Act, 1992; National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 & Rules, 2014.
MED120(C)(i).5	Learners will be able to describe Meaning, Difference & Need of Curricular Adaptations & Accommodations with reference to Children with Special Needs especially the Specifics for Children with Sensory Disabilities (VI) and Sensory Disabilities (HI).
MED120(C)(i).6	Learners will be able to describe Curricular Adaptations and

	Accommodations with reference to Children with Special Needs especially the Specifics for Children with Neuro-Developmental Disabilities, Locomotor Disabilities & Multiple Disabilities and will also be able to state the ways of Engaging Gifted Children.
MED120(C)(i).7	Learners will be able to present a detailed account of Building Inclusive Schools in detail highlighting the ‘Ways of Identifying & Addressing Barriers to Inclusive Education – Attitudinal, Physical & Instructional’; ‘Ensuring Physical, Academic & Social Access’; ‘Leadership & Teachers as Change Agents’; ‘Index for Inclusion – Indian & Global’ and ‘Assistive Technology for CWSN’.
MED120(C)(i).8	Learners will be able to discuss Supports & Collaboration for Inclusive Education such as ‘Stakeholders of Inclusive Education’, ‘Importance of Advocacy for the Rights of CWSN’, ‘Family Support & Involvement’, ‘Community Involvement’ and ‘Resource Mobilization’ for Inclusive Education’.

## **COURSE CONTENTS**

### **UNIT-I**

1. Introduction to Inclusive Education
  - Marginalization v/s Inclusive Education: Meaning and Definition
  - Historical Perspective on Education of Children with Diverse Needs
  - Difference: Mainstreaming, Integrated Education and Inclusive Education
2. Intervention and Advantages
  - Intervention and Models of Inclusive Education
  - Advantages of Inclusive Education

### **UNIT-II**

3. Policies & Programmes
  - NPE (1986), POA (1992)
  - SSA and RMSA
  - National Policy for Persons with Disabilities (2006)
  - UNCRPD
4. Legislative Provisions with reference to Children with Special Needs (CWSN)
  - Persons with Disabilities Act (EO, PR, & FP), 1995
  - Rights of Persons with Disabilities Act, 2016
  - RCI Act, 1992
  - National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 & Rules, 2014

### **UNIT-III**

5. Curricular Adaptations and Accommodations

- Meaning, Difference and Need
  - Specifics for Children with Sensory Disabilities (VI)
  - Specifics for Children with Sensory Disabilities (HI)
6. Curricular Adaptations and Accommodations
- Specifics for Children with Neuro-Developmental Disabilities
  - Specifics for Children with Locomotor Disabilities
  - Specifics for Children with Multiple Disabilities
  - Engaging Gifted Children

#### **UNIT-IV**

7. Building Inclusive Schools
- Identifying and Addressing Barriers to Inclusive Education – Attitudinal, Physical and Instructional
  - Ensuring Physical, Academic and Social Access
  - Leadership and Teachers as Change Agents
  - Index for Inclusion – Indian and Global
  - Assistive Technology for CWSN
8. Supports and Collaboration for Inclusive Education
- Stakeholders of Inclusive Education
  - Advocacy for the Rights of CWSN – Meaning and Importance
  - Family Support & Involvement for Inclusive Education
  - Community Involvement for Inclusive Education
  - Resource Mobilization for Inclusive Education

#### **SUGGESTED READINGS**

- Ahuja, A. & Jangira, N. K. (2002). *Effective Teacher Training: Cooperative Learning Based Approach*. New Delhi: National Publishing House.
- Ashman, A. & Elkins, J. (2002). *Educating Children with Special Needs*. French Forest, NSW: Prentice Hall.
- Barlett, L. D. & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
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- Longone, B. (1990). *Teaching Retarded Learners: Curriculum and Methods for Improving Instruction*. Boston: Allyn and Bacon.
- Mani, M. N. G. (1992). *Technique of Teaching Blind Children*. New Delhi: Sterling.
- Muricken, S. J. & Kareparampil, G. (1995). *Persons with Disabilities in Society*. Trivandrum: Kerala Federation of the Blind.

### M.Ed. (Semester-IV)

**Course Code: MED120(C)(ii)**

**Name of the Course: INCLUSIVE EDUCATION**

**(At Secondary & Senior Secondary Level)**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short-answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal marks i.e. 14.

### COURSE OUTCOMES

Course Code: MED120(C)(ii) Name of the Course: INCLUSIVE EDUCATION (At Secondary & Senior Secondary Level)	
COs#	After the completion of this Course the students will be able to do:
MED120(C)(ii).1	Learners will be able to differentiate in the Meaning & Definition of Marginalization & Inclusive education and will be able to present the historical perspectives on Education of Children with Diverse Needs further also will be able to differentiate among the terms – ‘Mainstreaming’, ‘Integrated Education’ & ‘Inclusive Education’.
MED120(C)(ii).2	Learners will be able to discuss Intervention, Models and Advantages of Inclusive Education.
MED120(C)(ii).3	Learners will be able to explain Policies & Programmes with reference to Children with Special Needs such as NPE (1986), POA (1992), SSA, RMSA, National Policy for Persons with Disabilities (2006) and UNCRPD.
MED120(C)(ii).4	Learners will be able to state various Legislative Provisions with reference to Children with Special Needs (CWSN) such as Persons with Disabilities Act (EO, PR, & FP), 1995; Rights of Persons with Disabilities Act, 2016; RCI Act, 1992; National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 & Rules, 2014.
MED120(C)(ii).5	Learners will be able to describe Meaning, Difference & Need of Curricular Adaptations & Accommodations with reference to Children with Special Needs especially the Specifics for Children with Sensory Disabilities (VI) and Sensory Disabilities (HI).

