Kurukshetra University, Kurukshetra

Master of Education in SpecialEducation (Visual Impairment)

M.Ed. Spl.Edu. (V.I.)

Syllabus- CBCS

Effective from Academic Session 2020-21

Two Years Duration

(04 Semesters)

	Advance perspective in inclusive education/MOOC			

Note: There will be no addition of grades & marks in open Elective paper in grand total of the semester-III

SEMESTER IV				50-57
MSE-401	Dissertation*	14	---	50
MSE-402	Field Engagement/ Internship as a Teacher Trainer	4	---	51
	Total	**80**		

<div align="center">

SCHEME/INTRODUCTION to COURSE
Master of Education in Special Education (Visual Impairment)
M.Ed. Spl.Edu. (V.I.)
Syllabus- CBCS
Semester I

</div>

Course code	Course title	Credits	Teaching hours per week	Internal marks	External Marks	Total Marks	Duration of Exam
MSE-101	Developments in Education and Special Education	4	4	20	80	100	3 Hour
MSE-102	Psychology of Development and Learning	4	4	20	80	100	3 Hour
MSE-103	Identification, Assessment and Needs of Children with Visual Impairment	4	4	20	80	100	3 Hour
MSE-104	Curriculum And Teaching Strategies for Children with Visual Impairment	4	4	20	80	100	3 Hour
MSE-105	Practical related to Visual Impairment	4	4	20	80	100	
	Total	20	20	100	400	500	

<div align="center">

Semester-II

</div>

Course code	Course title	Credits	Teaching hours per week	Internal marks	External Marks	Total Marks	Duration of Exam
MSE-201	Research Methodology and Statistics	4	4	20	80	100	3 Hour
MSE-202	Curriculum Design & Development	4	4	20	80	100	3 Hour
MSE-203	Inclusive Education	4	4	20	80	100	3 Hour
MSE-204	Application of advanced technology and persons with visual impairment	4	4	20	80	100	3 Hour
MSE-205	Practical related to Visual Impairment	4	4	20	80	100	
MSE-OE- 01	Open Elective Course : Overview of diversity and special education/MOOC	2	2	10	40	50	2 Hour
	Total	20	20	100	400	500	

Note: There will be no addition of grades & marks in open Elective paper in grand total of the semester-II

Semester-III

Course code	Course title	Credits	Teaching hours per week	Internal marks	External Marks	Total Marks	Duration of Exam
MSE-301	Perspectives in Teacher Education – In-service & Pre-service	4	4	20	80	100	3 Hour
MSE-302	Educational Evaluation	4	4	20	80	100	3 Hour
MSE-303	Adulthood and Family Issues	4	4	20	80	100	3 Hour
MSE-304	**Elective Course(Any One)**	4	4	20	80	100	3 Hour
MSE-304 A	Educational Management						
MSE-304 B	Educational Technology						
MSE-304 C	Guidance and Counseling						
MSE-305	Dissertation*(synopsis)	2	4	50	----	50	
MSE-306	Field Engagement/ Internship as a Teacher Educator	4	4	20	80	100	
MSE-OE- 02	Open Elective Course : Advance perspective in inclusive education/MOOC	2	2	10	40	50	2 Hour
	Total	22	22	150	400	550	

Note: There will be no addition of grades & marks in open Elective paper in grand total of the semester-III

*Teacher Educators need to select a problemfor investigations and provide the necessary supportive and explanatory information as needed. Teacher Educators need to present the synopsis of their work.**Synopsis and presentation will be evaluated by Departmental Research committee (DRC).***

Semester-IV

Course code	Course title	Credits	Internal marks	External Marks	Total Marks	Duration of Exam
MSE-401	Dissertation*	14	150	200	350	
MSE-402	Field Engagement/ Internship as a Teacher Trainer	4	20	80	100	
Total		**18**	**170**	**280**	**450**	

* Note: Suggestive/As per the University Regulations

• Complete a review of related research literature in accordance with the research problems.

• Explain and describe the methodology used to conduct the research problem.

• Explain the significance of the results obtained after conducting the research study.

• Summarize the results, explain the corresponding conclusions derived and the subsequent recommendations formulated for further research and practice.

• Provide a list of references, other supportive documentation used for the study.

• Make an oral presentation on the completed work.

Area E- Practical Related to Disability

1. Elicit information from parents and professionals the relevant information about one child with Specific Disability.

2. Assess the child with Specific Disability, using formal and informal tools and identify the specific learning problems.

3. Write a comprehensive assessment report by analyzing and interpreting the data.

4. Develop an appropriate educational plan (current level, annual goals, short term objectives, methods and material and evaluation).

5. Collaborate with the class teachers and related professional to implement the IEP.

6. Implement IEP for a period of minimum 15 sessions (each session lasting for not less than 45 minutes).

7. Make class visits to support the student when the regular teacher teaches and collaborate with the class teachers.

8. Evaluate the child and write a report.

Area F- Field Engagement/ Internship as Teacher Educators

Each student trainee is expected to teach 10 lectures in Third & Fourth Semester to student trainees undergoing training in B.Ed.Spl.Ed. level in topics from the curriculum of B.Ed. Spl. Edu.

Faculty of Education, KUK
Programme Outcomes

1. Learners will be able to comprehend the acquire knowledge during the Programme of study.

2. Learners will be able to reflect on the issues relating to the discipline – 'Education'.

3. Learners will be able to exhibit the professional skills and competencies acquired during the Programme of study.

4. Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.

5. Learners will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making, resource management according to pre- determined objectives/outcomes.

6. Learners will be able to work as member or leader in various teams and multi-disciplinary & diverse settings.

7. Learners will be able to discuss and solve the problems relating to the discipline and life.

8. Learners will be able to state and follow the ethical issues relating to the discipline and society.

9. Learners will be able to apply different tools and techniques of communication and related skills.

PROGRAM SPECIFIC OUTCOMES

After completing this program the student-teachers will be able to:

1. demonstrate conceptual understanding of both general and special education, and Psychology of Development and Learning.
2. demonstrate knowledge and skills about identification, assessment and educational need of children with specific tools and techniques in the area of education of visual impairment.
3. demonstrate the conceptual understanding of core curriculum, expanded core curriculum and Universal Design for Learning and Skill required for adapting and monitoring the curriculum for students with visual impairment

4. demonstrate the acquisition of knowledge and skills of research, application of Advanced Technology, use of ICT, Unified English Braille literacy and use of advanced Braille in the field of education of visually impaired

5. demonstrate the acquisition of knowledge and understanding of the concept of inclusive education with historical perspective and building learning environment for diverse learning needs in the area of inclusive education

6. demonstrate the conceptual understanding of teacher education and family role in the development of children with special needs

7. demonstrate the professional knowledge and skills of evaluation to manage the education of children with disabilities

8. demonstrate the conceptual understanding of educational technology and counseling for children with special needs especially of visual impaired.

9. demonstrate the knowledge and skills to prepare community participatory program and conducting seminar on ICT, guidance, observation and teaching of B.Ed. trainees in the field of special education, designing and conducting research and writing dissertation.

DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION

Course Code: MSE-101   **Credits: 04**

Time of Examination: 3 Hours   **Marks: 100**

                                                 External-80;Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

This course will enable learners to explore education both general and special fromhistorical perspective leading to contemporary India. The course also includes variouscommissions and policies and issues and trends in the field of education, special educationand inclusive education in the national and international contexts covering all aspects ofquantity and quality.

Course Outcomes

After completing the course student teachers will be able to

1. *know the historical perspective of visual impairment in India.*
2. *trace the general and special education system in India.*
3. *discuss the various roles of educational agencies in India.*
4. *explain the policies and legislation at national and international level for the development of education in India.*
5. *appreciate implications of recommendations made by the various Committees andCommissions for educational (General and Special) developments in India.*
6. *develop insight into the issues and challenges of present-day education system.*
7. *understand important quality related issues which need to be taken into account forrevision/ development of new education policy.*
8. *describe the support systems for education of children with special needs.*
9. *know the current trends and future perspectiveof visual impairment in modern India.*

Unit 1: An Overview of Development of Education System

1.1 Shaping of Education in Pre-Independence India
1.2 Shaping of Education in Post-Independence India
1.3 Emerging Education in India and in the Global Context
1.4 Perspectives of Education for the Persons with Disabilities
1.5 Constitutional Provisions and Directive Principles Related to Education and Special Education

Unit 2: Issues in Indian Education with Special Reference to Persons with Disabilities

2.1 Accessibility to School, Curriculum & Learning Resources and Attitudinal Barriers
2.2 Analysis of the Status of Elementary & Secondary Education for All. (SSA,RMSA,) and Issues for Bridging Gaps
2.3 Ensuring Equity Principles across Disabilities, Gender, Caste, SociallyDisadvantaged Groups, Marginalized and their Specific Educational Problems
2.4 Challenges of Special Education, Inclusion, Systemic Reforms, Provisions andSupport System, Public Private Partnership & NGO Initiatives
2.5 Support Systems to Meet Diverse Learning Needs- Family, Community, School,Peer, Administrative and Resource Support

Unit 3: Policies and Legislations for Education & Special Education Development ofSpecial Education in India

3.1 National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act, Biwako Millennium Framework, RPWD Act 2016)

3.2 International Legislations for Special Education and International Organisations(UNESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM), UNESCO's Global Education monitoring Report (2020)

3.3 National Policies (POA 1992, SSA, RMSA and RUSA, SamagraShikshaProgramme) & Government Schemes andProvisions for Persons with Disabilities

3.4 Role of Governmental and non-governmental agencies in general and specialeducation

3.5 Current issues– Identifications, Labelling, cultural and linguistic diversity &advocacy

Unit 4: Quality Issues in Education

4.1 Indicators of quality related to teaching - learning strategies, classroom environment,and Student Assessment

4.2 Linking pedagogy with curriculum, contextual constructivism

4.3 Ensuring standards in Open & Distance Learning system – Non-formal education,face-to-face *vs*. Distance mode, online mode.

4.4 Special and Inclusive education - Adopting flexible strategies for the acquisition anduse of inputs and monitoring performance in inclusive set up

4.5 Quality enhancement in service delivery and community rehabilitation

Unit 5: Current Trends and Future Perspective

5.1 Education as a development indicator, and enhancer of development indicators

5.2 Education for sustainable development & Right based approach

5.3 International curriculum framework in the light of changing priorities andinternational perspectives

5.4 Education for conservation of environment and social change

5.5 Education for individual and national development

Course Work/ Assignments

• Trace development of education in India during pre-Independence

• Identify Constitutional provisions ensuring equity and protection of human rights aswell as non-discrimination

• Study factors influencing special education as a discipline in India

• Identify quality related issues of your State and suggest strategies to address them

Suggested Readings

• Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society,NCERT, New Delhi.

•Compendium of Schemes (2014). Department of Empowerment of Persons withDisabilities, Ministry of Social Justice and Empowerment, Govt. of India.

• Education Commission. (1964-1966). Ministry of Education, Government of India,New Delhi.

•Singh, J., Srikrishna, G., Mishra, P. & Reddy, K. S. (2019). HandBook on Special Education and Children with Special Needs. Hyderabad:Neel Kamal Publications Pvt. Ltd.

•Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India.Department of Education of Groups with Special Needs. NCERT, New Delhi.

•Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., &Salin, D. (2014).Including Children with Special Needs: Primary Stage. NCERT, New Delhi.

• Kumar, A. (2003). Environmental challenges of the 21st century, APH PublishingCorporation, New Delhi.

• Mohanty, J., (1986). School Education in Emerging Society, sterling PublishersMacMillan, New Delhi.

• National Policy on Education (1986). Ministry of Human Resource DevelopmentGovt. of India, New Delhi.

• National University of Educational Planning and Administration (2014).Educationfor All Towards Quality with Equity: INDIA. NUEPA, New Delhi.

• Ozial, A.O. (1977). Hand Book of School Administration and Management.Macmillan, London.

• Programme of Action (1992). Ministry of Human Resource Development.Govt. ofIndia, New Delhi.

• Report of Core group on value orientation to education (1992). Planning commission,Govt of India.

• Salamatullah, (1979). Education in Social context, NCERT, New Delhi.

• School Education in India – Present Status and Future Needs (1986). NCERT, NewDelhi.

• Seventh All India School Education Survey (2002). NCERT, New Delhi.

• UNDP (1996). Human Development Reports.Oxford University Press. New York.

• UNESCO (2004). Education for All: The Quality Imperative. EFA Global MonitoringReport. Paris.

• UNESCO (2009). Report on Education for sustainable development.

• Varghese, N.V. (1995). School Effects on Achievement: A Study of Government andPrivate Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness andlearning achievement at primary stage: International perspectives. NCERT.NewDelhi.

PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Course Code: MSE-102	**Credits: 04**
Time of Examination: 3 Hours	**Marks: 100**
	External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

This course exposes learners to the critical understanding of theoretical perspectives ofdevelopment and implications for in teaching learning process. Through close observation ofchildren in their natural environments would situate the theoretical knowledge within realisticframes. This course would also be able to equip them to reflect and critique the cognitive andinformation processing.

Course Outcomes

After completing the course student teachers *will be able to*

1. *describe the meaning of educational psychology and its applications in special education.*
2. *explain the psychological principles and methods in specific context ofeducation and special education.*
3. *explain the principles and their implication for growth and development.*
4. *know the contribution of different personalities in growth and development.*
5. *critically analyze the process from the point of view of cognitive psychology.*
6. *explain role of motivation in learning, learning processes and theories*
7. *explain personality, its theories, assessment and implication in education.*
8. *apply psychological aspects to teaching - learning situations.*
9. *know concept of individual differences and their basis.*

Unit 1: Overview Educational Psychology

1.1 Nature and scope of educational psychology

1.2 Principles of educational psychology

1.3 Methods of Educational Psychology

1.3.1 Observation

1.3.2 Experimental method

1.3.3Correlational

1.3.4 Clinical

1.3.5 Case Study

1.4 Applications of educational psychology to person with disabilities

1.5 Contemporary trends

Unit 2: Understanding the Development of the Learner

2.1 Concept of Growth and Development

2.2 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence

2.3 Physical, social, emotional, moral development, play and language development

2.4 Cognitive Development: Piaget, Vygotsky and Kohlberg

2.5 Factors affecting Growth and Development

Unit 3: Cognition and Information Processing

3.1 Sensation, Perception and Attention

3.2 Memory - Nature and types, factors affecting memory

3.3 Thinking: Concept Formation, Reasoning, Problem solving

3.4 Intelligence: Nature, types, theories and assessment

3.4.1 Creativity

3.5 Individual differences and its educational implications for children with disabilities

Unit 4: Motivation, Learning and Personality

4.1 Concept, definition and theories of Motivation
4.2 Classical and Contemporary Learning Theories: Behavioural, Cognitive and Social
4.3 Concept, definition and principles of personality development
4.4 Personality Theories-
4.4.1 Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic
4.4.2 Assessment of Personality
4.5 Implications in teaching-learning with reference to children with disabilities
Unit 5: Psychological Aspects of Teaching
5.1 Individual differences in cognitive and affective areas and its educationalImplications
5.2 Classroom climate, group dynamics
5.3 Peer tutoring, co-operative learning, self-regulated learning
5.4 Teacher effectiveness and competence
5.5 Guiding children with disabilities

Course Work/ Assignments/ Practicum
• Plan and conduct a survey about attitudes/ practices regarding one or more of thefollowing: children with disabilities, prenatal development, prenatal hazards, schooldrop-out, motivation of children
• Conduct an experiment with Piagetian methods of evaluating cognitive developmentand submit a report
• Analyze any autobiography to explain human development
• Design a behaviour modification plan for a specific child
• Present information on cognitive styles and their effects on learning

Transaction
Lecture Method, Seminar, Group Discussion, Practical and Field work
Essential readings
• Agarwal, I.J.C (1994). Essentials of Educational Psychology.VikasPublishingHouse, Pvt.Ltd., New Delhi.
• Chatterjee, S.K. (2000). Advanced Educational Psychology.Arunabhasen Books andALLIED(P) Ltd.,
• Freud, S (1935). A general Introduction to psychoanalysis. Live right, New York.
• Mangal, S.K. (1997). Advanced Educational Psychology. Prentice Hall of India Pvt.,Ltd., New Delhi.
• Maslow, A.M. (1954). Motivation and Personality. Harper Press, New York.
• Morgan, C.T. (1961). Introduction to Psychology. McGraw Hill, New York.
• Mussen, P.H., Conger, J.J., &Kagan, J.(1969). Child development and personality.Harper& Row, New York.
Suggested Readings
• Bernard, H.W. (1972). Psychology of Learning and Teaching.Mc Grow Hill, NewYork.
• Chauhan, S.S. (1996). Advanced Educational Psychology.Vikas Publishing House,New Delhi.
• DeCecco, J.P., & Crawford, W. (1977). Psychology of Learning and Instruction.Prentice Hall, New Delhi.
• Driscoll, P.M. (1994). Psychology of Learning for Instruction.Allyn&Becon,Boston.
• Hurlick, E.B. (1992). Child Development.Mc Grow Hill, New York.
• Joyce, M., & Others (1992). Models of Teaching. Holt Rinehart and Winston, NewYork.
• Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley, NewYork.
• Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. GranHill, New York. (Indian Reprint).
• Panda, K.C. (1997). Elements of Child Development.Kalyani Publishers, New Delhi.
• Sharma, P. (1995). Basics on Development and Growth of a Child.ReliancePublication, New Delhi.

• Slavin, E.R. (2003). Educational Psychology: Theory and Practice (7th ed.). Allyn&Becon, Boston.

• Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). Psychological Foundationsof Learning and Teaching.Mc Grand Hill, New York.

IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH VISUAL IMPAIRMENT

Course Code: MSE-103   **Credits: 04**
Time of Examination: 3 Hours   **Marks: 100**
                                                                                  External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

Assessment is a multifaceted process of gathering information by using appropriate tools and techniques in order to make educational decisions about placement and the educational programme for that student. A comprehensive functional assessment employs a combination of tools and techniques selected to be consistent with the purposes of the assessment. The interpretation and integration of information gathered from these various sources is a key factor in comprehensive assessment of visually impaired children to make informed decisions about their individualized education programme. To participate fully in this process, the learners must have an understanding of the needs of children with visual impairment and those with additional disabilities, at different stages of the growth and development; knowledge of the potential impact of the visual impairment on behaviour and functioning; and a thorough understanding of the assessment instruments and procedures.

Course Outcomes

After completing the course student teachers will be able to

1. *trace the historical development of visual impairment*
2. *discuss the attitude of society toward visual impairment.*
3. *classify the concept of visual impairment according to different agencies.*
4. *explain the factors affecting changing societal attitude and policy perspectives.*
5. *describe the causes and implications of different eye disorders.*
6. *critically examine the needs arising at different stages of persons with visual impairment.*
7. *develop skills to identify visual impaired children with blindness, low vision, and their assessment procedure.*
8. *develop the skills to prepare assessment tools for impaired children.*
9. *develop skills to plan and implement vision efficiency training for children with low vision.*

Unit 1: Evolving Concept and Definition of Visual Impairment

1.1 History of visual impairment
1.2 Attitudinal and behavioural change of the society towards the persons with visualimpairment
1.3 Paradigm shift from charity through medical and social to right based approach
1.4 Factors affecting changing societal attitude and policy perspectives with reference topersons with visual impairment: Self-help movements, Service deliveryorganizations, Judiciary and quasi-judicial bodies, UN Bodies, and media
1.5 Classification of visual Impairment: WHO, International Classification ofFunctioning, Disability and Health (ICF), and domestic legislations

Unit 2: Eye Disorders: Etiology and Implications

2.1 Neurological causes of visual impairment: cortical visual impairment
2.2 Disorder related to refraction: myopia, hyperopia, presbyopia, astigmatism
2.3 Disorders related to receptive aspects of the eye: retinal detachment, retinitispigmentosa, Retinipathy of prematurity,optic atrophy, aninidia, and maculardegeneration, and albinism

2.4 Muscular and related disorders: nystagmus, strabismus, amblyopia
2.5 Vitamin A deficiency, cataract, glaucoma, corneal ulcer, trachoma, and colourblindness

Unit 3: Identification and Assessment Procedures of Children with Blindness and Low Vision

3.1 Methods and tools for assessment of children with blindness: Functional SkillsInventory for the Blind, Oregon project for visually impaired and Pre-schoolers, Ashort Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ,Adapted Blind Learning Aptitude Test, Concept development for blind Children,Reading Preference Test, Cornell Medical Index on Visually Handicapped children
3.2 Identification of children with low vision and psychosocial implications of low vision
3.3 Functional vision assessment: selection of methods and tools for functional visionassessment of persons with low vision: low vision assessment by Jill Keeffe, LeaTests
3.4 Concept and methods of visual efficiency training
3.5 Preparation of teacher made tools for functional assessment of vision and skills

Unit 4: Identification and Assessment Procedures of Children with Visual Impairment and Multiple Disabilities

4.1 Concept of VIMD
4.2 Role of multidisciplinary team of professionals in assessment of children with VIMD
4.3 Functional assessment methods and tools for VIMD: physical, vision, hearing,tactual, and communication skills assessment
4.4 Implications of vision loss in adapting available tools of assessment for persons withVisual impairment
4.5 Preparation of teacher made tools for functional assessment of VIMD

Unit 5: Needs of Persons with Visual Impairment

5.1 Infancy and early childhood: early stimulation and early intervention
5.2 School age: placement alternatives, collaboration of special and regular teacher
5.3 Transition Period: self-identity, self-esteem, and self-image
5.4 Vocational Development: emerging job opportunities
5.5 Adulthood issues: sexuality and marriage, recreation and leisure; geriatric groups:disintegrating family system, social security, CBR and community support

Course Work/ Practical/ Field Engagement (Any Three)

• Prepare a questionnaire to identify the approach followed by an inclusive schooltowards the education of children with disabilities
• Visit an eye hospital/primary health centre/compository rehabilitation camp andobserve persons with different eye disorders and write a report
• Prepare and administer a teacher made tool for functional assessment of vision andvisual skills of a child with low vision and submit a report
• Prepare and administer a teacher made tool for functional assessment of Vision,Hearing, Tactual, Communication and functional skills of children with VIMD andsubmit a report
• Critically analyse any psychological test you have studied for its applicability andidentify items to be adapted for the persons with visual impairment in Indian context

Essential Readings

• Barraga, N. C. (1980). Sequences of Visual Development.University of Texas.Austin.
• Bhan, S., &Swarup, S. (2010). Functional skills inventory for the blind. Nationalassociation for the blind,Mumbai.

• Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step by stepguide to teaching students with vision impairment and additional disabilities,includingdeafblindness. Voice and vision: India.

• Corn, A. L., & Koenig, A.J. 2000. Foundation of Low Vision: Clinical &FunctionalPerspective. AFB Press, New York.

• Dimri, A. (2002). Prepration of Norms of WISC-R (Verbal) for the VisuallyHandicapped. NIVH, Dehradun.

• Hyvarinen, L., & Jacob, N. (2011).What and how does this child see: assessment ofvisual functioning for development and learning. Vistest Ltd. Finland.

• Leat, S.J., Shute R.H., &Westall, C.A. (1999). Assessing children's vision: AHandbook. Butterworth-Heinemann: Oxford.

• Lueck, A. H. (2004). Functional Vision- A practitioner guide to Evaluation &Intervention,.AFB Press. New York.

• Mani, M.N.G. (1992). Concept development of blind children.SRK Vidyalaya.Coimbatore.

• Mani, M.N.G. (1993).Concept Development of Blind Children: A Research Study.Shri Ramakrishna Mission Vidyalaya. Printing Press. Coimbatore.

• Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with LowVision. Coimbatore: International Human Resource Development Centre for theDisabled.

• Mukhopadhyay, M., Jangira, N.K., Mani M.N.G., &RoyChoudary, M. (1988).Source Book For Training Teachers Of Visually Impaired. NCERT. New Delhi.

• Reynolds, C.R. ,& Janzen, E.F. (Ed.)(2007). Encyclopaedia of Special Education.Vol.I A-D, John Wiley, Canada.

• Sacks. S. Z., &Silberman, R.K. (2005). Educating Students who have VisualImpairments with other Disabilities, Paul H Brookes, Maryland.

• Salvia, J., Ysselduke, J.E., & Bolt, S. (2007), Assessment in Special &InclusiveEducation. Houghton Mifflin: USA.

• Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). Low Vision Rehablitation,SLACK Incorporated: USA.

• Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visuallyhandicapped children and youth: Theory and Practice. AFB Press. New York.

• Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. NIVH,Dehradun.

• Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the VisuallyHandicapped. NIVH, Dehradun.

• Singh, T.B. (1986).Standardisation of Cornell Medical Index on VisuallyHandicapped children. NIVH, Dehradun.

• Singh, T.B., & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performancemeasure for the assessment of Visually Handicapped Children in India.NIVHDehradun.

• Warren, D.H. (1983). Blindness and Early Childhood Development.: AFB Press, NewYork.

Suggested Readings

• Aitken, S., Buultjens, M., Clark, C., Eyre, J.T. (2000), Teaching Children who areDeaf blind. David Fulton Publisher: London,

•Batshaw, M.L., Pellegrino, L., &Roizen, N.J. (2007), Children with Disabilities.Paul. H. Brookes: Maryland,

•Holbrook M. C. &Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I:History and Theory of Teaching Children and Youths with Visual Impairments, (2ndEd): AFB Press, New York.

• Kundu, C.L. (2000). Status of Disability in India. Rehabilitation Council of India,New Delhi.

• National Institute for the Visually Handicapped (1990). Handbook for Teachers of theBlind, NIVH Dehradun.

• Punani, B., &Rawal, N. (1993). Handbook: Visual Impairment. AshishPublishingHouse, New Delhi.

•Singh, J., Srikrishna, G., Mishra, P. & Reddy, K. S. (2019). HandBook on Special Education and Children with Special Needs. Hyderabad:Neel Kamal Publications Pvt. Ltd.

CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH VISUAL IMPAIRMENT

Course Code: MSE-104 **Credits: 04**
Time of Examination: 3 Hours **Marks: 100**
External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

The purpose of the curriculum is encapsulated in the four capacities - to enable each child oryoung person to be a successful learner, a confident individual, a responsible citizen and aneffective contributor. The general education curriculum should be universally designed tomeet the educational needs of most students, including those with visual impairment.However, some adaptations to the learning materials and the teaching approaches have to bemade so that the learning needs of visually impaired children can be met. This courseprepares the learners to develop a balanced curriculum with due consideration given to thechildren's intellectual, personal, emotional and social developments. Learners will acquireskills to adopt a consistent, realistic and flexible approach in curriculum planning andimplementation. They will be able to plan possible adaptations to the curriculum, taking intoaccount the children's visual impairment, their abilities and learning needs.

Course Outcomes

After completing the course student teachers will be able to

1. *define the concept and meaning of curriculum.*
2. *appreciate the importance of various basis to curriculum development.*
3. *accessing school curriculum with reference to special children*
4. *designing, Developing and implementation of need based curriculum*
5. *evaluate need based curriculum*
6. *develop an expanded core curriculum for children with visual impairment on thebasis of situational analysis.*
7. *adapt the school curriculum keeping in mind the principles of curriculum adaptationin different curricular skill areas.*
8. *demonstrate appropriate teaching strategy in teaching reading, writing, and math*
9. *critically examine approaches to curriculum development for VIAD.*

Unit 1: Basic Curriculum Areas and Skills

1.1 Curricular skills related to cognitive domain
1.2 Curricular skills related to psychomotor domain
1.3 Curricular skills related to affective domain
1.4 Core curriculum, collateral curriculum, and support curriculum
1.5 Curriculum adaptation: Need and principles

Unit 2: Introduction to Expanded Core Curriculum

2.1 From plus curriculum to expanded core curriculum and Introduction and Orientationto Unified English Braille
2.2 Philosophical basis
2.3 Psychological basis
2.4 Sociological basis
2.5 Ethical considerations

Unit 3: Steps in Expanded Core Curriculum Development

3.1 Assessment of needs with reference to accessing school curriculum
3.2 Designing a need based curriculum: situational analysis for selection of skills andmethod of teaching
3.3 Developing a collaborative curriculum
3.4 Implementation of the curriculum

3.5 Critical evaluation of the curriculum
Unit 4: Strategies for Teaching
4.1 Specific teaching strategies: task analysis, co-activity, pre teaching, selfverbalization,direction giving, generalization, feature enhancement, and use ofkinaesthetic movement
4.2 Teaching reading to students with visual impairment: Reading aloud, peer reading,organic reading, and whole language approach
4.3 Strategies for writing skills: guided and independent writing
4.4 Strategies for teaching math: concrete, experiential, role play, and origami
4.5 Strategies for teaching use of ICT: demonstration, verbal instruction, and peertutoring
Unit 5: Approaches to Curriculum Development for VIAD
5.1 Ecological
5.2 Multisensory
5.3 Thematic
5.4 Functional
5.5 Experiential
Course Work/ Practical/ Field Engagement (Any Two)
• Identify and present various curricular domains in the given chapter from a text book
• Adapt the school curriculum in any one subject keeping in mind the principles ofcurriculum adaptation
• Design the curriculum for a child with visual impairment
• Develop a thematic curriculum for a child with VIAD

Essential Readings
• Aggarwal, J.C. (2005). Curriculum development 2005.Shipra Pub. Delhi.
• Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step by stepguide to teaching students with vision impairment and additional disabilities,including deaf-blindness. Voice and vision: India.
• Biwas, P.C. (2004). Education of children with Visual Impairment: in inclusiveeducation. Abhijeet Publication, Delhi.
• French, S., & Swain, J. (1997). From a different view point: the lives and experiencesof visually impaired people. Jessica Kinsey Pub, London.
• Grover , U., &Chaudhari. M. (2009).Curricular Strategies.KanishkaPublication,New Delhi.
• Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory andmotor impairment. Cambridge Uni. Press, New York.
• Jain, P. (2006). Curriculum & teaching.Kanishka Publication, New Delhi.
• Joyce, B., Weil, M., & Calhoun, E. (2009). Model of teaching.PHI learning Pvt. NewDelhi.
• Lowenfeld, B. (1973). The Visually Handicapped Child in School. John DayCompany, New York.
• Mangal. S.K. (2007).Educating exceptional children-an introduction to specialeducation.PHI Learning Pvt. New Delhi.
• Rao, V. (2009). Curriculum development.Saurabh Pub, New Delhi.
• Scholl, G.T. (1986). Foundations of the education for blind and visually handicappedchildren and youth: Theory and Practice. AFB Press, New York.
• Sharma, R.A. (2011). Curriculum development and instruction. R. Lal Book Depot,Meerut.
• Shrivastava, N. (2010). Blind and mentally handicapped children: problems andcoping strategies. Ritu Publication, Jaipur.
• Srivastava, H.S. (2011). Curriculum & method of teaching.Shipra Pub., Delhi.
• Vijayan, P., & Victoria, G. (2009). Education of visually impaired children withadditional disabilities.Kanishka Publication, New Delhi.
Suggested Readings
• Agrawal, S. (2004). Teaching mathematics to blind students through programmedlearning strategies.Abhijeet Publication, Delhi.
• Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.
• Bhan, S., &Swarup, S. (2010). Functional skills inventory for the blind. Nationalassociation for the blind, Mumbai.
• Maitra, K. (2010). Inclusion: Issues and Perspective. Kanishka Publication, NewDelhi.
• Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya:Coimbatore.

• Mani, M.N.G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt.Ltd. New Delhi.

• Mukhopadhyay, M., Jangira, N.K., Mani M.N.G., &RoyChoudary. M. (1988).Source Book For Training Teachers Of Visually Impaired. NCERT. New Delhi.

• Niemann, S., & Jacob, N. (2009). Helping children who are blind. California: TheHesperon/ Chetana Charitable Trust, Chennai.

• Pandey,V.P. (2004). Teaching of mathematics.Sumit Publication, New Delhi.

• Punani, B., &Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples'Association, Ahmedabad.

• Adaptations to the curriculum for the visually impaired children, Retrieved on May28th 2015, from URL: https://cd.edb.gov.hk/la_03/chi/curr_guides/Visually/ev-3.htm

PRACTICAL RELATED TO VISUAL IMPAIRMENT

Course: MSE-105Credit:4   **Marks:100**

                                               Internal: 20; External:80

Course Outcomes

After completing the course student teachers will be able to

1. *use unified English Brailleliterary code in practical situations,*
2. *read&write Advance Braille code in mathematics and science.*

Learning of Unified English Braille(UEB) literary code and use of advance Braille mathematics and science code.

RESEARCH METHODOLOGY AND STATISTICS

Course Code: MSE-201   **Credits: 04**
Time of Examination: 3 Hours   **Marks: 100**
                                                                                   External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction
This course aims to develop within the student a temperament for scientific thinking and research. It orients the student to the methods of conducting research, analysis of data, and enables him/her to prepare research proposal and report subscribing to the standard norms and criteria.

Course Outcomes
After completing the course student teachers will be able to
1. understand knowledge, its sources and scientific approach.
2. *develop a conceptual understanding of research, its need and ethical research practices.*
3. *describe the types, methods and process of research.*
4. *know about the standardization process of a research instrument*
5. *apply statistical techniques for analysis of data.*
6. use of Computer for analyze, Tabulate and its graphic representation.
7. *explain the methods and techniques of qualitative research.*
8. *prepare research proposal and its management.*
9. *write research dissertation/thesis, paper for publication.*

Unit 1: Scientific Knowledge and Research
1.1 Sources and philosophy of knowledge
1.2 Scientific thinking and research
1.3 Role of theory in research
1.4 Need for research in Education and Special Education
1.5 Ethics in research

Unit 2: Types and Methods of Research
2.1 Types of research- Quantitative, Qualitative, Fundamental, Applied, Action
2.2 Approaches of Research: Descriptive, Experimental, Quasi experimental, Single Subject Research Design and Historical Research
2.3 (a) Types of Variables, delineating and operationalizing the variables
    (b) Threats to Internal and External Validity of the Research
2.4 Process of research- Selection of problem, Review of literature, Sampling; Types and selection process, Hypothesis
- Instruments; tests, questionnaire, interview, observation schedule, rating scale
- Data collection and analysis
2.5 Standardization of research instrument- Selection of items, reliability and validity and norms

Unit 3: Methods of Quantitative Analysis
3.1 Parametric and non-parametric tests: Concept and difference
3.2 Descriptive Statistics:
- Measures of Central Tendency
-Correlations; Product-moment, Spearman's rank correlation Method, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis

3.3 Inferential statistics

- Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors
- Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test

3.4 Computer applications for analysis

3.5 Tabulation and graphic representation

Unit 4: Qualitative Research Methods and Analysis

4.1 Grounded theory

4.2 Ethnography and case study

4.3 Narrative/discourse and visual methodologies

4.4 Mixed method

4.5 Themes, coding and presentation

Unit 5: Preparing Research Proposal & Report

5.1 Components of research proposal

5.2 Presentation of proposal

5.3 Writing of thesis/dissertation

5.4 Writing technical paper for publication

5.5 Research management

Assignments/ Course Work/ Practicum

• Review a research paper published in refereed journal

• Prepare and present a research proposal

• Review a text book and submit a report

• Analyze a set of data using computer application

Transaction

The research concepts and processes included in this course should be taught using examples from special education and disability studies. The topics from statistics should be explained through variables, hypothesis and type of data collected in selected research studies. Evaluation may be done by asking students to select and apply suitable statistical measure to a given set of data.

Essential Readings

• Agarwal, A.N. (2002). Quantitative Methods.Vrinda Publishing, New Delhi.

• Best, J.W., & Kahn, J.V. (1996). Research in Education.Prentice-Hall, New Delhi.

• Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.

• Desu, M.M., &Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.

• Dooley, D. (1997). Social Research Methods.Prentice-Hall, New Delhi.

• Gaur,A.S., & Gaur, S. S.(2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi.

• Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication, London.

• Grewal, P.S. (1990). Methods of Statistical Analysis.Sterling Publishers, New Delhi.

• Guptha, S. (2003). Research Methodology and Statistical Techniques.Deep & Deep Publishing, New Delhi.

• Hegde, M. N. (2003). Clinical research in communicative disorders. PRO-ED: Austin, Texas

• Khan, M.S. (2005). Educational research.Ashish Publishing House: New Delhi

• Koul, L. (1996). Methodology of Educational Research.Vikas Publishing House, New Delhi.

• Potti, L.R. (2004). Research Methodology.Yamuna Publications, Thiruvananathapuram.

• Siegel, A., &Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.
• Silverman, D. (2012). Qualitative Research. Sage Publication, London.

Suggested Readings
• Berg, B.L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences Pearson Publication, Boston.
• Bogdan, R. C., &Biklen, S. K. (2007). Qualitative research for education: An introduction to theory and methods (5th ed). Pearson, Boston.
• Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.
• Singh, A. K. (2004).Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi.

CURRICULUM DESIGN & DEVELOPMENT

Course Code: MSE-202   **Credits: 04**
Time of Examination: 3 Hours   **Marks: 100**
       External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

Changes in society constantly demand new knowledge and skills and require the continuous development of our educational system. This course will provide the trainee the foundational know-how and theoretical underpinning of curriculum development from design and implementation to evaluation and an informed and critical understanding about curriculum differentiation

Course Outcomes

After completing the course student teachers will be able to

1. *define curriculum and its scope with historical perspective.*
2. *understand principals, basis and fundamental of curriculum development.*
3. *understand and analyze various approaches to curriculum development.*
4. *differentiate curriculum design and curriculum development.*
5. *explaintheories of curriculum development.*
6. *design and develop of curriculum for universal learning*
7. *assess and evaluate curriculum*
8. discuss the issues of curriculum critically.
9. *comprehend the latest trends in curriculum construction*

Unit 1: Nature of Curriculum

1.1 Definition and scope of curriculum
1.2 Bases of Curriculum-philosophical, sociological and psychological
1.3 Principles of curriculum transaction
1.4 Fundamentals of curriculum development: knowledge based, activity based, skill based and experience based
1.5 Historical and contemporary evolution of curriculum

Unit 2: Approaches & Types of Curriculum Development

2.1Developmental Approach
2.2 Functional Approach
2.3 Eclectic Approach
2.4 Ecological Approach
2.5 Expanded Core Curriculum
2.6 Hidden Curriculum

Unit 3: Principles of Curriculum Construction

3.1 Curriculum & Ideology
3.2 Curriculum as a Social Construct
3.3 Differentiating between Curriculum Design and Curriculum development
3.4 Theories of Curriculum Development
3.5 Universal Design of Learning for Curriculum Development

Unit4: Curriculum Development & Instructional Design

4.1 Differentiation of Curriculum
4.2 Pedagogical Theories and curriculum transaction

4.3 Material and Instructional Adaptations
4.4 Assessment and Evaluation
Unit 5: Critical Issues in Curriculum
5.1 Organization of learning opportunities for diverse needs
5.2 Designing integrated and inter-disciplinary learning experiences
5.3 Collaborative curriculum
5.4 Alignment of curriculum and modes of assessment
5.5 Curricular trends
Transaction
Group discussion, lecture-cum-discussion, panel discussion, school visits and teaching observations, individual assignment of lesson planning based on learning needs in the classroom.
Course Work/ Practical/ Field Engagement
• Write a 2000 word essay describing a curriculum in action in an inclusive school
• Adapt any one lesson in collaboration with a regular teacher within a secondary school text book (using one of the approaches to curriculum development) to meet the needs of children with disabilities
Essential Readings
• Aggarwal, D. (2007).Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
• Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.
• Daniels, H., & Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. McGraw Hill, New York.
• Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A criticalperspective. Routledge, London.
• Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues incurriculum.Allyn& Bacon, Boston.
• Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.
• Wiles, J.W., & Joseph, B. (2006). Curriculum Development: A Guide to Practice.Pearson Publication, London.
Suggested Readings
• CIET(2006). The process of Making National Curriculum Framework-2005: A Videodocumentary both in Hindi and English, CIET,NCERT, New Delhi.
• Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum andAssessment K-12 (Professional Development).Association for Supervision &Curriculum Development, Alexandria.
• Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., &Salvi, F. (2013).Pedagogy, Curriculum, Teaching Practices and Teacher Education in DevelopingCountries. Final Report.Education Rigorous Literature Review.Department forInternational Development.
• Wiggins, G., &McTighe, J. (2005). Understanding by Design.Association forSupervision and Curriculum Development, Alexandria.
• Wiles, J. W., &Bondi, J. C. (2010). Curriculum Development: A Guide to Practice.Prentice Hall, New Jersey.

INCLUSIVE EDUCATION

Course Code: MSE-203   **Credits: 04**
Time of Examination: 3 Hours   **Marks: 100**
                                                                External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

This course will prepare teacher trainees to develop insights into models, evolution, currentissues and strategies for developing inclusive learning environments. This course willpromote collaborative skills in the trainees in order to address special learning needs in theclassroom.

Course Outcomes

After completing the course student teachers will be able to

1. *concept of inclusive education with its historical perspective within India and at global level.*
2. *explain the philosophical, sociological and rights perspective of inclusive education.*
3. *approaches and principles of inclusive education.*
4. *create and understand learning environment for inclusion.*
5. *plan a universal design for learning for special children.*
6. *know about policies and commissions regarding inclusive education.*
7. *describe the significant recommendations of commissions, national policies, international conventions with special reference to inclusive education in India*
8. *develop skills in using a wide range of tools, instructional strategies, social supports toassist students with disabilities learn effectively.*
9. *develop the skills associated with inter-personal relationships, managing relations ineducational settings, problem-solving in educational settings, leadership and workingin teams to promote inclusion.*

Unit 1: Perspectives in Inclusive Education

1.1 Historical perspective of Inclusive education globally and in India
1.2 Approaches to disability and service delivery models
1.3 Principles of inclusive education
1.4 Key debates in special and inclusive education
1.5 Research evidence on efficacy and best practices associated with inclusive education

Unit 2: Covenants and Policies Promoting Inclusive Education- A Critique

2.1 International Declarations: Universal Declaration of Human Rights (1948), WorldDeclaration for Education for All (1990)

2.2 International Conventions: Convention Against Discrimination (1960), UnitedNations Convention on Rights of a Child (1989), United Nations Convention ofRights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)

2.3 International Frameworks: Salamanca Framework (1994)

2.4 National Commissions & Policies: Kothari Commission (1964), National EducationPolicy (1968), National Policy on Education (1986), Revised National Policy ofEducation (1992), National Curricular Framework (2005), National Policy forPersons with Disabilities (2006)

2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995),National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA(2009), IEDSS (2013), RPWD Act (2016)

Unit 3: Building Inclusive learning Environments (I)

3.1 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural

3.2 Ensuring Physical, Academic and Social Access

3.3 Leadership and Teachers as Change Agents

3.4 Assistive Technology

3.5 Whole School Development

Building Inclusive Learning Environments (II)

3.6 Classroom Management

3.7 Effective Communication

3.8 Promoting Positive Behaviour

3.9 Reflective Teaching

3.10 Peer mediated instruction: Peer tutoring, Co-operative learning

Unit 4: Planning for Including Diverse Learning Needs

4.1 Universal design of learning

4.2 Adaptations and accommodations for sensory impairments

4.3 Adaptations and accommodations for children with multiple disabilities

4.4 Adaptations and accommodations for children with neuro-developmental disabilities

4.5 Adaptations and accommodations for children with intellectual impairment

4.6 Adaptations and accommodations for gifted children

Unit 5: Collaborations

5.1 Models of collaboration

5.2 Working with Parents

5.3 Managing Conflict

5.4 Co-teaching

5.5 Mentoring and Coaching

Transaction

Interactive course with discussion as well as field work to get first-hand experience of coteachingmainstream classrooms with children with disability

Course Work/ Practical/ Field Engagement

• Study the impact of UNCRPD on RTE's provisions for children with disabilities

• Review of research in any one area in inclusive education and highlight itsimplications for the practitioner

• Develop a differentiated lesson with content, process, and products adapted to suit aspecific learner

• Implement the lesson plan above in a regular school using one of the models ofcollaborativeteaching. Write your reflections in a journal

Essential Readings

• Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul ChapmanPublishing, London.

• Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.

• Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford,Heinemann.

• Jorgensen, C. M., Mc Sheehan, M., &Sonnenmeier, R. M. (2009). Essential bestpractices in inclusive school. Institute on Disability/UCE, University of NewHampshire

• Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with SpecialNeeds, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press,New Delhi.

• Peterson, M., &Hittie, M. (2009). Inclusive teaching: The journey towards creatingeffective schools for all learners. Merrill, New Jersery.

• Skidmore, D. (2004) Inclusion: The Dynamic of School Development, OpenUniversity Press, Buckingham.

• Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association forSupervision and Curriculum Development. ASCD, Alexandria.

• Wade, S. E. (2000). Inclusive Education: A Casebook and Readings for Prospectiveand Practicing Teachers. Lawrence Erlbaum Associates, New Jersery.

Suggested Readings

• Berry, B., Daughtrey, A., &Weider, A. (2010). Teacher leadership: Leading the wayto effective teaching and learning. Centre for Teaching Quality, Washington, DC.

• Carr, J. F., Herman, N., & Harris, D. E. (2005) Creating Dynamic SchoolsthroughMentoring, Coaching, and Collaboration. ASCD, Alexandria.

• Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies:Improving all students' social lives and learning. Paul H. Brookes, Baltimore.

• Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand(Eds.), Restructuring for caring and effective education: Piecing the puzzletogether Brookes. Baltimore.

• Mastropieri, M. A., & Scruggs, T. E. (2006). The inclusive classroom: Strategies foreffective instruction. Prentice-Hall, New Jersery.

• Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza,R., Chandler, L. K., McEvoy, C. A., &Favazza, P. C. (1993). Play time/social time:Organizing your classroom to build interaction skills. Communication Skill Builders,Tucson, AZ.

• UNESCO (1994).The Salamanca statement and framework for action on specialneeds education. Paris.

APPLICATION OF ADVANCED TECHNOLOGY AND PERSONS WITH VISUAL IMPAIRMENT

Course Code: MSE-204   **Credits: 04**
Time of Examination: 3 Hours   **Marks: 100**
                                                          External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

Developments in the sphere of assistive technologies and ICT have opened up a wide arrayof exciting opportunities and possibilities for persons with visual impairment. These technologies must, now, form the basis of all activities for effective empowerment of the visually impaired.It is, therefore, in the fitness of things that technology solutions should form the subject matterof the present course. The course familiarizes the M.Ed. students with devices in the fields of education, independent living, employment and related aspects. So extensive, in fact, is the scope and range of technology applications for the visually impaired, today that it is well-neigh impossible to list each and every solution here. Therefore, the course seeks to present a representative sampling with a view to providing the students an indication of the trends and developments in the field. It is hoped that the students would find the devices most fascinating and would be motivated to move further ahead on their own to know of various other technology applications.

The course also focuses on enabling the students to develop the capacity of ascertaining the efficacy of these devices in the Indian conditions. It also provides them an insight on how they could help in resource-mobilization for the acquisition of these technologies, many of which are extremely costly from the Indian perspective.

Course Outcomes

After completing the course student teachers will be able to

1. *know the concept of technology and its historical perspective in special education.*
2. *explain the relevance of technology for persons with visual impairment.*
3. *facilitate visual impaired children with modern technology.*
4. *use technological devices to educate Visually Impaired.*
5. *illustrate various devices to facilitate the education of persons with visual impairment.*
6. *describe various technological devices for promoting quality of life of persons with visual impairment.*
7. *locate the procurement and Assessment of Technological Devices for Persons with Visual Impairment*
8. *critically analyze suitability/appropriateness for various technological devices for persons with visual impairment.*
9. *discuss various trends in research on technology for persons with visual impairment.*

Unit 1: Introduction to Technology for the Visually Impaired

1.1 Historical perspective of assistive technology in the rehabilitation of persons with visual impairment

1.2 Concept, need and importance of assistive technology with specific reference to the Indian context

1.3 Types of Assistive Technologies

1.4 Special roles of technology for facilitating empowerment of persons with visual impairment

1.5 Hardware, software, cybernetics and systems, with special reference to persons with visual impairment- an overview

Unit 2: Technological Devices– Traditional and Modern for the Education of the Visually Impaired

2.1 Writing Technologies: Braille Slates of different types, Brailler– mechanical and electrical, computers with screen readers and computer-based screen magnifiers and screen readers for Indian languages, Braille Note takers and Smart Brailler

2.2 Reading Technologies: Braille, Refreshable Braille Displays, Stand-Alone reading machines, OCR systems, scanner/ camera-based OCR systems, Indian languages scanning software and Text to Speech (TTS), screen readers for phones and tablets, Smart Phone and DAISY players

2.3 Technology for Mathematics and Science Education: Abacus, Taylor Frame, Geo Kit, measuring tapes-- strengths and limitations; softwares for accessing Mathematics and Science text, hardwares and softwares for making Science Lab accessible: Automatic Stir Station (hardware), Drop Counter(hardware), Sci-Voice (software),Talking Interferential Therapy Machine(hardware), Talking Lab Quest and Talking Logger

2.4 Braille Production Technologies: Sterotyping Machines- mechanical and electrical, Braille translation software with special reference to Indian languages, embossers and printers, Braille labeling systems, tactile diagrams and graphics production devices

2.5 Critical analysis of the devices mentioned under Unit 2.1 to 2.4 in the context of theIndian situation

Unit 3: Technologies for Facilitating Independent Living for Persons with Visual Impairment

3.1 Mobility Devices: canes - rigid, collapsible, folding and Smart Canes; Global Positioning Systems (GPS), ultra sonic devices, vibrating technologies

3.2 Fitness and Health: Thermometer - tactile and audio, Talking Blood Glucose Meter, Talking Blood Pressure Device, Talking Medcenter Pill Organizer System, Talking Pedometer, weighing machine- Braille and Talking

3.3 Recreational Devices - Chess Board, playing cards, adapted Ludo and Snakes and Ladders, adapted Scrabble, adapted puzzles, Talking Chess, audio Cricket Ball and audio Football, adapted Table Tennis/ Show Down, Goleball, adapted Volley Ball

3.4 Home management Devices: audible/ vibratory Liquid Level Indicator, Talking Measuring Cup, Talking Food Thermometer, Talking Kitchen Scale, Talking Microwave Oven, Talking Timer, Braille and Talking Alarm Clocks and Watches, Needle Threader

3.5 Critical analysis of devices mentioned under Unit 3.1 to 3.4

Unit 4: Employment-related Technologies for the Visually Impaired

4.1 Braille Shorthand Machine

4.2 Dictaphone

4.3 Dictation Software

4.4 Application of screen reading technologies for promoting/ diversifying employmentopportunities

4.5 Making workplaces and available workshop equipment and other machinesaccessible to persons with visual impairment– Guidelines and Principles

Unit 5: Procurement and Assessment of Technological Devices for Persons with Visual Impairment

5.1 Sources of availability and maintenance of technology devices

5.2 Resource mobilization for procurement of devices

5.3 ADIP scheme of the Government of India, Department of Empowerment of Personswith Disabilities

5.4 Parameters for assessing efficacy/ suitability of devices in the Indian context

5.5 Recent trends in research on technology for visually impaired

Course Work/ Practical/ Field Engagement

• Analyze critically the efficacy of any two traditional/modern devices from Unit 2 toUnit 4

• Draw up a list of addresses of suppliers of technological devices for persons withvisual impairment

• Survey the availability and use of technology in one special school and one inclusiveschool and prepare a critical report

Essential Readings

•Taraporevala, S., &D'Sylva, C. (2014). Equip Your World: A Synoptic View ofAccess Technology for the Visually Challenged. Joint Publication of NIVH,Dehradun& XRCVC, Mumbai.

• Mani. M.N.G. (1997).Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.

• Singh, J.P. (2003). Technology for the Blind- Concept and Context, Kanishka Publication, New Delhi.

•Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired(2009). Asian Blind Union, New Delhi.

Suggested Readings

• Fernandez, G., Koening. C., Mani. M.N.G., &Tensi, S. (1999). See with the BlindBooks for Change, Banglalore.

• Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). Low Vision Rehabilitation.SLACK Incorporated, New Jersey.

