

KURUKSHETRA UNIVERSITY
KURUKSHETRA

(Established by the State Legislature Act-X-II of 1956)

M.Ed. (2-Years)

(Four Semesters)

SYLLABUS–CBCS

(w.e.f. 2020-21)

DEPARTMENT OF EDUCATION

Annexure-I

CORRECTED DETAILED SCHEME OF EXAMINATION

(CBCS w.e.f. 2020-21)

M.Ed. (2-Years)

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

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

COURSE	Nomenclature of the Course	Credit	Total Marks	Ext. Ass.	Int. Ass.
Semester – I					
MED101	Psychology of Learning & Development	4	100	70	30
MED102	History and Political Economy of Education	4	100	70	30
MED103	Education Studies	4	100	70	30
MED104	Introduction to Research Methods	4	100	70	30
MED105	Communication Skills & Expository Writing	1	25	25 (Ext-15 &Int-10) (joint evaluation by internal & external examiner)	
MED106	Self Development	1	25	25 (Ext-15 &Int-10) (joint evaluation by internal & external examiner)	
TOTAL (of Semester - I)		18	450	-	
Semester – II					
MED201	Philosophy of Education	4	100	70	30
MED202	Sociology of Education	4	100	70	30
MED203	Curriculum Studies.	4	100	70	30

MED204	Teacher Education: Pre-service & In-Service	4	100	70	30
MED205	Dissertation	2	50	50 (Ext-35 &Int-15) (joint evaluation by internal & external examiner)	
MED206	Internship in a TEI	4	100	100 (Ext-70 &Int-30) (joint evaluation by internal & external examiner)	
MED207(A): 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.	
MED207(B): OESS – Course – I: CURRICULUM STUDIES	The students of other Teaching Departments of Kurukshetra University can opt this OESS – Course - I (available during the ongoing session of M.Ed. Programme) being offered by Department of Education, Kurukshetra University, Kurukshetra.	02	50	To be evaluated by the Department of Education, Kurukshetra University, Kurukshetra offering the course, or as per the decision taken by the University in this context.	
TOTAL (of Semester - II)		22	600	-	
Semester – III					
MED301(A)	Specialization Course – I (Stage specific)(student can opt any one stage in Course MED301 & MED302) Elementary education	4	100	70	30
MED301(B)	Secondary & Senior Secondary Education	4	100	70	30

MED302(A)	Specialization course –II (Stage specific) Elementary Education (student can opt any one stage in Course MED301 & MED302)	4	100	70	30
MED302(B)	Secondary & Senior Secondary Education	4	100	70	30
student can opt any one stage for both Course MED301 & MED302					
MED303	Advanced Educational Research.	4	100	70	30
MED304	Teacher Education: Perspective, Research and issues in Teacher Education.	4	100	70	30
MED305	Internship	4	100	100 (Ext-70 & Int-30) (joint evaluation by internal & external examiner)	
MED306	Dissertation	2	50	50 (Ext-35 & Int-15) (joint evaluation by internal & external examiner)	
MED307	Academic Writing.	2	50	50 (Ext-35 & Int-15) (joint evaluation by internal & external examiner)	
MED308: 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.	
MED207(B): OESS – Course – II :	The students of other Teaching Departments of Kurukshetra University can opt this OESS – Course - I (available during the ongoing session of M.Ed. Programme)	02	50	To be evaluated by the Department of Education, Kurukshetra University, Kurukshetra offering the	

UNDERSTANDING TEACHING AND TEACHING METHODS	being offered by Department of Education, Kurukshetra University, Kurukshetra.			course, or as per the decision taken by the University in this context.
TOTAL (of Semester - III)		24	650	-
Semester – IV				
MED401	Specialization Courses (Student can opt any three)			
	(A) (i) Education: Policy, Economics and Planning (at Elementary level)	4	100	70 30
	(A)(ii) Education: Policy, Economics and Planning (at Secondary and Senior Secondary level)	4	100	70 30
	(B) (i) Management & Administration of Education (at Elementary level)	4	100	70 30
	(B)(ii) Management & Administration of Education (at Secondary and Senior Secondary level)	4	100	70 30
	(C) (i) Inclusive Education (at Elementary level)	4	100	70 30
	(C)(ii) Inclusive Education (at Secondary and Senior Secondary level)	4	100	70 30
	(D) (i) Education Technology (at Elementary level)	4	100	70 30
	(D)(ii) Education Technology (at Secondary and Senior Secondary level)	4	100	70 30
	(E) (i) Educational Measurement and Evaluation (at Elementary level)	4	100	70 30
	(E)(ii) Educational Measurement and Evaluation (at Secondary and Senior Secondary level)	4	100	70 30
	(F) (i) Comparative Education (at Elementary level)	4	100	70 30

	(F)(ii) Comparative Education (at Secondary and Senior Secondary level)	4	100	70	30
	(G)(i) Educational and Vocational Guidance (at Elementary level)	4	100	70	30
	(G)(ii) Educational and Vocational Guidance (at Secondary and Senior Secondary level)	4	100	70	30
MED402	Dissertation	4	100	100 (Ext-70 &Int-30) (joint evaluation by internal & external examiner)	
TOTAL (of Semester - IV)		16	400	-	
TOTAL (of M.Ed. Two Years Programme)		80	2100	-	

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.

M.Ed. (Semester-I)
COURSE MED101: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

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 OBJECTIVES

To enable the student to

1. Understand concepts and principles of Educational Psychology as an applied science.
2. Outline the scope of educational psychology.
3. Describe the process of growth and development.
4. Understand different theories of learning.
5. Explain the process of Motivation.
6. Understand the concept of personality.
7. Understand the methods of personality assessment.

Course Outcomes

1. Learners will be able to recall the relationship of Education & Psychology.
2. Learners will be able to explain the concept and various components of Growth & Development.
3. Learners will be able to write the meaning, areas and determinants of Individual Differences.
4. Learners will be able to define Personality and will be able to explain its determinants, theories and method of assessment.
5. Learners will be able to elaborate theories and measurement of Intelligence.
6. Learners will be able to explain the meaning & factors influencing Learning.
7. Learners will be able to explain the various theories of Learning.
8. Learners will be able to discuss the concept & factors affecting Motivation and will also be able to summarize the theories of Motivation.

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

6. Intelligence

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

7. Learning

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

UNIT-IV

9. Hull's Reinforcement Theory

- Learning by insight.
- Gagne's Hierarchy of Learning Types

10. 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

1. Abramson, Paul R.; 'Personality', New York: Holt Rinehart and Winston, 1980.
2. Allport, G.W. : 'Personality', New York: Holt, 1954
3. Allport G.W.: 'Pattern and Growth in Personality', New York: Rinehart and

- Winston, 1961.
4. Andrews, T.W. (Ed.): 'Methods in Psychology', New York: John Wiley and Sons, Inc. 1961.
 5. Baller, Warren, R. Charles, Don, C.: The Psychology of Human Growth at Development, New York: Holt, Rinehart and Winston, Inc., 1962.
 6. Baum, A., Newman, S., /West R., &Mc Manus, C. Cambridge Handbook Psychology, Health & Medicine, Cambridge: Cambridge University Press 1997.
 7. Colemn, J.C.: Abnormal Psychology and Modern Life, Bombay: D. TaraporewalaSons&Co., 1976
 8. Dicapro, N.S.: Personality Theories, New York: Harper, 1974.
 9. Douglas, O.B. Holl, and B.P.: Foundations of Educational Psychology, New York: The Mac Millan Co., 1948
 10. Gagne, R.M.: The Conditions of Learning, New York, Chicago: Ho__ Rinehart and Winston, 1977.
 11. Gates, A.T. et. al: Educational Psychology, New York: Mac Millan, 1963.
 12. Hilgard, E.R.: Theories of Learning, New York: Appleton Century Crafts.
 13. Kundu, C.L.: Educational Psychology, Delhi Sterling Publishers, 1984.
 14. Kundu, C.L.: Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976
 15. Kundu, C.L. &Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.
 16. Shankar Udey: Development of Personality, 1965.
 17. Talbott, J.A., Hales, R.E. &Yodofsky, S.G. Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publishers (P) Ltd., 1994.
 18. Thorpe, G.L. & Olson, S.L. Behaviour Therapy, Concepts, Procedures andApplications, London: Allyn Bacon, 1999.

M.Ed.(Semester-I)

COURSE MED102: 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 objectives:

To enable the students to

1. Get a historical insight into the development of education in Vedic, Buddhist and Medieval period.
2. Get the knowledge of the development of education in pre-Independent and post-Independent India.
3. Explain in detail the constitutional provisions for Education in India.
4. Understand the relationship of education with democracy, National integration and International understanding.
5. Get the knowledge of contemporary in Indian Education in global perspectives.

Course Outcomes

1. Learners will be able to describe education in India during Vedic, Buddhist and Medieval Period.
2. Learners will be able to explain education in India during British Period especially the Macaulay Minutes, Wood's Dispatch and Lord Curzen's Educational Policy.
3. Learners will be able to specify the various recommendations made by various Education Commissions/ Policies in pre-Independent and post-Independent India like Sadler Commission Report (1917), Wardha Scheme of Education (1937), University Education Commission (1948-49), Secondary Education Commission (1952-53), Indian Education Commission (1964-66) & NPE (1986)
4. Learners will be able to elaborate education in relation to Democracy, Constitutional Provisions, National Values, Nationalism and International Understanding.
5. Learners will be able to elaborate education in relation to Economic Growth and Development, Socially and Economically Disadvantaged Sections of the Society.
6. Learners will be able to summarize the concept of Equality of Educational Opportunities and will also be able to describe the local and global perspective of Globalization and its implication for system of Education.

Unit-I

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

Unit-II

3. Education commissions in pre-Independent and post-Independent India
 - Sadler Commission Report-1917
 - Wardha Scheme of Education-1937
 - University Education Commission- 1948-49
 - Secondary Education Commission-1952-53
 - Indian Education Commission-1964-66
 - NPE-1986

UNIT-III

4. Education in relation to:
 - Democracy
 - Constitutional provisions
 - National values as enshrined in Indian Constitution
 - Nationalism & National integration
 - International Understanding.

Unit-IV

5. 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.
 - Equality of Educational opportunities.
 - Local and global perspectives: implication of globalization for system of Education.

SELECTED READINGS

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- Alex, V. Alexander : Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July, 1983.
- Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972.
- Bertrand, Oliver : Planning Human Resources : Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
- Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Educational Planning, 1972.
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- M.H.R.D. Programme of Action (1992), Ministry of Education, Govt. of India, New Delhi.
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- Raza, Moonis: Educational Planning: A long Term Perspective, Concept Publishing Company, New Delhi, 1986.
- Singh, Baljit: Economics of Indian Education, MeenakshiPrakashan, New Delhi, 1992.
- Rao, D.D. (2001). National Policy on Education towards an Enlightenment and Human Society. New Delhi: Discovery Publishing House.

- Sodhi, T.S.: Economics of Education, New Delhi, Vikas, 1990.
- Tilak, J.B.G. Educational Planning at Grass Roots, Ashish Publishing House, New Delhi, 1992...
- Tiwari, D.D. (1975). Education at the Cross Roads, Chugh Publication, Allahbad.
- UNESCO: Readings in the Economics of Education, Paris, UNESCO Publications, 1968...
- Vaizey, J.: Costs of Education, London :Feber , 1962.

M. Ed.(Semester-I)

COURSE MED103: 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 OBJECTIVES

Students will be able to

- Understand and appreciate education a social phenomenon, practice and field of study
- Acquainted with documented related to educational policies and educational programmes.
- Understand educational structure, institution and system.
- Understand and reflect or various issues and concerns in education.