MED120(C)(ii).6	Learners will be able to describe Curricular Adaptations and Accommodations with reference to Children with Special Needs especially the Specifics for Children with Neuro-Developmental Disabilities, Locomotor Disabilities & Multiple Disabilities and will also be able to state the ways of Engaging Gifted Children.
MED120(C)(ii).7	Learners will be able to present a detailed account of Building Inclusive Schools in detail highlighting the ‘Ways of Identifying & Addressing Barriers to Inclusive Education – Attitudinal, Physical & Instructional’; ‘Ensuring Physical, Academic & Social Access’; ‘Leadership & Teachers as Change Agents’; ‘Index for Inclusion – Indian & Global’ and ‘Assistive Technology for CWSN’.
MED120(C)(ii).8	Learners will be able to discuss Supports & Collaboration for Inclusive Education such as ‘Stakeholders of Inclusive Education’, ‘Importance of Advocacy for the Rights of CWSN’, ‘Family Support & Involvement’, ‘Community Involvement’ and ‘Resource Mobilization’ for Inclusive Education’.

## **COURSE CONTENTS**

### **UNIT-I**

1. Introduction to Inclusive Education
  - Marginalization v/s Inclusive Education: Meaning and Definition
  - Historical Perspective on Education of Children with Diverse Needs
  - Difference: Mainstreaming, Integrated Education and Inclusive Education
2. Intervention and Advantages
  - Intervention and Models of Inclusive Education
  - Advantages of Inclusive Education

### **UNIT-II**

3. Policies & Programmes
  - NPE (1986), POA (1992)
  - SSA and RMSA
  - National Policy for Persons with Disabilities (2006)
  - UNCRPD
4. Legislative Provisions with reference to Children with Special Needs (CWSN)
  - Persons with Disabilities Act (EO, PR, & FP), 1995
  - Rights of Persons with Disabilities Act, 2016
  - RCI Act, 1992
  - National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 & Rules, 2014

### UNIT-III

5. Curricular Adaptations and Accommodations
  - Meaning, Difference and Need
  - Specifics for Children with Sensory Disabilities (VI)
  - Specifics for Children with Sensory Disabilities (HI)
6. Curricular Adaptations and Accommodations
  - Specifics for Children with Neuro-Developmental Disabilities
  - Specifics for Children with Locomotor Disabilities
  - Specifics for Children with Multiple Disabilities
  - Engaging Gifted Children

### UNIT-IV

7. Building Inclusive Schools
  - Identifying and Addressing Barriers to Inclusive Education – Attitudinal, Physical and Instructional
  - Ensuring Physical, Academic and Social Access
  - Leadership and Teachers as Change Agents
  - Index for Inclusion – Indian and Global
  - Assistive Technology for CWSN
8. Supports and Collaboration for Inclusive Education
  - Stakeholders of Inclusive Education
  - Advocacy for the Rights of CWSN – Meaning and Importance
  - Family Support & Involvement for Inclusive Education
  - Community Involvement for Inclusive Education
  - Resource Mobilization for Inclusive Education

### SUGGESTED READINGS

- Ahuja, A. & Jangira, N. K. (2002). *Effective Teacher Training: Cooperative Learning Based Approach*. New Delhi: National Publishing House.
- Ashman, A. & Elkins, J. (2002). *Educating Children with Special Needs*. French Forest, NSW: Prentice Hall.
- Barlett, L. D. & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote J. S. (1991). *Successful Mainstreaming*. London: Allyn and Bacon.
- Byrne, M. & Shervanian, C. (1977). *Introduction to Communicative Disorder*. New York: Harper & Row.
- GOI (1992). *Scheme of Integrated Education for the Disabled, 1992*. New Delhi: MHRD.

- Evans, P. & Verma, V. (1990). *Special Education: Past, Present and Future* (Ed.). London: The Falmer Press.
- Harely, R. K. & Lawrence, G. A. (1977). *Visual Impairment in the School*. Springfield.
- Jangira, N. K. & Mani, M. N. G. (1977). *Integrated Education of the Visually Handicapped: Management Perspectives*. Gurgaon: Academic Press.
- Mohapatra, C. S. (2004). *Disability Management in India: Challenges and Commitments* (Ed.). Secunderabad: NIMH.
- Longone, B. (1990). *Teaching Retarded Learners: Curriculum and Methods for Improving Instruction*. Boston: Allyn and Bacon.
- Mani, M. N. G. (1992). *Technique of Teaching Blind Children*. New Delhi: Sterling.
- Muricken, S. J. & Kareparampil, G. (1995). *Persons with Disabilities in Society*. Trivandrum: Kerala Federation of the Blind.

**M.Ed. (Semester-IV)**

**Course Code: MED120(D)(i)**

**Name of the Course: EDUCATIONAL TECHNOLOGY  
(At Elementary Level)**

Time: 3 Hrs.