• https://www.afb.org/prodmain.asp

• http://www.independentliving.com/products.asp?dept=141&deptname=New-Products

• http://shop.rnib.org.uk

• http://shop.lighthouseguild.org

PRACTICAL RELATED TO VISUAL IMPAIRMENT

Course: MSE-205   **Credits: 04**   **Marks: 100**
                                                          Internal:20; External:80

Course Outcomes

After completing the course student teachers will be able to

1. *use relevant ICT aids to make teaching effective,*
2. *prepare lesson plans to teach pedagogy subjects, inclusive education & specialized papers.*

• 5 lectures with B.Ed. students (1 in pedagogy subject, 1 in inclusive education, and 3in specialization papers)   -- 50 Marks (@ 10)

• Teaching of ICT to B.Ed. students 5 classes   -- 50 marks

OVERVIEW OF DIVERSITY AND SPECIAL EDUCATION
CBCS- OESS

Course Code: MSE-OE-1   Credits: 02
Time of Examination: 2 Hours   Marks: 50
                                             External-40; Internal-10

Note:- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt total four questions i.e. one question from each unit. All questions will carry equal marks.

Course Outcomes
After undergoing the course the student teachers will be able to:-
1. describe and diagnose different types of disabilities i.e. Visual Impairment, Hearing Impairment, Physical Disability, Intellectual Challenges, Learning Disability.
2. understand perspectives on Special Education.
3. critically analyze the various issues related to practice of the education of the differently abled
4. understand issues in early Special Education Intervention.
5. explain various issues in teacher preparation in special education.
6. describe national disability resources and technological resources for children with special need.

UNIT-I

An overview of special needs -Meaning, Identification and Characteristics of the following-

1. Visual Impairment
2. Hearing Impairment
3. Physical Disability
4. Intellectual Challenges
5. Learning Disabilities

UNIT-II

1. Conceptual issues, practical issues, issues reflected in practice.

2. Perspectives on classification; perspectives on categorical treatment and labeling; perspectives on environments and prevalence; perspectives on the regular education initiatives; perspectives on categorical relevance; perspectives on out of school placements.

UNIT-III

1. Current decision making practices, assessment practices: who is assessed, what is assessed; assessment techniques and procedures; who performs assessment, relevance to intervention/remediation.
2. Issues in teaching views of causality and their relationship to treatment approaches; place and time of intervention, objectives of teaching, procedures of teaching; criteria for effectiveness of speaking
3.

UNIT-IV

1. Teacher Preparation in Special Education – Teaching competencies, collaborative consultation and Communication.
2. Technological Resources – Information, Communication, Learning and Supportive Technology for children with special needs.

SUGGESTED READINGS

Ashman, F. Adrian., & Conway, N. F. Robert (1989).*Cognitive Strategies for Special education*. Rout ledge: London and New York.

Ashman, F. Adrian & Elkins, J (1998).*Educating Children with Special Needs* (3rd edition). Prentice Hall: New York.

Berdine,W. H., &Blackhurst, A.K. (1985). An Introduction to Special Education, Boston: Harper Collins

Fernandez, G. , Koenig, C., Mani, M.N. G., &Tesni, S. (1999). See with the blind: Trends in education of the visually impaired, Bangalore: CBM and Books for Change

Gearheart, B.R., Ruiter, J.A., &Sileo, T.W. (1988).Teaching Mildly and Moderately Handicapped Students. New Delhi: Prentice Hall of India.

Gearheart, R. Bill; Weishahn, W. Mel; Gearheart, J. Carol (1992).*The Exceptional Students in the Regular Classroom* (5th edition). Macmillan Publishing Co. New York.

Giuliani, G. &Pierangelo, R.. (2006). The Big Book of Special Education resources, CA:Corwin Press

Hallahan D. P., & Kauffman, J. M. (2000). Exceptional learners: An introduction to special Education, Boston: Allyn& Bacon

Hewett, F.M., &Forness S.R, (1984).Education of Exceptional Learner. MA: Allyn& Bacon

Kirk, S. A., & Gallagher, J.J. (2000).Education of Exceptional Children. Boston: Houghton Mifflin

Kundu, C.L.,Singh, J. P., &Ahluwalia, H.P.S. (2005). Accredited institutions of Rehabilitation Council of India. New Delhi: RCI.

Loreman, T., Deppler, J., & Harvey, D. (2005). Inclusive Education: A Practical Guide to Supporting Diversity in the classroom, NY: RouteledgeFalmer.

Olson, Judy and Platt, Jennifer (1992).*Teaching children and Adolescents with Special Needs*. Macmillan Publishing Co. New York.

Rao, I., Prahladrao,S., &Pramod, V. (2010). Moving away from Labels, Bangalore: CBR network (South Asia)

Singh, J. P., &Dash , M. K. (2005). Disability Development in India, New Delhi: RCI.

WHO (1980).International Classification of Impairments. Disabilities and Handicaps, Geneva:WHO.

WHO (2001). ICF: International Classification of Functioning, Disability and Health. Geneva:WHO.

**PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICE
AND PRE-SERVICE**

Course Code: MSE-301   **Credits: 04**
Time of Examination: 3 Hours   **Marks: 100**
                                               External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

This course intends to orient the student about the aims and purpose of teacher education and critically reflect on its' status in India with specific reference to the developments in the field of special and inclusive education as well as identify the issues and challenges. A critical understanding of pre-service and in-service education of teachers in special and inclusive education would promote skills of designing and evaluating curriculum as well as capacities in transacting teacher training programs with essential inputs.

Course Outcomes

After completing the course student teachers will be able to

1. *gain insight and understand development of Teacher Education and its significance..*
2. *discuss the type and its structure of teacher education for disabled.*
3. *reflect on issues and problems related with teacher education of disabled.*
4. *understand the changing scenario of teacher education curriculum and evolving priorities*
5. *familiar with responsibilities of different organizations in preparation of competent teachers and critically examine it.*
6. *understand the importance of pre-service and in-service programmes*
7. *develop capacity to plan and execute different programme with special needs children.*
8. *appraise the existing teacher education curriculum and its relevance, issues and challenges.*
9. *understand the role of various agencies related to teacher education of disabled.*

Unit 1: Understanding Teacher Education (TE)

1.1 Concept, Aims and Objectives of TE

1.2 Significance of TE in India

1.3 Types of TE: Pre-service and In-service; Continued development of Teacher as a Professional

1.4 Structure of TE in India and Organizations/Agencies involved

1.5 Factors influencing the practices in TE and quality

Unit 2: TE and Education of Children with Disabilities

2.1 Early Initiatives in preparing teachers for children with disabilities in India

2.2 Establishment of various national institutes and development of TE in special education

2.3 Establishment of RCI as a statutory body in standardizing and promoting TE in special education

2.4 Changes in School Education for Children with Disabilities and its Impact on TE

2.5 Paradigm shift from Segregation to Inclusion Impacting TE

Unit 3: Pre-service TE in Education of Children with Disabilities

3.1 Changing scenario of teacher education curriculum and evolving priorities

3.2 Characteristics of TE framework developed by RCI, structure and organisation of different components of TE Curriculum

3.3 Components of Pre-service TE: overview of courses at different levels, weight age of course work and evaluation

3.4 Various components of TE curriculum and their transactional modalities

3.5 Organisation, transaction and evaluation of different components of TE curriculum including school based practicum, and internship

Unit 4: Continued Teacher Development Program

4.1 Need and modalities for continuing professional development of a teacher (Continuing Rehabilitation Education (CRE), Workshop, Seminar, Conferences, Projects, Exchange programmes) and their advantages and limitations

4.2 Structures and models of in-service teacher education- sub-district, district, State, regional and national level organisations and their role, voluntary efforts

4.3 Modes (face to face, distance modes, on line and mixed modes) and models (induction, one shot, recurrent, cascade, multi-site, school based, and course work) of in-service TE

4.4 Planning an in-service TE programme- preliminary considerations (purpose, duration, size of group, activities and budget)

4.5 Designing and organizing an in-service TE programme- assessment of training needs, identifying essential components, guidelines

Unit 5: Issues and Challenges in TE for Education of Children with Disabilities

5.1 Teacher motivation and working conditions; opportunities for professional development

5.2 Organizing TE: Conventional versus ODL

5.3 Collaboration/linkage between MHRD/ NCTE and MSJE/ RCI

5.4 Single disability versus cross disability approach in TE and addressing disability issues in general education curriculum

5.5 ICT and TE

Course Work/ Practical/ Field Engagement

• Prepare a checklist/schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyses the data to suggest improvement in quality of training

• Prepare a checklist/schedule to collect information from employer about competency of passed out student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyses the data to suggest improvement in quality of training and the need for in-service training

Suggested Readings

• NCTE (1998). Policy Perspectives in Teacher Education: Critique and Documentation, New Delhi.

• Saxena, N.R., Mishra, B.K., &Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.

• Sharma, R.A. (2002). Teacher Education. International Publication House, Meerut.

EDUCATIONAL EVALUATION

Course Code: MSE-302   **Credits: 04**
Time of Examination: 3 Hours   **Marks: 100**
                   External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

Education is a continuous process which begins with evaluation and ends with evaluation. This course intends to orient the learners with the foundation, scope and practices followed in educational evaluation and undertaking adaptations to suit the needs of children with disabilities. The course also takes the learners one step ahead by building an understanding of the contemporary evaluation practices as well as programmed evaluation.

Course Outcomes

After completing the course student teachers will be able to

1. *explain the key concepts of evaluation and its development.*
2. *describe the principals, areas and function of evaluation..*
3. *describe the scope of evaluation in education.*
4. *understand the strategic planning for effective evaluation.*
5. *describe the role of evaluation for teaching-learning process.*
6. *know the process of standardization and application of effective tool for evaluation.*
7. *describe the ways & means of evaluation of programmes.*
8. *evaluate instructional programmes with sensitivity.*
9. *explain the current trends in evaluation.*

Unit 1: Foundations in Evaluation

1.1 Concept of testing, measurement, assessment and evaluation
1.2 Difference between investigation, auditing, monitoring & evaluation
1.3 Principles of Evaluation
1.4 Areas of Evaluation
1.5 The evolution of the evaluation function; i) Measurement/ comparison,Transparency/ accountability, ii) Understanding/ learning/ decision making/ positiveaccountability

Unit 2: Scope of Evaluation

2.1 Problem-solving and decision-making
2.2 Positive accountability and excellence in education
2.3 Knowledge construction and capacity building of learners
2.4 Organizational learning and change, and strategic planning
2.5 Advocacy & communication

Unit 3: Teaching-learning and Evaluation

3.1 Evaluation of learning, for learning and in learning- Contexts, Need & Nature
3.2 Tools for evaluation and process of standardization
3.3 Equity & fairness in evaluation including adaptations & Accommodations
3.4 Report writing: Format, Content & Mechanics
3.5 Mastery Level Learning

Unit 4: Programme Evaluation & Review

4.1 Concept, need, goals and tools
4.2 Evaluation of instructional programmes
4.3 Techniques of programme evaluation

4.4 Reliability, validity and sensitivity in programme evaluation

4.5 Reviewing outcomes

Unit 5: Current Trends in Evaluation

5.1 Knowledge based evaluation

5.2 Performance Based Evaluation: Role play, Concept maps

5.3 Authentic Evaluation: Interviews, Writing samples, Projects, Exhibitions, ReflectiveJournals

5.4 Self evaluation: Rubrics & Rating scales

5.5 Exams: Online, On-demand, Take-home Power Tests & Open book

Transaction & Evaluation

• Lecture-cum-demonstration, Workshops on developing tools for content andprogramme evaluation

• Assignments, Presentations and Class Tests

Practicum

• Observe and prepare a report on evaluation practices at any two levels in (i) aMainstream and (ii) a Special school. Critically analyze the evaluation practices.

• Develop a format for self evaluation for teachers in special or mainstream.

• Develop tools one each for Knowledge based, Performance based &Authenticevaluation for children with disabilities studying in a class or a subject of your choice.

Essential Readings

• Airasian, P.W. (1991). Classroom Assessment.McGraw-Hill, New York.

• American Educational Research Association, American Psychological Association,and National Council on Measurement and Education. (1999). Standards foreducational and psychological testing. Washington, DC: American EducationalResearch Association.

• American Federation of Teachers, National Council on Measurement in Education,and the National Education Association. (1990). Standards for teacher competence ineducational assessment of students. Washington, DC: Author.

• Gipps, (1996). Assessment for learning. In Little, A. and Wolf, A. (eds) Assessmentin transition: Learning, monitoring and selection an international perspective. OxfordPergamon Press, London.

• Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6thEdition). Macmillan, New York.

• Hamayan, (1995). Approaches to alternative assessment. "Annual Review of AppliedLinguistics," 15, 212-226.

• Headington (2003). Monitoring, Assessment, Recording, Reporting &Accountability.II-Ed, David Fulton Pub. , London.

• Hibbard, K. M. and others. (1996). A teacher's guide to performance-based learningand assessment. Alexandria, VA: Association for Supervision and CurriculumDevelopment.

• Mathew, S. (2005). Evaluation: curricular strategies and adaptations for children withhearing impairment. Kanishka: New Delhi.

• Mathew, S. & Mishra, A. (2010). Knowledge based evaluation of studentswithhearing impairment. Journal of NCED, 2(1), 26-33.

• Mathew, S. (2010). Educational Evaluation .Curriculum and teaching strategies forCWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.

• Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology(IVED).Harcourt Brace College Publishers, New York.

• NSW syllabuses: Assessment for, as and of Learning. Retrieved fromsyllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning on 10.4.2015

•Programme evaluation and review technique. Retrieved fromhttp://www.inc.com/encyclopedia/program-evaluation-and-review-techniquepert. html on 10.4.2015

•School self-evaluation. http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html on 10.4.2015

•School self-evaluation. Retrieved from http://schoolself-evaluation.ie/postprimary/index.php/what-school-selfevaluation/?doing_wp_cron=1429505616.9318289756774902343750 on 10.4.2015

•UNICEF (2006). New trends in development evaluation. Retrieved fromhttp://www.unicef.org/ceecis/New_trends_Dev_EValuation.pdf on 16.4.2015

• Wiggins, G. (1993) Assessing studentsperformance.SanFrancisco:Jossey-Bass.

Suggested Readings

• Braden, J. (2001). The clinical assessment of deaf people's cognitive abilities.Inclark,M. D.; Marschark, M., &Kretchmer, M.(Eds.). Context, cognition and deafness,Galludet University press, Washington.Pg.14-37.

• Elliot, S.N., Kratochwill, T. R., & Gilbertson, A. G. (1998). The AssessmentAccommodation Checklist: Who, What, Where, When, Why and Who? TeachingExceptional Children, 31(2), 10 –14.

• Eriksen, S.C. (1969). The teacher made test. Memo to the Faculty, no.35.AnnArbor:Centre for Research on learning and teaching, University of Michigan.

• Fernandez, H. (2008). Knowledge based achievement of students with hearingimpairment on different types of assessment. Unpublished Master Disseratation,University of Mumbai.

• Frechtling, J.A. (1991). Performance assessment: Moonstruck or the real thing?Educational Measurement: Issues and Practices, 10(4), 23-25.

• Jacob, L. C., Chase, C. N. (1992). Developing and using tests effectively: A guide forfaculty. Josse-Bass Publishers, San Francisco.

• Junaid, I.M., & Muhammad, D. N. (2002). Assessing nomadic children's learningachievement: what tools and which strategies? Retrieved fromcurriculum.pgwc.gov.za/resource_files/22153409_16.doc

• Linn. R.L, Baker, E. L., & Dunbar, S. B. (1991).Complex Performance basedassessment. Educational Researcher, 20(8), 15-21.

• Mathew, S. (2010). Impact of Knowledge Based Evaluation on Achievement ofStudents with Hearing Impairment: An Experimental Study. A PhD Thesis(Unpublished), MJP Rohilkhand University.

• Meyer, C.A. (1992) .What is the difference between Authentic and Performanceassessment? Educational Leadership,49(8),39-40

• Mountain, A. (2005). Science assessment of deaf students: Considerations andimplications of state accountability. Measurements.MSSE Masters Project.Submittedto the National Technical Institute for the Deaf, Rochester Institute of Technology,New York.

• Musselman, C.R., Lindsey. P. H.,& Wilson A. K. (1988). An evaluation of recenttrends in preschool programming for hearing impaired children. Journal of Speech andHearing Disorders, 53, 71-88.

• Nair, P. (2005). A study of the effectiveness of individualized instructional materialon mastery of mathematical concepts related to time in children with hearingimpairment. Unpublished Master Dissertation, University of Mumbai.

• Stiggins, R.J. (1994). Student-Centered classroom assessment. MacMillan, New York

• Tannenbaum, J.E. (1996). Practical Ideas on Alternative Assessment for ESLStudents. ERIC Clearinghouse on Languages and Linguistics Washington DC, ERICIdentifier ED395500, 1-6.

ADULTHOOD AND FAMILY ISSUES

Course Code: MSE-303   **Credits: 04**
Time of Examination: 3 Hours   **Marks: 100**
                                                            External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

Parents are advocates, teachers, and nurturers for their children. Family members of any person with visual impairment are at a risk for emotional difficulties if their support systems or coping skills are inadequate. Learners must understand the challenges that are often associated with a family of a person with visual impairment from birth till adulthood focusing on periods of transition. Learners should be able to empower the parents with information regarding the array of educational services and supports available to the families of children with visual impairment.

Course Outcomes

After completing the course student teachers will be able to

1. *analyze the role of family as a support system for disabled.*
2. *understand the family involvement in child development.*
3. *discuss the concerns of the family of a person with visual impairment.*
4. *explain the meaning and definition of* Individualized Transition Plan (ITP).
5. *meet the challenges faced at different stages of transition of a person with visualimpairment.*
6. *develop the skills to prepare an ITP and IFSP.*
7. *know about the family issue about education, carrier and life.*
8. *discuss the components of family support services.*
9. *develop a critical understanding of schemes for equal opportunities.*

Unit 1: Role of Family in the Continuum of Support System

1.1 Adjustment and accommodation to the birth of a special child
1.2 Organization and family functioning
1.3 Family involvement in infancy and early childhood
1.4 Family involvement in school age
1.5 Family involvement in transition to adulthood

Unit 2: Transition Issues

2.1 Transition from home to school
2.2 Transition from school to college
2.3 Transition from education to work
2.4 Meaning and Definition of Individualized Transition Plan (ITP)
2.5 Role of family in developing ITP

Unit 3: Family Issues in Adulthood

3.1 Higher Education
3.2 Career Education
3.3 Life Skills Education
3.4 Marriage and home skill management
3.5 Rehabilitation of adventitious visually impaired

Unit 4: Planning Family Support Services

4.1 Concept and objectives of family support services
4.2 Components of family support services
4.3 Identifying family needs
4.4 Individualized Family Service Plan (IFSP) under PL 99-457
4.5 Preparing an IFSP in Indian context

Unit 5: Equal Opportunity Provisions: Schemes and Facilities

5.1 Schemes for education of children from pre-school to higher and tertiary education
5.2 Schemes and facilities for vocational training and skill development
5.3 Schemes and statutory provisions to promote employment, self-employment, and livelihoods
5.4 Concessions for persons with visual impairment
5.5 Concept and types of parent family partnerships

Course Work/ Practical/ Field Engagement (Any Two)
• The teacher trainees should develop an individualized transition plan for a givenperson with visual impairment
• The teacher trainees should develop an individualized family service plan for a familyof a person with visual impairment
• The teacher trainees should critically examine any two schemes under equalopportunity schemes

Essential Readings
• Bhandari, R., & Narayan, J. (2009).Creating learning opportunities: a step by stepguide to teaching students with vision impairment and additional disabilities,includingdeafblindness. Voice and vision: India.
• Educational Concessions and Facilities for Blind Students. National Association forthe Blind: Mumbai Foundation for the Blind.
• Kirk, S.A., Gallagher, J.J., &Anstasiow, N.J. (2000). Educating ExceptionalChildren. Houghton Mifflin Company: New York
• Lowenfeld, B. (1973).Visually Handicapped Child in School. American Foundationfor the Blind. New York.
• Lowenfeld, B. (1975). The Changing Status of the Blind from Separation toIntegration. Charles C. Thomas, Springfield.
• Narayan, J., &Riggio, M. (2005). Creating play environment for childrenHilton/Perkins: USA.
• Patil, H.J. (2008). (5 Ed).Concession for the Blind. National Association for theBlind: Mumbai
• Shah, A. (2008). Basics in guidance and Counselling.Global Vision PublishingHouse, New Delhi.
• Smith, D. D. &Luckasson, R. (1995). Introduction to Special Education – Teachingin an age of Challenge.(2 Ed).Allyn& Bacon, Boston.

Suggested Readings
• Fernald, L.D. & Fernald, P.S. (2001). Introduction to Psychology (5th ed.). A.I.T.B.SPublishers, New Delhi.
• Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (2002). Introduction toPsychology. (7Ed). Tata McGraw Hill Publishing, New Delhi.
• Kundu, C.L. (2000). Status of Disability in India 2000, RCI: New Delhi.
• Lowenfeld, B. (1971). Psychological problems of children with impaired vision,Prentice-Hall, New Jersey.
• Furlong, M.J., Gilman, R. & Huebner, E.S. (2014). Handbook of Positive PsychologyinSchools.Routledge, New York.
• Hilgard, E.R., Atkinson, R.C. & Atkinson, R. L. (1975). Introduction to Psychology(6th ed.) Oxford, New Delhi.

EDUCATIONAL MANAGEMENT

Course Code: MSE-304 A   **Credits: 04**
Time of Examination: 3 Hours   **Marks: 100**
                                                             External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Introduction

Educational management is a field of study and practice concerned with the operation of educational organizations. The field draws links from diverse disciplines such as economics, general management & Information technology. The course content included in the present program hence includes inputs from varied disciplines and is envisaged to equip the learners to understand the know- how's of managing educational institutes on the basis of total quality management principles.

Course Outcomes

After completing the course student teachers will be able to

1. *explain the concept and areas of educational management.*
2. *explain the principles, process and styles of educational management.*
3. *describe the skills required for enhancing institutional quality for sustained development.*
4. *enumerate the skills required for capacity building of human resources.*
5. *explain quality management and its applications in education for disabled.*
6. *explain the skills needed to manage data for various information management processes.*
7. *understand the concept of educational management information system.*
8. *know the concept of financial management and its importance for an institution.*
9. *prepare cost effective budgets, proposals and describe ways of managing financial resources.*

Unit 1: Foundations in Educational Management

1.1 Definition & Concept: Management as an art, science, organization, person &adiscipline
1.2 Approaches to management; a) Classical approach, b) Human relation approach, c)Systems approach, d) Contingency approach
1.3 Principles & processes of management
1.4 Styles of management; autocratic, laissez-faire, transactional, contingency
1.5 Leader *vs.* Manager; role competencies

Unit 2: Total Quality Management in Education

2.1 Concept of Quality and issues in Quality management of educational institutes
2.2 Educational applications
2.3 Assessment of educational institutions
2.4 Strategic planning & Sustainable development
2.5 Implementing TQM

Unit 3: Human Resource Management

3.1 Manpower planning, talent acquisition & management
3.2 Employee benefits, welfare & Performance appraisals systems- 360 degree approach
3.3 Training, development & capacity building
3.4 Organizational behavior; climate & culture
3.5 Individual & group dynamics, conflict management & negotiations

Unit 4: Educational Management Information Systems (EMIS)

4.1 Need, relevance and National agencies for EMIS
4.2 Internal & external stakeholders of EMIS
4.3 Tools & process for collecting and disseminating data & using information
4.4 Constituting indicators & data monitoring plans
4.5 Dissemination, distribution & publication of data

Unit 5: Financial Management

5.1 Need &Importance of financial management in educational institutes

5.2 Basic concepts in accounting

5.3 Importance & types of budgeting

5.4 Resource mobilisation& allocation

5.5 Proposal writing for funding in educational institutes

Transaction

Lectures, Field visits, Self-study

Course Work/ Field Work

• Proposal writing for fund raising of an educational institution

• Review performance appraisals from 2 educational institutions one each from ateacher training college and other from special school

Suggested Readings

• Bhardwaj, K. S., (2014). Human Resource Development in Education.PartridgePublication, Gurgaon.

• Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational ManagementChapman A Sage Publications Company, London.

• Chatterjee, B. K. (2011). Finance for Non – Finance Managers. JaicoPublishingHouse, New Delhi.

• Deshmukh, A.V., &Naik. A. P. (2010). Educational Management.HimalayaPublishing House Pvt. Ltd., Mumbai.

• Dessler, G. (2012). Human Resource Management. Prentice Hall, London.

• Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact.Routledge, New York.

• Leithwood, K., &Jantzi, D. (1999). Changing Leadership for Changing Times.OpenUniversity Press, London.

• Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.

• Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).

• Mukhopadhya, M. (2011). Total Quality Management in Education.SagepublicationsIndia Pvt. Ltd. New Delhi.

• Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource managementapplications: Cases, exercises, and skill builders (7th ed.).

• Pande, S., &Basak, S. (2012). Human Resource Management.Text and Cases.Amazon Digital South Asia Services, Inc.

• Rayner, S. (2007). Managing Special and Inclusive Education.SagePublicationsLtd. London.

• Senge, P. (2007). A Fifth discipline Resource. Schools that lead: Nicholas BrealeyPublishing, London.

• Senge, P.M. (1994). The fifth Discipline; The Art & Practice of TheLearningOrganization.Currency Doubleday, New York.

• Shapi, J. (N.K). Writing a Funding Proposal.

• Ulrich, D., &Brockbank, W. (2005). The HR Value Proposition. Boston: HarvardBusiness School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073).

EDUCATIONAL TECHNOLOGY

Course Code: MSE-304 B   **Credits: 04**
Time of Examination: 3 Hours   **Marks: 100**
                                                               External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Course Outcomes

After completing the course student teachers will be able to

1. discussthe concept of Educational technology and its importance.
2. explain the communication and its process with effective models.
3. know the concept of instructional technology.
4. apply appropriate instructional strategies.
5. develop appropriate instructional media.
6. integrate suitable ICT effectively in teaching-learning-evaluation.
7. explain ICT and its need and importance with special reference to disability in 21st century.
8. suggest suitable modality of instruction (Online, Blended, etc.).
9. understand the recent trends of ICT and its use in education.