Course Outcomes

1. Learners will be able to elaborate Education as a phenomenon, practice and field of study.
2. Learners will be able to explain the role of Educational Institutions like UNESCO, UGC, NCERT, NCTE, CBSE, SCERT(s) & DIET(s).
3. Learners will be able to describe the Higher, Secondary and Elementary Education System and also the Educational Structure at Central, State, District, Block and Village Level.
4. Learners will be able to discuss the specific features of various National Programmes and Policies in Education like National policy of Education (1986), Programme of Action (1992), NCF & NCFTE, RTE Act (2010) and SSA, RAMSA & RUSA
5. Learners will be able to discuss the National Issues and Concerns in Education like Universalization of Elementary Education, Globalization of Education, Liberalization of Education, Expansion of Secondary and Higher Education, Issues related to equity, equality and quality of Education, and also the Education of the disadvantaged

UNIT- I Nature of Education

1. Education as a phenomenon
2. Education as a practice
3. Education as a field of study

UNIT- II Educational Institutions and Educational Structure

4. UNESCO,UGC,NCERT,NCTE,CBSE,SCERT(s) & DIET(s)
5. Higher, Secondary and Elementary education system
6. Educational Structure at central, state, district, block and village level

UNIT- III National Programmes and Policies in Education

7. National policy of Education 1986 and Programme of Action 1992
8. NCF & NCFTE
9. RTE Act 2010
10. SSA,RAMSA & RUSA

UNIT- IV National Issues and Concerns in Education

11. Universalization of Elementary Education
12. Globalization of Education
13. Liberalization of Education
14. Expansion of Secondary and Higher Education
15. Issues related to equity, equality and quality of Education
16. Education of the disadvantaged

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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- Prakash, V. & Biswal, K. (2008).*Perspective on education and development: Revisiting education commission and after*. New Delhi: Shipra Publication.
- Rao, K.S.(2009). *Educational policies in India: Analysis and review of promise and performance*. New Delhi: NUEPA.
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- Sujhata, K. & Rani, G. (2011).*Development of secondary education in India: Access ,participation and delivery mechanism and financing*. New Delhi: Shipra Publication.
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- Yazail, J. (2003).*Globalization and challenges of education*. New Delhi: Shipra Publication.

M.Ed. (Semester-I)

COURSE MED104: 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 OBJECTIVES

Students will be able to

- State the meaning, nature, need, scope and types of research.
- Acquainted with process, criteria and sources of identifying research problem.
- Explain the importance and sources of Review of Related Literature.
- Describe the meaning, characteristics, sources and types of hypothesis.
- Elaborate the concept of population & sample and the various methods of drawing sample in research by reducing the sampling errors.
- Understand the characteristics and application of NPC.
- Apply various Non-Parametric Statistics in educational research.

Course Outcomes

1. Learners will be able to write meaning, nature, need, scope and types of Educational Research.
2. Learners will be able to describe the process of formulating a research problem and also the criteria and sources of identification of research problem.
3. Learners will be able to explain delineating and operationalizing variables in research and will also be able to describe the importance and sources of review of related literature.
4. Learners will be able to state the meaning, characteristics, sources and types of Hypothesis.
5. Learners will be able to explain the concept of population and sample, characteristics of a good sample.
6. Learner will be able to elaborate the need and types of sampling (Probability and Non-Probability Sampling) and will also be able to state the concept of sampling errors and ways of reducing them.
7. Learners will be able to measure central tendency, dispersion, percentile and percentile rank of given educational data.
8. Learners will be able elaborate the characteristics and application of NPC.
9. Learners will be able to differentiate between Skewness and Kurtosis and will be able to explain their uses and applications.
10. Learners will be able to apply the concepts of Chi-square, Hypothesis of equality and Hypothesis of independence (Non-Parametric Statistics).

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- its Characteristics

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

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

2. Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source book*, Nirmal, Kurukshetra
3. Best, John W. and Kahn James V (1995), *Research in Education*, Prentice Hall, New Delhi
4. Burns, R.B. (1991), *Introduction to Research in Education*, Prentice Hall, New Delhi.
5. Edward, Allen L (1968), *Experimental Designs in Psychological Research*, Holt, Rinehart and Winston, New York.
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Amended/ Corrected

M.Ed. (Semester-I)

COURSE MED105:COMMUNICATION SKILL & EXPOSITORY WRITING

Credit-1

M.Marks- 25 (Ext-15 & Int-10)

(Joint evaluation by internal & external examiner)

Course Outcomes

1. Learners will be able to write essay/articles on any issue relating to education.
2. Learners will be able to prepare PPT on any topic and will be able to present it effectively.
3. Learners will be able to participate effectively in any discussion.
4. Learners will be able to present content analysis and report on any event/ news 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.

Amended/ Corrected

M.Ed. (Semester-I)

COURSE MED106: SELF DEVELOPMENT

Credit-1

M. Marks- 25 (Ext-15 & Int-10)

(Joint evaluation by internal & external examiner)

Course Outcomes

1. Learners will be able to organise activities in school in the suggested areas or any other area.
2. Learners will be able to prepare the report of organisation and conduct of such activities.

Activities may be organised 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 & phy.Edu
- Mental hygiene
- Yoga & well being
- Socio-environmental issues

M.Ed.(Semester-II)

COURSE MED201: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 OBJECTIVES

This paper aims at developing the following competencies:

1. Undertaking the nature and functions of philosophy of education.
2. Writing a critical note on the nature of knowledge and knowledge getting process.
3. Understanding the Contribution of various Indian and Western Schools of Philosophy in the field of Education.
4. Critical appraisal of contributions made to education by prominent educational Thinkers
5. Logical analysis, interpretation and synthesis of various concepts, proposition and Philosophical assumption about educational phenomena.

Course Outcomes

1. Learners will be able to reflect on relationship between Education and Philosophy and will also be able to state the meaning and functions of Educational Philosophy.
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.
3. Learners will be able to elaborate Indian Schools of Philosophy like Vedanta, Sankhya, Buddhism and Islamic traditions with special references to the concept of reality, knowledge and values and their educational implications.
4. Learners will be able to elaborate the Western Schools of Philosophy like Idealism, Realism, 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.
5. Learners will be able to depict the contribution of Indian thinkers like Vivekananda, Aurobindo, Tagore and Gandhi.
6. Learners will be able to explain the modern concepts of Philosophy like Logical Analysis, Logical Empiricism and Logical Positivism.

COURSE CONTENTS

UNIT –I

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

UNIT-II

Indian Schools of Philosophy-

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

UNIT – III

Western schools of Philosophy:

- Idealism
- Realism
- Naturalism
- Pragmatism
- Existentialism with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of Education.

UNIT-IV

Contributions of Indian Thinkers: - Vivekananda, Aurobindo, Tagore and Gandhi.

Modern Concept of Philosophy:-

- Logical analysis
- logical empiricism and
- Logical Positivism.

SELECTED READINGS

1. Baskin, Wade, Classics in Education, Vision Press London, 1966.
2. Brubacher, John S. Modern Philosophies of Education, Tata McGraw Hill New

- Delhi, 1969.
3. Broudy, H.S. Building a Philosophy of Education, Krieger, New York, 1977.
 4. Butler, J.D. Idealism in Education, Harper and Row, New York, 1966.
 5. Dewey, John. Democracy and Education, MacMillan, New York, 1966.
 6. Dupuis, A.M. Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972.
 7. Kneller, George F. Foundations of Education John Wiley and Sons, 1978.
 8. Morris, Van C. Existentialism in Education What it Means. Haper& Row, New York, 1966.
 9. Pandey, R.S. An Introduction to Major Philosphies of Education, VinodPustakMandir, Agra, 1982.
 10. M.H.R.D. Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
 11. Maslow, A.H. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
 12. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.
 13. Mukerjee, R.K. Ancient Indian Education, MotilalBanarsidas, Varanasi, 1969.

Amended/ Corrected

M.Ed (Semester-II)

COURSE MED202: SOCIOLOGY 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 objectives-

The students will be able to:

1. Define the meaning and concept of educational sociology.
2. Explain the concept of social organization and factor affecting it.
3. Illustrate Education as a process of social system and socialization.
4. Critically appropriate the issues related to social change, determinate of social change, equity and equality of education opportunities.
5. Explain the important issues like social stratification and social mobility.

Course Outcomes

1. Learners will be able to explain the concept and nature of Educational sociology and sociology of Education and will also be able to reflect on the relationship of Sociology and Education.
2. Learners will be able to describe the meaning and concept of social organization and will also be able to explain the factor influencing social organization folkways, mores, institutions and values.
3. Learners will be able to write the meaning and concept of socialization and will also 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.
4. Learners will be able to define culture, elaborate the nature of culture and will be able to discuss the issues related to culture like Sanskritization, Westernization and Modernization.
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.
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.

7. Learners will be able to state the meaning, concept and educational implications of Social Stratification.
8. Learners will be able to state the meaning, types, constraints and educational implications of Social Mobility.

Unit-I

- Concept and nature of educational sociology and sociology of Education, relationship of Sociology and Education.
- Social organization- meaning and concept, factor influencing social organization folkways, mores, institution and vales.

Unit-II

- Socialization: meaning and concept of socialization.
Agencies of socialization: family, school, society and community.
Role of Education in Socialization.
- Culture: meaning and nature of Culture.
Issues related to culture (Sanskritization, Westernization and Modrenization)
Education and Culture.

Unit-III

- Value education: meaning and concept of values and its nature.
Role of Education regarding values of Education.
- 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

- Social stratification: meaning, concept and its Educational implications.
- Social mobility: meaning, types, constraints on mobility and its educational implications.

SELECTED READINGS

1. Pandey, K.P. Perspectives in Social Foundations of Education. AmitashPrakashan, Ghaziabad, 1983.
2. Havighurst, Robert et al. Society and Education. Allyn and Bacon, Boston, 1995.
3. Gore, M.S. Education and Modernization in India, Rawat Publication, Jaipur, 1984.

4. Kamat, A.R. Education and Social Change In India. Samaiya Publishing co., Bombay, 1985.
5. Maunheim, K. et al. An Introduction to Sociology of Education Routledged and KeganPaul , London, 1962.
6. M.H.R.D. Towards an Enlightened and Human Society, Department f Education, New Delhi, 1990.
7. Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
8. Maslow, A.H. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
9. Mossish, loor, Sociology of Education: An Introduction, George Allen and Unwin, London, 1972.
10. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.
11. Mossish, loor, Sociology of Education : An Introduction, George Allen and Unwin, London, 1972
12. Mukerjee, R.K. Ancient Indian Education, MotilalBanarsidas, Varanasi, 1969.

M.Ed. (Semester-II)

COURSE MED203: CURRICULUM STUDIES

Time: 3 Hours

Max. Marks: 100

Credit - 4(External: 70; Internal: 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 objectives-

The students will be able to:

1. Define the concept of 'Curriculum' and 'Syllabus'.
2. Explain the process, bases, principles and factors affecting curriculum development.
3. Explain various models of curriculum development and planning.
4. State types of curriculum and various approaches & trends of curriculum.
5. Elaborate the concept of assessment and situational analysis and school readiness in context of curriculum development.
6. Describe the basic curricular skills.
7. Differentiate between formative and summative evaluation of curriculum.
8. Elaborate the role of teacher and various organisations like NCERT, SCERTs, UGC and NCTE in curriculum designing.
9. Explain various methods and models of curriculum evaluation.
10. Explain recent developments and research trends in curriculum designing.