Credit: 4

Max. Marks: 100

Ext.-70: Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

**COURSE OUTCOMES**

Course Code: MED120(D)(i) Name of the Course: EDUCATIONAL TECHNOLOGY (At Elementary Level)	
COs#	After the completion of this Course the students will be able to do:
MED120(D)(i).1	Learners will be able to state the Meaning, Scope and Components of Educational Technology and will also be able to explain System Approach to Education and its Characteristics.
MED120(D)(i).2	Learners will be able to explain in detail the multimedia approach in Educational Technology emphasizing the aspects of ICT, Multimedia Approach and Blended Approach in Teaching Learning.
MED120(D)(i).3	Learners will be able to explain Modalities, Stages and Levels of Teaching.
MED120(D)(i).4	Learners will be able to write the Origin, Principles, Characteristics and Types of Programmed Instructions and further will be able to present a detailed account of Preparation, Writing, Try-Out and Evaluation Phases of Development of Programmed Instructions.
MED120(D)(i).5	Learners will be able to describe the Concept, Principles, Modes & Barriers to Communication, explain Class-Room Communication & Models of Communication like Shannon & Weaver Model; Berlo's Model of Communication and further will be able to discuss Modification of Teaching Behaviour in terms of Micro-Teaching, Flanders Analysis and Simulation.
MED120(D)(i).6	Learners would be able to write the Concept, Need, Characteristics and Fundamental Principles of Models of Teaching, explain Different Families of Teaching Models and further will be able to present a picture of prominent Teaching Models such as Glaser's Basic Teaching Model, Bruner's Concept

	Attainment Model, Ausubel's Advance Organizer Model and Social Enquiry Model of Cox & Massials.
MED120(D)(i).7	Learners will be able to Formulate Instructional Objectives, Perform Task Analysis and Design Instructional Strategies like Lecture, Team Teaching, Discussion, Seminars, Tutorials & Brain-Storming Sessions and further will be able to develop & differentiate between Norm Referenced Tests and Criterion Referenced Tests.
MED120(D)(i).8	Learners will be able to state Concept of Distance Education & Open Learning Systems, elaborate the application of Educational Technology in Distance Education & Open Learning System and further will be able to explain Application of Educational Technology w.r.t. Student Support Services, Evaluation Strategies and Counseling in Distance Education.

## COURSE CONTENTS

### UNIT-I

1. Educational Technology
  - Meaning and Scope of Educational Technology
  - Components of Educational Technology – Software, Hardware & **System Approach**
  - System Approach to Education and its Characteristics
2. Multimedia Approach in Educational Technology
  - **ICT**
  - Multimedia Approach
  - **Blended Approach in Teaching Learning**

### UNIT-II

3. Teaching
  - Modalities of Teaching – Teaching as different from Indoctrination, Instructions, Conditioning and Training
  - Stages of Teaching – Pre-Active, Interactive and Post-Active
  - Teaching at Different Levels – Memory, Understanding and Reflective Level of organizing Teaching and Learning
4. Programmed Instructions
  - Origin, Principles and Characteristics
  - Types: Linear, Branching and Mathematics
  - Development of a Programmed Instructions: Preparation, Writing, Try out and Evaluation

### UNIT-III

5. **Class-Room Communication & Modification of Teaching Behavior**
  - Class-Room Communication

- Communication Process: Concept of Communication
  - Principles, Modes and Barriers to Communication
  - Class-Room Communication (Interaction, Verbal and Non-Verbal)
  - Models of Communication
    - Shannon & Weaver Model of Communication
    - Berlo's Model of Communication
  - Modification of Teaching Behavior
    - Micro-Teaching
    - Flanders Interaction Analyses
    - Simulation
6. Models of Teaching
- Concept and Need
  - **Characteristics and Fundamental Principles**
  - Different Families of Teaching Models
  - **Teaching Models: Glaser's Basic Teaching Model, Bruner's Concept Attainment Model, Ausubel's Advance Organizer Model, Social Enquiry Model of Cox & Massials**

#### UNIT-IV

##### 7. Designing Instructional System and Developing Evaluation Tools

- Designing Instructional System
  - Formulation of Instructional Objectives
  - Task Analysis
  - Designing of Instructional Strategies: Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brain-Storming Sessions
- Development of Evaluation Tools
  - Norm Referenced Tests and Criterion Referenced Tests

##### 8. Application of Educational Technology in Distance Education

- **Concept of Distance Education and Application of Educational Technology**
- **Open Learning Systems and Application of Educational Technology**
- **Application of Educational Technology w.r.t. Student Support Services, Evaluation Strategies and Counseling in Distance Education**

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UNESCO. (2004). *Information and Communication Technologies in Secondary Education* (Position Paper). UNESCO: Institute of Information Technologies in Education, 1-24.

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## M.Ed. (Semester-IV)

**Course Code: MED120(D)(ii)**

**Name of the Course: EDUCATIONAL TECHNOLOGY**

**(At Secondary & Senior Secondary Level)**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED120(D)(ii) Name of the Course: EDUCATIONAL TECHNOLOGY (At Secondary & Senior Secondary Level)	
COs#	After the completion of this Course the students will be able to do:
MED120(D)(ii).1	Learners will be able to state the Meaning, Scope and Components of Educational Technology and will also be able to explain System Approach to Education and its Characteristics.
MED120(D)(ii).2	Learners will be able to explain in detail the multimedia approach in Educational Technology emphasizing the aspects of ICT, Multimedia Approach and Blended Approach in Teaching Learning.
MED120(D)(ii).3	Learners will be able to explain Modalities, Stages and Levels of Teaching.
MED120(D)(ii).4	Learners will be able to write the Origin, Principles, Characteristics and Types of Programmed Instructions and further will be able to present a detailed account of Preparation, Writing, Try-Out and Evaluation Phases of Development of Programmed Instructions.
MED120(D)(ii).5	Learners will be able to describe the Concept, Principles, Modes & Barriers to Communication, explain Class-Room Communication & Models of Communication like Shannon & Weaver Model; Berlo's Model of Communication and further will be able to discuss Modification of Teaching Behaviour in terms of Micro-Teaching, Flanders Analysis and Simulation.
MED120(D)(ii).6	Learners would be able to write the Concept, Need, Characteristics and Fundamental Principles of Models of Teaching, explain Different Families of Teaching Models and further will be able to present a picture of

	prominent Teaching Models such as Glaser's Basic Teaching Model, Bruner's Concept Attainment Model, Ausubel's Advance Organizer Model and Social Enquiry Model of Cox & Massials.
MED120(D)(ii).7	Learners will be able to Formulate Instructional Objectives, Perform Task Analysis and Design Instructional Strategies like Lecture, Team Teaching, Discussion, Seminars, Tutorials & Brain-Storming Sessions and further will be able to develop & differentiate between Norm Referenced Tests and Criterion Referenced Tests.
MED120(D)(ii).8	Learners will be able to state Concept of Distance Education & Open Learning Systems, elaborate the application of Educational Technology in Distance Education & Open Learning System and further will be able to explain Application of Educational Technology w.r.t. Student Support Services, Evaluation Strategies and Counseling in Distance Education.