Unit 1: Educational Technology

1.1 Concept, Definition and Scope of Educational Technology
1.2 Need and Role of Educational Technologists in India
1.3 Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 …
1.4 Systems Approach; Meaning, Scope and Components
1.5 Communication Process
1.5.1 Meaning and components
1.5.2 Models of communication: Simple, Osgood and Schramm, Gerbner's mode
1.5.3 Interaction analysis: Equivalent Category System and Flander's Interaction Analysis System

Unit 2: Instructional Technology

2.1 Concept and Definition of Instructional Technology
2.2 Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason
2.3 Steps in developing Instructional design :Learner analysis, Content analysis,Deciding entry and terminal behaviour, Preparing test, Selection of method,Selection of media, Development of material, Tryout, Formative and summativeevaluation
2.4 Methods & Models Instructional designs for Large Group and Individual Instructions
2.5 Co-operative and Individual Learning Strategies for children with disabilities

Unit 3: Instructional and Interactive Learning

3.1 Interactive learning: concept, need and components
3.2 Instructional Media for children with Special needs
3.3 Interactive learning Material for children with disabilities
3.4 Development of Interactive learning Material
3.5 Integrating ICTs for children with special needs (e.g. Social Media, Collaborativetools and techniques such as Blogging, ICT tools for research, bibliography, etc)

Unit 4: ICT For Inclusion

4.1 ICT for 21st century learning
4.2 Dilemmas and Realities about applications in ICT in inclusive education
4.3 Potentials of ICT in inclusive education-Access, equity, participation, Skilldevelopment and life- long learning
4.4 ICT for teaching-learning
4.5 Role of ICT in curriculum transaction

Unit 5: Recent Trends in Technology

5.1 Online Learning

5.2 Blended Learning

5.3 M-Learning

5.4 MOOC

5.5 OER

Course Work/ Practical/ Field Engagement

• Prepare an observation report of classroom teaching based on Flanders Interactionanalysis

• Prepare and plan an educational display on a bulletin board using charts,diagrams, graphs, posters, cartoons and comics

• Prepare a story board in any one unit of a subject for a child with disability

• Present a research paper on application of any one recent trend in inclusiveeducation

• Seminar on issues in application of ICT in inclusive education

Suggested Readings

• Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique(Modern Education Series).Kanishka Publisher, New Delhi.

• Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – BasedTraining. Jossey – Bass

• Horton, W. (2001). Designing web-based Training.John Wiley & Sons. New Jersey.

• Kumar, K., Kumar, S. (2004). ICT Skill Development.GBD Publications, GurusarSadhar.

• Mukhopadhyay, M (1990). Educational Technology Challenging Issues.SterlingsPublisher's Pvt. Ltd. New Delhi.

• Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.

• Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: KoganPage Ltd.

• Santhosh, V. (2009). Information communications technology for teacher education.Kanishka Publisher, New Delhi.

• Schank, R.C. (2001). Virtual Learning.McGraw Hill. London.

• Shehzad, A. (2007). Teacher's Handbook of Educational Technology. Anmol,Pubishing Pvt. Ltd., New Delhi.

• Singh, T. (2009). ICT Skill Development.Tandon Brothers, Ludhiana.

• Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, NewDelhi

GUIDANCE AND COUNSELLING

Course Code: MSE-304 C   **Credits: 04**
Time of Examination: 3 Hours   **Marks: 100**
         External-80; Internal-20

NOTE: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions carry equal marks.

Course Outcomes

After completing the course student teachers will be able to

1. *state the basic concepts in Guidance &Counseling.*
2. *explain the types of Guidance counseling.*
3. *know about the tools and techniques of Guidance & Counseling.*
4. *application of theories and assessment in vocational guidance.*
5. *describe testing devices and non-testing techniques of guidance.*
6. *process of counseling for disabled.*
7. *knalyze the problems faced by students in the contemporary world.*
8. *know the different approaches of Educational, Vocational and Guidance*
9. *discuss the problems faced by children with disabilities.*

Unit 1: Education and Career Guidance

1.1 Concept, principles, Objectives and need for guidance at various educational levels

1.2 Types of Guidance: Individual and group, Personal, Educational and Vocational

1.3 Career Development needs of students. Changing scenarios in a global world

1.4 Tests and Techniques for Guidance: Testing techniques (Aptitude, Interest,Achievement & Personality) Non-testing techniques (Interview, Case study,observation, Diary, anecdotal and commutative record)

1.5 Essential services in a school guidance program

Unit 2: Vocational Guidance

2.1 Factors influencing choice of career

2.2 Theories: Vocational Choice, Vocational development and Career development theories

2.3 Assessment of Vocational maturity

2.4 Occupational information in Guidance

2.5 Guidance for students with disabilities.

Unit 3: Fundamentals of Counselling

3.1 Concept and nature of counselling

3.2 Scope and objectives of counselling

3.3 Stages of the counselling process

3.4 Counselling techniques

3.5 Ethical principles and issues

Unit 4: Group approaches in Vocational Counselling and Guidance

4.1 Types, areas and approaches of Counselling

4.2 Steps and skills in the counselling process

4.3 Advantages and Disadvantages of Group Guidance techniques

4.4 Essential services in school and community based guidance programs

4.5 Placement, research, evaluation services and Job study- i) Job description, ii) Jobspecification, iii) Job analysis, iv) Job satisfaction

Unit 5: Assessment in Educational and Vocational Guidance and Counselling

5.1 Assessment of underachievement and challenges

5.2 Assessment of giftedness and special strengths

5.3 Career test construction, administration, scoring and interpretation

5.4 Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse

5.5 Role of counsellor in the contemporary context

Course Work/ Practical/ Field Engagement
• Visit different Guidance Centre and write a report
• Review a film for counselling
• List the resources required and their optimum use in managing a school guidanceprogramme
• Develop a career choice assessment tool in view of personal characteristics of any
• Child with disabilities and available opportunities
• Prepare a brochure on career opportunities for children with different disabilities

Essential Readings
• Naik, P.S. (2013). Counselling Skills for Educationists.Soujanya Books, New Delhi.
• Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
• Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel andActivities. Soujanya Books, New Delhi.
• Shah, A. (2008). Basics in Guidance and Counselling.Global Vision PublishingHouse.
• Sharma, V.K. (2005). Education and Training of Educational and VocationalGuidance.Soujanya Books, New Delhi.

Suggested Readings
• Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex PrintingCompany, Phillipines.
• Pal, O.B. (2011). Educational and Vocational Guidance and Counselling.SoujanyaBooks, New Delhi.

DISSERTATION

COURSE: MSE-305   **Total Credits: 2**   **Marks: 50(Internal)**

Synopsis will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the HOD of the Departmentof Education.

Synopsis Submission

The students have to develop the Research proposal (Synopsis) and present the same in the Faculty Seminar at the end of the semester.

Course Outcomes

After completing the course teacher educators will be able to

1. *develop the research proposal (Synopsis) on a research problem,*
2. *give a presentation of their research proposal.*

NOTE: Synopsis and Presentation will be evaluated by Departmental Research committee (DRC)

FIELD ENGAGEMENT / INTERNSHIP
AS A TEACHER EDUCATOR

Course: MSE-306   **Credits: 04**   **Marks: 100**

<div align="right">Internal:20; External:80</div>

Course Outcomes

After completing the course student teachers will be able to

1. *get acquainting with the real classroom experiences of teaching,*
2. *prepare and deliver lesson plans of pedagogy, core and specialized papers,*
3. *apply principles of cooperative teaching strategy in teaching inclusive classrooms.*
4. *analyze critically report each & every aspect of teaching and learning process during their internship.*

One Month Internship

• Internship 15 days in B.ED special education(VI). During this period the students will teach two lectures on core papers, 4 lectures in specialization papers and 2 lectures each in 2 pedagogy papers. (50 Marks)

• Plan and demonstrate co-operative teaching strategy 7 lessons in inclusive School. -- (50 Marks)

• Submit a comprehensive report on challenges faced during internship and strategies followed to address them.

ADVANCED PERSPECTIVES IN

INCLUSIVE EDUCATION

Course Code: MSE-OE-2   **Credits: 02**
Time of Examination: 2 Hours   **Marks: 50**
                                            External-40; Internal-10

Note:- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt total four questions i.e. one question from each unit. All questions will carry equal marks.

Course Outcomes

After undergoing the course the student teachers will be able to:-

1. explain the basic concept of Special Education and differentiate it from Integrated Education & Inclusive Education.
2. analyze National and International initiatives for Inclusive Education.
3. debate the laws and regulations about Special Education.
4. understand each other and moving beyond simple tolerance to embracing and celebrating the rich dimension of diversity.
5. encounter difficult teaching learning environment in inclusive schools.
6. describe the role and responsibilities of special educational personnel.

Unit I

1. Difference between special education, integrated education and inclusive education.
2. Advantages of inclusive education for the individual and society.
3. National and International initiatives for inclusive education.

Unit II

1. Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations.
2. Current Laws and Policy Perspectives supporting IE for children with diverse needs .

Unit III

1. Concept and meaning of diverse needs.
2. Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
3. Brief account of existing special, integrated and inclusive education services in India.

Unit IV

1. Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
2. Creating and sustaining inclusive practices.
3. Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

SUGGESTED READINGS

Ainscow, M.., & Booth.T. (2003).*The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education.

Ahuja. A., &Jangira, N. K. (2002). *Effective Teacher Training; Cooperative Learning Based Approach: National* Publishing house 23 Daryaganj, New Delhi 110002.

Jangira, N. K., & Mani, M.N.G. (1990).*Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.

Jha.M.(2002). *Inclusive Education for All: Schools Without Walls,* Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.

Sharma, P. L. (1990). *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.

Sharma, P. L. (2003). *Planning Inclusive Education in Small Schools*, R .I E. Mysore.

DISSERTATION

COURSE: MSE-401   **Total Credits: 14**   **Marks: 350**
Internal:150   **External:200(Dissertation:150+viva-voce:50)**
Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the HODof the Department.

Course Outcomes
After completing the course student teachers will be able to
1. *write review of literature as part of their dissertation,*
2. *acquaint with steps to be followed in construction of tool,*
3. *familiar with different data collection tools,*
4. *use data analysis techniques in their research study,*
5. *write to research report or dissertation.*

> ➢ **Review of Literature and Development of Tools:** Thestudent have to conduct review of literature and develop relevant tools for their research projects. Students have to present a seminar on collected review of literature and tools developed in the faculty seminar and seek feedback and incorporate suggestions given by the faculty.
> ➢ **Data collection: S**tudents must complete data collection and data analysis.
> ➢ **Data analysis, Results Discussion and Thesis Submission: S**tudents must complete Data analysis, Results and Discussion and report writing and submit the final report at the end of the semester. The students have to submit three typed copies of Dissertation to the Department by the end of IV Semester. The viva-voce will be held on a date to be fixed by the University. Dissertation will be evaluated &viva-voce conducted by an External examiner.

NOTE: Synopsis is completed in semester III.

Field Engagement/ Internship as a Teacher Trainer

Course: MSE-402   **Credits: 04**   **Marks: 100**
                                              External: 80; Internal:20

Course Outcomes
After completing the course student teachers will be able to
1. *organize a community participatory programme*
2. *prepare & present a seminar on ICT,*
3. *critically observe B.Ed. fairness during their practice session.*

Field engagement
• Prepare community participatory programme (workshops for awareness programmes for public using multimedia/charts/street plays etc.)   -- (50 Marks)
• conduct seminar on ICT   -- (25 Marks)
• Guide and observe B.Ed. trainees in their practice lessons (at least 5 lessons) – (25 Marks @5)

OR

Work out a critical study of the teachers' training institute on quality management, resources, time table, etc.   – (25 Marks)

• Prepare a Report

DEPARTMENT OF EDUCATION

KURUKSHETRA UNIVERSITY, KURUKSHETRA

M.Ed. Spl. Ed. (V.I.) SYLLABUS -CBCS

Mapping scale, Mapping Matrices, Attainment of COs, POs and PSOs

A: Mapping scale:

Table 1: Scale of mapping between COs and POs/PSOs

Scale	
1	*Low* correlation between the contents of course and the particular Program
2	*Medium* correlation between the contents of course and the particular Program outcome/ Program specific outcome
3	*High* correlation between the contents of course and the particular Program

B: Mapping matrices:

SEMESTER-1

CO-PO Mapping matrices

Table 2.MSE-101: CO-PO matrix for the course MSE-101

Developments in Education and Special Education

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	3	2	2	2	2	3	2	3
CO-2	3	2	3	2	2	2	2	3	2
CO-3	3	2	3	2	3	2	2	2	3
CO-4	3	3	2	3	2	2	2	3	2
CO-5	3	2	3	2	2	3	2	2	3
CO-6	3	3	2	2	3	1	2	2	2
CO-7	3	3	3	2	2	2	2	3	2
CO-8	3	2	2	2	2	2	2	2	1
CO-9	3	2	3	2	2	1	2	2	2
Average	3	2.67	2.56	2.11	2.22	1.89	2.11	2.33	2.22

Table 2.MSE-102: CO-PO matrix for the course MSE-102

Psychology of Development and Learning

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	2	2	3	3	2	2	2	2
CO-2	3	3	2	2	3	2	2	2	3
CO-3	3	2	3	2	3	3	3	2	2
CO-4	3	3	2	3	2	2	2	2	3
CO-5	3	2	3	2	3	2	2	2	2
CO-6	3	3	2	2	2	1	3	3	2
CO-7	3	3	3	2	2	2	2	2	2
CO-8	3	2	2	2	3	2	2	2	2
CO-9	3	3	3	3	3	2	3	2	2
Average	3	2.56	2.44	2.33	2.67	1.89	2.33	2.11	2.22

Table 2.MSE-103: CO-PO matrix for the course MSE-103

Identification, Assessment and Needs of Children with Visual Impairment

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	2	3	2	2	3	2	2	2
CO-2	3	2	2	2	3	2	3	2	3
CO-3	3	2	3	3	2	2	2	1	2
CO-4	3	3	3	3	2	2	3	2	2
CO-5	3	3	2	3	2	2	2	1	2
CO-6	3	3	2	3	2	2	2	1	2
CO-7	3	3	2	3	2	2	2	1	3
CO-8	3	3	3	3	3	2	2	2	3
CO-9	3	3	3	3	3	2	2	2	3
Average	3	2.67	2.56	2.78	2.33	2.11	2.22	1.56	2.44

Table 2.MSE-104: CO-PO matrix for the course MSE-104

Curriculum and TeachingStrategies for Children with Visual Impairment

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	3	2	2	2	2	2	2	2
CO-2	3	3	3	3	2	2	2	2	3
CO-3	3	3	3	2	2	2	2	2	2
CO-4	3	2	2	2	2	2	3	2	3
CO-5	3	3	2	2	2	2	3	3	2
CO-6	3	2	2	2	3	2	2	1	2
CO-7	3	2	3	2	3	2	2	2	3
CO-8	3	3	3	3	3	2	2	1	3
CO-9	3	3	2	3	3	2	3	2	2
Average	3	2.67	2.44	2.33	2.44	2	2.33	1.89	2.44

Table 2.MSE-105: CO-PO matrix for the course MSE-105

Practical related to Visual Impairment

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	3	3	3	3	2	2	2	3
CO-2	3	3	3	2	2	2	3	2	2
Average	3	3	3	2.50	2.50	2	2.50	2	2.50

CO-PSO Mapping matrices

Table 3.MSE-101: CO-PSO matrix for the course MSE-101

Developments in Education and Special Education

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	3	3	3	3	3	2	3	3	2
CO 2	3	2	3	2	2	2	3	3	2
CO 3	2	3	2	3	3	2	2	3	3
CO 4	3	2	3	2	2	3	3	2	2
CO 5	2	3	2	2	3	2	2	2	1
CO 6	2	3	3	2	2	3	3	3	2
CO 7	3	2	1	2	3	2	2	1	3
CO 8	3	3	2	2	2	3	1	2	3
CO 9	2	3	3	3	3	2	3	3	2
Average	2.56	2.67	2.44	2.33	2.56	2.33	2.44	2.44	2.22

Table 3.MSE-102: CO-PSO matrix for the course MSE-102

Psychology of Development and Learning

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	3	2	3	3	3	3	2	3	2
CO 2	3	3	2	3	2	2	3	2	2
CO 3	3	2	2	1	2	3	2	3	2
CO 4	2	2	2	2	3	2	3	3	3
CO 5	2	3	3	3	3	1	2	3	3
CO 6	3	2	3	2	3	1	2	2	2
CO 7	2	2	2	3	2	2	3	2	1
CO 8	3	2	2	2	2	3	1	2	2
CO 9	2	3	3	3	3	2	3	3	2
Average	2.56	2.33	2.44	2.44	2.56	2.11	2.33	2.56	2.11

Table 3.MSE-103: CO-PSO matrix for the course MSE-103

Identification, Assessment and Needs of Children with Visual Impairment

	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9
CO-1	3	3	2	2	2	3	3	3	2
CO-2	2	2	2	3	3	2	3	2	1
CO-3	3	2	3	1	2	2	2	3	2
CO-4	2	2	3	3	1	3	3	2	3
CO-5	3	3	2	2	1	2	2	3	3
CO-6	3	3	2	2	3	3	3	2	2
CO-7	2	2	3	3	2	2	3	3	1
CO-8	3	2	1	3	2	2	2	3	3
CO-9	3	2	2	3	2	3	2	2	2
Average	2.67	2.34	2.23	2.12	2.00	2.45	2.56	2.56	2.12

Table 3.MSE-104: CO-PSO matrix for the course MSE-104

Curriculum and Teaching Strategies for Children with Visual Impairment

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	3	3	3	3	3	2	2	2	2
CO 2	2	2	2	2	2	3	3	2	3
CO 3	2	2	2	3	3	2	2	3	2
CO 4	2	3	1	2	2	2	2	3	2
CO 5	3	3	1	2	3	2	3	2	3
CO 6	3	2	3	3	2	3	3	2	3
CO 7	2	3	2	2	2	3	3	3	1
CO 8	2	3	1	3	3	3	2	2	2
CO 9	3	2	3	2	3		3	3	3
Average	2.44	2.56	2.23	2.44	2.56	2.33	2.56	2.44	2.33

Table 3.MSE-105: CO-PSO matrix for the course MSE-105

Practical related to Visual Impairment

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	2	3	3	1	3	2	3	2	3
CO 2	3	3	2	3	2	3	3	2	2
Average	2.50	3.00	2.50	2.00	2.50	2.50	3.00	2.00	2.50

CO-PO Mapping matrices

Table 2.MSE-201: CO-PO matrix for the course MSE-201

Research Methodology and Statistics

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	3	2	2	3	2	2	3	2
CO-2	3	3	2	2	3	2	2	3	3
CO-3	3	3	2	2	3	2	2	3	2
CO-4	3	2	3	2	3	3	2	2	3
CO-5	3	2	3	3	3	3	2	2	3
CO-6	3	3	3	2	2	3	3	3	3
CO-7	3	1	2	2	3	2	2	1	2
CO-8	3	2	3	2	2	3	3	2	3
CO-9	3	3	3	3	3	3	3	3	3
Average	3	2.44	2.56	2.22	2.78	2.56	2.33	2.44	2.67

Table 2.MSE-202: CO-PO matrix for the course MSE-202

Curriculum Design & Development

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	2	2	2	3	2	2	2	2
CO-2	3	2	2	2	3	2	2	2	3
CO-3	3	2	2	2	3	2	2	2	2
CO-4	3	2	3	2	3	2	2	2	3
CO-5	3	2	3	3	3	2	2	2	3
CO-6	3	3	3	2	3	3	3	2	3
CO-7	3	2	2	2	3	2	2	2	2
CO-8	3	3	3	2	3	2	3	2	3
CO-9	3	3	3	3	3	2	3	2	3
Average	3	2.33	2.56	2.22	3	2.11	2.33	2	2.67

Table 2.MSE-203: CO-PO matrix for the course MSE-203

Inclusive Education

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	2	2	2	3	2	2	2	2
CO-2	3	2	2	2	3	2	2	2	3
CO-3	3	2	2	2	3	2	2	2	2
CO-4	3	2	3	2	3	2	2	2	3
CO-5	3	2	3	3	3	2	2	2	3
CO-6	3	3	3	2	3	3	3	2	3
CO-7	2	2	2	2	3	2	2	2	2
CO-8	3	3	3	2	3	2	3	2	3
CO-9	3	3	3	3	3	2	3	2	3
Average	2.89	2.33	2.56	2.22	3	2.11	2.33	2	2.67

Table 2.MSE-204: CO-PO matrix for the course MSE-204

Application of advanced technology and persons with visual impairment

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	2	3	2	3	2	2	2	2
CO-2	3	3	2	2	3	2	2	2	3
CO-3	3	2	2	2	1	2	2	2	2
CO-4	3	2	3	2	2	2	2	2	3
CO-5	2	2	2	3	3	2	2	2	3
CO-6	3	3	3	2	2	3	3	2	3
CO-7	3	2	2	2	3	2	2	2	2
CO-8	2	2	3	2	2	2	3	2	3
CO-9	3	3	3	3	3	2	3	2	3
Average	2.67	2.33	2.56	2.22	2.44	2.11	2.33	2	2.67

Table 2.MSE-205: CO-PO matrix for the course MSE-205

Practical related to Visual Impairment

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	3	3	3	2	3	3	2	3
CO-2	3	2	2	3	3	2	2	2	2
Average	3	2.50	2.50	3	2.50	2.50	2.50	2	2.50

Table 2.MSE-OE-I: CO-PO matrix for the course MSE-OE-I

Open Elective Course :Overview of diversity and special education/MOOC

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	2	2	3	1	2	2	2	2
CO-2	3	2	3	2	2	2	2	3	3
CO-3	2	2	2	3	3	2	2	2	3
CO-4	3	3	3	2	2	3	3	2	3
CO-5	3	2	2	2	3	2	2	1	2
CO-6	2	2	3	2	2	2	3	2	3
Average	2.67	2.16	2.50	2.33	2.16	2.16	2.33	2	2.67

CO-PSO Mapping matrices

Table 3.MSE-201: CO-PSO matrix for the course MSE-201

Research Methodology and Statistics

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	2	3	3	3	3	2	3	3	3
CO 2	3	3	2	3	3	3	3	2	3
CO 3	2	3	2	2	3	3	2	3	2
CO 4	3	2	1	3	3	2	3	3	3
CO 5	3	3	2	2	2	3	3	2	3
CO 6	3	3	3	3	3	3	2	3	3
CO 7	2	2	2	3	2	3	2	3	2
CO 8	2	2	3	2	3	2	3	2	3
CO 9	2	3	2	2	2	2	3	2	3
Average	2.45	2.67	2.23	2.56	2.67	2.56	2.67	2.56	2.78

Table 3.MSE-202: CO-PSO matrix for the course MSE-202

Curriculum Design & Development

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	3	3	3	2	3	2	2	2	2
CO 2	2	3	3	2	3	3	2	3	2
CO 3	3	3	3	3	2	2	3	2	3
CO 4	3	2	2	1	2	2	3	3	2
CO 5	3	2	2	3	3	3	2	3	3
CO 6	3	2	3	3	3	3	2	2	2
CO 7	2	3	3	2	2	2	3	3	3
CO 8	3	3	2	2	2	2	3	2	2
CO 9	2	3	2	3	3	3	2	3	3
Average	2.67	2.67	2.56	2.33	2.56	2.44	2.44	2.56	2.44

Table 3.MSE-203: CO-PSO matrix for the course MSE-203

Inclusive Education

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	3	3	3	3	2	2	3	2	3
CO 2	3	2	2	1	2	2	2	3	2
CO 3	3	2	2	3	3	3	2	3	3
CO 4	3	2	3	3	3	3	2	2	2
CO 5	3	2	3	3	2	3	3	3	3
CO 6	2	3	2	3	2	3	3	3	1
CO 7	2	3	1	3	2	3	2	2	2
CO 8	3	3	3	2	3	2	3	3	3
CO 9	3	2	3	3	2	3	2	3	2
Average	2.78	2.44	2.44	2.67	2.33	2.67	2.44	2.67	2.33

Table 3.MSE-204: CO-PSO matrix for the course MSE-204

Application of advanced technology and persons with visual impairment

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	2	3	3	2	3	2	2	2	2
CO 2	2	3	3	2	3	2	2	2	2
CO 3	3	2	2	3	2	2	3	1	3
CO 4	2	2	2	2	3	3	3	2	2
CO 5	3	3	1	3	2	2	3	2	3
CO 6	2	3	3	3	3	3	3	2	2
CO 7	2	3	2	2	3	2	2	3	2
CO 8	3	2	2	3	2	2	3	2	3
CO 9	3	3	3	2	3	2	3	2	2
Average	2.44	2.67	2.33	2.44	2.67	2.22	2.67	2.00	2.33

Table 3.MSE-205: CO-PSO matrix for the course MSE-205

Practical related to Visual Impairment

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	3	3	2	2	3	2	2	2	3
CO 2	2	3	3	2	1	2	3	2	2
Average	2.50	3.00	2.5	2.00	3.00	2.00	2.50	2.00	2.5

Table 3.MSE-OE-0I: CO-PSO matrix for the course MSE-OE-0I

Open Elective Course :Overview of diversity and special education/MOOC

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	3	2	2	3	2	3	3	1	3
CO 2	2	2	2	2	3	3	3	2	2
CO 3	3	3	1	3	2	2	2	2	3
CO 4	2	3	3	3	3	3	3	2	2
CO 5	2	3	2	2	3	2	2	3	2
CO 6	2	2	3	3	2	3	2	3	2
Average	2.34	2.50	2.16	2.66	2.50	2.67	2.84	2.16	2.34

CO-PO Mapping matrices

Table 2.MSE-301: CO-PO matrix for the course MSE-301

Perspectives in Teacher Education – In-service & Pre-service

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	2	2	2	2	2	3	2	3
CO-2	3	3	2	3	2	2	2	2	2
CO-3	3	3	3	2	3	2	2	2	3
CO-4	3	2	3	3	2	2	2	3	2
CO-5	3	3	2	2	2	3	2	2	3
CO-6	3	2	3	2	3	1	2	2	2
CO-7	2	3	3	2	2	2	2	2	2
CO-8	3	2	2	2	2	2	2	2	1
CO-9	3	3	2	3	2	1	2	2	2
Average	2.89	2.56	2.67	2.33	2.22	1.89	2.11	2.11	2.22