Course Outcomes

1. Learners will be able to differentiate between Curriculum and Syllabus and will be able to state the process and bases of Curriculum Development.
2. Learners will be able to explain Principles and factors affecting Curriculum Development and will be able to elaborate Curriculum and Cognitive Development of Child.
3. Learners will be able to list different types of Curriculum and approaches of Curriculum Development.
4. Learners will be able to write the various curricular trends and will be able to reflect on impact of media, technology and contemporary issues.
5. Learners will be able to depict the various models of curriculum

- development and planning.
6. Learners will be able to elaborate Curriculum Planning and Designing earmarking the concept of assessment of need, situational analysis, selection of content & method and school readiness.
 7. Learners will be able to explain Basic Curricular Skills with emphasis on Classroom planning, preparation and specific teaching strategies with examination considerations in context of curriculum development.
 8. Learners will be able to describe curriculum transaction and its evaluation and will be able to differentiate between Formative and Summative Evaluation.
 9. Learners will be able to explain the methods and models of curriculum evaluation.
 10. Learners will be able to present the role of teacher and different organisation in curriculum designing and will be able to reflect on NCF, 2005 and NCFTE, 2009.
 11. Learners will be able to elaborate recent developments and research trends in curriculum designing.

UNIT – I

Concept of 'Curriculum' and 'Syllabus' and their scope

Process of curriculum development

Bases of curriculum

Principles of curriculum development

Factors affecting curriculum development

Curriculum and cognitive development of child

Social reconstruction

Self-actualization

Academic rationalization

Children with special needs

UNIT – II

Types of curriculum - Knowledge based, Activity based, Skill based and

Experienced based

Approaches in Curriculum Development - Developmental approach, Functional approach and

Eclectic approach

Curricular trends

Lifelong learning

Futuristic education

Collaborative curriculum, core curriculum and collateral curriculum

Impact of media, technology and contemporary issues
Models of curriculum development and planning

UNIT – III

Curriculum planning and designing
Assessment of need with respect to individual and environment
Situational analysis
Selection of content and method
Concept of school readiness
Basic curricular skills
 Curricular skills related to cognitive domain
 Curricular skills related to conative domain
 Curricular skills related to affective domain
Classroom planning, preparation and specific teaching strategies with examination considerations in context of curriculum development

UNIT – IV

Curriculum transaction and its evaluation
Formative and summative evaluation
Methods of curriculum evaluation and models of curriculum evaluation
Role of teacher in curriculum evaluation
Role of organisations like NCERT, SCERTs, UGC and NCTE in curriculum designing
NCF, 2005 and NCFTE, 2009
Recent developments and research trends in curriculum designing

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.
- Hass, G. (1991). *Curriculum Planning: A New Approach*. Boston: Allyn Bacon.
- Hooper, R. (1971). *Curriculum: Context, Design and Development*. New York: Longmans.
- Lewy, A. (1977). *Handbook of Curriculum Evaluation*. New York: Longman, Inc.
- Lewy, A. (1977). *Studying Curriculum*. Buckingham: Open University Press.
- Oliver, A. (1977). *Curriculum Improvement – A Guide to Problems, Principles and Processes*. New York: Harper and Row.
- 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 Jovanovich.
- 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.

Amended/ Corrected

M.Ed(Semester-II)

COURSE MED204: 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 Objectives-

To enable the students to understand about the:

1. Meaning and concept of teacher education in India.
2. Objectives of teacher education at various levels.
3. Teaching profession and types of teacher education programme.

Course Outcomes

1. Learners will be able to write the concept, need and importance of Teacher Education.
2. Learners will be able to list the objectives of Teacher Education at various levels.
3. Learners will be able to explain the concept, objectives, need and importance of Pre-Service Teacher education.
4. Learners will be able to elaborate objectives & organization of practice teaching and will be able to discuss current problems of teacher education and practicing schools.
5. Learners will be able to explain concept, objectives, need, importance and various agencies for in-service teacher education and will also be able to clarify the status of teacher education through distance mode for in-service education.
6. Learners will be able to elaborate teacher education for adult and non-formal education and will be able to write an essay on professional growth of teachers through Orientation, Refresher, Workshop, Seminar & 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: concept, objectives, need and importance.
4. Objectives and organization of practice teaching.
5. Current problems of teacher education and practicing schools.

Unit-III

6. In-service: concept, objectives, need & importance.
7. Various agencies for in-service teacher education.
8. Teacher education through distance mode for in-service education.

Unit-IV

9. Teacher education for adult and non-formal education.
10. Professional growth of teachers:
 - Orientation
 - Refresher
 - Workshop
 - Seminar
 - Panel discussion

Selected Readings

1. C.A.B.E.,(1992). Report of the C.A.B.E committee on policy perspectives Govt. of India. MHRD, New Delhi.
2. Dunkin, J. Michal (1987) the International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
3. Husen, Tosten&Postlethwaite(eds.)(1994). The International Encyclopedia of Education, New York. Vol. 1-12, Pergamon Press.
4. Mangla, Sheela(2000). Teacher Education: Trends & strategies, New Delhi, Radha Publishing.

5. Ministry of Education(1964-66), Education and National Development Report of Indian Education Commission, Govt. of India.
6. MHRD (1986) National Policy on Education and Programme of Action. Govt. of India, New Delhi.
7. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
8. Singh, L.C.(ed.)(1990) Teacher Education in India, Source Book NCERT, New Delhi.
9. Smith, E.R.(ed.)(1962) Teacher Education: A Reappraisal, New York, Harper & Row Publishers.
10. Soder, R.(1991). "The ethics of the rhetoric of Teacher Professionalism". Teaching and Teacher Education, 7(3).
11. Stiles, L.J. and Parker, R.(1969) "Teacher Education Programme". Encyclopedia of Educational Research 4th Edition, New York, Macmillan.

Amended/ Corrected

M.Ed. (Semester-II)

COURSE MED205: DISSERTATION

Credit-2

50 (Ext-35 & Int-15)

(Joint evaluation by internal & external examiner)

Course Outcomes

1. Learners will be able to write synopsis effectively and make its presentation.
 2. Learners will be able to present effectively the detail of related literature reviewed by him for developing research synopsis.
- Writing synopsis(with review of related literature)and its presentation.

Amended/ Corrected

M.Ed. (Semester-II)

COURSE MED206: INTERNSHIP IN A TEI

Credit – 4 M. Marks: 100 (Ext-70 & Int-30)

(Joint evaluation by internal & external examiner)

Course Outcomes

1. Learners will be able to write lesson plans properly and deliver them effectively in real classrooms of TEI.
 2. Learners will be able to design training/ teaching learning material.
 3. Learners will be able to understand the role, need and significance of various activities in organised in TEI, and hence would involve himself in all such activities during his internship in TEI.
 4. Learners will be able to maintain records of dairy events and also will be able to reflect on various events happening in day to day life.
-
- 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.

(Evaluation by Mentor Teacher Educator)

MED207(A):OESS/ MOOCs Course – I

Time: One Semester
Credit: 0

Max. Marks: 50
(External: Internal:)

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.

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)

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.

MED207(B): OESS – Course – I : CURRICULUM STUDIES

The students of other Teaching Departments of Kurukshetra University can opt this OESS – Course - I (available during the ongoing session of M.Ed. Programme) being offered by Department of Education, Kurukshetra University, Kurukshetra.

To be evaluated by the Department of Education, Kurukshetra University, Kurukshetra offering the course, or as per the decision taken by the University in this context.

Time: One Semester
Credit: 2

Max. Marks: 50
(External: Internal:)

Objectives

After completing the course teacher educators will be able to

- Define Curriculum and Syllabus
- Identify different components of Curriculum Development
- Understand and analyse various approaches to curriculum development.
- Explain the Impact of media, technology, contemporary issues and various factors on Curriculum Development
- Differentiate the various Models of curriculum development
- Explain the methods of curriculum evaluation
- Elaborate classroom planning, preparation and specific teaching strategies with examination considerations in context of curriculum development
- State the role of teacher in curriculum evaluation

UNIT – I

Concept of ‘Curriculum’ and ‘Syllabus’

Process of Curriculum Development

Bases & Principles of Curriculum Development

Factors affecting Curriculum Development

Impact of media, technology and contemporary issues on Curriculum Development

Types of Curriculum- Knowledge based Curriculum, Activity based Curriculum, Skill based Curriculum and Experienced based Curriculum

Approaches in Curriculum Development – Development Approach, Functional Approach and Eclectic Approach

Curricular trends

Lifelong learning

Futuristic education

Collaborative curriculum, core curriculum and collateral curriculum

Curriculum and cognitive development of child

Social reconstruction

Self-actualization

Academic rationalization

Children with special needs

UNIT – II

Models of curriculum development
Assessment of need with respect to individual and environment
Situational analysis
Selection of content and method
Concept of school readiness
Classroom planning, preparation and specific teaching strategies with examination considerations in context of curriculum development
Curriculum transaction and its evaluation
Formative and summative evaluation
Methods of curriculum evaluation and models of curriculum evaluation
Role of teacher in curriculum evaluation

SELECTED READINGS

Aggarwal, D. (2007). Curriculum Development: Concept, Methods and Techniques. Book Enclave, New Delhi.

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

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

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.

Hass, G. (1991). Curriculum Planning: A New Approach. Boston: Allyn Bacon.

Lewy, A. (1977). Handbook of Curriculum Evaluation. New York: Longman, Inc.

Oliver, A. (1977). Curriculum Improvement – A Guide to Problems, Principles and Processes. New York: Harper and Row.

Pratt, D. (1980). Curriculum Design and Development. New York: Harcourt, Brace and Jovanovich.

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.

Tyler, R. S. (1976). Curriculum Principles and Foundations. London: Harper and Row Publishers.

Wiles, J. W., & Joseph, B. (2006). Curriculum Development: A Guide to Practice. Pearson Publication, London.

Amended/ Corrected

M.Ed. (Semester-III) COURSE MED301(A):SPECIALISATION COURSE - I (Elementary 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 objectives-

The students will be able to:

1. Present the historical perspective and present status of school education (stage specific).
2. Write the aims and objectives of school education (stage specific).
3. Explain the concept, need and role of school and also its global perspective.
4. Explain the control and finance of institutions and their management.
5. Give critical analysis of curriculum (at that specific stage).
6. Discuss the need and importance of curricular, co-curricular and extra-curricular activities in school.
7. State stage specific methods of teaching.
8. Elaborate the role of ICT in teaching.
9. Describe the need and significance of teaching aids.
10. Elaborate the role of teacher as facilitator of teaching-learning environment.

Course Outcomes

1. Learners will be able to define aims and objectives of School Education.
2. Learners will be able to recall historical perspectives and present status of school education.
3. Learners will be able to elaborate concept, need and role of School and will be able to describe the Institutions, Systems and Structures of School Education.
4. Learners will be able to describe the control & finance of institutions and their management and will be able to present the global perspective of

School Education.

5. Learners will be able to explain Curriculum and its critical analysis (at that specific stage).
6. Learners will be able to explain in detail the Curricular, Co-Curricular and Extra-Curricular Activities.
7. Learners will be able to reflect on various methods of Teaching.
8. Learners will be able to describe the use of ICT and need & significance of teaching aids in teaching.
9. Learners will be able to elaborate the role of teacher as facilitator of teaching-learning environment.