## COURSE CONTENTS

### UNIT-I

1. Educational Technology
  - Meaning and Scope of Educational Technology
  - Components of Educational Technology – Software, Hardware & **System Approach**
  - System Approach to Education and its Characteristics
2. Multimedia Approach in Educational Technology
  - **ICT**
  - Multimedia Approach
  - **Blended Approach in Teaching Learning**

### UNIT-II

3. **Teaching**
  - Modalities of Teaching – Teaching as different from Indoctrination, Instructions, Conditioning and Training
  - Stages of Teaching – Pre-Active, Interactive and Post-Active
  - Teaching at Different Levels – Memory, Understanding and Reflective Level of organizing Teaching and Learning
4. Programmed Instructions
  - Origin, Principles and Characteristics
  - Types: Linear, Branching and Mathetics
  - Development of a Programmed Instructions: Preparation, Writing, Try out and Evaluation

## UNIT-III

### 5. Class-Room Communication & Modification of Teaching Behavior

- Class-Room Communication
  - Communication Process: Concept of Communication
  - Principles, Modes and Barriers to Communication
  - Class-Room Communication (Interaction, Verbal and Non-Verbal)
  - Models of Communication
    - Shannon & Weaver Model of Communication
    - Berlo's Model of Communication
- Modification of Teaching Behavior
  - Micro-Teaching
  - Flanders Interaction Analyses
  - Simulation

### 6. Models of Teaching

- Concept and Need
- **Characteristics and Fundamental Principles**
- Different Families of Teaching Models
- **Teaching Models: Glaser's Basic Teaching Model, Bruner's Concept Attainment Model, Ausubel's Advance Organizer Model, Social Enquiry Model of Cox & Massials**

## UNIT-IV

### 7. Designing Instructional System and Developing Evaluation Tools

- Designing Instructional System
  - Formulation of Instructional Objectives
  - Task Analysis
  - Designing of Instructional Strategies: Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brain-Storming Sessions
- Development of Evaluation Tools
  - Norm Referenced Tests and Criterion Referenced Tests

### 8. Application of Educational Technology in Distance Education

- **Concept of Distance Education and Application of Educational Technology**
- **Open Learning Systems and Application of Educational Technology**
- **Application of Educational Technology w.r.t. Student Support Services, Evaluation Strategies and Counseling in Distance Education**

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- Joyce, B. & Weil, M. (1992). *Models of Teaching*. New Delhi: Prentice Hall.
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- Vedanayagam, E. G. (1988). *Teaching Technology for College Teacher*. New Delhi: Sterling Publisher.

## M.Ed. (Semester-IV)

**Course Code: MED120(E)(i)**

**Name of the Course: EDUCATIONAL MEASUREMENT & EVALUATION  
(At Elementary Level)**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED120(E)(i) Name of the Course: EDUCATIONAL MEASUREMENT & EVALUATION (At Elementary Level)	
COs#	After the completion of this Course the students will be able to do:
MED120(E)(i).1	Learners will be able to write the Meaning, Nature, Need, Scope, Kinds & Levels of Measurement and will be able to differentiate between Mental & Physical Measurement.
MED120(E)(i).2	Learners will be able to explain the Concept, Need, Process, Purpose, Uses, Functions & Principles of Evaluation and will be able to explain in detail the Types of Evaluation Procedure.
MED120(E)(i).3	Learners will be able to explain Need, Functions & Classification of Instruction Objectives, express Relationship between Educational & Instructional Objectives and further will be able to describe the Principles for the Statement of Instructional Objectives, Taxonomy of Educational Objectives and Utility of Taxonomical Classification.
MED120(E)(i).4	Learners will be able to discuss Appraisal of Existing System of Evaluation viz. Grading System v/s Marking System, Semester System v/s Annual System and Continuous and Comprehensive Evaluation.
MED120(E)(i).5	Learners will be able to state Characteristics of Good Test, Similarities & Differences between Teacher Made Tests & Standardized, explain Steps of Preparing Standardized Test and further will be able to differentiate between Norms Referenced & Criterion Referenced Test.
MED120(E)(i).6	Learners will be able to describe the Concept and Measurement of Intelligence Test, Attitude Test, Aptitude test & Interest Inventory.



MED120(E)(i).7	Learners will be able to write the Concept & Significance and will be able to compute Correlation – Partial, Multiple Biserial, Point Biserial, Tetrachoric, Phi.
MED120(E)(i).8	Learners will be able to explain the Concept, Assumptions, Computation and Uses of Analysis of Variance: ANOVA upto two way with and without replication.