Table 2.MSE-302: CO-PO matrix for the course MSE-302

Educational Evaluation

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	2	3	3	3	3	2	3	2
CO-2	2	3	2	2	2	2	3	2	2
CO-3	3	2	2	3	2	3	2	3	2
CO-4	2	2	2	2	3	2	3	3	3
CO-5	2	3	3	3	3	1	2	3	3
CO-6	3	2	3	2	3	1	2	2	2
CO-7	2	2	2	2	2	2	3	2	1
CO-8	3	2	2	1	2	3	1	2	2
CO-9	2	3	3	2	3	2	3	3	2
Average	2.67	2.33	2.44	2.22	2.56	2.11	2.33	2.56	2.11

Table 2.MSE-303: CO-PO matrix for the course MSE-303

Adulthood and Family Issues

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	3	3	2	3	2	2	2	2
CO-2	2	3	3	2	3	3	3	3	2
CO-3	3	3	3	3	2	2	2	2	2
CO-4	3	2	2	1	2	2	3	3	2
CO-5	3	2	2	3	3	3	2	3	3
CO-6	3	2	3	3	3	3	2	2	1
CO-7	3	3	3	2	2	2	3	3	2
CO-8	3	3	2	2	2	2	1	2	2
CO-9	2	3	2	3	3	3	3	3	1
Average	2.78	2.67	2.56	2.33	2.56	2.44	2.33	2.56	1.89

Table 2.MSE-304 A: CO-PO matrix for the course MSE-304 A

Educational Management

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	2	2	2	2	3	3	2	2
CO-2	2	3	2	3	2	2	2	3	3
CO-3	2	3	3	3	3	3	3	2	2
CO-4	3	2	2	2	2	2	2	2	2
CO-5	3	3	1	3	1	2	3	2	3
CO-6	2	3	3	3	2	3	3	2	2
CO-7	2	3	2	2	2	2	2	3	2
CO-8	3	3	3	3	3	2	3	2	3
CO-9	3	2	3	2	2	1	2	3	2
Average	2.56	2.67	2.22	2.56	2.11	2.22	2.56	2.22	2.33

Table 2.MSE-304 B: CO-PO matrix for the course MSE-304 B

Educational Technology

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	2	2	2	2	2	3	2	3
CO-2	3	2	2	2	2	2	2	2	2
CO-3	2	2	2	1	3	2	2	1	3
CO-4	2	2	3	2	3	2	1	2	2
CO-5	3	2	2	1	2	1	2	2	1
CO-6	3	3	3	2	3	1	3	2	3
CO-7	2	2	3	2	3	1	2	3	2
CO-8	3	3	3	2	3	2	3	2	2
CO-9	3	2	3	3	3	2	2	2	3
Average	2.67	2.22	2.56	1.89	2.67	1.67	2.22	2	2.22

Table 2.MSE-304 C: CO-PO matrix for the course MSE-304 C

Guidance and Counseling

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	2	2	2	3	2	2	2	2
CO-2	3	2	2	2	3	2	2	2	2
CO-3	3	3	3	2	3	2	2	1	2
CO-4	2	3	2	2	3	2	1	2	2
CO-5	3	3	3	3	3	2	2	1	1
CO-6	3	3	2	2	3	2	2	1	2
CO-7	3	3	3	3	3	3	2	2	2
CO-8	3	2	2	2	3	3	1	2	3
CO-9	3	2	3	2	3	2	2	2	3
Average	2.89	2.56	2.44	2.22	3	2.22	1.78	1.67	2.11

Table 2.MSE-305: CO-PO matrix for the course MSE-305

Dissertation

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	2	3	2	2	2	3	1	3
CO-2	2	3	2	2	2	2	2	2	2
Average	2.50	2.50	2.50	2	2	2	2.50	1.5	2.50

Table 2.MSE-306: CO-PO matrix for the course MSE-306

Field Engagement / Internship as aTeacher Educator

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	3	3	2	3	2	2	3	2
CO-2	3	3	2	3	2	3	2	2	2
CO-3	2	2	3	2	2	2	3	2	1
CO-4	3	3	2	3	2	1	2	3	2
Average	2.75	2.75	2.50	2.50	2.25	2	2.25	2.50	1.75

Table 2.MSE-OE-2: CO-PO matrix for the course MSE-OE-2

Advanced Perspectives in Inclusive Education

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	3	3	3	2	2	2	1	2
CO-2	2	3	2	2	3	2	3	2	2
CO-3	3	2	3	3	2	2	2	1	1
CO-4	3	3	2	2	3	2	2	1	2
CO-5	3	3	3	3	2	3	2	2	2
CO-6	3	2	2	2	2	2	1	2	3
Average	2.83	2.67	2.50	2.50	2.33	2.16	2	1.5	2

CO-PSO Mapping matrices

Table 3.MSE-301: CO-PSO matrix for the course MSE-301

Perspectives in Teacher Education – In-service & Pre-service

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	3	2	2	2	3	3	3	2	2
CO 2	3	3	2	3	2	2	2	2	3
CO 3	2	3	3	3	3	3	3	2	2
CO 4	2	3	2	2	3	2	2	3	2
CO 5	3	3	1	3	2	2	3	2	3
CO 6	2	3	3	3	3	3	3	2	2
CO 7	2	3	2	2	3	2	2	3	2
CO 8	3	2	3	3	2	2	3	3	3
CO 9	3	2	3	2	3	1	2	3	2
Average	2.56	2.67	2.22	2.56	2.67	2.22	2.56	2.44	2.33

Table 3.MSE-302: CO-PSO matrix for the course MSE-302

Educational Evaluation

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	2	3	2	2	3	2	2	3	2
CO 2	3	3	1	3	2	2	3	2	3
CO 3	2	3	3	3	3	3	3	2	2
CO 4	2	3	2	2	3	2	2	3	1
CO 5	3	2	3	3	2	2	3	3	3
CO 6	2	2	2	2	2	3	3	2	2
CO 7	2	2	2	2	2	2	2	2	2
CO 8	2	3	2	3	2	3	3	2	3
CO 9	3	2	3	2	3	2	2	3	2
Average	2.34	2.56	2.23	2.45	2.45	2.34	2.56	2.45	2.23

Table 3.MSE-303: CO-PSO matrix for the course MSE-303

Adulthood and Family Issues

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	3	2	3	3	2	2	3	3	3
CO 2	2	2	2	2	2	3	3	2	2
CO 3	2	2	2	2	2	2	2	2	2
CO 4	2	3	2	3	2	3	3	2	3
CO 5	3	2	3	2	3	2	2	3	2
CO 6	2	2	2	2	2	2	3	2	2
CO 7	1	2	2	3	2	2	2	3	1
CO 8	2	2	3	2	3	2	3	2	3
CO 9	1	3	2	2	2	3	2	2	2
Average	2.00	2.12	2.34	2.34	2.23	2.34	2.56	2.34	2.23

Table 3.MSE-304 A: CO-PSO matrix for the course MSE-304 A

Educational Management

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	2	3	2	3	2	3	3	2	3
CO 2	3	2	3	2	3	2	2	3	2
CO 3	2	2	2	2	2	3	3	2	2
CO 4	1	2	2	3	2	2	2	3	1
CO 5	2	2	3	2	3	2	3	2	3
CO 6	1	3	2	2	2	3	2	2	2
CO 7	3	3	3	3	3	3	3	1	3
CO 8	2	2	3	2	2	2	3	2	2
CO 9	2	2	2	3	2	2	2	1	2
Average	2.00	2.34	2.45	2.45	2.34	2.45	2.56	2.00	2.12

Table 3.MSE-304 B: CO-PSO matrix for the course MSE-304 B

Educational Technology

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	3	2	2	3	2	2	2	3	1
CO 2	2	2	3	2	3	2	3	2	3
CO 3	1	3	2	2	2	3	2	2	2
CO 4	3	3	3	3	3	3	3	1	3
CO 5	2	2	3	2	2	2	3	2	2
CO 6	2	2	2	2	2	2	2	1	2
CO 7	2	2	2	2	1	2	3	3	2
CO 8	1	3	2	2	3	2	2	2	3
CO 9	2	2	3	3	2	2	3	2	2
Average	2.00	2.34	2.45	2.34	2.23	2.23	2.56	2.00	2.23

Table 3.MSE-304 C: CO-PSO matrix for the course MSE-304 C

Guidance and Counselling

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	2	3	2	3	2	3	2	2	2
CO 2	3	3	3	3	3	3	3	1	3
CO 3	2	2	3	2	2	2	3	2	2
CO 4	2	2	2	2	2	2	2	1	2
CO 5	2	2	2	2	1	2	3	3	2
CO 6	1	3	2	2	3	2	2	2	3
CO 7	2	2	3	3	2	2	3	2	2
CO 8	3	3	2	3	2	3	2	3	2
CO 9	2	2	2	2	3	2	2	3	2
Average	2.12	2.45	2.34	2.45	2.23	2.34	2.45	2.12	2.23

Table 3.MSE-305: CO-PSO matrix for the course MSE-305

Dissertation

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	3	3	2	3	2	3	2	2	2
CO 2	2	2	2	2	1	2	3	2	2
Average	2.50	2.50	2.00	2.50	1.50	2.50	2.50	2.00	2.00

Table 3.MSE-306: CO-PSO matrix for the course MSE-306

Field Engagement / Internship as aTeacher Educator

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	3	3	3	3	2	3	2	3	2
CO 2	2	2	2	2	1	2	3	2	2
CO 3	1	3	2	2	3	2	2	2	3
CO 4	2	2	3	2	2	2	3	2	2
Average	2.00	2.50	2.50	2.25	2.00	2.25	2.50	2.25	2.25

Table 3.MSE-OE-2: CO-PSO matrix for the course MSE-OE-2

Advanced Perspectives in Inclusive Education

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	2	3	3	3	2	3	2	3	2
CO 2	3	2	2	2	3	2	3	2	2
CO 3	3	3	3	3	2	3	2	3	2
CO 4	2	2	2	2	1	2	3	2	2
CO 5	1	3	3	2	3	2	2	2	3
CO 6	2	2	3	2	2	2	3	2	2
Average	2.16	2.50	2.67	2.34	2.16	2.34	2.50	2.34	2.16

SEMESTER IV

CO-PO Mapping matrices

Table 2.MSE-401: CO-PO matrix for the course MSE-401

Dissertation

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	2	2	3	2	2	2	2	3
CO-2	2	2	3	2	3	3	2	3	2
CO-3	3	3	3	3	3	2	1	2	2
CO-4	3	3	2	2	3	1	2	2	1
CO-5	3	3	2	2	3	2	2	2	2
Average	2.80	2.60	2.40	2.40	2.80	2	1.8	2.20	2

Table 2.MSE-402: CO-PO matrix for the course MSE-402

Field Engagement/ Internship as aTeacher Trainer

	PO-1	PO-2	PO -3	PO-4	PSO-5	PO-6	PO-7	PO-8	PO-9
CO-1	3	3	3	2	3	2	2	2	3
CO-2	3	3	2	3	3	3	2	2	2
CO-3	3	2	3	2	3	2	2	2	3
Average	3	2.67	2.67	2.33	3	2.33	2	2	2.67

CO-PSO Mapping matrices

Table 3.MSE-401: CO-PSO matrix for the course MSE-401

Dissertation

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	2	2	3	2	3	2	2	3	2
CO 2	1	2	2	2	3	2	2	2	1
CO 3	2	2	2	1	3	2	3	1	2
CO 4	3	2	3	3	2	3	2	1	3
CO 5	2	3	2	3	2	2	1	2	2
Average	2.00	2.20	2.50	2.20	2.60	2.20	2.00	1.80	2.00

Table 3.MSE-402: CO-PSO matrix for the course MSE-402

Field Engagement/ Internship as aTeacher Trainer

	PSO -1	PSO -2	PSO -3	PSO -4	PSO -5	PSO -6	PSO -7	PSO -8	PSO -9
CO 1	3	3	2	3	2	3	2	3	2
CO 2	2	2	2	2	2	2	2	3	1
CO 3	1	2	1	2	2	2	2	1	2
Average	2.00	234	1.66	2.34	2.00	2.34	2.00	2.34	1.67

Table 4: CO-PO-PSO Mapping matrix for M. Ed. Special Education (V.I.)

Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
MSE-101	3	2.67	2.56	2.11	2.22	1.89	2.11	2.33	2.22	2.56	2.67	2.44	2.33	2.56	2.33	2.44	2.44	2.22
MSE-102	3	2.56	2.44	2.33	2.67	1.89	2.33	2.11	2.22	2.56	2.33	2.44	2.44	2.56	2.11	2.33	2.56	2.11
MSE-103	3	2.67	2.56	2.78	2.33	2.11	2.22	1.56	2.44	2.67	2.34	2.23	2.12	2.00	2.45	2.56	2.56	2.12
MSE-104	3	2.67	2.44	2.33	2.44	2	2.33	1.89	2.44	2.44	2.56	2.23	2.44	2.56	2.33	2.56	2.44	2.33
MSE-105	3	3	3	2.50	2.50	2	2.50	2	2.50	2.50	3.00	2.50	2.00	2.50	2.50	3.00	2.00	2.50
MSE-201	3	**2.44**	2.56	2.22	2.78	2.56	2.33	**2.44**	2.67	2.45	2.67	2.23	2.56	2.67	2.56	2.67	2.56	2.78
MSE-202	3	2.33	2.56	2.22	3	2.11	2.33	2	2.67	2.67	2.67	2.56	2.33	2.56	2.44	2.44	2.56	2.44
MSE-203	2.89	2.33	2.56	2.22	3	2.11	2.33	2	2.67	2.78	2.44	2.44	2.67	2.33	2.67	2.44	2.67	2.33
MSE-204	2.67	2.33	2.56	2.22	**2.44**	2.11	2.33	2	2.67	2.44	2.67	2.33	2.44	2.67	2.22	2.67	2.00	2.33
MSE-205	3	2.50	2.50	3	2.50	2.50	2.50	2	2.50	2.50	3.00	2.5	2.00	3.00	2.00	2.50	2.00	2.5
MSE-OE-01	2.67	2.16	2.50	2.33	2.16	2.16	2.33	2	2.67	2.34	2.50	2.16	2.66	2.50	2.67	2.84	2.16	2.34
MSE-301	2.89	2.56	2.67	2.33	2.22	1.89	2.11	2.11	2.22	2.56	2.67	2.22	2.56	2.67	2.22	2.56	2.44	2.33
MSE-302	2.67	**2.33**	**2.44**	2.22	**2.56**	**2.11**	**2.33**	**2.56**	**2.11**	2.34	2.56	2.23	2.45	2.45	2.34	2.56	2.45	2.23
MSE-303	**2.78**	**2.67**	**2.56**	**2.33**	**2.56**	**2.44**	**2.33**	**2.56**	1.89	2.00	2.12	2.34	2.34	2.23	2.34	2.56	2.34	2.23
MSE-304 A	**2.56**	**2.67**	**2.22**	**2.56**	**2.11**	**2.22**	**2.56**	**2.22**	**2.33**	2.00	2.34	2.45	2.45	2.34	2.45	2.56	2.00	2.12
MSE-304 b	2.67	2.22	2.56	1.89	2.67	1.67	2.22	2	**2.22**	2.00	2.34	2.45	2.34	2.23	2.23	2.56	2.00	2.23
MSE-304 C	2.89	2.56	**2.44**	2.22	3	2.22	1.78	1.67	2.11	2.12	2.45	2.34	2.45	2.23	2.34	2.45	2.12	2.23
MSE-305	2.50	2.50	2.50	2	2	2	2.50	1.5	2.50	2.50	2.50	2.00	2.50	1.50	2.50	2.50	2.00	2.00
MSE-306	2.75	2.75	2.50	2.50	2.25	2	2.25	2.50	1.75	2.00	2.50	2.50	2.25	2.00	2.25	2.50	2.25	2.25
MSE-OE-02	2.83	2.67	2.50	2.50	2.33	2.16	2	1.5	2	2.16	2.50	2.67	2.34	2.16	2.34	2.50	2.34	2.16
MSE-401	2.80	2.60	2.40	2.40	2.80	2	1.8	2.20	2	2.00	2.20	2.50	2.20	2.60	2.20	2.00	1.80	2.00
MSE-402	3	2.67	2.67	2.33	3	2.33	2	2	2.67	2.00	234	1.66	2.34	2.00	2.34	2.00	2.34	1.67

C. Attainment of COs:

Table 5: CO Attainment levels for Internal Assessment

Attainment Level	
1 (Low level of attainment)	40 % of students score more than 60% of marks in internal assessment and end semester examination
2 (Medium level of attainment)	50 % of students score more than 60% of marks in internal assessment and end semester examination
3 (High level of attainment)	60 % of students score more than 60% of marks in internal assessment and end semester examination

Table 6: CO Attainment levels for End Semester Examination (ESE)

Attainment Level	
1 (Low level of attainment)	40 % of students score more than 60% of marks in internal assessment and end semester examination
2 (Medium level of attainment)	50 % of students score more than 60% of marks in internal assessment and end semester examination
3 (High level of attainment)	60 % of students score more than 60% of marks in internal assessment and end semester examination

Overall CO Attainment level:

Overall COs attainment level=50% of CO attainment level in Internal Assessment+50% of CO attainment level in End Semester Examination

D. Attainment of POs:

The overall attainment level of POs is based on the values obtained by using direct and indirect methods in the ratio 80:20. PO attainment values obtained using direct method are computed as detailed in Table 7 below.

Table 7: PO Attainment Values using Direct Method

Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
MSE-101									
MSE-102									
MSE-103									
MSE-104									
MSE-105									
MSE-201									
MSE-202									
MSE-203									
MSE-204									
MSE-205									
MSE-OE-01									
MSE-301									
MSE-302									
MSE-303									
MSE-304 A									
MSE-304 b									
MSE-304 C									
MSE-305									
MSE-306									
MSE-OE-02									
MSE-401									
MSE-402									
Direct PO Attainment	Average of above values	Average of above values	Average of above values	Average of above values	Average of above values	Average of above values	Average of above values	Average of above values	Average of above values

The PO attainment values to be filled in the above table can be obtained as follows:

<u>For MSE-101-PO1 Cell:</u> PO1 attainment value = (Mapping factor of MSE-101-PO1 from Table 4 x Overall CO attainment value for the course MSE-101)/3.

Same method can be used to obtain attainment values for the other POs.

In order to obtain the PO attainment using the indirect method, a student exit survey based on questionnaire of POs may be conducted at the end of last semester of the program, as per the following format:

Table 8: Questionnaire for indirect measurement of PO attainment

(For outgoing students)

At the end of my degree program I am able to do:

	Please tick any one		
Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.	3	2	1
Develop an understanding of education as an agenda for the nation and its policies, visions and efforts in evolving a national system of education.	3	2	1
Re-engage with the nuances of the discipline and its prevalent conceptualizations and practices.	3	2	1
Develop understanding about teaching, pedagogy, school management and community involvement in general education and Inclusive settings.	3	2	1
Inculcate a sense of responsibility towards the society and respect for human life and dignity.	3	2	1
Promote co-operative teaching where two or more teachers offer a course and jointly interact with the same class particularly to facilitate multi-	3	2	1

disciplinary analysis of problems.			
Indirect PO attainment	Average of the responses from the outgoing students for each PO		
Scale: 3: Strongly Agree; 2: Agree; 1: Average			

The overall PO attainment values are obtained by adding attainment values estimated using direct and indirect methods in the proportion of 80:20 as follows:

Overall attainment value for PO1=0.8xaverage attainment value for PO1 using direct method (from table 7) + 0.2xaverage response of outgoing students for PO1.

Table 9: Overall PO attainment values

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Direct PO attainment									
Indirect PO attainment									
Overall PO attainment									
Target	2.	2	2	2	2	2	2	2	2

The overall PSO attainment level based on CO-PSO mapping values and overall CO attainment values can be obtained in a similar manner.

KURUKSHETRA UNIVERSITY KURUKSHETRA

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

M.A. Education (2-Years)

(Four Semesters)

SYLLABUS CBCS

DEPARTMENT OF EDUCATION
2020-21

KURUKSHETRA UNIVERSITY, KURUKSHETRA
M.A. EducationSyllabus - CBCS

SEMESTER-I

S. No.	Course code	Course title	Examination Marks		Total Marks	Credits	Teaching. hour per week	Examination Hrs.
			External	Internal				
1	MAEd 101	Philosophical Foundations of Education (Part one)	80	20	100	4	4	3
2	MAEd102	Sociological Foundations of Education (Part One)	80	20	100	4	4	3
3	MAEd103	Psychological Foundations of Education (Part One)	80	20	100	4	4	3
4	MAEd 104	Research methods in Education (Part One)	80	20	100	4	4	3
5	MAEd 105	Methods of data Analysis in Education (Part One)	80	20	100	4	4	3

SEMESTER-II

Sr. No.	Course code	Course title	Examination Marks		Total Marks	Credits	Teaching. hour per week	Examination Hrs.
			External	Internal				
1	MAEd201	Philosophical Foundations of Education (Part Two)	80	20	100	4	4	3
2	MAEd202	Sociological Foundations of Education (Part Two)	80	20	100	4	4	3
3	MAEd203	Psychological Foundations of Education (Part Two)	80	20	100	4	4	3
4	MAEd204	Research methods in Education (Part Two)	80	20	100	4	4	3
5	MAEd205	Methods of data Analysis in Education (Part Two)	80	20	100	4	4	3
6	OESS-I	Education for peace and human rights	40	10	50	2	2	2

SEMESTER-III

S. No.	Course code	Course title	Examination Marks		Total Marks	Credits	Teaching. hour per week	Examination Hrs.
			External	Internal				
1	MAEd301	Curriculum Development and Comparative Education(Part One)	80	20	100	4	4	3
2	MAEd302	Contemporary Issues in Indian Education (Part One)	80	20	100	4	4	3
3	MAEd303	Optional I: Any one of the following:	80	20	100	4	4	3
		(A) Special Education (Part one)	80	20	100	4	4	3
		(B) Educational Measurement and Evaluation (Part one)						
		(C) Teacher Education (Part One)						

S. No.	Course code	Course title	External	Internal	Total Marks	Credits	Teaching hours per week	Examination Hrs
		(D) Computer Education (Part One)						
		(E) Adult and Continuing Education						
4	MAEd304	Optional II: Any one of the following:	80	20	100	4	4	3
		(A) Management and administration of Education (Part One)						
		(B) Educational technology (Part One)						
		(C) Educational and Vocational Guidance						
		(D) Mental Hygiene and Education						
		(E) Economics of Education (Part One)						
5.	OESS-II	Education of learners with diverse needs	40	10	50	2	2	2

SEMESTER-IV

S. No.	Course code	Course title	Examination Marks External	Examination Marks Internal	Total Marks	Credits	Teaching hours per week	Examination Hrs
1.	MAEd-401	Dissertation	--	--	100	4	4	3
2.	MAEd402	Curriculum Development and Comparative Education(Part Two)	80	20	100	4	4	3
3.	MAEd-403	Contemporary Issues in Indian Education (Part Two)	80	20	100	4	4	3
4.	MAEd-404	Optional I: Any one of the following:	80	20	100	4	4	3
		(A) Special Education (Part Two)	80	20	100	4	4	3
		(B) Educational Measurement and Evaluation (Part Two)						
		(C) Teacher Education (Part Two)						
		(D) Computer Education (Part Two)						
		(E) Adult and Continuing Education						
5.	MAEd405	Optional II: Any one of the following:	80	20	100	4	4	3
		(A) Management and administration of Education (Part Two)						
		(B) Educational technology (Part Two)						
		(C) Educational and Vocational Guidance						
		(D) Mental Hygiene and Education						
		(E) Economics of Education (Part Two)						
6.	MAEd-406	Field Work	--	--	50	2		

M.A. (EDUCATION) - CBCS

w.e.f. Session – 2020-21

The duration of the course leading to the Degree of Master of Arts (M. A.) in Education shall be of Four Semesters. In first year, there shall be two semesters consisting of five courses each. In the second and final year there will be two semesters consisting of four theory papers in Semester III

and Four Theory papers & one Dissertation/practicum cum Field work for all students in semesterIV.

Theory papers will be of 100 marks each (80 marks for external evaluation and 20 marks for internal assessment). Dissertation will be of 100 marks (75 marks for Dissertation and 25 marks for Viva Voce). Field work will be of 50 marks. External and internal examiners will evaluate Dissertation and Field work jointly.

Internal assessment will be based on the guidelines released by university.

In each theory paper, the candidates will be required to attempt five questions, including one compulsory question comprising of four short notes, in three hours.

All theory papers in all the four semesters are of four credits.

FIRST YEAR

Semester-I

M.A.Ed101: Philosophical Foundations of Education (Part one) 80 (External) +20 (Internal)=100
M.A.Ed102: Sociological Foundations of Education (Part One) 80 (External) +20 (Internal)=100
M.A.Ed 103: Psychological Foundations of Education (Part One) 80 (External) +20 (Internal)=100
M.A.Ed104: Research methods in Education (Part One) 80 (External) +20 (Internal)=100
M.A. Ed105: Methods of data Analysis in Education (Part One) 80 (External) +20 (Internal)=100

Semester-II

M.A.Ed201: Philosophical Foundations of Education (Part Two) 80 (External) +20 (Internal)=100
M.A.Ed202: Sociological Foundations of Education (Part Two) 80 (External) +20 (Internal)=100
M.A.Ed203: Psychological Foundations of Education (Part Two) 80 (External) +20 (Internal)=100
M.A.Ed204: Research methods in Education (Part Two) 80 (External) +20 (Internal)=100
M.A.Ed205: Methods of data Analysis in Education (Part Two) 80 (External) +20 (Internal)=100

OESS-I   Education for peace and human rights

SECOND YEAR

Semester-III

M.A.Ed301: Curriculum Development and Comparative Education (Part one) 80 (External) +20 (Internal)=100

M.A.Ed302: Contemporary Issues in Indian Education (Part One) 80 (External) +20 (Internal)=100

M.A.Ed303: **Optional I: Any one of the following:**

      (A)Special Education (Part one) 80 (External) +20(Internal)=100

      (B)   Educational Measurement and Evaluation (Part one) 80 (External) +20 Internal)=100

      (C) Teacher Education (Part One) 80 (External) +20(Internal)=100

      (D) Computer Education (Part One) 80 (External) +20(Internal)=100

      (E) Adult and Continuing Education (Part One) 80 (External) +20(Internal)=100

M.A.Ed304: **Optional II: Any one of the following:**

      (A)   Management and administration of Education (Part One) 80 (External)+20 (Internal)=100

      (B)   Educational technology (Part One) 80 (External) +20(Internal)=100

      (C)   Educational and Vocational Guidance (Part One) 80 (External)+20 (Internal)=100

      (D)   Mental Hygiene and Education (Part One) 80 (External) +20(Internal)=100

      (E)   Economics of Education (Part One) 80 (External) +20(Internal)=100

OESS-II   Education of learners with diverse needs

Dissertation: Students are required to select topic for their dissertation work and submit their synopsis by the end of semester III (To be submitted at the end of IV semester i.e. April 30 of every year

Semester-IV

M.A.Ed401: Dissertation (To be submitted at the end of IV semester i.e. April 30 of every year)
(75 Dissertation + 25 Viva–Voce)

Dissertation will be compulsory for all regular students the student will work under the guidance of a supervisor to be allotted by the Chairman /Principal of the department /college. Thestudentswillbesubmitthreecopiesofdissertationtothedepartment/collegeby30[tth]June of the session. The Viva-Voce will be held on a date to be fixed by the university.