UNIT- I

1. Aims and objectives of school education (at that Stage)
2. Historical perspective
3. Present status

UNIT – II

1. School – concept, need & their role
2. Institutions, systems and structures of school education
3. Control & finance of institutions & their management
4. School education-global perspective

UNIT- III

1. Curriculum (at that specific stage) and its critical analysis
2. Activities – Curricular
Co- Curricular
Extra- Curricular

UNIT- IV

1. Methods of teaching (stage specific)
2. Use of ICT in teaching
3. Teaching aids- need &significance
4. Role of teacher as facilitator of teaching – learning environment

Amended/ Corrected

M.Ed. (Semester-III)

COURSE MED301(B): SPECIALISATION COURSE - I

(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 objectives-

The students will be able to:

1. Present the historical perspective and present status of school education (stage specific).
2. Write the aims and objectives of school education (stage specific).
3. Explain the concept, need and role of school and also its global perspective.
4. Explain the control and finance of institutions and their management.
5. Give critical analysis of curriculum (at that specific stage).
6. Discuss the need and importance of curricular, co-curricular and extra-curricular activities in school.
7. State stage specific methods of teaching.
8. Elaborate the role of ICT in teaching.
9. Describe the need and significance of teaching aids.
10. Elaborate the role of teacher as facilitator of teaching-learning environment.

Course Outcomes

1. Learners will be able to define aims and objectives of School Education.
2. Learners will be able to recall historical perspectives and present status of school education.
3. Learners will be able to elaborate concept, need and role of School and will be able to describe the Institutions, Systems and Structures of School Education.
4. Learners will be able to describe the control & finance of institutions and their management and will be able to present the global perspective of

School Education.

5. Learners will be able to explain Curriculum and its critical analysis (at that specific stage).
6. Learners will be able to explain in detail the Curricular, Co-Curricular and Extra-Curricular Activities.
7. Learners will be able to reflect on various methods of Teaching.
8. Learners will be able to describe the use of ICT and need & significance of teaching aids in teaching.
9. Learners will be able to elaborate the role of teacher as facilitator of teaching-learning environment.

UNIT- I

1. Aims and objectives of school education (at that Stage)
2. Historical perspective
3. Present status

UNIT – II

1. School – concept, need & their role
2. Institutions, systems and structures of school education
3. Control & finance of institutions & their management
4. School education-global perspective

UNIT- III

1. Curriculum (at that specific stage) and its critical analysis
2. Activities – Curricular

Co- Curricular

Extra- Curricular

UNIT- IV

1. Methods of teaching (stage specific)
2. Use of ICT in teaching
3. Teaching aids- need & significance
4. Role of teacher as facilitator of teaching – learning environment

Amended/ Corrected

M.Ed. (Semester-III)

COURSE MED302(A): SPECIALISATION COURSE- II

(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 objectives-

The students will be able to:

1. Define the concept of class-room interaction (stage specific).
2. Explain how to manage class room in terms of available resources.
3. Explain the concept of school administration and the duties of Head/ Principal, teacher and class teacher.
4. Describe the system of maintaining records, managing resources and time-table (at that specific stage).
5. Discuss types of evaluation and evaluation of outcomes.
6. State stage specific methods/ tools of evaluation including CCE.
7. Elaborate the issues and concerns over indiscipline & unrest among students.
8. Discuss the problems in school (stage specific).
9. Elaborate the role of School Management Committees.
10. Elaborate the issues and concerns on addressing children with special needs.

Course Outcomes

1. Learners will be able to define concept of class-room interaction and class-room interaction analysis.
2. Learners will be able to write in detail the management of class room in terms of available resources.
3. Learners will be able to state the concept of school administration and will be able to explain the duties of Head/ Principal, teacher and class teacher.

4. Learner will be able to write note on maintaining records, time-table and managing resources.
5. Learners will be able to describe Evaluation of Outcomes and will be able to specify types of evaluation.
6. Learners will be able to describe various methods/ tool of evaluation including CCE.
7. Learners will be able to discuss and reflect on issues and concerns like Indiscipline & unrest among students, Moral development of students, Problems in schools, School Management Committees, Addressing children with special needs and Action research.

UNIT-I

- Class- room interaction
- Management of class room in terms of available resources
- Class - room interaction analysis

UNIT – II

- School administration
- Duties of Head/ Principal, teacher and class teacher
- Maintaining records
- Time- table
- Managing resources

UNIT- III

- Evaluation of outcomes
- Types of evaluation
- Methods/ tools of evaluation
- CCE

UNIT- IV

- Issues and concerns -
 - Indiscipline & unrest among students
 - Moral development of students
 - Problems in schools
 - School Management Committees
 - Addressing children with special needs
 - Action research

Amended/ Corrected

M.Ed. (Semester-III)

COURSE MED302(B): SPECIALISATION COURSE- II

(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 objectives-

The students will be able to:

1. Define the concept of class-room interaction (stage specific).
2. Explain how to manage class room in terms of available resources.
3. Explain the concept of school administration and the duties of Head/ Principal, teacher and class teacher.
4. Describe the system of maintaining records, managing resources and time-table (at that specific stage).
5. Discuss types of evaluation and evaluation of outcomes.
6. State stage specific methods/ tools of evaluation including CCE.
7. Elaborate the issues and concerns over indiscipline & unrest among students.
8. Discuss the problems in school (stage specific).
9. Elaborate the role of School Management Committees.
10. Elaborate the issues and concerns on addressing children with special needs.

Course Outcomes

1. Learners will be able to define concept of class-room interaction and class-room interaction analysis.
2. Learners will be able to write in detail the management of class room in terms of available resources.
3. Learners will be able to state the concept of school administration and will be able to explain the duties of Head/ Principal, teacher and class teacher.

4. Learner will be able to write note on maintaining records, time-table and managing resources.
5. Learners will be able to describe Evaluation of Outcomes and will be able to specify types of evaluation.
6. Learners will be able to describe various methods/ tool of evaluation including CCE.
7. Learners will be able to discuss and reflect on issues and concerns like Indiscipline & unrest among students, Moral development of students, Problems in schools, School Management Committees, Addressing children with special needs and Action research.

UNIT-I

- Class- room interaction
- Management of class room in terms of available resources
- Class - room interaction analysis

UNIT – II

- School administration
- Duties of Head/ Principal, teacher and class teacher
- Maintaining records
- Time- table
- Managing resources

UNIT- III

- Evaluation of outcomes
- Types of evaluation
- Methods/ tools of evaluation
- CCE

UNIT- IV

- Issues and concerns -
 - Indiscipline & unrest among students
 - Moral development of students
 - Problems in schools
 - School Management Committees
 - Addressing children with special needs
 - Action research

Amended/ Corrected

M. Ed (Semester-III)

COURSE MED303: 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 objectives-

The students will be able to:

1. Define the concept of research tool and will be able to state the characteristics of good research tool.
2. Explain the characteristics, types and uses of questionnaire.
3. Explain the rating scales in detail including likert&thurstone scales.
4. Describe the approaches to research – Historical, Descriptive and Scientific.
5. Discuss Experimental research and its design.
6. Develop a research synopsis and research report – their characteristics and steps.
7. Compute correlation by using Product Moment & Rank Difference Methods.
8. Explain the concept, uses, assumption and computation of linear regression equation.
9. Elaborate the Significance of statistics & significance of difference between means (independent sample), percentage & proportion and will also be able to compute and interpret it accurately.
10. Describe the meaning, assumption, computation and uses of ANOVA – One Way.

Course Outcomes

1. Learners will be able to list of characteristics of a good research tool and would be able describe research tools and techniques like Questionnaire and Rating Scales emphasising their characteristics, types and uses.
2. Learners will be able to explain different approaches to research like Historical, Descriptive and Scientific.
3. Learner will be able to explain in detail the Experimental Research and its design.

4. Learners will be able to differentiate between research report and research proposal and will be able to write the characteristics and steps of both.
5. Learners will be able to compute Correlation using Product Moment and Rank Difference methods and will be able to write the concept, uses, assumptions and computation of linear regression equation.
6. Learners will be able to tell the significance of t-test and will be able to apply it for statistical analysis of data.
7. Learners will be able to state the meaning, assumptions, computation and uses of ANOVA – One Way.

Unit- I

Tools & Techniques

1. Characteristics of a good research tool.
Questionnaire- characteristics, types and uses.
Rating scales- likert & Thurstone 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.
- b. Significance of statistics & significance of difference between means (independent sample), percentage & proportion.
8. ANOVA- One Way
- Meaning, assumptions, computations & uses.

SELECTED READINGS

1. Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.
2. Aggarwal, Y.P. (1998), The Science of Educational Research: A Source book, Nirmal, Kurukshetra
3. Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
4. Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi.
5. Edward, Allen L (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
6. Forguson, George A (1976), Statistics Analysis in Psychology and Education, McGraw Hill, New York.
7. Garrett, H.E. (1973), Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay.
8. Good; C.V. and Douglas, E, Scates (1954), Methods in Social Research, McGraw Hill, New York.
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11. Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
12. Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi.
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14. Mouly, A.J. (1963), The Science of Educational Research, Eurosia, New Delhi.
15. Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston.
16. Siegel, S. (1986). Non-parametric Statistic, McGraw Hill, New York.
17. Travers, R.M.W. (1978), An Introduction to Educational Research, Macmillan, New York.
18. Van Delen, D.B. (1962), Understanding Educational Research, Me Graw Hill, New York.

Amended/ Corrected

M.Ed(Semester-III)

COURSE MED304: 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 Objectives-

1. Aims and objectives of teacher Education in India with its historical perspectives.
2. Different competencies essential for a teacher for effective transaction.
3. Research in various areas of teacher education.

Course Outcomes

1. Learners will be able to explain historical development of teacher education.
2. Learners will be able to state 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, Programme of Action 1992.
3. Learners will be able clarify – Teaching as a Profession and will be able to list the aims and objectives of Teacher Organization.
4. Learners will be able to summarise the need of Professional Organization and faculty Improvement Programme.
5. Learners will be able to translate professional ethics and Performance Appraisal.
6. Learners will be able to explain problems of admission to teacher education.
7. Learners will be able to describe areas of research in teacher education and will be able to define teacher effectiveness, modification of teacher behaviour and school effectiveness.

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
4. Aims and Objectives of Teacher Organization.
5. Need of Professional Organization.
6. Faculty improvement programme.

Unit-III

7. Professional ethics.
8. Performance appraisal
9. Problems of admission to teacher education.

Unit-IV

Areas of research in teacher education

10. Teacher effectiveness
11. Modification of teacher behavior
12. School effectiveness.

Selected Readings

1. C.A.B.E.,(1992). Report of the C.A.B.E committee on policy perspectives Govt. of India. MHRD, New Delhi.
2. Dunkin, J. Michal (1987) the International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
3. Husen, Tosten&Postlethwaite(eds.)(1994). The International Encyclopedia of Education, New York. Vol. 1-12, Pergamon Press.
4. Mangla, Sheela(2000). Teacher Education: Trends & strategies, New Delhi, Radha Publishing.
5. Ministry of Education(1964-66), Education and National Development Report of Indian Education Commission, Govt. of India.
6. MHRD (1986) National Policy on Education and Programme of Action. Govt. of India, New Delhi.
7. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.

8. Singh, L.C. (ed.)(1990) Teacher Education in India, Source Book NCERT, New Delhi.
9. Smith, E.R.(ed.)(1962) Teacher Education: A Reappraisal, New York, Harper & Row Publishers.
- 10.Soder, R. (1991). “The ethics of the rhetoric of Teacher Professionalism”. Teaching and Teacher Education, 7(3).
11. Stiles, L.J. and Parker, R. (1969) “Teacher Education Programme”. Encyclopedia of Educational Research 4th Edition, New York, Macmillan.