## **COURSE CONTENTS**

### **UNIT-I**

1. Measurement in Education
  - Meaning & Kinds
  - Difference between Mental & Physical Measurement
  - Nature, Need and Scope of Measurement
  - Levels of Measurement
2. Evaluation in Education
  - Concept, Need, Process, Purpose and Uses of Evaluation
  - Functions and Principles of Evaluation
  - Types of Evaluation Procedure
  - Interrelationship & Difference between Measurement & Evaluation

### **UNIT-II**

3. Taxonomy of Educational Objectives
  - Need and Functions of Instructional Objectives
  - Relationship between Educational and Instructional Objectives
  - Classification of Educational Objectives
  - Utility of Taxonomical Classification
  - Principles for the Statement of Instructional Objectives
4. Appraisal of Existing System of Evaluation
  - Grading System v/s Marking System
  - Semester System v/s Annual System
  - Continuous and Comprehensive Evaluation

### **UNIT-III**

5. Text Construction
  - Characteristics of Good Test
  - Teacher Made Tests v/s Standardized Test: Similarities and Differences
  - Steps of Preparing Standardized Test
  - Norms Referenced & Criterion Referenced Test
6. Concept and Measurement of the following -
  - Intelligence Test
  - Attitude Test

- Aptitude Test
- Interest Inventory

#### UNIT-IV

7. Correlation: Concept, Computation and Significance of Partial, Multiple Biserial, Point Biserial, Tetrachoric,  $\phi$
8. Analysis of Variance: ANOVA upto two way with and without replication - Concept , Assumptions, Computations and Use

#### SELECTED READINGS

- Aggarwal, Y. P. (1998). *Statistical Methods*. New Delhi: Sterling.
- Aggarwal, Y. P. (1998). *The Science of Educational Research: A Source Book*. Kurukshetra: Nirmal Publishing Pvt. Ltd.
- Best, John W. & Kahn, James V. (1995). *Research in Education*. New Delhi: Prentice Hall.
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- Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.
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- Van Delen, D. B. (1962). *Understanding Educational Research*. New York: McGraw Hill.
- Young, P. V. (1960). *Scientific Social Surveys and Research*. New York: Prentice Hall.

## M.Ed. (Semester-IV)

**Course Code: MED120(E)(ii)**

**Name of the Course: EDUCATIONAL MEASUREMENT & EVALUATION  
(At Secondary & Senior Secondary Level)**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED120(E)(ii) Name of the Course: EDUCATIONAL MEASUREMENT & EVALUATION (At Secondary & Senior Secondary Level)	
COs#	After the completion of this Course the students will be able to do:
MED120(E)(ii).1	Learners will be able to write the Meaning, Nature, Need, Scope, Kinds & Levels of Measurement and will be able to differentiate between Mental & Physical Measurement.
MED120(E)(ii).2	Learners will be able to explain the Concept, Need, Process, Purpose, Uses, Functions & Principles of Evaluation and will be able to explain in detail the Types of Evaluation Procedure.
MED120(E)(ii).3	Learners will be able to explain Need, Functions & Classification of Instructional Objectives, express Relationship between Educational & Instructional Objectives and further will be able to describe the Principles for the Statement of Instructional Objectives, Taxonomy of Educational Objectives and Utility of Taxonomical Classification.
MED120(E)(ii).4	Learners will be able to discuss Appraisal of Existing System of Evaluation viz. Grading System v/s Marking System, Semester System v/s Annual System and Continuous and Comprehensive Evaluation.
MED120(E)(ii).5	Learners will be able to state Characteristics of Good Test, Similarities & Differences between Teacher Made Tests & Standardized, explain Steps of Preparing Standardized Test and further will be able to differentiate between Norms Referenced & Criterion Referenced Test.
MED120(E)(ii).6	Learners will be able to describe the Concept and Measurement of Intelligence Test, Attitude Test, Aptitude test & Interest Inventory.

MED120(E)(ii).7	Learners will be able to write the Concept & Significance and will be able to compute Correlation – Partial, Multiple Biserial, Point Biserial, Tetrachoric, Phi.
MED120(E)(ii).8	Learners will be able to explain the Concept, Assumptions, Computation and Uses of Analysis of Variance: ANOVA upto two way with and without replication.

## **COURSE CONTENTS**

### **UNIT-I**

1. Measurement in Education
  - Meaning & Kinds
  - Difference between Mental & Physical Measurement
  - Nature, Need and Scope of Measurement
  - Levels of Measurement
2. Evaluation in Education
  - Concept, Need, Process, Purpose and Uses of Evaluation
  - Functions and Principles of Evaluation
  - Types of Evaluation Procedure
  - Interrelationship & Difference between Measurement & Evaluation

### **UNIT-II**

3. Taxonomy of Educational Objectives
  - Need and Functions of Instruction Objectives
  - Relationship between Educational and Instructional Objectives
  - Classification of Educational Objectives
  - Utility of Taxonomical Classification
  - Principles for the Statement of Instructional Objectives
4. Appraisal of Existing System of Evaluation
  - Grading System v/s Marking System
  - Semester System v/s Annual System
  - Continuous and Comprehensive Evaluation

### **UNIT-III**

5. Text Construction
  - Characteristics of Good Test
  - Teacher Made Tests v/s Standardized Test: Similarities and Differences
  - Steps of Preparing Standardized Test
  - Norms Referenced & Criterion Referenced Test
6. Concept and Measurement of the following -
  - Intelligence Test
  - Attitude Test

- Aptitude Test
- Interest Inventory

#### UNIT-IV

7. Correlation: Concept, Computation and Significance of Partial, Multiple Biserial, Point Biserial, Tetrachoric,  $\phi$
8. Analysis of Variance: ANOVA upto two way with and without replication - Concept , Assumptions, Computations and Use

#### SELECTED READINGS

- Aggarwal, Y. P. (1998). *Statistical Methods*. New Delhi: Sterling.
- Aggarwal, Y. P. (1998). *The Science of Educational Research: A Source Book*. Kurukshetra: Nirmal Publishing Pvt. Ltd.
- Best, John W. & Kahn, James V. (1995). *Research in Education*. New Delhi: Prentice Hall.
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- McMillion, James H. & Schumarcher, S. (1989). *Research in Education: A Conceptual Introduction*. New York: Harper and Collins.