M.A.Ed402: Curriculum Development and Comparative Education (Part Two)
80 (External) +20 (Internal)=100

M.A.Ed403: Contemp4orary Issues in Indian Education(PartTwo)
(External) +20 (Internal)=100

M.A.Ed404: **Optional I: Any one of the following:**

      (A)   Special Education (Part Two) 80 (External) +20(Internal)=100

      (B)Educational Measurement and Evaluation (Part Two) 80 (External) +20 (Internal)=100

      (C)   Teacher Education (Part Two) 80 (External) +20(Internal)=100

      (D)   Computer Education (Part Two) 80 (External) +20(Internal)=100

Adult and Continuing Education (Part Two) 80 (External) +20(Internal)=100

M.A.Ed405: **Optional II: Any one of the following:**

     (A) Management and Administration of Education (Part Two) 80 (External) +20 (Internal)=100

     (B) Educational technology (Part Two) 80 (External) +20(Internal)=100

     (C) Educational and Vocational Guidance (Part Two) 80 (External) +20 (Internal)=100

     (D) Mental Hygiene and Education (Part Two)80 (External) +20 (Internal)=100

     (F)Economics of Education (Part Two) 80 (External) +20(Internal)=100

M.A.Ed406:FieldWork   50Marks

M. A. (PREVIOUS)EDUCATION
SEMESTERI
MAEd-101: PHILOSOPHICAL FOUNDATIONS OFEDUCATION
(PART ONE)

Credits - 04

Time:3 hours

Max. Marks:100
(External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

COURSEOUTCOMES

After undergoing the course content of this paper, the students will be able to understand:

1. concept of education andphilosophy.
2. relationship between education andphilosophy.
3. the Philosophical origins of educational theories and Practices.
4. contribution of philosophy in the field ofeducation.
5. role of Indian and western schools of philosophy in education.
6. concept of freedom and equality and their relevance in the field ofeducation.
7. to enable the student to develop a philosophical outlook towards educational problems.
8. concept of equity and the relevance in the field ofeducation.

COURSE CONTENTS

UNIT-I

1. Education &Philosophy
   (a) Concept anddefinition
   (b) Nature
   (c) Functions of educational philosophy
   (d) Relationship between philosophy and education

UNIT-II

2. Indian Schools ofPhilosophy:

    (a)Samkhya,
    (b)Vedanta
    (c)Nyaya,
    (d)Buddhism
    (e)Jainism
    with special reference to Concept, Reality and Values and their educational implications

UNIT-III

3. Western Philosophies: MajorSchools.
    (a)Naturalism
    (b)Idealism
    (c)Pragmatism
    with special reference to the concepts of Metaphysics, Epistemology, and Axiology; their educational implications for aims, contents and methods of education

UNIT-IV

4. Social Philosophy ofEducation
    (a)Freedom and discipline
    (b)Equality
    (c) Equity

SELECTED READINGS

1. Broudy, H.S(1977) *Building a Philosophy of Education*, New York:Kringer.
2. Brubacher, John S. (1969) *Modern Philosphies of Education*, New Delhi: Tata McGrawHill.
3. Chandra, S.S; Sharma, R.K (2004) *Principles of Education*, New Delhi:Atlantic Publishers andDistributors.
4. Dewey, John (1966) *Democracy and Education,* New York:McMillan.
5. Durpis, A.M. (1972) *Philosophy of Education* in Historical Perspective, New Delhi: ThomasonPress.
6. Hiriyana, M (1995) *The Essentials of Indian Philosophy,* Delhi: MotilalBanarsidas Publishers Pvt.Ltd.
7. Kneller, G.F. (1978) *Foundations of Education*, John Willey andSons.
8. Narvene, V.S. (1978) *Modern Indian Thoughts*, New York, Orient LongmansLtd.
9. Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) *The Blackwell Guideto the Philosophy of Education,* Blackwell PublishingLtd.

10. Pandey, R.S. (1982) *An Introduction to Major Philosophies of Education,* Agra:VinodPustakMandir
11. Pandey, K.P. (1983) *Perspective in Social Foundations of Education,*Ghaziabad: AmitashPrakashan.
12. Pande*y, R.S. (1982) An Introduction to Major Philosophies of Education*, Agra:VinodPustakMandir.
13. Park J. (Ed) (1963) *Selected Readings in Philosophy of Education*, New York:The MacMillanCompany.
14. Rusk, Robert R. (1962) *Philosophical Bases of Education*, Warwick Square:University ofLondon.
15. Sodhi, T.S.&Suri, Aruna (1998) *Philosophical and Sociological Foundationsof Education*, Patiala: BawaPublication.
16. SaxenaSwaroop, N.R. (2001) *Philosophical and Sociological Foundations ofEducation,* Meerut: Surya Publication.
17. Taneja, V.R. (2002*) Foundation of Education,* Chandigarh: Mohindra Capital Publishers.

SEMESTER -I
MAEd 102: SOCIOLOGICAL FOUNDATIONS OF
EDUCATION (PART-ONE)

Credits- 04

Time:3 hours   Max. Marks:100

(External: 80, Internal: 20)

Note: Paper setters will set 9 questions, in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

COURSE OUTCOMES:-

After understanding the course content of this paper :-

1. define meaning and concept of Educational Sociology.
2. explain the concept of social system and factors affectingit.
3. explain the concept of social organization and factors effecting it.
4. the students will have clarity with regard to social interaction and socialissues.
5. write a critical note on meaning, nature & determinants of culture.
6. the students will have clarity regarding concept and role of Education in cultural context.
7. illustrate the meaning and concept of social change.
8. the students will have clarity regarding the process of social change with special reference to India.

COURSE CONTENTS

UNIT-I

1. Concept of educational sociology and sociology ofeducation

   (a) Social organization and itsconcepts

(b) Factors influencing social organization – folk ways, mores; institutions;values

(c) Dynamic characteristics of social organization and its educationalimplications.

UNIT-II

2. Social interactions and their educationalimplications

(a) Social group inter-group relationship – groupdynamic

(b) Social stratifications – concepts of social stratification and   its educational implications.

UNIT-III

3. Culture:

   Meaning and nature

   (a) Role of education in culturalcontext

   (b) Cultural determinants ofeducation

   (c) Education and culturalchange.

UNIT-IV

4. Social change: its meaning and concept with special reference toIndia.
   Constraints of social change: caste, class, religion, region and language.

   Concept of Urbanization, Modernization, Westernization and Sanskritisation with special reference to Indian society and its educationalimplications.

   • Meaning, nature and types of social control.

SELECTED READINGS

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

2. Hanighurst, Robert et al. (1995) *Society and Education*, Baston: Allyn andBacon.

3. Kamat, A.R. (1985) *Education and Social Change in India*, BombaySamaiya PublishingCo.,

4. Maubnhein K.(1962) *An Introduction to sociology of Education,* Routledgeand Kegan Paul, London

5. M.H.R.D. (1990) *Towards an Enlightened and Human Society.* Department of Education , newDelhi

6. Mossish, Loor (1972), *Sociology of Education: An introduction*. George Lalenand Unwin,London

7. Pandey, K.P.(1983) *Perspective in Social Foundations of Education*,AmitaPrakashan,Gaziabad

8. Saxena, S.((2001) *Philosophical and Sociological Foundations of Education.* Meerut: Surya publications.

9. Singh, B.N.(2005) *Education: Social Change and Economic Development,*Jaipur: RBSAPublishers.

10. Sodhi, T.S.&Suri, Aruna (1998) *Philosophical and Sociological Foundationsof Education,* Patiala: BawaPublication.

M. A. (PREVIOUS) EDUCATION
SEMESTER-I
MAEd103: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
(PART-ONE)

Credits- 04

Time:3 hours   Max. Marks:100

(External: 80, Internal: 20)

Note: Paper setters will set 9 questions, in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

COURSE OUTCOMES :-

After understanding the course content of this paper the students will be able to understand the concept, meaning, scope of educational psychology.

1. The students will be able to use appropriate method of educational psychology.
2. The students will be able to understand with regard to the process of growth anddevelopment.
3. The students will be able to explain the concept and meaning of individualdifferences.
4. The students will be able to understand the meaning and characteristics of gifted and mental retarded children.
5. The students will be able to organize educationalprogrammes according to individual differences.
6. The students will be able to explain the concept of creativity.
7. The students will be able to understand the importance of creativitiy in education.

COURSE CONTENTS

UNIT-I

1.(i) Meaning of Education and Psychology:

   (a) Relationship of education andpsychology

   (b) Scope of EducationalPsychology

(ii) Methods of EducationalPsychology:

        (a) Experimental

        (b) Clinical

        (c) Differential

UNIT-II

2.   Growth and Development during childhood andadolescence

        (a) Physical

        (b) Social

        (c) Emotional

        (d) Mental

3. IndividualDifferences:

        (a) Concept andareas.

        (b) Determinants: Role of heredity and environment in developing individual differences.

        (c) Implications of individual differences for organizing educationalprogrammes.

UNIT-III

4.   Gifted and Mentally RetardedChildren

        (a) Meaning andCharacteristics.

        (b) Needs andProblems

UNIT-IV

5. Creativity:

        (a) Concept

        (b) Characteristics

        (c) Development of creativity

        (d) Importance of creativity ineducation

SELECTED READINGS

1. Abramson, Paul, R(1980).: personality , new York: Holt Rinehart andWinston
2. Allport, G.W. (1954), personality , New York, Holt,1954
3. Allport, G.W. (1961): 'Pattern and Growth in Personality', New York: Rinehart andWinston

4. Andrews, T.W. (Ed.): (1961), Methods in psychology', New York: John Wiely and Sons,Inc
5. Baller, Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growthand Development , new York, Holt, Rinehart andWinston
6. Baurn, A., Newman, S.M West R., &Mc Manus C., (1997)Cambridge Handbook ofn Psychology , health & Medicine, Cambridge: Cambridge UniversityPress
7. Coleman, J.C. (1976), Abnormal Psychology and Modern Life, Bombay:D.B. Tarapoewwala Sons &Co.
8. Dicapro, N.S. (1974)Personality Theories, New York,Harper
9. Douglass, O.B. Holl and B.P. (1948): Foundations of Educational Psychology, NewYork: The Mac MillanCo.
10. Gagne, R.M.(1977): The conductions of learning, new York, Chicago, Holt, Rinehartand Winston
11. Gates A .T ET. Al.(1963) : Educational Psychology, New York: MacMillan
12. Hilgard , E.R.: Theories of learning , New York: Appleton CenturyCrafts
13. Kundu, C.L. :Educational Psychology, Delhi Sterling Publishers,1984
14. Kundu, C.L. &Tutoo, D.N.: Educational Psychology, new Delhi Sterling publishersPrivate Ltd.,1988
15. ShankerUdey, (1965)Development ofpersonality
16. Talbott, J.A. Hales, R.E. &Yodofsky, S.G. (1994) Textbook of Psychiatry, NewDelhi: jaypeeBroterhs Medical Publishers (P)Ltd.
17. Talbott; J.A. Hales, R.E. &Yodofsy, S.G. (1994) Textbook of Psychiatry, New Delhi:Jaypee Brothers Medical Publishers (P)Ltd.
18. Thorpe, G.L. & Olson, S.L. (1999) Behavior Therapy, Concepts , proceduresand Applications, London: AllynBacon

M. A. (PREVIOUS) EDUCATION
SEMESTER-I
MAEd 104: RESEARCH METHODS INEDUCATION
(PART-ONE)

Credit- 4

Time:3 hours

Max. Marks:100
(External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

COURSE OUTCOMES :
(1) After undergoing the course content of this paper, the students will be able tounderstand the concept, meaning, needs and purpose of educationalresearch.
(2) The students will have understanding of process of scientific enquiry, fundamentaland applied and action research.
(3) The students will have clarity regarding concept of qualitative and quantitativeresearch.
(4) The students will have understanding of emerging trends in educational researchand criteria for selection of a researchproblem.
(5) The students will have clarity regarding need, importance and sources of review of related literature and will be able to formulate hypotheses in various types ofresearch.
(6) The students will have understanding of various tools and techniques of datacollection.

(7) The students will be able to generate a good researchtool.

(8) The students will have understanding of sampling and various methods of sampling. Further students will be able to choose an appropriate sample from the population by employing such sampling techniques.

COURSE CONTENTS

UNIT-I
1. Methods of acquiring scientific knowledge: Tradition, experience, reasoning – inductive anddeductive.
2. Nature and scope of educationalresearch:
    (a) Meaning, nature andlimitations.
    (b) Need and purpose of EducationalResearch
    (c) Scientific enquiry and theorydevelopment.
    (d) Fundamental, applied and actionresearch.
    (e) Quantitative and qualitativeresearch.

UNIT-II
3. Some emerging trends in educationalresearch.
4. Formulation of researchproblem
    (a) Criteria and sources for identifying theproblem.
    (b) Delineating and operationalizingvariables.
    (c) Review of related literature: Importance and various sources includinginternet.
    (d) Developing hypothesis in various types ofresearch.

UNIT-III
5. Collection ofData
    (a) Types of data: Quantitative andqualitative
    (b) Tools, techniques and Characteristics of a good researchtool;
    (c) Questionnaire,
    (d) Interview,
    (e) Observation,
    (f) Projective,and
    (g) Sociometric techniques.

UNIT-IV
6. Sampling: Concept of population andsample
    (a) Steps and Characteristics of a goodsample.
    (b) Various methods of sampling: Probability andNon-probability.
    (c) Sampling errors and how to reducethem.

SELECTED READINGS

1. Aggarwal, Y.P. (1998), *The Science of Educational Research:* A Source Book, Nirmal , Kurukshetra
2. Best, john W. and Kahn James V (1995*), Research in Education*, prentice Hall, NewDelhi
3. Burns, R.B. (1991), *Introduction to research in education* , prentice Hall, NewDelhi
4. Edward, Allen L (1968), *experimental Designs in psychological Research,* Holt, Rinehart and Winston, NewYork
5. Good, C.V. and Douglas, E. Scates (1954), *methods in Social Research* , McGraw Hill, new York
6. Kerlinger, F.N. (1973*), foundation of Behavioral Research,*Holt,   Rinehart and Winston, newYork
7. Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, NewDelhi
8. McMillan, James H. and Schumarcher, S. (1989), *research on Education:* A conceptual Introduction , Harper and Collins, NewYork
9. Mouly, A.J. (1963), *the Science of Educational Research*, Eurasia, NewDelhi
10. Neuman, W.L. (1997), *Social Research Methods:* Qualitative and Quantitative Approaches , Allyn and Bacon,Boston
11. Travers, R.M.W. (1978), *An introduction to educational research*, Mcmillan, NewYork
12. Van Dalen, D.B.(1962), *understanding Educational research ,* McGraw Hill , newYork
13. Young, P.V. (1960), *Scientific Social Surveys and research,* prentice hall, newDelhi
14. Miller, D.C. &Salkind , N.J. (2002) *handbook of Research Design and Social Measurement* , Sage Publications ,London
15. Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research, Blackwell PublicationsLtd.
16. Van Dalen D.B. (1962), Understanding Educational Research McGraw Hill, newYork

M. A. (PREVIOUS)EDUCATION
SEMESTER-I
MAEd 105: METHODS OF DATA ANALYSIS IN
EDUCATION (PART-ONE)

Time:3 hours

credit:04
Max. Marks: 100
(External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

COURSE OUTCOMES:

After going through these Units, student will be able to :

1. Understand the meaning and nature of statistics.
2. Importance and uses of statistics in the field of education.
3. Get the practical orientation for selecting the appropriate statistical techniques for data analysis.
4. Understand the meaning and Importance Measures of Central Tendency.
5. Understand the Concept, characteristics, computation and uses Dispersion.
6. Understand the meaning of parametric & non parametricstatistics.
7. Identify the need of computation & uses of parametric & non parametricstatistics.
8. Identify the significance of normal probability curve & know why there is divergence in normality.

COURSE CONTENTS

UNIT-I

1. Nature of EducationalData
   (a) Quantitative and qualitative, Scales of measurement, Descriptive and Inferential statistics

(b) Organization and graphical representation of data: frequency distribution, frequency polygon, histogram, ogive, smoothed frequencypolygon.
(c) Measures of Central Tendency: Concept, characteristics, computation and uses of Mean, Median,Mode.

UNIT-II

2. Measures of Dispersion: Concept, characteristics, computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation andVariance.

3. Measure of Relative Position: Percentiles and PercentileRanks.

UNIT-III

4. Non-parametric Tests: Meaning, assumptions, computation and usesof:
   (a) Chi-square tests of equality and independence, setting up cross breaks for contingencytable.
   (b) Sign test: - Concept, Assumptions, Computation &uses.

UNIT-IV

1. Normal Probability Curve: Meaning,significance,
   (a) Characteristics andapplications
   (b) Skewness andKurtosis.

SELECTED READINGS

1. Aggarwal, Y.P. (1998), Statistical Methods, Sterling, NewDelhi
2. Edward, Allen L (1968), Experimental Designs in psychological research, Holt, Rinchart and Winston, NewYork
3. Ferguson, George A (1976) . Statistical Analysis in psychology and Education , McGraw Hill, NewYork
4. Garrett, H.E. (1973), Statistics in psychology and Education , Vakils, Feffer and Simon, Bombay
5. Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education , McGraw hill , NewYork
6. Koul, Lokesh (1988), Methodology of Educational Research , Vikas, newDekhi
7. Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, NewDelhi
8. Neuman, W.L. (1977), Social Research methods: Qualitative and Quantative Approaches, Allyn and Bacon,Boston
9. Siegel, S. (1986) Non-Parametric Statistics, McGraw Hill, NewYork
10. Van Dalen D.B. (1962), Understanding Educational Research, McGraw Hill, NewYork
11. Glass , Genev& Hopkins, Kenneth D.(1996), Statistical Methods in Education and Psychology, A Simon & Schuster Company NeedhamHeights

12. Minium, E.W. King B.M. & Bear Gorden (1995), Statistical Reasoning in psychology & Education , John Willy & SonsCanada

13. Aron, Arthur & Avon. Elaine. No. Statistical for Psychology, A Simoin& SchusterCompany , USA

14. Best, John W and Kahn James V,(2003)(, research in Education Prentice Hall, NewDelhi

M. A. (PREVIOUS)EDUCATION
SEMESTER-II
MAEd 201: PHILOSOPHICAL FOUNDATIONS OFEDUCATION
(PART-TWO)

Credits - 04

Time:3 hours

Max. Marks:100
(External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

COURSE OUTCOMES:

After undergoing the course content of this paper, the students will be able to understand:

1. vasic concepts, types, agencies of education and constitutional provisions for education inIndia.
2. nature of knowledge & knowledge gettingprocess.
3. the western schools of philosophy and has an important role in the field of education.
4. the realism, logical positivism, Marxism and existentialism with special reference to metaphysics, Epistemology and axiology.
5. contribution of Indian philosopher in the field of education.
6. indian Constitution and its importance in the field of education.
7. various Constitutional provisions forEducational equity and equality.
8. meaning, function of democracy and responsibility, and their relevance in education.

COURSE CONTENTS

UNIT-I
1. Western Philosophies: MajorSchools.
    (a) Realism
    (b) Logicalpositivism
    (c) Existentialism
    (d) Marxism
    (e) Their educational implications with special reference to the concepts of metaphysics, epistemology, axiology; their educational implications for aims, contents and methods ofeducation

UNIT-II
2. Contributions of following Indian Philosophers to EducationalThought:
    (a) Vivekananda,
    (b) Tagore,
    (c) Gandhi
    (d) Aurobindo,and
    (e) J.Krishnamurty

UNIT-III
3. PhilosophicalanalysisofbasicconceptsofEducation:Teaching,Instruction, Training andindoctrination
    • Types & agencies ofEducation.
4. National Values as enshrined in the Indian Constitution and their Educational implication.
5. Constitutional provisions forEducation.

UNIT-IV
6. Nature of knowledge Types & sources of knowledge, and methods ofacquiring knowledge.
7. Social Philosophy of Education – Democracy andResponsibility.

SELECTED READINGS

1. Broudy, H.S(1977) *Building a Philosophy of Education*, New York:Kringer.
2. Brubacher, John S. (1969) *Modern Philosphies of Education*, New Delhi: Tata McGrawHill.
3. Chandra, S.S; Sharma, R.K (2004) *Principles of Education*, New Delhi:Atlantic Publishers andDistributors.
4. Dewey, John (1966) *Democracy and Education,* New York:McMillan.
5. Durpis, A.M. (1972) *Philosophy of Education* in Historical Perspective, New Delhi: ThomasonPress.
6. Hiriyana, M (1995) *The Essentials of Indian Philosophy,* Delhi: MotilalBanarsidas Publishers Pvt.Ltd.
7. Kneller, G.F. (1978) *Foundations of Education*, John Willey andSons.
8. Narvene, V.S. (1978) *Modern Indian Thoughts*, New York, Orient LongmansLtd.
9. Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) *The Blackwell Guideto the Philosophy of Education,* Blackwell PublishingLtd.

10. Pandey, R.S. (1982) *An Introduction to Major Philosophies of Education,* Agra: VinodPustakMandir

11. Pandey, K.P. (1983) *Perspective in Social Foundations of Education,* Ghaziabad: AmitashPrakashan.

12. Pandey, R.S. (1982*) An Introduction to Major Philosophies of Education,* Agra: VinodPustakMandir.

13. Park J. (Ed) (1963) *Selected Readings in Philosophy of Education*, New York: The MacMillanCompany.

14. Rusk, Robert R. (1962) *Philosophical Bases of Education*, WarwickSquare: University ofLondon.

15. Sodhi, T.S.&Suri, Aruna (1998) *Philosophical and Sociological Foundationsof Education*, Patiala: BawaPublication.

16. SaxenaSwaroop, N.R. (2001) *Philosophical and Sociological Foundationsof Education,* Meerut: SuryaPublication.

17. Taneja, V.R. (2002*) Foundation of Education,* Chandigarh: Mohindra Capital Publishers.

M. A. (PREVIOUS) EDUCATION
SEMESTER II
MAEd 202: SOCIOLOGICAL FOUNDATIONS OF EDUCATION
(PART TWO)

Time:3 hours

Credit:04
Max. Marks: 100
(External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

COURSE OUTCOMES:

1. relevancy of social and economic principles in the field of education
2. the students will be able to understand the stance of socially and economically disadvantaged sections ofsociety.
3. the students will have clarity regarding concept of democracy and freedom.
4. the students will have understand concept of nationalintegration international understanding.
5. the students will be able to understand the concept of education as a process of socialsystem.
6. the students will have clarity with regard s to social equality and qualityof educationalopportunity.
7. the students will be able to understand the various socialtheories.
8. the students will be able to understand concept of education and politics or education and religion.

COURSE CONTENTS

UNIT-I
(1) Social principles in education – social and economic relevance toeducation:
   (a) Socio-economic factors and their impact oneducation.
   (b) Socially and Economically disadvantaged sections of the society with special reference to Scheduled Castes, and Scheduled Tribe, women and ruralpopulation

UNIT-II

(2) Education in relationto-
  (a) Democracy
  (b) Freedom,
  (c) Nationalism-nationalintegration
  (d) Internationalunderstanding.

UNIT-III

(3) Education andSociety:
  (a) As a process in socialsystem
  (b) As a process of socialization,and
  (c) As a process of socialprogress.
  (d) Education andpolitics
  (e) Education andreligion

UNIT-IV

(4) Educational opportunity and Equality andEquity:
  (a) Education as related to social equity, and equality of educational opportunities
  (b) Inequality of educational opportunities and their impact on social growth anddevelopment
  (c) Social theories (with special reference to socialchange)
      (i) Marxism,
      (ii) Integral Humanism (based on 'Swadeshi')and
      (iii)Functionalist- Emile Durkheim and TalcottParsons

SELECTED READINGS

1. Gore, M.S. (1984) Education and Modernization in India. RawatPublishers, Jaipur

2. Hanighurst, Robert et al. (1995)Society and Education , Allyen and Bacon, Baston

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

4. MaubnheinK. ET. Al. (1962)An Introduction to sociology of Education Rutledge and Kegan Paul,London

5. M.H.R.D. (1990) Towards an Enlightened and Human Society.Department of Education , newDelhi

6. Mossish, Loor (1972), Sociology of Education: introduction. GeorgeLalen and Unwin,London

7. Pandey, K.P.(1983) Perspective in Social Foundations of Education, AmitashPrakashan,Gaziabad

8. Saxena, S.((2001) Philosophical and Sociological Foundations ofEducation. Meerut: Suryapublications.

9. Singh, B.N.(2005) Education: Social Change and EconomicDevelopment, Jaipur: RBSAPublishers.

10. Sodhi, T.S.&Suri, Aruna (1998) Philosophical and SociologicalFoundations of Educatio, Patiala: BawaPublication.

M. A. (PREVIOUS) EDUCATION
SEMESTER - II
MAEd 203: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
(PART-TWO)

Credit- 04

Time:3 hours   Max. Marks:100

(External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all out of which students will be required to attempt 5questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

COURSE OUTCOMES:

After undergoing the course content of this paper, the students will be able to understand :

(1) concept of intelligence and theories ofintelligence.
(2) process and concept to measureintelligence.
(3) concept and trait theories ofpersonality.
(4) assessmentof personality by subjective and projectivemethod.
(5) conceptof learning and use of educational implications of conditioning theories.
(6) concept theory ofmotivation.
(7) process of adjustment and defense mechanism : projection, substitution,withdraw, reaction formation andfixation.
(8) the students will have clarity regarding to assessment of personality by subjective and projective methods.