Amended/ Corrected

M.Ed. (Semester-III)

COURSE MED305: INTERNSHIP

(Stage specific in concerned area of specialization)

Credits-4M.Marks-100 (Ext-70 & Int-30)

(Joint evaluation by internal & external examiner)

Course Outcomes

1. Learners will be able to prepare lesson plans & unit plans and will be able to deliver them effectively (using Programmed Learning / CAI).
2. Learners will be able to prepare question paper and other assessment tools (consisting of MCQ, short answer & long answer questions).
3. Learners will be able to maintain a reflective diary, and will be able to record the day to day happening and also reflect on them.
4. Learners will be able to understand the need and significance of community work/ community survey and will be able to conduct a short community survey and thereby interpret the outcomes of survey.

The following four activities (25 marks each) were decided to be undertaken 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 (compressing 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. SwachtaAbhiyan, Digital Economy, Mid Day meals Scheme, Survey of out of school children, Disability Survey etc.)

Amended/ Corrected

M.Ed. (Semester-III)

COURSE MED306: DISSERTATION

Credits-2

M.Marks-50 (Ext-35 & Int-15)

(Joint evaluation by internal & external examiner)

Course Outcomes

1. Learners will be able to comprehend review of related literature.
 2. Learners will be able to select/ develop appropriate research tool for data collection.
 3. Learners will be able to report effectively the progress of research work conducted.
- 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)

Amended/ Corrected

M.Ed.(semester-III)

COURSE MED307: Academic Writing

Credit-2M.Marks- 50 (Ext-35 & Int-15)

(Joint evaluation by internal & external examiner)

Course Outcomes

1. Learners will be able to make review of any book or research article.
 2. Learners will be able to write a research article/ paper.
 3. Learners will be able to critically reflect on current events/ news related to field of education.
-
- 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.

MED308: OESS/ MOOCs Course - II

Time- 1 Semester

Max. Marks-50

Credit-0

Ext. - Int. –

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.

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

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.

MED207(B): OESS – Course – II : UNDERSTANDING TEACHING AND TEACHING METHODS

The students of other Teaching Departments of Kurukshetra University can opt this OESS – Course - I (available during the ongoing session of M.Ed. Programme) being offered by Department of Education, Kurukshetra University, Kurukshetra.

To be evaluated by the Department of Education, Kurukshetra University, Kurukshetra offering the course, or as per the decision taken by the University in this context.

Time- 1 Semester
Credit-02

Max. Marks-50
Ext. - Int. –

PAPER: UNDERSTANDING TEACHING AND TEACHING METHODS

Time: One Semester
Credit: 2
Internal:)

Max. Marks: 50
(External:

Objectives

After completing the course learner will be able to:

- Understand the Concept of teaching.
- To differentiate the relation with the modalities & variables in the teaching Process.
- To describe the phases & models of teaching.
- To understand the Strategies of Teaching.

Course Outcomes

1. Learners will be able to write the concept, characteristics and modalities of teaching.
2. Learners will be able to clarify and differentiate between various stages, levels and approaches of teaching.
3. Learners will be able to state meaning, need and elements of models of teaching and will also be able to explain Glaser's Basic Teaching Model and Bruner's Concept Attainment Model in detail.
4. Learners will be able to elaborate in detail and discuss the various methods and strategies of teaching.

UNIT – I

Teaching: Concept & characteristics

Modalities of Teaching: Difference between 'Teaching' and related terms like Training, Instructions, Conditioning, Indoctrination etc.

Process and stages of Teaching

Teaching Skills: Understanding and acquiring teaching skills

Levels of Teaching

Modern approaches to Teaching: Constructivism (Applications of Bruner, Ausubel & Vygotsky's ideas in teaching).

UNIT – II

Models of Teaching: Meaning, Need & Elements

Basic Teaching Model (Glaser)

Concept Attainment Model (Bruner)

Teaching Strategies: Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching & Enrichment Programme.

Teaching Methods

Lecture method

Demonstration Method

Project Method

Problem Solving Method

Constructivist Approach

SELECTED READINGS

Joyce, B. & Weil, M. (1992). "*Models of Teaching*", New Delhi, Prentice Hall.

Kulkarni, S.S. (1986). "*Introduction to Educational Technology*", New Delhi: oxford & IBH Publishing Company.

Pandey, K.P.(1983). "*Dynamics of Teaching Behaviour*", Ghaziabad: AmitashParkashan.

Pandey, K.P. (1980). "*A First Course in Instructional Technology*", Delhi: Amitash Parkashan.

Skinner, B.F.(1968). "*The Technology of teaching*", New York: Appleton Century Crofts.

Sharma, R.A. (1991). "*Technology of Teaching*", Meerut: R. Lall Book Depot.

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M.Ed.(Semester-IV)
COURSE MED401(A)(i): 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 objectives –

To enable the students to understand about –

1. Meaning, aims, scope and significance of economics of education.
2. Education as consumption v/s as investment.
3. Components, methods and problems in application of the concept of cost in education.
4. Concepts of cost benefit analysis and its limitations.
5. Education and economic development.
6. Meaning and criticism of human capital theory.
7. Meaning of manpower requirement and manpower forecasting – rationale, approach and limitations.
8. Causes and problems of educated unemployment and its effects on economy and their remedies.

Course Outcomes

1. Learners will be able to write the meaning, aims, scope and significance of Economics of Education.
2. Learners will be able to clarify and differentiate Education as consumption or investment and will be able to discuss the difficulties on teaching education as investment or consumption.
3. Learners will be able to explain the concept of Cost of Education – its components, methods of determination and will be able to discuss the problems arising in the application of the concept of cost in education.
4. Learners will be able to explain the concept on Benefits of Education and will be able to discuss the concept of private and social relevance rate of return analysing and its limitations.
5. Learners will be able to establish relationship between Education and Economic development and will be able to state the concept and factors affecting economic growth and development.
6. Learners will be able to elaborate the meaning on Human Capital and will be able to discuss Education as industry and related issues.

7. Learners will be able to describe the meaning of manpower requirement in detail and will be able to differentiate between manpower forecasting and projection – rationale, approaches and limitations.
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 and their remedies.

Unit – 1

Economics of education.

- Meaning
- Aims
- Scope
- Significance
- Education as consumption or investment
- Education as consumption
- Education as investment
- Difficulties on teaching education as investment or consumption.

Unit –II

Cost of education

- Components of education cost
- Methods of determining cost
- Problems arising in the application of the concept of cost in education.
- Benefits of education
- Concept of cost benefit analysing
- Concept of private and social relevance rate of return analysing and its limitations
- Limitations of cost benefit analysis

Unit – III

Education and economic development

- concept of growth and development
- education and economic development
- factor effecting contribution to economic growth development
- Growth producing capacities difficulties involvement in calculation of contributions of education to economic growth
- Human capital
- Meaning
- Education as industry
- Issues of economics of education
- Residual approach
- Criticism against human capital theory

Unit –IV

- Manpower requirement
- Meaning
- Manpower forecasting
- Difference in forecasting and projection
- Rational of manpower forecasting
- Limitation of forecasting
- Approach of forecasting
- 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 : Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July, 1983.
- Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972.
- Bertrand, Oliver : Planning Human Resources : Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
- Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Educational Planning, 1972.
- Hallack, J.: The Analysis of Educational Costs & Expenditure, UNESCO, Paris, 1969.
- Harbison, F and Myers, Charler : A Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing, Co., 1970.
- Kneller, G.F: Education and Economics Thought, New York, John Wilet and Sons, INC, 1968.
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Amended/ Corrected

M.Ed.(Semester-IV) COURSE MED401(A)(ii): 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 objectives –

To enable the students to understand about –

1. Meaning, aims, scope and significance of economics of education.
2. Education as consumption v/s as investment.
3. Components, methods and problems in application of the concept of cost in education.
4. Concepts of cost benefit analysis and its limitations.
5. Education and economic development.
6. Meaning and criticism of human capital theory.
7. Meaning of manpower requirement and manpower forecasting – rationale, approach and limitations.
8. Causes and problems of educated unemployment and its effects on economy and their remedies.

Course Outcomes

1. Learners will be able to write the meaning, aims, scope and significance of Economics of Education.
2. Learners will be able to clarify and differentiate Education as consumption or investment and will be able to discuss the difficulties on teaching education as investment or consumption.
3. Learners will be able to explain the concept of Cost of Education – its components, methods of determination and will be able to discuss the problems arising in the application of the concept of cost in education.
4. Learners will be able to explain the concept on Benefits of Education and will be able to discuss the concept of private and social relevance rate of return analysing and its limitations.
5. Learners will be able to establish relationship between Education and

- Economic development and will be able to state the concept and factors affecting economic growth and development.
6. Learners will be able to elaborate the meaning on Human Capital and will be able to discuss Education as industry and related issues.
 7. Learners will be able to describe the meaning of manpower requirement in detail and will be able to differentiate between manpower forecasting and projection – rationale, approaches and limitations.
 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 and their remedies.

Unit – 1

Economics of education.

- Meaning
- Aims
- Scope
- Significance
- Education as consumption or investment
- Education as consumption
- Education as investment
- Difficulties on teaching education as investment or consumption.

Unit –II

Cost of education

- Components of education cost
- Methods of determining cost
- Problems arising in the application of the concept of cost in education.
- Benefits of education
- Concept of cost benefit analysing
- Concept of private and social relevance rate of return analysing and its limitations
- Limitations of cost benefit analysis

Unit – III

Education and economic development

- concept of growth and development
- education and economic development
- factor effecting contribution to economic growth development
- Growth producing capacities difficulties involvement in calculation of contributions of education to economic growth
- Human capital
- Meaning

- Education as industry
- Issues of economics of education
- Residual approach
- Criticism against human capital theory

Unit –IV

Manpower requirement

- Meaning
 - Manpower forecasting
 - Difference in forecasting and projection
 - Rational of manpower forecasting
 - Limitation of forecasting
 - Approach of forecasting
- 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 : Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July, 1983.
- Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972.
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- Singh, Baljit: Economics of Indian Education, MeenakshiPrakashan, New Delhi, 1992.
- Sodhi, T.S.: Economics of Education, New Delhi, Vikas, 1990.
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M.Ed.(Semester-IV)

COURSE MED401(B)(i): 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 OBJECTIVES

1. To acquaint the students with changing concepts of educational management along with their significance.
2. To help the students to understand educational management as a process at elementary level.
3. To develop an understanding in students about education and problems of trends in educational management and administration.
4. To help the students to understand various approaches and problems of educational planning.
5. To assist the students to plan, organize and implement supervisory programmes in educational institutions.

Course Outcomes

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.
2. Learners will be able to present a detailed account of development of modern concept of Educational Administration from 1900 to present day emphasising on Taylorism, Administration as a Process (Fayol) and Human Relations Approach to Administration and will be able to elaborate the approach of meeting psychological needs of employees.
3. Learners will be able to elaborate the specific trends in Educational Administration like Decision Making, Organizational Development, Conflict Management & PERT.
4. Learners will be able to summarise meaning, nature, theories, styles and measurements of leadership.
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.
6. Learners will be able to elaborate the administrative structure of Education (Stage Specific) at central, state, district, block, cluster and village level.
7. Learners will be able to state the meaning and nature Educational Supervision and will be able to discuss Supervision as Service Activity, Process and Function.

8. Learners will be able to explain the concept and functions of Modern 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.
3. Meeting the Psychological Needs of Employees.

UNIT-II

4. Specific Trends in Educational Administration:-
 - Decision Making
 - Organizational Development
 - Conflict Management
 - PERT
5. (a) Meaning and Nature of Leadership
(b) Theories of Leadership
6. (a) Styles of Leadership
(b) Measurements of Leadership

UNIT-III

7. (a) Meaning and Nature of Educational Planning.
(b) Approaches to Educational Planning
8. (a) Perspective Planning
(b) Institutional Planning
9. Administrative Structure of Elementary education at central, state, district, block, cluster and village level.