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- Van Delen, D. B. (1962). *Understanding Educational Research*. New York: McGraw Hill.
- Young, P. V. (1960). *Scientific Social Surveys and Research*. New York: Prentice Hall.

## M.Ed. (Semester-IV)

**Course Code: MED120(F)(i)**

**Name of the Course: COMPARATIVE EDUCATION  
(At Elementary Level)**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED120(F)(i) Name of the Course: COMPARATIVE EDUCATION (At Elementary Level)	
COs#	After the completion of this Course the students will be able to do:
MED120(F)(i).1	Learners will be able to write the Concept, Historical Perspective, Aims, Need & Scope of Comparative Education and will also be able to explain the Approaches to Comparative Education like Historical, Philosophical, Sociological and Problem Approach.
MED120(F)(i).2	Learners will be able to explain the various Factors influencing Education System of a Country.
MED120(F)(i).3	Learners will be able to explain concept of Universalization of Elementary Education (UEE) & its implications for India and will also be able to explain in detail the Programmes for UEE in India viz. National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and Primary Education & RTE Act-2009 and Primary Education.
MED120(F)(i).4	Learners will be able to compare the Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System at Primary Education in UK, USA & India.
MED120(F)(i).5	Learners will be able to explain Aims, Structure, Pattern, Curriculum, Methods of Instructions, Evaluation System, Expansion and Vocationalisation of Secondary at Secondary Education in UK, USA & India.
MED120(F)(i).6	Learners will be able to present a comparative view of Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System at Higher Education in UK, USA & India.



MED120(F)(i).7	Learners will be able to give a detailed account on - Educational Administration in UK, USA & India.
MED120(F)(i).8	Learners will be able to describe comparatively the Distance Education and Systems of Open Learning in UK, USA & India.

## COURSE CONTENTS

### UNIT-I

1. Comparative Education
  - Concept & **Historical Perspective of Comparative Education**
  - **Aims, Need & Scope of Comparative Education**
  - Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach
  
2. **Factors influencing Education System of a Country**

### UNIT-II

3. Elementary Education
  - **Concept of Universalization of Elementary Education (UEE)**
  - **Implications of UEE for India**
  - **Programmes for UEE in India**
    - **National Policy of Education (NPE-1986) and Primary Education**
    - **District Primary Education Programme (DPEP)**
    - **Sarva Shiksha Abhiyan (SSA) and Primary Education**
    - **RTE Act-2009 and Primary Education**
  
4. **Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System at Primary Education in UK, USA & India**

### UNIT-III

5. **Aims, Structure, Pattern, Curriculum, Methods of Instructions, Evaluation System, Expansion and Vocationalisation of Secondary at Secondary Education in UK, USA & India**
  
6. **Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System at Higher Education in UK, USA & India**

### UNIT-IV

7. **Educational Administration in UK, USA & India**

## 8. Distance Education and Systems of Open Learning in UK, USA & India

### SELECTED READINGS

- Arnove, Robert F. & Alberto, Torres Carlos. (2007). *Comparative Education: The Dialectic of the Global and Local*. USA: Rowman and Little field Publisher.
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NUEPA *Elementary Education in India - Where do we Stand?* New Delhi: State and District Report Cards (Yearly Publication).

Shrivastava, S. K. (2005). *Comparative Education*. New Delhi: Anmol Publications Pvt. Ltd.

Sodhi, T. S. (2005). *A Text Book of Comparative Education - Philosophy, Patterns and Problems of National Systems*. New Delhi: Vikas Publishing House Pvt. Ltd.

Sodhi, T. S. (2007). *Textbook of Comparative Education*. Noida: Vikas Publishing House.

Yadav, Rajender Singh (2006). *Community Participation in Education: Role of Village Education Committee*. Ambala Cantt.: The Associated Publishers.

## M.Ed. (Semester-IV)

**Course Code: MED120(F)(ii)**

**Name of the Course: COMPARATIVE EDUCATION**

**(At Secondary & Senior Secondary Level)**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED120(F)(ii) Name of the Course: COMPARATIVE EDUCATION (At Secondary & Senior Secondary Level)	
COs#	After the completion of this Course the students will be able to do:
MED120(F)(ii).1	Learners will be able to write the Concept, Historical Perspective, Aims, Need & Scope of Comparative Education and will also be able to explain the Approaches to Comparative Education like Historical, Philosophical, Sociological and Problem Approach.
MED120(F)(ii).2	Learners will be able to explain the various Factors influencing Education System of a Country.
MED120(F)(ii).3	Learners will be able to explain concept of Universalization of Elementary Education (UEE) & its implications for India and will also be able to explain in detail the Programmes for UEE in India viz. National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and Primary Education & RTE Act-2009 and Primary Education.
MED120(F)(ii).4	Learners will be able to compare the Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System at Primary Education in UK, USA & India.
MED120(F)(ii).5	Learners will be able to explain Aims, Structure, Pattern, Curriculum, Methods of Instructions, Evaluation System, Expansion and Vocationalisation of Secondary at Secondary Education in UK, USA & India.
MED120(F)(ii).6	Learners will be able to present a comparative view of Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System at Higher

	Education in UK, USA & India.
MED120(F)(ii).7	Learners will be able to give a detailed account on - Educational Administration in UK, USA & India.
MED120(F)(ii).8	Learners will be able to describe comparatively the Distance Education and Systems of Open Learning in UK, USA & India.