COURSE CONTENTS

UNIT-I

1. Intelligence
   (a) Definition and nature ofintelligence
   (b) Theories:
      (i) Two factor theory(spearman)
      (ii) Multifactortheory

(iii) Group factor theory
(iv) Guilford model of intellect
(v) Hierarchical
(c) Measurement of intelligence (two verbal and two non-verbal tests).

UNIT-II

2. Personality
   (a) Meaning and determinants
   (b) Type and Trait theories
   (c) Assessment of personality by subjective and projective methods.

UNIT-III

3. Learning
   (a) Meaning
   (b) Theories and their educational implications:
      (i)   Pavlov's classical conditioning
      (ii) Skinner's operant conditioning
      (iii) Learning by insight
4. Hull's reinforcement theory
   (a) Lewin's field theory
   (b) Gagne's hierarchy of learning theory
   (c) Factors influencing learning

UNIT-IV

5. Motivation
   (a) Concept of motivation
   (b) Theories of motivation:
      (i)   Physiological Theory
      (ii) Murray's Need Theory
      (iii) Psycho-analytical Theory
      (iv) Maslow's theory of hierarchy of needs
      (v)   Factors affecting motivation
6. Mental health & mental hygiene
   (a) Adjustment and process of adjustment
   (b) Defense mechanism: Projection, substitution, sublimation, withdrawal,
   C   reaction formation and fixation

SELECTED READINGS

1. Abramson, Paul, R(1980).: personality , new York: Holt Rinehart and Winston
2. Allport, G.W. (1954), personality , New York, Holt,1954
3. Allport, G.W. (1961): 'Pattern and Growth in Personality', New York: Rinehart and Winston
4. Andrews, T.W. (Ed.): (1961), Methods in psychology', New York: John Wiely and Sons,Inc
5. Baller, Awrren, R. Charles, Don, C. (1962): The Psychology of Human Growth and Development , new York, Holt, Rinehart and Winston

6. Baurn, A., Newman, S.M West R., &Mc Manus C., (1997)Cambridge Handbook ofn Psychology , health & Medicine, Cambridge: Cambridge UniversityPress

7. Coleman, J.C. (1976), Abnormal Psychology and Modern Life, Bombay:D.B. Tarapoewwala Sons &Co.

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

9. Douglass, O.B. Holl and B.P. (1948): Foundations of Educational Psychology,New York: The Mac MillanCo.

10. Gagne, R.M.(1977): The conductions of learning, new York, Chicago, Holt,Rinehart andWinston

11. Gates A .T ET. Al.(1963) : Educational Psychology, New York: MacMillan

12. Hilgard , E.R.: Theories of learning , New York: Appleton CenturyCrafts

13. Kundu, C.L. :Educational Psychology, Delhi Sterling Publishers,1984

14. Kundu, C.L. &Tutoo, D.N.: Educational Psychology, new Delhi Sterlingpublishers Private Ltd., 1988

15. ShankerUdey, (1965)Development ofpersonality

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

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

18. Thorpe, G.L. & Olson, S.L. (1999) Behavior Therapy, Concepts , proceduresand Applications, London: AllynBacon

Credit-4

Time:3 hours   Max. Marks:100
                                         (External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