UNIT-IV

- 10..Meaning and Nature of Educational Supervision, Supervision as a :
 - (a) Service Activity
 - (b) Process
 - (c) Function
- 11.(a) Modern Supervision and Functions of Supervision.
(b) Planning, Organizing and Implementing Supervisory Programmes.

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.
- Bush, T. (2010). *Theories of educational leadership and management*. New Delhi: Sage Publication.
- Goel, S.L. &Goel. (2009). *Educational administration and management*. New Delhi: Deep and Deep Publication.
- Harbison, I.F. (1967). *Educational Planning and Human Resource Development*. Paris : UNESCO.
- Harding, H. (1987). *Management Appreciation*. London: Pitman Publishing.
- Hatehy, H.J. (1968). *Educational Planning, Programming, Budgeting – A Systems Approach*. New Jesery : Prentice Hall.
- Mohanty, J. (2005). *Educational administration, supervision and school management*. New Delhi: Deep & Deep Publication.
- Nachimuthu, K (2015). *Educational Planning, Administration and Management*. Tamilnadu: Iris Publication.
- Shukla, P.D. (1983). *Administration of Education in India*. New Delhi :Vikas.
- Sinha, P.S.N. (ed.) (2002). *Management and Administration in Govt*. New Delhi : Commonwealth Publishers.
- Speras, H. (1995). *Improving the Supervision of Instruction*. N.Y : Prentice Hall.
- Wiles Kimbal (1955). *Supervision for Better Schools*. N.Y.: Prentice Hall.

Amended/ Corrected

M.Ed.(Semester-IV)

COURSE MED401(B)(ii): 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 OBJECTIVES

- a. To acquaint the students with changing concepts of educational management along with their significance.
- b. To help the students to understand educational management as a process at secondary level.
- c. To develop an understanding in students about education and problems of trends in educational management and administration.
- d. To help the students to understand various approaches and problems of educational planning.
- e. To assist the students to plan, organize and implement supervisory programmes in educational institutions.

Course Outcomes

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.
2. Learners will be able to present a detailed account of development of modern concept of Educational Administration from 1900 to present day emphasising on Taylorism, Administration as a Process (Fayol) and Human Relations Approach to Administration and will be able to elaborate the approach of meeting psychological needs of employees.
3. Learners will be able to elaborate the specific trends in Educational Administration like Decision Making, Organizational Development, Conflict Management & PERT.
4. Learners will be able to summarise meaning, nature, theories, styles and measurements of leadership.
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.
6. Learners will be able to elaborate the administrative structure of Education

- (Stage Specific) at central, state, district, block, cluster and village level.
7. Learners will be able to state the meaning and nature Educational Supervision and will be able to discuss Supervision as Service Activity, Process and Function.
 8. Learners will be able to explain the concept and functions of Modern 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.
3. Meeting the Psychological Needs of Employees.

UNIT-II

4. Specific Trends in Educational Administration:-
 - Decision Making
 - Organizational Development
 - Conflict Management
 - PERT
5. (a) Meaning and Nature of Leadership
(b) Theories of Leadership
6. (a) Styles of Leadership
(b) Measurements of Leadership

UNIT-III

8. (a) Meaning and Nature of Educational Planning.
(b) Approaches to Educational Planning
8. (a) Perspective Planning
(b) Institutional Planning
10. Administrative Structure of Secondary education at central, state, district, block, cluster and village level.

UNIT-IV

- 10..Meaning and Nature of Educational Supervision, Supervision as a :
 - (a). Service Activity
 - (b). Process
 - (c). Function
- 11.(a) Modern Supervision and Functions of Supervision.
(b) Planning, Organizing and Implementing Supervisory Programmes.

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.
- Bush, T. (2010). *Theories of educational leadership and management*. New Delhi: Sage Publication.
- Goel, S.L. & Goel. (2009). *Educational administration and management*. New Delhi: Deep and Deep Publication.
- Harbison, I.F. (1967). *Educational Planning and Human Resource Development*. Paris : UNESCO.
- Harding, H. (1987). *Management Appreciation*. London: Pitman Publishing.
- Hatehy, H.J. (1968). *Educational Planning, Programming, Budgeting – A Systems Approach*. New Jersey : Prentice Hall.
- Mohanty, J. (2005). *Educational administration, supervision and school management*. New Delhi: Deep & Deep Publication.
- Nachimuthu, K (2015). *Educational Planning, Administration and Management*. Tamilnadu: Iris Publication.
- Shukla, P.D. (1983). *Administration of Education in India*. New Delhi :Vikas.
- Sinha, P.S.N. (ed.) (2002). *Management and Administration in Govt*. New Delhi : Commonwealth Publishers.
- Speras, H. (1995). *Improving the Supervision of Instruction*. N.Y : Prentice Hall.
- Wiles Kimbal (1955). *Supervision for Better Schools*. N.Y.: Prentice Hall.

M.Ed. (Semester-IV)

COURSE MED401(C)(i): INCLUSIVE 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 marks i.e. 14.

Course Objectives:

After studying this paper, the prospective teacher educators will be able to-

- Differentiate among mainstreaming, integrated education and inclusive education.
- Describe the Provisions of PWD Act-1995 and National Trust 1999
- Explain the barriers to inclusive education.
- Explain the concept of curricular adaptations and its needs and importance.
- Explain the roles and responsibilities of stakeholders for inclusive education of CWSN

Course Outcomes

1. Learners will be able to differentiate between Marginalization and Inclusive education and will be able to present the historical perspectives on education of children with diverse needs.
2. Learners will be able to differentiate among Mainstreaming, Integrated Education and Inclusive Education and will be able to discuss advantages of inclusive education and various interventions and models of inclusive education.
3. Learners will be able to explain Policies, Programmes and Legislative Provisions with reference to Children with Special Needs.
4. Learners will be able to describe Curricular Adaptations and Accommodations with reference to Children with Special Needs.
5. Learners will be able to present a detailed account of building Inclusive Schools in detail.
6. Learners will be able to criticize roles of Stakeholders, Family and Community with regard to Inclusive Education.

COURSE CONTENTS

Unit- I

Introduction to Inclusive Education

- Marginalization vs Inclusive education – Meaning and definition.
- Historical perspectives on education of children with diverse needs.
- Difference – Mainstreaming, Integrated education and Inclusive education.
- Intervention and Models of inclusive education
- Advantages of inclusive education.

Unit- II

Policies, Programmes and Legislative Provisions with reference to Children with Special Needs (CWSN)

- NPE 1986, POA 1992
- SSA and RMSA
- 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
- National Policy for Persons with Disabilities - 2006
- UNCRPD

Unit –III

Curricular Adaptations and Accommodations

- Meaning, Difference, and Need.
- Specifics for children with Sensory disabilities (VI)
- Specifics for children with Sensory disabilities (HI)
- Specifics for children with Neuro-developmental disabilities.
- Specifics for children with Locomotor disabilities
- Specifics for children with Multiple disabilities.
- Engaging gifted children.

Unit- IV

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

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.
- 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. (Eds) (1990). Special education: Past, present and future. London: The Falmer Press
- Harely, R.K. & Lawrence, G.A. (1977) Vishal impairment in the school. Springfield. IL Charles C. Thomas.
- Jangira, N.K. & Mani, M.N.G. (1977). Integrated education of the visually handicapped: Management Perspectives: Gurgaon: Academic Press.
- Mohapatra, C.S. (Ed) (2004). Disability management in India: Challenges and commitments,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 for effective instruction. New Delhi: Merrill.
- Muricken, S.J. &Kareparampil, G. (1995). Persons with disabilities in society: Trivandrum: Kerala Federation of the Blind.

M.Ed. (Semester-IV)

**COURSE MED401(C)(i): 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 Objectives:

After studying this paper, the prospective teacher educators will be able to-

- Differentiate among mainstreaming, integrated education and inclusive education.
- Describe the Provisions of PWD Act-1995 and National Trust 1999
- Explain the barriers to inclusive education.
- Explain the concept of curricular adaptations and its needs and importance.
- Explain the roles and responsibilities of stakeholders for inclusive education of CWSN

Course Outcomes

1. Learners will be able to differentiate between Marginalization and Inclusive education and will be able to present the historical perspectives on education of children with diverse needs.
2. Learners will be able to differentiate among Mainstreaming, Integrated Education and Inclusive Education and will be able to discuss advantages of inclusive education and various interventions and models of inclusive education.
3. Learners will be able to explain Policies, Programmes and Legislative Provisions with reference to Children with Special Needs.
4. Learners will be able to describe Curricular Adaptations and Accommodations with reference to Children with Special Needs.
5. Learners will be able to present a detailed account of building Inclusive Schools in detail.
6. Learners will be able to criticize roles of Stakeholders, Family and Community with regard to Inclusive Education.

COURSE CONTENTS

Unit- I

Introduction to Inclusive Education

- Marginalization vs Inclusive education – Meaning and definition.
- Historical perspectives on education of children with diverse needs.
- Difference – Mainstreaming, Integrated education and Inclusive education.
- Intervention and Models of inclusive education
- Advantages of inclusive education.

Unit- II

Policies, Programmes and Legislative Provisions with reference to Children with Special Needs (CWSN)

- NPE 1986, POA 1992
- SSA and RMSA
- Persons with Disabilities Act (EO, PR, & FP) - 1995
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- RCI Act- 1992
- National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act- 1999 & Rules, 2014
- National Policy for Persons with Disabilities - 2006
- UNCRPD

Unit –III

Curricular Adaptations and Accommodations

- Meaning, Difference, and Need.
- Specifics for children with Sensory disabilities (VI)
- Specifics for children with Sensory disabilities (HI)
- Specifics for children with Neuro-developmental disabilities.
- Specifics for children with Locomotor disabilities
- Specifics for children with Multiple disabilities.
- Engaging gifted children.

Unit- IV

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

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.
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- Chaote J.S. (1991) Successful mainstreaming. London: Allyn and Bacon.
- 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. (Eds) (1990). Special education: Past, present and future. London: The Falmer Press
- Harely, R.K. & Lawrence, G.A. (1977) Vishal impairment in the school. Springfield. IL Charles C. Thomas.
- Jangira, N.K. & Mani, M.N.G. (1977). Integrated education of the visually handicapped: Management Perspectives: Gurgaon: Academic Press.
- Mohapatra, C.S. (Ed) (2004). Disability management in India: Challenges and commitments,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 for effective instruction. New Delhi: Merrill.
- Muricken, S.J. &Kareparampil, G. (1995). Persons with disabilities in society: Trivandrum: Kerala Federation of the Blind.

M.Ed. (Semester-IV)
COURSE MED401(D)(i): 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 OBJECTIVES

1. To develop the understanding of concept, origin and characteristics of educational Technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of framing educational objectives.
4. To develop the skills of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use educational technology for improving teacher's behaviour.

Course Outcomes

1. Learners will be able to state the meaning, scope and types of Educational Technology.
2. Learners will be able to explain in detail the multimedia approach in Educational Technology.
3. Learners will be able to explain Modalities, stages and Levels of Teaching.
4. Learners will be able to write the origin, principles, characteristics and types of Programmed Instructions.
5. Learners will be able to present a detailed account of preparation, writing, try-out and evaluation phases of development of Programme.
6. Learners will be able to discuss modification of teaching behaviour, micro-teaching, Flanders Analysis and Simulation.
7. Learners will be able to describe the concept, principles, modes and barriers to Communication and will be able to explain Models of Communication.
8. Learners would be able to write the concept and features of various Models of Teaching belonging to various families.
9. Learners will be able to formulate instructional objectives, perform task analysis and design instructional strategies like lecture, team teaching, discussion, seminars, tutorials and brain storming sessions.
10. Learners will be able to differentiate between Norm Referenced Tests and Criterion Referenced Tests.
11. Learners will be able to elaborate the application of Educational Technology in

distance education.