## COURSE CONTENTS

### UNIT-I

#### 1. Comparative Education

- **Concept & Historical Perspective of Comparative Education**
- **Aims, Need & Scope of Comparative Education**
- Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach

#### 2. Factors influencing Education System of a Country

### UNIT-II

#### 3. Elementary Education

- **Concept of Universalization of Elementary Education (UEE)**
- **Implications of UEE for India**
- **Programmes for UEE in India**
  - **National Policy of Education (NPE-1986) and Primary Education**
  - **District Primary Education Programme (DPEP)**
  - **Sarva Shiksha Abhiyan (SSA) and Primary Education**
  - **RTE Act-2009 and Primary Education**

#### 4. Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System at Primary Education in UK, USA & India

### UNIT-III

#### 5. Aims, Structure, Pattern, Curriculum, Methods of Instructions, Evaluation System, Expansion and Vocationalisation of Secondary at Secondary Education in UK, USA & India

#### 6. Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System at Higher Education in UK, USA & India

### UNIT-IV

#### 7. Educational Administration in UK, USA & India

## 8. Distance Education and Systems of Open Learning in UK, USA & India

### SELECTED READINGS

Arnové, Robert F. & Alberto, Torres Carlos. (2007). *Comparative Education: The Dialectic of the Global and Local*. USA: Rowman and Little field Publisher.

Bereday G. Z. F. (1967). *Comparative Methods in Education*. New Delhi: Oxford and IBH Publishing Co.

Chaube, S. P. & Chaube, A. (2007). *Comparative Education*. Noida: Vikas Publishing House.

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Cramer J. F. & Brown G. S. (1965). *Contemporary Education: A Comparative Study of National Systems*. New York: Naracourt Brace and Co.

Edmund J. King (1968). *Comparative Studies and Educational Decisions*. London: Mathuen Educational Ltd.

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Yadav, Rajender Singh (2006). *Community Participation in Education: Role of Village Education Committee*. Ambala Cantt.: The Associated Publishers.

## M.Ed. (Semester-IV)

**Course Code: MED120(G)(i)**

**Name of the Course: EDUCATIONAL AND VOCATIONAL GUIDANCE  
(At Elementary Level)**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED120(G)(i) Name of the Course: EDUCATIONAL AND VOCATIONAL GUIDANCE (At Elementary Level)	
COs#	After the completion of this Course the students will be able to do:
MED120(G)(i).1	Learners will be able to write the Meaning, Principal, Need, Importance and Type of Guidance - Educational Guidance, Vocational Guidance and Personal Guidance.
MED120(G)(i).2	Learners will be able to explain the Types, Importance & Organization of Guidance Services in Elementary School and will also be able to explain Occupational Information at Elementary School Level – Meaning, its Needs & Methods of Imparting.
MED120(G)(i).3	Learners will be able to describe Meaning, Advantages, Principles and Kinds of Group Guidance at Elementary School Level.
MED120(G)(i).4	Learners will be able to present a detailed view of Guidance of Students with Special Needs at Elementary School Level.
MED120(G)(i).5	Learners will be able to state the Meaning, Functions and Principles of Placement Services at Elementary School Level.
MED120(G)(i).6	Learners will be able to present a detailed account on - Follow-up Services at Elementary School Level: Meaning, Purpose and Characteristics.
MED120(G)(i).7	Learners will be able to describe Study of the Individual, Data Collection Techniques of Information - Standardization & Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study,



	Sociometry, Questionnaire, Observation, Interview & Cumulative Records.
MED120(G)(i).8	Learners will be able to reflect on Meaning, Need & Principles of Counseling at Elementary School Level and will be able to express Concept, Procedure, Advantage & Limitations of Directive Counseling, Non-Directive Counseling & Eclectic Counseling.

## **COURSE CONTENTS**

### **UNIT-I**

1. Meaning, Principal, Need, Importance and Type of Guidance - Educational Guidance, Vocational Guidance & Personal Guidance
2. Organization of Guidance Services in Elementary School
  - Type of Guidance Services
  - Organization of Guidance Services in Elementary School
  - Importance of Guidance Services at Elementary School Level.
  - Occupational Information at Elementary School Level - Meaning and its Needs
  - Methods of Imparting Occupational Information

### **UNIT-II**

3. Group Guidance at Elementary School Level - Meaning, Advantages, Principles and Kinds of Group Guidance
4. Guidance of Students with Special Needs at Elementary School Level

### **UNIT-III**

5. Placement Services at Elementary School Level - Meaning, Functions and Principles
6. Follow-up Services at Elementary School Level - Meaning, Purpose and Characteristics

### **UNIT-IV**

7. Study of the Individual, Data Collection Techniques of Information - Standardization & Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation, Interview & Cumulative Records
8. Counseling at Elementary School Level - Meaning, Need and Principles
  - Directive Counseling: Concept, Procedure, Advantage & Limitations

- Non-Directive Counseling: Concept, Procedure, Advantage & Limitations
- Eclectic Counseling: Concept, Procedure, Advantage & Limitations

## SELECTED READINGS

- Bernard, Harold W. & Fullmer, Daniel W. (1977). *Principles of Guidance*, Second Edition. New York: Thomas Y. Crowell Company.
- Jones, J. A. (1970). *Principles of Guidance*. Bombay: Tata McGraw Hill.
- Myres, G. E. *Principles and Techniques of Vocational Guidance*. New York: McGraw Hill.
- Granz, F. M. *Foundation and Principles of Guidance*. Boston: Allyn and Bacon.
- Miller, F. W. (1961). *Guidance: Principles and Services*. Columbia, Ohio: Merrill.
- Pandy, K. P. (2000). *Educational and Vocational Guidance in India*. Varanasi: VishwaVidyalaya Prakashan Chowk.
- Mc Gowan, J. P. (1962). *Counselling: Reading in Theory and Practice*. New York: Holt, Rinehard and Winston.
- Tolbert, E. L. (1967). *Introduction of Counselling*. New York: McGraw Hill.
- Strang, Ruth. *Counselling Techniques in Colleges and Secondary Schools*. New York: Harpar.
- Taxler, A. E. (1964). *Techniques of Guidance*. New York: McGraw Hill.
- Robinson. *Principles and Procedures in Student Counselling*. New York: Harper & Roe.
- Super, D. E. & Schmdt (1962). *Apprasing Vocational Fitness by Means of Psychological Testing*. New York: Haper and Row.

## M.Ed. (Semester-IV)

**Course Code: MED120(G)(ii)**

**Name of the Course: EDUCATIONAL AND VOCATIONAL GUIDANCE**

**(At Secondary & Senior Secondary Level)**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

### COURSE OUTCOMES

Course Code: MED120(G)(ii) Name of the Course: EDUCATIONAL AND VOCATIONAL GUIDANCE (At Secondary & Senior Secondary Level)	
COs#	After the completion of this Course the students will be able to do:
MED120(G)(ii).1	Learners will be able to write the Concept, Importance and Areas of Guidance - Educational Guidance, Vocational Guidance and Personal Guidance.
MED120(G)(ii).2	Learners will be able to explain the Organization of Guidance Services in Secondary Schools, Occupational Information at Secondary School Level and Sources of Occupational Material in India.
MED120(G)(ii).3	Learners will be able to describe Meaning, Advantages, Principles and Kinds of Group Guidance.
MED120(G)(ii).4	Learners will be able to present a detailed view of Guidance of Students with Special Needs at Secondary School Level.
MED120(G)(ii).5	Learners will be able to state the Meaning, Type and Purpose of Job Analysis.
MED120(G)(ii).6	Learners will be able to present a detailed account on - Meaning, Functions & Principles of Placement Services and Meaning, Purpose & Characteristics Follow-up Services.
MED120(G)(ii).7	Learners will be able to describe Study of the Individual, Data Collection Techniques of Information - Standardization & Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview & Cumulative Records.

MED120(G)(ii).8	Learners will be able to reflect on Meaning, Need & Principles of Counseling at Secondary School Level and will be able to express Concept, Procedure, Advantage & Limitations of Directive Counseling, Non-Directive Counseling & Eclectic Counseling.
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## COURSE CONTENTS

### UNIT-I

1. Concept, Importance and Areas of Guidance - Educational Guidance, Vocational Guidance & Personal Guidance
2. Organization of Guidance Services in Secondary Schools, Occupational Information at Secondary School Level and Sources of Occupational Material in India

### UNIT-II

3. Group Guidance - Meaning, Advantages, Principles and Kinds of Group Guidance
4. Guidance of Students with Special Needs at Secondary School Level

### UNIT-III

5. Job Analysis - Meaning, Type and Purpose of Job Analysis
6. Meaning, Functions & Principles of Placement Services and Meaning, Purpose & Characteristics Follow-up Services

### UNIT-IV

7. Study of the Individual, Data Collection Techniques of Information - Standardization & Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview & Cumulative Records
8. Counseling at Secondary School Level - Meaning, Need and Principles
  - Directive Counseling: Concept, Procedure, Advantage and Limitations
  - Non-Directive Counseling: Concept, Procedure, Advantage and Limitations
  - Eclectic Counseling: Concept, Procedure, Advantage and Limitations

### SELECTED READINGS

Bernard, Harold W. & Fullmer, Daniel W. (1977). *Principles of Guidance*,

Second Edition. New York: Thomas Y. Crowell Company.

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Myres, G. E. *Principles and Techniques of Vocational Guidance*. New York: McGraw Hill.

Granz, F. M. *Foundation and Principles of Guidance*. Boston: Allyn and Bacon.

Miller, F. W. (1961). *Guidance: Principles and Services*. Columbia, Ohio: Merrill.

Pandy, K. P. (2000). *Educational and Vocational Guidance in India*. Varanasi: VishwaVidyalaya Prakashan Chowk.

Mc Gowan, J. P. (1962). *Counselling: Reading in Theory and Practice*. New York: Holt, Rinehard and Winston.

Tolbert, E. L. (1967). *Introduction of Counselling*. New York: McGraw Hill.

Strang, Ruth. *Counselling Techniques in Colleges and Secondary Schools*. New York: Harpar.

Taxler, A. E. (1964). *Techniques of Guidance*. New York: McGraw Hill.

Robinson. *Principles and Procedures in Student Counselling*. New York: Harper & Roe.

Super, D. E. & Schmdt (1962). *Apprasing Vocational Fitness by Means of Psychological Testing*. New York: Haper and Row.

**M.Ed. (Semester- IV)**

**Course Code: MED121**

**Name of the Course: DISSERTATION**

Credit: 4

M. Marks: 100

(Ext.-70 & Int.-30)

(Joint Evaluation by Internal & External Examiner)

**COURSE OUTCOMES**

Course Code: MED121 Name of the Course: DISSERTATION	
COs#	After the completion of this Course the students will be able to do:
MED121.1	Learners will be able to conduct systematically and scientifically Research Work (Dissertation) on Minor Topic from the Field of Education and will also be able to write his/ her Dissertation Work in an effective way following all the procedures and norms of writing research works.
MED121.2	Learners will be able to present the Report of his/ her Research Work and will also be able to clarify/ defend his/ her Research Work.

**SUGGESTED ACTIVITIES:**

- Submission of Dissertation & Viva-Voce