UNIT CONTENTS

UNIT –I

1. Meaning and Scope of Educational Technology: System approach to Education and its Characteristic, Components of educational Technology – Software and Hardware.
2. Multimedia approach in Educational Technology.

UNIT –II

3. Modalities of teaching – Teaching as different from Indoctrination, instructions, conditioning and training.
4. Stages of Teaching – Pre-active, Interactive and Post active.
5. Teaching as different levels – Memory, understanding and reflective levels of organizing teaching and learning.
6. Programmed Instruction : Origin, Principles and characteristics
7. Types: Linear, Branching and Mathetics.
8. Development of a Programme: Preparation, Writing, Try out and Evaluation

UNIT –III

9. Modification of Teaching Behavior, Micro-teaching, Flanders Interaction Analyses, Simulation.
10. Communication Process: Concept of Communication, Principles, Modes and Barriers to communication, class-room communication (Interaction, Verbal and Non-verbal), Models of Communication:- Shannon and Weaver Model of Communication, Berlo's Model of Communication.
11. Models of Teaching: Concept, Different families of Teaching Models.

UNIT –IV

12. Designing Instructional System: Formulation of instructional objectives, Task Analysis, Designing of Instructional strategies: Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brainstorming sessions.
13. Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests.
14. Application of Educational Technology in Distance Education: Concept of Distance Education; Distance and open Learning system; Student Support Services: Evaluation strategies in Distance Education; Counseling in Distance Education.

SELECTED READING

1. Davies, I.K., "The Management of Learning," London: Me Graw Hill, 1971
2. Dececco, J.P., "The Psychology of Learning and Instruction", New Delhi, Prentice Hall, 1988.
3. Kulkarni, S.S., "Introduction to Educational Technology", Mew Delhi: Oxford & IBH Publishing Company, 1986.
4. Kumar, K.L., "Educational Technology", New Delhi : New Age International Publisher, 1996.
5. Locatis, C.N. and Atkinson, F.D., "Media and Technology for Education and Training", London: Charles E. Publishing Co., 1984.

6. Mavi, N.S., "Programmed Learning – An Empirical Approach", Kurukshetra, Vishal Publishers, 1984
7. Joyce, B. & Weil, M., Models of Teaching, New Delhi, Prentice Hall, 1992.
8. Merrit, M.D. (ED.), "Instructional Design", New York: 1971.
9. Mukhopadhyay, M. (ED.) "Educational Technology", New Delhi: Sterling, 1990.
10. Pandey, K.P. "A First Course in Instructional Technology", Delhi: Amitash Parkashan, 1980.
11. Pandey, K.P., "Dynamics of Teaching Behavior, Ghaziabad Amitash Parkashan, 1983.
12. Pandey, S.K. "Teaching Communication, New Delhi, Commonwealth Publishers 1997.
13. Prival, F. and Willington, H., "A Handbook of Educational Technology, New York, Kogan Page, 1988.
14. Schneider, Arnold E., Donaghy, William C., Newman, Pamela Jane "Organizational Communication"
15. Skinner, B.F., "The Technology of teaching", New York: Appleton Century Crofts, 1968.
16. Vedanayagam, E.G., "Teaching Technology for College Teacher, New Delhi: Sterling Publisher, 1988

M.Ed. (Semester-IV)

**COURSE MED401(D)(ii): 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 OBJECTIVES

1. To develop the understanding of concept, origin and characteristics of educational Technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of framing educational objectives.
4. To develop the skills of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use educational technology for improving teacher's behaviour.

Course Outcomes

1. Learners will be able to state the meaning, scope and types of Educational Technology.
2. Learners will be able to explain in detail the multimedia approach in Educational Technology.
3. Learners will be able to explain Modalities, stages and Levels of Teaching.
4. Learners will be able to write the origin, principles, characteristics and types of Programmed Instructions.
5. Learners will be able to present a detailed account of preparation, writing, try-out and evaluation phases of development of Programme.
6. Learners will be able to discuss modification of teaching behaviour, micro-teaching, Flanders Analysis and Simulation.
7. Learners will be able to describe the concept, principles, modes and barriers to Communication and will be able to explain Models of Communication.
8. Learners would be able to write the concept and features of various Models of Teaching belonging to various families.
9. Learners will be able to formulate instructional objectives, perform task analysis and design instructional strategies like lecture, team teaching, discussion, seminars, tutorials and brain storming sessions.
10. Learners will be able to differentiate between Norm Referenced Tests and

Criterion Referenced Tests.

11. Learners will be able to elaborate the application of Educational Technology in distance education.

UNIT CONTENTS

UNIT –I

1. Meaning and Scope of Educational Technology: System approach to Education and its Characteristic, Components of educational Technology – Software and Hardware.
2. Multimedia approach in Educational Technology.

UNIT –II

1. Modalities of teaching – Teaching as different from Indoctrination, instructions, conditioning and training.
2. Stages of Teaching – Pre-active, Interactive and Post active.
3. Teaching as different levels – Memory, understanding and reflective levels of organizing teaching and learning.
4. Programmed Instruction : Origin, Principles and characteristics
5. Types: Linear, Branching and Mathetics.
6. Development of a Programme: Preparation, Writing, Try out and Evaluation

UNIT –III

1. Modification of Teaching Behavior, Micro-teaching, Flanders Interaction Analyses, Simulation.
2. Communication Process: Concept of Communication, Principles, Modes and Barriers to communication, class-room communication (Interaction, Verbal and Non-verbal), Models of Communication:- Shannon and Weaver Model of Communication, Berlo’s Model of Communication.
3. Models of Teaching: Concept, Different families of Teaching Models.

UNIT –IV

1. Designing Instructional System: Formulation of instructional objectives, Task Analysis, Designing of Instructional strategies: Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brainstorming sessions.
2. Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests.
3. Application of Educational Technology in Distance Education: Concept of Distance Education; Distance and open Learning system; Student Support Services: Evaluation strategies in Distance Education; Counseling in Distance Education.

SELECTED READING

1. Davies, I.K., “The Management of Learning,” London: Me Graw Hill, 1971
2. Dececco, J.P., “The Psychology of Learning and Instruction”, New Delhi, Prentice Hall, 1988.
3. Kulkarni, S.S., “Introduction to Educational Technology”, Mew Delhi: Oxford & IBH Publishing Company, 1986.

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M.Ed. (Semester-IV)

COURSE MED401(E)(i): 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 OBJECTIVES

- To develop understanding among students regarding concept of measurement, its nature, need, scope, kind & levels.
- To develop understanding in students regarding the concept of evaluation, its principles, need, purpose, functions, types and uses.
- To acquaint the students about the concept of instructional objectives and taxonomy of educational objectives.
- To appraise the students regarding the present systems of evaluation – grading, marking, semester, annual & CCE.
- To develop an understanding among the students regarding the characteristics of good test and steps of preparing and standardizing tests.
- To acquaint the students about the concept and measurement of – intelligence test, attitude test, aptitude test and interest inventory.
- To familiar them about the concept of correlation, Analysis of Variance, ANOVA upto two ways – their concept, assumptions, computation and uses.

Course Outcomes

1. Learners will be able to define concept of Measurement and Evaluation – their nature, need and scope (stage specific).
2. Learners will be able to explain the functions and principles of Evaluation and will be able to write the types of evaluation procedure.
3. Learners will be able to explain taxonomy of educational Objectives and will be able to write the need, functions and classification of Instructional objectives.
4. Learners will be able to elaborate relationship between Educational Objectives and Instructional Objectives.
5. Learners will be able to discuss appraisal of existing system of evaluation, grading v/s marking, semester v/s annual system and CCE.
6. Learners will be able to develop different types of tests – their steps, process of standardization.
7. Learners will be able to describe the concept and measurement of Intelligence test, Attitude test, Aptitudes test & Interest inventory.
8. Learners will be able to compute correlation – partial, multiple, point, tetrachoric,

phi etc. and will be able to write the concept, assumptions, computation and uses of ANOVA upto two way and Analysis of Variance.

UNIT-I

Measurement in Education at primary level

Meaning, Kinds, Difference between Mental & Physical Measurement.

Nature ,Need and Scope of Measurement.

Levels of Measurement.

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

Taxonomy of educational objectives

need and functions of instruction objectives

relationship between educational and instructional objective

classification of educational objective

utility of taxonomical classification

principles for the statement of instructional objective

Appraisal of existing system of evaluation

grading system V/s Marking system.

Semester system V/s Annual system.

Continuous and comprehensive evaluation.

UNIT-III

Text construction

Characteristics of good test

Teacher made tests Vs Standardized test-Similarities and differences

Steps of preparing standardized test

Norms referenced & criterion referenced test

Concept and measurement of the following

Intelligence test

Attitude test
Aptitudes test
Interest inventory

UNIT-IV

Correlation
Concept computation and significance of partial
Multiple biserial
pointbiserial
tetrachoric
phi.
Analysis of variance
ANOVA upto two way with and without replication
Concept , assumptions, computations and use.

SELECTED READINGS

- Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.
- Aggarwal, Y.P. (1998), The Science of Educational Research: A Source book, Nirmal, Kurukshetra
- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
- Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi.
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- Forguson, George A (1976), Statistics Analysis in Psychology and Education, McGraw Hill, New York.
- Garrett, H.E. (1973), Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay.
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- Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall, New York.

M.Ed. (Semester-IV)

COURSE MED401(E)(ii): 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 OBJECTIVES

- To develop understanding among students regarding concept of measurement, its nature, need, scope, kind & levels.
- To develop understanding in students regarding the concept of evaluation, its principles, need, purpose, functions, types and uses.
- To acquaint the students about the concept of instructional objectives and taxonomy of educational objectives.
- To appraise the students regarding the present systems of evaluation – grading, marking, semester, annual & CCE.
- To develop an understanding among the students regarding the characteristics of good test and steps of preparing and standardizing tests.
- To acquaint the students about the concept and measurement of – intelligence test, attitude test, aptitude test and interest inventory.
- To familiar them about the concept of correlation, Analysis of Variance, ANOVA upto two ways – their concept, assumptions, computation and uses.

Course Outcomes

1. Learners will be able to define concept of Measurement and Evaluation – their nature, need and scope (stage specific).
2. Learners will be able to explain the functions and principles of Evaluation and will be able to write the types of evaluation procedure.
3. Learners will be able to explain taxonomy of educational Objectives and will be able to write the need, functions and classification of Instructional objectives.
4. Learners will be able to elaborate relationship between Educational Objectives and Instructional Objectives.
5. Learners will be able to discuss appraisal of existing system of evaluation, grading v/s marking, semester v/s annual system and CCE.

6. Learners will be able to develop different types of tests – their steps, process of standardization.
7. Learners will be able to describe the concept and measurement of Intelligence test, Attitude test, Aptitudes test & Interest inventory.
8. Learners will be able to compute correlation – partial, multiple, point, tetrachoric, phi etc. and will be able to write the concept, assumptions, computation and uses of ANOVA upto two way and Analysis of Variance.

UNIT-I

Measurement in Education at primary level

Meaning, Kinds, Difference between Mental & Physical Measurement.

Nature, Need and Scope of Measurement.

Levels of Measurement.

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

Taxonomy of educational objectives

need and functions of instructional objectives

relationship between educational and instructional objective

classification of educational objectives

utility of taxonomical classification

principles for the statement of instructional objective

Appraisal of existing system of evaluation

grading system V/s Marking system.

Semester system V/s Annual system.

Continuous and comprehensive evaluation.

UNIT-III

Text construction

Characteristics of good test

Teacher made tests Vs Standardized test-Similarities and differences

Steps of preparing standardized test

Norms referenced & criterion referenced test

Concept and measurement of the following

Intelligence test

Attitude test

Aptitudes test

Interest inventory

UNIT-IV

Correlation

Concept computation and significance of partial

Multiple biserial

pointbiserial

tetrachoric

phi.

Analysis of variance

ANOVA upto two way with and without replication

Concept , assumptions, computations and use.

SELECTED READINGS

- Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.
- Aggarwal, Y.P. (1998), The Science of Educational Research: A Source book, Nirmal, Kurukshetra
- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
- Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi.
- Edward, Allen L (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
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- Garrett, H.E. (1973), Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay.
- Good; C.V. and Douglas, E, Scates (1954), Methods in Social Research, McGraw Hill, New York.
- Guilford, J.P. and BenjabinFruchter (1973), Fundamental Statistics in psychology and Education, Me Graw Hill, New York.
- Kerlinger, F.N. (1973), Foundation of Bahavioural Research, Holt, Rinehart and Winston, New York.
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- Travers, R,M.W. (1978), An Introduction to Educational Research, Macmillan, New York.
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- Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall, New York.

M.Ed. (Semester-IV)

COURSE MED401(F)(i): 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 OBJECTIVES

- To develop understanding among students regarding concept of Comparative Education, its Aims, Purposes and Importance.
- To develop understanding in students regarding the factors Influencing Educational Systems of Different Countries.
- To acquaint the students regarding Approaches to study Internal Systems of Different Countries.
- To acquaint the students regarding Educational System of India as well as other Countries like UK, USA, and Australia.
- To help students in developing understanding regarding Problems, Issues and Existing Provisions and Programmes of the Country in the Context of Educational Systems of Other Countries.

Course Outcomes

1. Learners will be able to write the concept, aims, scope and approaches of Comparative Education.
2. Learners will be able to explain the various factors influencing Education System.
3. Learners will be able to explain concept of Universalization of Elementary Education in India, NPE 1986, DPEP, SSA and RTE Act 2009.
4. Learners will be able to compare the Primary Education in UK and USA.
5. Learners will be able to compare the Secondary Education of India, UK and USA.

COURSE CONTENTS

UNIT-I

1. Concept, Aims and Scope of Comparative Education.
2. Factors influencing Education System.
3. Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.

UNIT-II

1. Elementary Education: Concept of Universalization of Elementary Education in India, National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), SarvaShikshaAbhiyan (SSA) and RTE Act-2009.

UNIT-III

1. Primary Education in UK & USA (Aims, Pattern, Curriculum, Methods of Instruction & Evaluation System)

UNIT-IV

1. Secondary Education in India, UK & USA.

SELECTED READINGS

- Arnove, Robert F. & Alberto, Torres Carlos. (2007). *Comparative Education: The Dialectic of the Global and Local*. U.S.A: Rowman and Little field Publisher.
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Education Committee. AmbalaCantt: The Associated Publishers.

M.Ed. (Semester-IV)

**COURSE MED401(F)(ii): 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 OBJECTIVES

- To develop understanding among students regarding concept of Comparative Education, its Aims, Purposes and Importance.
- To develop understanding in students regarding the Factors Influencing Educational Systems of Different Countries.
- To acquaint the students regarding Approaches to Study Internal Systems of Different Countries.
- To acquaint the students regarding Educational System of India as well as Other Countries like UK, USA, and Australia.
- To help students in developing understanding regarding Problems, Issues and Existing Provisions and Programmes of the Country in the Context of Educational Systems of Other Countries.

Course Outcomes

1. Learners will be able to write the concept, aims, scope and approaches of Comparative Education.
2. Learners will be able to explain the various factors influencing Education System.
3. Learners will be able to explain concept of Universalization of Elementary Education in India, NPE 1986, DPEP, SSA and RTE Act 2009.
4. Learners will be able to compare the Secondary Education of India, UK and USA and will be able to discuss the vocationalization of Secondary Education in India, UK and Russia.
5. Learners will be able to compare Higher Education in UK and USA.
6. Learners will be able to elaborate various concepts and needs of Distance Education with reference to India, UK and Australia.
7. Learners will be able to compare Educational Administration in India, UK and USA.

COURSE CONTENTS

UNIT-I

1. Concept, Aims and Scope of Comparative Education.
2. Factors influencing Education System.
3. Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.

UNIT-II

1. Primary/Elementary Education in India: Concept of Universalization of Elementary Education in India, National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), SarvaShikshaAbhiyan (SSA) and RTE Act-2009.
2. Secondary Education in India, UK and USA. Vocationalization of Secondary Education in India, UK and Russia.

UNIT-III

1. Higher Education in India, UK and USA.

UNIT-IV

1. Distance Education: its Needs and Various Concepts with Reference to India, UK and Australia.
2. Educational Administration in India, U.K. and U.S.A.

SELECTED READINGS

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

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NCERT.(2012).*Impact of In-Service Teacher Training on Class room Transaction in Haryana*.
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Yadav, Rajender Singh (2006). *Community Participation in Education: Role of Village Education Committee*. AmbalaCantt: The Associated Publishers.

M.Ed. (Semester-IV)

COURSE MED401(G)(i): 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 Objective

- To develop understanding among students regarding importance of guidance services at Primary School Stage.
- To acquaint them regarding various Guidance Programmes and Activities which can be Organized at School Level
- To develop understanding among students regarding the concepts, Aims, Process, Procedure of various Guidance Services and Counseling.
- To acquaint the students regarding the Roles & Responsibilities of Guidance Workers, Teachers, Heads of the Schools and Counselors.
- To appraise the students regarding the Worth of Understanding and Assessing the Individual correctly.

Course Outcomes

1. Learners will be able to write the meaning, principles, need, importance and types of Guidance.
2. Learners will be able to explain types and importance of organization of Guidance Services in Schools (stage specific).
3. Learners will be able to explain the meaning, need and methods of imparting Occupational Information at School Level (stage specific).
4. Learners will be able to describe the meaning, advantages, principles and kinds of Group Guidance at school level (stage specific) with special emphasis on students with special needs.
5. Learners will be able to state the meaning, functions and principles of Placement Service at school level (stage specific).
6. Learners will be able to specify the meaning, purpose and characteristics of Follow-up Service at school level (stage specific).
7. Learners will be able to use different tools of data collection – anecdotal records, biographies, rating scales, case study, sociometry, questionnaire, observation, interview and cumulative records.
8. Learners will be able to describe the meaning, need, and principles of counselling and will also be able to state the concept, procedure, advantages and limitations of

Course Contents

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

8. **Study of the Individual, Data Collection Techniques of Information-** Standardization and Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview and Cumulative Records.
9. **Counseling at Elementary 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

1. Bernard, Harold W & Fullmer Daniel W. Principles of Guidance, Second Edition, New York- Thomas Y. Crowell Company, 1977.
2. Jones, J.A : Principles of Guidance, Bombay, Tata. New York. McGraw Hill, 1970.
3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, McGraw Hill.
4. Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.
5. Miller, F.W: Guidance Principles and Services, Columbia Ohio, Merrill, 1961.
6. Pandey, K.P., Educational and Vocational Guidance in India – VishwaVidyalayaPrakashanChowk, Varanasi, 2000.
7. McGowan, J.P. Schmidt : Counselling : Reading in Theory and Practice, New York Holt, Rinehart and Winston, 1962.

8. Tolbert, E.L: Introduction of Counselling, New York, McGraw Hill, 1967.
9. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
10. Taxler, A.E: Techniques of Guidance, New York, McGraw Hill, 1964.
11. Robinson: Principles and Procedures in student Counselling, New York, Harper &Roe.
12. Super, D.E., Schmdt: Apprasing Vocational Fitness by Means of Psychological Testing, New York: Haper and Row, 1962.

Amended/ Corrected

M.Ed. (Semester-IV)

COURSE MED401(G)(ii): 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 Objective

- To develop understanding among students regarding importance of Guidance Services at Secondary School Stage.
- To acquaint them regarding various Guidance Programmes and Activities which can be Organized at School Level.
- To develop understanding among students regarding the Concepts, Aims, Process, Procedure of various Guidance Services and Counseling.
- To acquaint the students regarding the Roles & Responsibilities of Guidance Workers, Teachers, Heads of the Schools and Counselors.
- To appraise the students regarding the Worth of Understanding and Assessing the Individual correctly.

Course Outcomes

1. Learners will be able to write the meaning, principles, need, importance and types of Guidance.
2. Learners will be able to explain types and importance of organization of Guidance Services in Schools (stage specific).
3. Learners will be able to explain the meaning, need and methods of imparting Occupational Information at School Level (stage specific).
4. Learners will be able to describe the meaning, advantages, principles and kinds of Group Guidance at school level (stage specific) with special emphasis on students with special needs.
5. Learners will be able to state the meaning, functions and principles of Placement Service at school level (stage specific).
6. Learners will be able to specify the meaning, purpose and characteristics of Follow-up Service at school level (stage specific).
7. Learners will be able to use different tools of data collection – anecdotal records, biographies, rating scales, case study, sociometry, questionnaire, observation, interview and cumulative records.

8. Learners will be able to describe the meaning, need, and principles of counselling and will also be able to state the concept, procedure, advantages and limitations of Directive, Non-Directive and Eclectic Counselling.

Course Contents

UNIT-I

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

UNIT-II

1. Group Guidance- Meaning, Advantages, Principles and Kind of Group Guidance.
2. Guidance of Students with Special Needs at Secondary School Level.

UNIT-III

1. Job Analysis- Meaning, Type and Purpose of Job Analysis.
2. Placement Service- Meaning, Functions and Principles.
3. Follow-up Service- Meaning, Purpose and Characteristics.

UNIT-IV

1. **Study of the Individual, Data Collection Techniques of Information-** Standardization and Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview and Cumulative Records.
2. **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

1. Bernard, Harold W & Fullmer Daniel W. Principles of Guidance, Second Edition, New York- Thomas Y. Crowell Company, 1977.
2. Jones, J.A : Principles of Guidance, Bombay, Tata. New York. McGraw Hill, 1970.
3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, McGraw Hill.
4. Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.
5. Miller, F.W: Guidance Principles and Services, Columbia Ohio, Merrill, 1961.
6. Pandey, K.P., Educational and Vocational Guidance in India – VishwaVidyalayaPrakashanChowk, Varanasi, 2000.
7. McGowan, J.P. Schmidt : Counseling : Reading in Theory and Practice, New York Holt, Rinehart and Winston, 1962.

- 8.** Tolbert, E.L: Introduction of Counseling, New York, McGraw Hill, 1967.
- 9.** Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
- 10.** Taxler, A.E: Techniques of Guidance, New York, McGraw Hill, 1964.
- 11.** Robinson: Principles and Procedures in student Counselling, New York, Harper & Roe.
- 12.** Super, D.E., Schmdt: Apprasing Vocational Fitness by Means of Psychological Testing, New York: Haper and Row, 1962.

Amended/ Corrected

M.Ed.(Semester- IV)

COURSE MED402 :DISSERTATION

Credit – 4

M.Marks-100 (Ext-70 & Int-30)

(Joint evaluation by internal & external examiner)

Course Outcomes

1. Learners will be able to conduct research and will also be able to write all the chapters of research.
 2. Learners will be able to present his research work in effective way.
- Submission of dissertation & viva-voce.