COURSE OUTCOMES:

````

After undergoing the course content of this paper, the students will be able to:
  (1) understand the different approaches toresearch.
  (2) understand the research design in various types ofresearch.
  (3) use of different methods of research.
  (4) describe the types of qualitativeresearch.
  (5) define Validity, factors influencing Validity and techniques how to increase validity of research.
  (6) explain the steps of writing researchsynopsis.
  (7) describe the steps of writing a research report and the procedure of evaluationof researchreport.
  (8) the students will have clarity regarding the historical research.

## COURSE CONTENTS

## UNIT-I

1. Major Approaches toResearch
    (a) DescriptiveResearch
    (b) Ex-post facto Research
    (c) LaboratoryExperiments
    (d) Fieldstudies
    (e) HistoricalResearch

## UNIT-II

2. Research Designs: Concept, Scope,Nature
   (a) SurveyMethod
   (b) ExperimentalMethod
   (c) FieldStudies.

## UNIT-III

3. Qualitative Research:
   (a) Ethnographic, Developmental, Documentaryanalysis
   (b) Validity and limitations of findings, factors influencing validity of research, how to increase validity of researchfindings

## UNIT-IV

4. ResearchReport:
   (a) Developing a research proposal(synopsis).
   (b) Writing research report and evaluation of researchreport.

## SELECTED READINGS

1. Aggarwal, Y.P. (1998), *The Science of Educational Research:* A Source Book, Nirmal ,Kurukshetra
2. Best, john W. and Kahn James V (1995*), Research in Education*, prentice Hall, New Delhi
3. Burns, R.B. (1991), *Introduction to research in education* , prentice Hall, NewDelhi
4. Edward, Allen L (1968), *experimental Designs in psychological Research,* Holt, Rinehart and Winston, NewYork
5. Good, C.V. and Douglas, E. Scates (1954), *methods in Social Research* , McGraw Hill, newYork
6. Kerlinger, F.N. (1973*), foundation of Behavioral Research,* Holt,      Rinehart and Winston, newYork
7. Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, NewDelhi
8. McMillan, James H. and Schumarcher, S. (1989), *research on Education:* A conceptual Introduction , Harper and Collins, NewYork
9. Mouly, A.J. (1963), *the Science of Educational Research*, Eurasia, NewDelhi
10. Neuman, W.L. (1997), *Social Research Methods:* Qualitative and Quantitative Approaches , Allyn and Bacon,Boston
11. Travers, R.M.W. (1978), *An introduction to educational research*, Mcmillan, New York
12. Van Dalen, D.B.(1962), *understanding Educational research ,* McGraw Hill , new York
13. Young, P.V. (1960), *Scientific Social Surveys and research,* prentice hall, newDelhi
14. Miller, D.C. &Salkind , N.J. (2002) *handbook of Research Design and Social Measurement* , Sage Publications ,London

## M. A. (PREVIOUS) EDUCATION
## SEMESTER-II
## MAEd 205: METHODS OF DATA ANALYSIS IN EDUCATION
## (PART-TWO)

Time:3 hours

Credit:4
Max. Marks: 100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

## COURSE OUTCOMES:

After going through these units, the students will be able to:
1. define correlation, recognize various types of correlation.
2. explain the meaning, characteristics, assumptions, computation & uses of Product moment and Rank difference correlation.
3. differentiate between Rank difference & product moment & partial & multiple correlations.
4. illustrate the concept, assumptions & computation of regression & prediction.
5. formulate hypothesis, types of errors and tests.
6. explain& illustrate the concept & application of some tests of significance.
7. explain the meaning, characteristics, assumptions, computation & uses of Regression.
8. differentiate between the T-Test and ANOVA.

## COURSE CONTENTS

### UNIT-I
1. Correlations: Meaning, Characteristics, assumptions, computation and uses of:
   (a) Product momentcorrelation
   (b) Rank differencecorrelation
   (c) Partial and Multiple Correlations: Meaning, assumptions, computation and uses.

### UNIT-II
2. Nullhypothesis
3. Standard error, confidencelimits
4. Type I and type IIerrors
5. One tail and two tailtests
7. Tests ofsignificance:
   (a) Difference betweenmeans

(b) Difference between percentage andproportions

(c) Difference betweencorrelations

## UNIT-III

8. Regression and Prediction: Concept, assumptions and computation of linear regression equations, standard error ofmeasurement.

## UNIT-IV

9  The F-test

10. One wayANOVA:

   (a) Meaning

   (b) Assumptions

   (c) Computation anduses

## SELECTED READINGS

1. Aggarwal, Y.P. (1998) Statistical Methods, New Delhi, SterlingPublishers.
2. Ferguson, G.A. (1976) Statistical Analysis in Psychology and Education, New York, McGrawHill.
3. Garrett, H.E. (1973) Statistic in Psychology and Education, Bombay,Vakils, Feffer andSimon.
4. Guilford, J.P. and Benjamin, F. (1973) Fundamental Statistics in Psychologyand Education, McGraw Hill, NewYork.
5. Koul, L. (1988) Methodology of Education Research, New Delhi,Vikas Publications.
6. Kurtz, A.K. & Mayo, S.T. (1980) Statistical Method in Educationand Psychology, NewDelhi.
7. Neuman, W.L. (1977) Social Research Methods: Qualitative andQuantative Approaches, Boston: Allyn andBacon.
8. Siegel, S. (1986) Non-Parametric Statistics, New York: McGrawHill.
9. Glass, G. & Hopkins, K.D. (1996) Statistical Methods in Education and Psychology, Needham Heights, A Simon & SchusterCompany.
10. Minimum, E.W., King B.M., & Bear, G. (1995) Statistical Reasoning in Psychology & Education, Cananda : John Willy &Sons.
11. Best, J.W. & Kahn J.V. (2003) Research in Education New Delhi, PrenticeHall.

Keeping in view the technical difficulty of declaration of result of III[rd] Semester due to existing provision of submission of dissertation of III[rd] Semester (Course XV) at the end of IV[th] Semester, the re-arrangement/necessary modification of courses is required in  the existing scheme of M.A. Education (semestersystem).

The students will be asked to select topic of their dissertation during III[rd] Semester and will submit their dissertation alongwith field work report during  IV[th]  semester.  Therefore, course XV- Dissertation of III[rd] Semester be shifted to IV[th] semester. The said  changemay beapproved.

Overview/Background  of  courses  (Pre-revised  and  proposed  revision)  of  III[rd]&IV[th] Semesteris asunder:-

**Existing Courses of III<sup>rd</sup>**

**Semester**

**MAEd 301**:ComparativeEducationandCurriculumdevelopment(part-one) **MAEd 302**: ContemporaryIssues in Indian Education (part-one)
MAEd **303 (Opt. i): Any one of the following:**
   A.      Special Education(Part-One).
   B.   Educational Measurement AndEvaluation(Part-One)
   C.   TeacherEducation(Part-One)
   D.   Computer Education(Part-One)
   E.   Adult And ContinuingEducation(Part-One)
MAEd**304**: **Optional II: Any one of the following-**
   A. ManagementAndAdministrationOfEducation(Partone)
   B.   EducationalTechnology(Part-One)
   C. Educational and vocational guidance: (Part one)
   D.   Mental Hygiene And Education(Part-One)
   E.   Economics of Education(Part-One)

# M. A. (FINAL) SEMESTER III
## MAEd 301: COMPARATIVE EDUCATION AND CURRICULUM DEVELOPMENT
## (PART-ONE)

Time:3hours

Credit - 04
Max. Marks:100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will be comprised of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

### COURSE OUTCOMES:

- After undergoing and understanding the course content of this paper, the students will be able to

    1. clarifyof Concept Meaning, Aims, Need ComparativeEducation.

    2. define the Importance and Scope of ComparativeEducation.

    3. describe the factors that influence the EducationSystem.
    4. clarity with regards to Concept of Curriculum Development and factors affecting curriculum Development,
    5. define the concept of curriculum with its principles.
    6. know about Salient features of Education system of U.S.A., U.K. &India

    7. understand the Concept of Universalization of elementary education in India

    8. understand the Vocalization of Secondary Education in U.K., U.S.A. &India

## COURSE CONTENTS

### UNIT-I

1. Concept and aims of comparativeEducation
2. Need and scope of ComparativeEducation
3. Factors influencing EducationSystem

### UNIT-II

4. Concept of Curriculum and syllabus
5. Principles of curriculumDevelopment
6. Factors affecting Curriculum Development: Philosophical, Physiological, Sociological & Discipline orientedconsideration.

## UNIT-III

7. Pre-Primary Education in U.S.A., U.K &India
8. Primary Education in U.S.A., U.K. & India (Aims, Content, Methods of Instruction and Evaluation system), Concept of Universalization of elementary Education in India: its implications, District Primary Education Programme (DPEP), SarvaShikshaAbhiyan (SSA) andRTE-2009

## UNIT-IV

9. Secondary Education in U.K., U.S.A. &India
10. Vocalization of Secondary Education in U.K., U.S.A. &India

### SELECTED READINGS

(1) Andrey, A. & Howard N. (1978). Developing curriculum: A practical Guide. London: George Allen andUnwin.

(2)Baradey, G.Z.F. (1964). Comparative methods in education. New Delhi: Oxford and IBH PublishingCo.

(3)Cramer, I.F. & Brown, G.S. (1965). Contemporary education: A comparative study of National System. New York: Harcourt Brace &Company.

(4)Dent, H.C. (1981). Educational system of England. London: George Allen andUnwon.

(5) Denis, L. (1986). School curriculum planning. London: Hodder adStoughton.

(6) Edward, A. K. (1960). The secondary schools curriculum. New York: Harper and Row Publishers.

(7) Hans, N. (1961). Comparative education. London: Routledgeand Kegan Paul.

(8) HaroldA.&Elsic,J.A.(1957).Thecurriculum.NewYork:TheMacMillanCompany.

(9) International encyclopedia of curriculum. (1991) London: PergamonOxford.

(10) Sodhi T.S. (1988). A text book of comparative education New Delhi: Association of Indian Universities,IGNOU.

(11)Kandel, I.L. (1963). Studies in comparative education. New York: George Harrup.

(12)Parmaji, S, (1984). Distance education, New Delhi: Sterling Publishers Pvt.Ltd.,

(13) Reddy, R. G. (1988). Studies in Distance Education Association of Indian Universities, Delhi New:IGNOU.

(14) William, M. A. (1966). Planning curriculum for schools. New York: Holt, Rinehart .

# M.A. (EDUCATION)
## SEMESTER III
## MAEd-302 : CONTEMPORARY ISSUES IN INDIAN EDUCATION
## (PART-ONE)

Credit- 04

Time:3hours

Max. Marks:100

(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

## COURSE OUTCOMES:

After undergoing the course content of the paper, the student will be able to understand:

1. develop a critical understanding of the challenges facing Indian Education today.
2. get the Knowledge of the contemporary issues in Indian Education in a global perspective.
3. the education system in Vedic, Buddhist Period.
4. features of Education during medieval period.
5. historical background of Indian Education System in British India.
6. introduced with National Education Movements in India.
7. indian Education Commission 1882,itsinfluence on educational development
8. various recommendation of different Commission on the subsequent development of education.

## COURSE CONTENTS

## UNIT-I

1.      Education in Indiaduring:
- Vedic
- Buddhist,and
- Medievalperiod

## UNIT-II

2.      Maculay's minutes and Bentick resolution of1835
- Admam's report and itsrecommendations
- Wood's Despatchof1854
- National Educationmovement
-
- Lord Curzen's educational Policy, Growth of national consciousness

## UNIT-III

3.  Recommendations of Indian Education Commission 1882,itsinfluence on the subsequent development ofEducation
    *   Essential features of Sadler commission report –1917
    *   Terms of reference & recommendations of Hartog Committee1928-1917

## UNIT-IV

*   Wardha Scheme of education1937
*   Sargent Report1944
*   University Education Commission1948-1949
*   Secondary Education commission1952-53
*   Indian education commission 1964-66.

## SELECTED READINGS

(1) Govt. of India, report of the University Education Commssion,(1949) Vol-I,Simla.

(2) Niak J.P. (1963) The role of govt. of India, Ministry ofEducation.

(3) Nurullah S., NaikJ.P. and OadL.K. (1970). A student history of education in India, Mumbai: McMillan andCo.

(4) M.H.R.D, Report of the University Education Commission (1948), Ministry of Education, New Delhi, Govt. ofIndia.

(5) M.H.R.D. Report of the Secondary Education Commission (1952). Ministry of Education, New Delhi, Govt. ofIndia.

(6) M.H.R.D. Challenges of Education (1985). A policy perspective, Ministry of Education, New Delhi, Govt. ofIndia.

(7) Shukla, P.D. (1969) Towards the New Pattern of Education in India, New Delhi Sterling Publishers.

# M.A. (Education) SEMESTER III
## MAEd-303 (Opt. A): SPECIAL EDUCATION
## (PART-ONE)

Credit -04

Time:3Hours

Max. Marks:100

(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selectedfrom the entire syllabus.
- Two long answer type questions will be set from each of the four units, outof which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

## COURSE OUTCOMES :
After undergoing the course content of the paper, the student will be able to understand:

1. conceptand nature of SpecialEducation and exceptional children.
2. know about the meaning and scope of special education in India.
3. grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
4. identify with the various types of exceptional children.
5. acquaint with the various types of handicaps and their causes.
6. help in the Education of Orthopedically Handicappedchildren
7. recognizeMentally Retardedchildren and assist them in education.
8. concept of Visual Impairment and education for visually impaired.

## COURSE CONTENTS

### UNIT-1

1. Concept and content of Exceptionality and SpecialEducation
   - Types of Exceptionality
   - Positive, Negative and Multipledeviations
   - Needs of ExceptionalChildren
   - Problems of ExceptionalChildren

2. Nature of SpecialEducation
   - Objectives of SpecialEducation
   - Historicalperspective
   - Continuum of special education alternativeprogrammers.
   - Scope of Special Education
   - Integrated / InclusiveEducation

1. Education of orthopaedically Handicappedchildren
   • Concept
   • Etiology
   • Characteristics
   • EducationalProgrammes

1. Education of Mentally RetardedChildren
   • Concept
   • Classification
   • Etiology
   • Educational Prgrammes for educable mentallyretarded
   • Educational Prgrammes for trainable mentallyretarded

2. Education of visually ImpairedChildren
   • Concept andCharacteristics
   • Degree ofImpairment
   • Etiology andIntervention
   • EducationalProgrammes

## SELECTED READINGS

1. Bender, W.N. (1995). Learning Disability, London: Allyn&Bacon

2. Berdine, W.H. &Blackhurst A.E. (1980). An Introduction to Special Education, Boston: Herpes Collinspublishers

3.  Dash, M. (2007). Education of Exceptional Children, New Delhi: Atlantic Ppblisher and distributors (PLtd.)

4. Dunn, L. & Bay, D.M. (Education.) (1973). Exceptional Children in the Shcools, New York: Holt, RinehartWinston.

5. Hallahan D.P & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, London: Allyn&Bacon

6. Hewett, F.M. &Foreness S.R. (1994). Education of Exceptional Learners, London.

7. Jorden, T.E. (1977). The Exceptional Child, Ohio:Merrill

8. Kirk S.A. & Gallagher J.J. (2002). Education of Exceptional Children, Boston: Houghton MifflinCo.

9. Magnifico, L.X.)1998). Education of the Exceptional Child, New York: Longmen.

10. Shanker, U. (1978). Exceptional Children, Jallandhar: SteeringPublications.

11. Strange, Ruth. (2004). Exceptional Children & Youth, N.J.: PrenticeHall.

12. Singh, N.N. & Beale. I. L. (1992). Learning Disabilities – Nature, Theory and Treatment, New York: SpringerVerlag

13. Smith, C.R. (1991). Learning Disabilities- The interaction of learner, Task and Setting, Massachusetts, London: Allyn&Bacon

# M. A. (Education)
## SEMESTER III
## MAEd- 303(Opt. B): EDUCATIONAL MEASUREMENT AND EVALUATION
## (PART-ONE)

Credit- 04

Time:3hours

Max. Marks:100

(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will be comprised of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

## COURSEOUTCOMES:

**After undergoing the course content of the paper, the student will be able to understand:**

1. the concept, scope, and need educational measurement.
2. explain different principles of educational measurement.
3. the concept, scope, and need educational evaluation.
4. explain different principles of educational measurement.
5. the students will have clarity regarding tools and techniques of measurement and evaluation.
6. the students will have clarity with regards to constructingand standardizing a test.
7. the students will be able to understand how the various requirements of education are measured, evaluated andinterpreted.
8. the students will be able to understand the use ofappropriate statistical techniques.

## COURSE CONTENTS

## UNIT-I

1. Educational measurement andEvaluation
   - Concept, Scope andNeed
   - Levels ofmeasurement
   - Evaluation: functions and basic principles ofevaluation
   - Inter-relationship between measurement and evaluation : use of taxonomic categories of educationalobjectives

## UNIT-II

2. Concept and Measurement of thefollowing
   - Achievementtests
   - Aptitudetests
   - Intelligencetests
   - Attitude and Valuescales
   - Interestinventories

## UNIT-III

3. Tools of measurement &Evaluation
   - Essay type tests, objectives typetests
   - Questionnaire andschedule
   - Use of Computer inevaluation
   - Performancetests

## UNIT-IV

4. Analysis of Variance
   - Analysis of variance (up to two ways): Concept, assumptions, computation anduses

## SELECTED READINGS

1. Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, NewYork

2. Aggarwal, Y.P. (1998), Statistical Methods: Concepts , Applications and Computation, Sterling, NewDelhi

3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Vinod,Agra.

4. Aiken, L.R. (1985), Psychological Testingand Assessment, Allyn and Bacon, Boston

5. Anastasi, A (1982), Psychological Testing, Mac Millan, NewYork

6. Cronbach, L.J. (1964), Essentials of psychological Testing, Harper and row, New York

7. Ebel, R.L. and Frisbe, D.A. (1990) Essentials of Educational Measurement, prentice Hall, NewDelhi

8. Freeman, F.S(1965), Theory and Practice of Psychology Testing, Holt Rinehart & Winston,1965

# M.A. (EDUCATION)
## SEMESTER III
## MAEd – 303 (Opt-C) TEACHER EDUCATION
## (PART-ONE)

Credit- 04

Time:3hours

Max. Marks:100

(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

## COURSEOUTCOMES:

After undergoing the course content of this paper, the students will be able to understand:

1. the meaning and concept of teacher education in India.
2. introduced with teacher education in India with its historical perspectives.
3. the Aim and objectives of teacher education at differentlevel.
4. explain Recommendation of various commissions on Teacher Education.
5. define various Aims and objectives of Teacher Organizations
6. know Teaching profession and faculty Improvementprogrammes.
7. explain Teaching profession and types of teacher education programmes.
8. define Research in various areas of teacher education.

# COURSE CONTENTS

### UNIT-I

1. Meaning and concept of teacherEducation
2. Historical Development of teacherEducation
3. Recommendation of various commissions on Teacher Education with special emphasis on-
   - KothariCommission
   - NPE1986
   - Programmeof Action1992

### UNIT-II

4 Aims and Objectives of Teacher Educationat
   - ElementaryLevel

- SecondaryLevel
- CollegeLevel

## UNIT-III

5. Teaching as aprofession
6. Aims and objectives of Teacher Organizations
7. Need of ProfessionalOrganizations
8. Faculty ImprovementProgrammes

## UNIT-IV

9. Performance appraisal of teachers
10. Internship of Teacher Education
11. Pre-Service Teacher Education
12. In-Service TeacherEducation

## SELECTED READINGS

1. CABE, (1992). Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, NewDelhi

2. Dunkin, J. Michal (1987) The International Encyclopedia of Teaching and Teacher Education, PergamonPress.

3. Husen, Torsten&Postlethwaite (Eds.) (1994), The International Encyclopedia of Education, New York, Vol. 1-12, PergamonPress

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. ofIndia

6. MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, NewDelhi

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 Programmes", Encyclopedia of Educational Research 4[th]Edition, New York,Macmillan

# M. A. (EDUCATION)
## SEMESTER III
## MAEd304(Opt. D) COMPUTER EDUCATION
## (PART-ONE)

Time:3hours

credit:04
Max. Marks: 100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

## COURSE OUTCOMES:

After undergoing the said content, the students will be able to:
1. understand historical background of computer.
2. define types of computers and number system ofcomputer.
3. know the importance of computer system in education.
4. explain the operatingsystem and its types.
5. understand the origin, meaning and application of artificialintelligence
6. appropriate use of artificial intelligence in the field of education.
7. explain the MS-Word, its uses in education.
8. operate MS-Excel for database in the field of education.

## COURSE CONTENTS

### UNIT-I
1. ComputerBasics
   - History ofComputers
   - Types ofComputer
   - Flow Diagram ofComputer
   - Number system: Binary, Decimal, Octal andHexadecimal

### UNIT-II

2. OperatingSystem
   - Meaning of Operating System
   - Need of OperatingSystem
   - Types of Operating System-Single User andMulti-User

3. ArtificialIntelligence
   - Origin of ArtificialIntelligence
   - Meaning of ArtificialIntelligence
   - Applications of ArtificialIntelligence
   - Artificial Intelligence andEducation

## UNIT-IV

4. Application OrientedInformation
   - Word Processing and its Creation – M.S.Word
   - Data Bases and its uses :Excel

## SELECTED READINGS

1. Cox, J. and Urban, P. (1999). Quick courses in Microsoft Office, New Delhi, Galgotia Publications.

2. Jain, Satish, (1990). Introduction to Computer Science and Basic Programming, New Delhi, BPBPublications.

3. Rajaraman, V., (1996). Fundamentals of Computers, New Delhi, Prentice Hall of India.

4. Saxena, S, (1998). A first Course in computers, New Delhi, Vikas Publishing House Pvt.Ltd.

5. Sinha, P.K., (2003). Computer Fundamentals:, New York, BPBPublications

6. Tanenbaun, A.S., (1998) Computer Networks. New Delhi, Prentice Hall ofIndia.

# M.A. (EDUCATION) (FINAL)
## SEMESTER-III
## MAEd – 303 (Opt. E): ADULT AND CONTINUING EDUCATION
## (PART-ONE)

Time:3hours

credit:04
Max. Marks: 100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

• Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.

• 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. Long answer questions will carry 16 markseach.

## COURSE OUTCOMES:

After undergoing the course content of this paper, the students will be able to understand:

1. the concept, need, importance, objectives and scope of AdultEducation.
2. differentiate formal. Informal and non-formal education.
3. about developments taking place in the field of Adult Education in India.
4. different approaches for imparting Literacy and Post-Literacy.
5. various problems of dropout and relapse into illiteracy inIndia.
6. concept of National policy on Education in the context of Adult Education, national literacy mission Jan ShikshanNilayamsand adultlearning.
7. know about various methods of teaching literacy and methods of adult education.
8. to develop understanding among the students regarding the different aspects related to training of Adult EducationFunctionaries.

# COURSE CONTENTS

## UNIT-I

1. Concept, need, importance, objectives and scope of adult education, Distinction between:
   • Formal, informal and non-formalEducation
   • Traditional Literacy and functionalliteracy

## UNIT-II

2. Different approaches for imparting literacy – mass approach, selective approach and campaign approach.
3. Post-Literacy activities for neo-literates, literacy for neo-literates Problem of Drop – out and problem of relapse into literacy in the Indiancontext.

## UNIT-III

3. National Policy on Education and Adult Education, National Literacy Mission, Jan ShikshanNilayams.
4. Adult Learning – Characteristics of Adult Learners, Motivating Adultsfor Learning

## UNIT-IV

5. Methods of Teaching Literacy- Traditional Method, Zero Method, Alphabetic, Integrated Literacy Method, NayaSevera Method and AnsariMethod.
6. Methods of Adult Education – Lecture, Discussion andDemonstration

7. Training of Adult EducationFunctionaries

## SELECTED READINGS

1. Bordia, Anil, J.R. Kidd & J.A. Drapert (eds.) (1973). Adult Education in India – A Book of Readings, Bombay: Nachiketa PublicationsLtd.

2. Bhatia, S.C. &Srivansava(1978). Literacy, Literacy Materials and their preparation: A General perspective, New Delhi: Directorate f AdultEducation

3. Bhola, H.S. (1984) Campaigning for Literacy – Eight National Experiences of the Twentieth Century with a memorandum to decision makers, UNESCO,Paris

4. Coles, Edwin K. Townsend (1977). Adult Education in Developing countries, New York, PergamonPress.

5. Cropley, A.J. (1977). Life Long Education: A Psychological Analysis, New York, Pergamon Press.

6. Dutta, S.C. (1987). Adult Education in the Third World, New Delhi and Criterion Publications

7. Dutta, S.C. (1973). Social Education and Social Balures in Adult Education in India, Bombay: NachoketaPublications

8. Dutta, S.C. (1986). History of Adult Education in India, New Delhi, Indian Adult Education Association ,1986

9. Draper, James A (1989). Adult Education, A Focus for the Social Sciences, New Delhi: Indian Adult EducationAssociation

10. Houle, Cyril, O (1964). Counting Your Education New York, McGraw Hill Co.

11. Indian Adult Education Association (1980). Handbook for Adult Education Instructors, NewDelhi

12. Husan, T: International Encyclopedia of Education, New York, pergamonPress

13. Jarvis, Petet(1987). Twentieth Century Thinkers in Adult Education. London, Vroom Belm

14. Kundu, C.L.: Adult Education (1984). Principals, Practice and Persects, New Delhi: Sterling Publishers

15. Kundu, C.L. (1987). Adult Education Research: Future Directions,University

16. Mathur, R.S. &PremChand(1981). Adult Education Programme: Analysis of Strength and Deficiencey, New Delhi, Indian Adult EducationAssociation

17. Ministry of Human Resource Development: National Literacy Policy of Education, Govt. of India , NewDelhi

18. Ministry of Human Resource Development,(1986) National Policy of Education, Govt. of India, NewDelhi

19. Mohsin, S.R. , J.L. Sachdeva&AshaSehgal (1983) Adult Education Programme, New Delhi: Indian – Adult EducationAssociation

20. Nimbalkar, M.R.(1987): Adult Education and its Evaluation System Delhi, Mittal Publications

21. Rogers, Alan (1986): Teaching Adults, England Open University,Press

22. Shab, S.Y. A Source Book on Adlut Education, New Delhi, Directorate of Adult Education

23. Sharan B. Merriam, Phyllis M. Cnningham (1989) Handbook of Adult and Continuing Education, Jossey Bass Publishers, San Francisco, London,1989

24. Styler, W.eE.: Adult Education in India, Bombay : Oxford University Press,1966

25. Yadav, R.S.: Adult Education – Concept, Theory and Practice, Associated Publishers, AmbalaCantt.

Time:3hours

Credit:04
Max. Marks: 100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

**COURSE OUTCOMES:**

After undergoing the course content of this paper, the students will be able to understand:

1. theconcept meaning and nature of EducationalAdministration.

2. the modern concept of educational administration from $19^{th}$to presentday.

3. the Relationship between management and administration.

4. the Developments of modern concepts of educational administration

5. the students will have understanding the specific trends in educational

   administration and resources of education, problems of educationalfinance.

6. clarity with regard to meaning, need and importance ofleadership.
7. familiar with the theories of leadership.
8. the theories, styles and measurement leadership.

# COURSE CONTENTS

## UNIT-I

1. Meaning, Nature, scope, need and functions of EducationalAdministration.
2. Relationship among management, administration, supervision andplanning.

## UNIT-II

3. Developments of modern concepts of educational administration from 1900 to presentday
   - Taylorism
   - Administration as aprocess
   - Human relations approach toAdministration
4. Meeting the psychological needs ofemployees.

## UNIT-III

5. Specific Trends in Educational Administration
   - Decision making
   - Organizationalcompliance
   - OrganizationalDevelopment
   - PERT
   - Management by objectives(MBO)

## UNIT-IV

6. Meaning, need & Importance ofLeadership
   - Theories ofLeadership
   - Styles ofLeadership
   - Measurement ofLeadership

## SELECTED READINGS:-

1. Unruh,A.&Turner,E.(1970).Supervisionforchangeandinvocation.NewYork.

2. Bahtanagar, R.P. &Aggarwal, V. (2004). Educational Administration, Supervision, Planning and Financing. Merrut: R.Lall. BookDepot.

3. Harding, H. (1987). Management Appreciation. London: PitmanPublishing.

4. Ravishankar, S., Mishra, R.k., &Sharms, M.L. (1988). Human Resource Development. Bombay: Dhrav&Deep.

5. Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas Publication.

6. Sinha, P.S.N. (ed) (2002). Management and Administration in Govt. New Delhi: Commonwealth Publishers.

7. Spears, H. (1955). Improving the Supervision of Instruction. N.Y.: PrenticeHall.

8. Wiles, K. (1955) .supervision for Better Schools. N.Y.: PrenticeHall.

# M. A. (EDUCATION) SEMESTER III
## MAEd304 (Opt. B) EDUCATIONAL TECHNOLOGY
## (PART-ONE)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

## COURSE OUTCOMES:

After undergoing the course content of this paper, thestudents will be able to:

1.   understand the meaning, concept and scopeofeducational technology.

2.  define the components of educational technology.

3.  explain the modalities of teaching.

4.  use multimedia approach in educationaltechnology.

5.  learn about pre-active, interactive and post active stages ofteaching.

6.  understand the difference among teaching, training, instruction andindoctrination.

    .
7.   understand the  nature of different  types ofprogrammedinstructions


8.  develop a Programmed Instruction programme to educate.

## COURSE CONTENTS

### UNIT-I

1.  Meaning, Concept and scope of educational technology, Systems approach  to Education and itscharacteristics.

### UNIT-II

2.  Components of Educational Technology –Hardware andsoftware.
3.  Multi-Media Approach in Educational Technology-Meaning, Uses and Limitation.

## UNIT-III

4. Modalities of teaching – Teaching as different from indoctrination instructions, conditioning andtraining
5. Stages of teaching – Pre-active, Interactive and Postactive
6. Teaching at different levels – Memory, understanding and reflective levels of organizing teaching andlearning

## UNIT-IV

7. Programmed Instruction: origin, principles andcharacteristics
8. Types : Linear, Branching andMathetics
9. Development of a Programmed Instruction: Preparation, Writing, Try out and Evaluation

## SELECTED READINGS

(1) Davies, I.K., " The Management of Learning", London: McGraw Hill,1971

(2) Dececco, J.P., "The psychology of Learning and Instruction", New Delhi,  prentice Hall,1988

(3) Kulkarni, S.S. (1986) Introduction to Educational technology", New Delhi, Oxford & IBH PublishingCompany.

(4) Kumar, K.L. (1996).Educational technology. New Delhi: New Age International Publishers.

(5) Locatis, C.N. and Atkinson, F.D. (1984) Media and technology for education and training. London: Charles E. publishingCo.

(6) Mavi, N.S. (1984). Programmed Learning-An Empirical Approach", Kurukshetra , VishalPublishers,

(7) Joyce, B. & Weil, M. (1992). Models of teaching. New Delhi: PrenticeHall.

(8) Merrit, M.D. (1971). Instructional design. NewYork:

(9) Mukhopadhyay, M.(1990). Educational technology. New Delhi:Sterling.

(10)Pandey, K.P. (1980). A first course in instructional technology. Delhi: AmitashParkashan,

(11)  Pandey, S.K. (1997). Teaching communication. New Delhi: Commonwealth Publishers.

(12) Pandey, K.P. (1997). Dynamics of teaching behavior. Gaziabad,AmitashPrakashan.

(13)  Prcival, F. and Ellington, H. (1998). A handbook of educational technology. New York, KoganPage.

(14) Skinner, B.F. (1968).The technology of teaching. New York: Appleton CenturyCrofts.

**MAEd - 304 (Opt. C) EDUCATIONAL AND VOCATIONAL GUIDANCE**
**(PART ONE)**

Credit- 04

Time:3hours                                      Max. Marks:100
                                                 (External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

**COURSE OUTCOMES:**

After undergoing the course content of this paper, the students will be able to understand:

1. the conceptual Meaning, Need and Importance of Guidance.

2. explain Principles of guidance and is different types.

3. effectively Organization of Guidance Services at SchoolLevel.

4. concept of Group Guidance - its Meaning, Advantages, Principles andkinds.

5. the students will have understanding of process of Guidance for differently abled Students and will also be expected to be capable of providing Guidance to differently able students at SchoolLevel.

6. the students will have clarity regarding concept and process of counseling.

7. differentiate counseling with special reference to Role of Counselor in the different types of counseling.

8. the guidance of exceptional children.

# COURSE CONTENTS

## UNIT-I

2. Concept, meaning, principles, need and importance ofguidance.
3. Types of Guidance – Educational Guidance, Vocational Guidance and personal Guidance

## UNIT-II

4. Organization of guidance services in schools – need, principles, steps & strategies for effective organization of Guidance services at schoollevel.

## UNIT-III

5. Group Guidance – Meaning, advantages, principles and kinds of groupguidance.
6. Guidance of exceptional children – Physically Handicapped, Gifted and children with BehavioralProblems

## UNIT-IV

7. Counseling – Meaning, Need, Procedure andTypes
   • Directive counseling – concept, advantages andlimitations
   • Non-Directive Counseling-concept, advantages andlimitations
   • Elective counseling – concept, advantages andlimitations

## SELECTED READINGS:

1. Bernard, H. W & Daniel F.W. (1977). Principles of Guidance, Second Edition, New York – Thomas Y. CrowellCompany.

2. Jones, J.A.: (1970). Principles of Guidance, Bombay: Tata McGrawHill.

3. Miller, F.W. (1961). Guidance Principles and Services, Columbia : OhioMerrill

4. Pandey, K.P. (2000). Educational and Vocational Guidance in India,Varanasi: VishwaVidyalayaPrakashanChowk

5. Tolbert, E.L. (1967) Introduction of Counseling, New York: McGrawHill.

6. Strang, Ruth. (1949). Counseling Technics in colleges and Secondary Schools, New York:Harpar

7. Taxler, A.E.(1964): Techniques of Guidance, New York: McGrwaHill

8. Robinson, F.P (1950) Principles and Procedures in student counseling, New York: Harper &Brother

9. Super, D.E.,( 1949) Apprising Vocational Fitness, New York: Harper andBrother

8. Robinson, F.P (1950) Principles and Procedures in student counseling, New York:

**MAEd –304(Opt. D): MENTAL HYGIENE AND EDUCATION**
**(PART-ONE)**

Time:3hours                                               Credit:04
                                                                   Max. Marks: 100
                                                                   (External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

• Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
• 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. Long answer questions will carry 16 markseach.

## COURSE OUTCOMES:

After undergoing this course content , the students will be able to:
1. define concept of mental health and mentalhygiene,
2. differentiate wholesome and abnormal personality,
3. explain the conceptual meaning of adjustment andconflicts,
4. relationships of School and Mentalhealth for education,
5. describe concept of personality problem and role of mental hygiene and school curriculum
6. criticize positive and negative role of religion in mentalhealth,
7. define Mental Health from Ancient Indian Point ofView.
8. the role of religion and mental health.

## COURSE CONTENTS:UNIT-I

1.   Mental Health and MentalHygiene:-
• Concepts of Mental Health
• Criteria of MentalHealth
• Concept of Wholesome and AbnormalPersonality
• Aspects, Goals and Principles of MentalHygiene

## UNIT-II

2.   Adjustment:-
• Concept and Process ofAdjustment
• Concept and Causes ofMaladjustment
• Adjustment Mechanism – Subtraction, Withdrawal, Compensation,. Sublimation, Rationalization, Projection, Reaction Formation, regression, Fixation
• Conflict: Concept and Types of Conflicts

## UNIT-III

3.    School and Mentalhealth:-
- Teacher and MetalHealth
- Some Questionable SchoolPractices
- Personality Problems inClassroom
- Classroom approaches to mentalhealth
- Place of Mental Hygiene in schoolcurriculum
- Principles of curriculum construction from mental hygiene point ofview

## UNIT-IV

1.    Religion and Mentalhealth
- Relationship between Religion and MentalHealth
- Positive and negative role of religion in MentalHealth
- Concept of Mental Health from Ancient Indian Point ofView

## SELECTED READINGS

1. Arkoff Abe (1968). Adjustment and Mental health, New York: McGraw Hill Company

2. Akhilananda S.(1952) Mental Health andHindu Psychology, London: Alle and unwin

3. Akhilananda (1953), Hindu Psychology, London:Routledge

4. Bahadur Mal (1955) Mental in Theory and Practice, Hoshiarpur: V.V. R.I.

5. Bernard, Harold, W. (1952). Mental Hygiene for class-room teachers, New York: McGraw Hill BookCo.

6. Bonny, M. E.(1960) Mental Health in Education , Boston: Allyn andBacon

7. Burbury, W.M. (Balient) et.al: An introduction to Child Guidance London: Mac Millan& Co.

8. Capuzzi D and Dougles,G.R: Introduction to Counselling. London: Allyn andBacon

9. Carroll, H, A(1956).Mental Hygiene: The Dynamics of Adjustment (3$^{rd}$ ed.), Englewood Cliffs, New Jercy: PrenticeHall

10. Coleman, J.C. (1976).Abnormal Psychology and Modern Life, Bombay: D.B. Tara Porewala Sons &Co.

11. Crow, Lester D. & Crow, Alince(1952) Mental Hygiene, New York: McGraw Hill Book Company

12. Garg, B.R. (2002). An Introduction to Mental Health, Ambala: Associated Publicaitons

13. Hadfield, J.A. (1952). Psychology and Mental Health. London: George Allen and Unwin Ltd.

14. Kallam, S.G. eta (1975). Mental Health and Going to School, Chicago: University of Chicago,Press

15. Sinha, A.K. (1982). The concept of mental health in India and Western Psychologies, Kurukshetra: VishalPublications

16. Suraj B &Dutt N.K. (1978). Mental Health through Education, New Delhi: Vision BooksPublications

17. SurajBhan, (1952).Towards a Happier Education, Jallendhar City: University Publications

18. Thork, G.L. & Olson, S.L. (1999). Behavior Therapy: Concepts, Procedures and Application, London: AllynBacon

19. Thorpe, L.P. (1950).The Psychological of Mental Health, New York: The Ronald PressCo.

20. Watkins Ted. R. &Callicut, J. W(1990). Mental Health: Policy & Practice Today, New Delhi: SagaPublications

21. Wolberg, L.R(1995) The Techniques of Psychotherapy, London: Jason AronsonInc

<div align="center">

**M.A. (EDUCATION)**
**SEMESTER III**
**MAEd – 304 (Opt. E): ECONOMICS OF EDUCATION**
**(PART-ONE)**

</div>

Time:3hours

Credit:04
Max. Marks: 100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selectedfrom the entire syllabus.
- Two long answer type questions will be set from each of the four units, outof which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

## COURSE OUTCOMES:

The students will be ableto:

1. understand the basic concept with aims and scope of economics ofeducation.
2. explain education as investment,
3. knowthe concept of education as major determinants of economicdevelopment.
4. define cost analysis and Problems arising in its application,
5. realize the productivity of education in economicdevelopment.
6. understand the concepts, nature, principles and procedures ofeducational planning.
7. know about different Approaches to EducationalPlanning and its historical background,
8. understand the relationship of educational planning and manpower planning.

<div align="center">

## COURSE CONTENTS

### UNIT-I

</div>

1. Economics of Education:-
   - Meaning
   - Aims
   - Scope andSignificance
2. Education as consumption orInvestment:-
   - Education asConsumption
   - Education asInvestment
   - Difficulties in treating Education as consumption /investment

<div align="center">

### UNIT-II

</div>

3. CostAnalysis:-
   - Cost ofEducation
   - Components of Educational costs
   - Methods of determiningcosts
   - Problems arising in the application of the concept of cost in education

<div align="center">

10(3783)

</div>

4. EducationalPlanning:-
    - Concept, Needs and Goals of EducationalPlanning
    - Principles of EducationalPlanning
    - Approaches to EducationalPlanning
    - Educational Planning in India sinceIndependence

**UNIT-IV**

5. Education and ManpowerPlanning:-
    - Concept of ManpowerPlanning
    - Forecasting Manpower needs
    - Techniques of ManpowerForecasting
    - Limitation of ManpowerForecasting

## SELECTED READINGS

1. Alex, V. Alexender(1983) Human Capital Approach to Economic Development Metropolitan Book Co., New Delhi,July

2. Blaug, M. (1972)Economics of Education, the English Language Book Society and Penguin Books,England

3. Bertrand, Oliver(1992) Planning Human resources: Methods, Experiences and Practices, Sterling Publishers, NewDelhi

4. Coombs, Philip H. An Hallack J, (1972) Managing Educational Costs UNESCO International Institute of EducationalPlanning

5. Hallack,J.(1969)theAnalysisofEducationalCosts&Expenditure,UNESCO,paris

6. Harbison, F and Myers Charles, A: Education, manpower and economic growth: Strategies of Human resource Development, Oxford & IBMPublishing Co.

7. Kneller, G.F. (1968) Education and Economics Thought, new York, John Wiley and SonsINC

8. Nagpal, S.C. and Mital A.C.(1993) Economics of Education, Sterling Publishers Pvt. Ltd., NewDelhi

9. Natrajan, S. (1990) Introduction to Economics of Education, Sterling Publishers, Pvt. Ltd., NewDelhi

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

11. Rao, VKRV(1965) Education and Human resource Development, Allied Pubshilers, NewDelhi

12. Raza, Moonis(1986), Educational planning, A long Term Perspective, Concept Publishing Company, NewDelhi

13. Singh, Baljit(1983)Economics of Indian Education, MeenakshiPrakashan,new Delhi

14. Sodhi, T.S. (1990) Economics of Education, New Delhi:Vikas

15. Tilak, J.B.G. (1992) Educational Planning at Grass Roots, Ashish Publishing House, NewDelhi

16. Vaiaey, J (1962) Costs of Education, London,Feber

17. UNESCO(1968), Readings in the Economics of Education , Paris, UNESCO Publications

# Courses of IV<sup>th</sup>Semester

**MAEd 401 Dissertation to be submitted at the end of IV Semester i.e. April, 30 every year)**


MAEd 402: Comparative Education and Curriculum Development (Part Two)
MAEd 403: Contemporary Issues In Indian Education (Part-Two)

## MAEd-404(Opt. i): Any one of the following

A  Special Education(Part-Two)
B   Educational Measurement and Evaluation(Part-Two)
C   Teacher Education(Part-Two)
D  Computer Education(Part-Two)
E  Adult and Continuing Education(Part-Two)

## MAEd405(Opt. ii) Any one of the following:-


A.  Management And Administration Of Education (Part-Two)
B.  EducationalTechnology(Part-Two)
C.  Educational And Vocational Guidance (PartTwo)
D.  Mental Hygiene And Education(Part-Two)
E.  Economics Of Education (part two)

MAEd 406: **FieldWork**

**M.A. (EDUCATION)**
**SEMESTER IV**
**MAEd – 401: DISSERTATION**

**Credit -4**

**Dissertation**                                                                              **Max. Marks:100**

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the chairman/Principal ofthe Department/College. The students will submit three copies of Dissertation to the Department/ College by 30<sup>th</sup> April of the session. The viva-voce will be held on a date to be fixed by the University.

Dissertation and viva-voce will be evaluated jointly be external and internal examiners.

# M. A. (EDUCATION)
## SEMESTER IV
## MAEd-402: COMPARATIVE EDUCATION AND CURRICULUM DEVELOPMENT
## (PART-TWO)

Time:3hours

Credit - 04
Max. Marks:100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will be comprised of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

### COURSE OUTCOMES:

After undergoing / understanding the course content, the students will have:

1. understanding of Higher Education System of U.K., U.S.A. andIndia.

2. clarity regarding Distance Education System of U.K., Australia andIndia.

3. understanding of Educational Administration in U.K. U.S.A. and India,

4. explain Historical Development of ComparativeEducation in their own words.

5. familiar with approaches of comparative education.

6. know about the system of Teachers Education in U.K., U.S.A. andIndia.

7. define different Models of Curriculum Development.

8. understand the concept of Curriculum Evaluation in terms of learning outcome

# COURSE CONTENTS

## UNIT-I

- Higher Education in U.K., U.S.A. &India
- DistanceEducation–Itsconcept,needsandvariousconceptswithreferenceto U.K. , Australia & India

## UNIT-II

- Educational Administration in U.K., U.S.A. &India
- Teacher Education in U.K., U.S.A. &India

## UNIT-III

- Historical Development of ComparativeEducation
- Approaches of Comparative Education – Historical, Philosophical, Sociological and problemapproach
- Salient features of Education system of U.S.A., U.K. &India

## UNIT-IV

- Different Models of Curriculum Development: Administrative, Grass Root, Demonstration & SystemAnalysis
- Curriculum evaluation in terms of learning outcome – concept formative and summative evaluation. System of according marks, ratings and grades; Interpretation of EvaluationResults.

## SELECTED READINGS

1. Andrey, A. & Howard N. (1978). Developing curriculum: A practical Guide. London: George Allen andUnwin.

2. Baradey, G.Z.F. (1964). Comparative methods in education. New Delhi: Oxford and IBH PublishingCo.

3. Cramer, I.F. & Brown, G.S. (1965). Contemporary education: A comparative study of National System. New York: Harcourt Brace &Company.

4. Dent, H.C. (1981). Educational system of England. London: George Allen and Unwon.

5. Denis, L. (1986). School curriculum planning. London: Hodder adStoughton.

6. Edward, A. K. (1960). The secondary schools curriculum. New York: Harper and RowPublishers.

7. Hans, N. (1961). Comparative education. London: Routledgeand KeganPaul.

8.  Harold A. &Elsic, J. A. (1957). The curriculum. New York: The MacMillan Company.

9.  International encyclopedia of curriculum. (1991) London: PergamonOxford.

10. Sodhi T.S. (1988). A text book of comparative education New Delhi: Association of Indian Universities,IGNOU.

11. Kandel, I.L. (1963). Studies in comparative education.New York: George Harrup.

12. Parmaji, S, (1984). Distance education, New Delhi: Sterling Publishers Pvt.Ltd.,

13. Reddy, R. G. (1988). Studies in Distance Education Association of Indian Universities, Delhi New:IGNOU.

14. William, M. A. (1966). Planning curriculum for schools. New York: Holt, Rinehart andWinston.

# M.A. (FINAL) EDUCATION
## SEMESTER IV
## MAEd- 403: CONTEMPORARY ISSUES IN INDIAN EDUCATION
## (PART-TWO)

Time:3hours

Credit- 04
Max. Marks:100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

## COURSE OUTCOMES:

After undergoing the course content of this paper, the students will be able to understand:
1. the challenged faced by Indian education in the presentscenario,
2. know about different commissions and policies in education system,
3. contemporary issues such as universalization of education.
4. vocationalization of education and education forgirls.
5. issues relating to quality andexcellence in Indian education system,

6. different concepts in education related to social equity and equality of emotionalopportunities.
7. issues pertaining to open learning and distance education system,
8. explains issues regarding emotional integration and international understanding in the context ofglobalization.

## COURSE CONTENTS

### UNIT-I

1.  Indian Education Commission1964-66
2.  National Policy of Education1986
3.  Revised National policy1992
4.  RTE act 2010
5.  SSA,RAMSA and RUSA

### UNIT-II

6.  Universalization of Education and related issues such as retention / completion rates in elementaryschools.
7.  Vocationalization ofEducation

8.      Education forgirls

### UNIT-III

7       Education of socially disadvantaged segments such asSC/ST/OBC
8       Issues relating to quality in Education andexcellence
9       Issues relating to social equity providing equality of Educationalopportunities


### UNIT-IV

10      Issues pertaining to open learning and Distance Educationsystem
11      Education for Human values and lifeskills
12      Issues relating to medium of instruction – Three languageformula
13      Issues in respect of emotional integration and international understanding in the context ofglobalization


## SELECTED READINGS

(1) Govt. of India Ministry of Education. (1959). Report of the National Committee on Women'sEducation.

(2) M.H.R.D. (1966). Report of the Education Commission – Education and National Development (1964-1966), Ministry of Education, govt. of India, NewDelhi.

(3) M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. of India, NewDelhi.

(4)  M.H.R.D. Programme of action (1992), Ministry of Education, Govt. of India, New Delhi.

(5) M.H.R.D. (1990). Towards an Enlightened & Humane Society – A Review (NPERC), Ministry of Education, Govt. of India, NewDelhi.

(6) M.H.R.D. (1993). Education for all: The Indian Science, Ministry of Education, Govt. of India, NewDelhi.

(7) M.H.R.D. (1993). Selected Education study, Ministry of Education, Govt. of India, New Delhi.

(8) Rao, D.D. (2001). National Policy on Education towards an Enlightened and Human Society. New Delhi: Discovery PublishingHouse.

(9) Tiwari, D.D. (1975). Education at the Cross Roads, Chugh publication,Allahbad

# M.A. (FINAL) EDUCATION SEMESTER IV
## MAEd-404 (Opt. A): SPECIAL EDUCATION
## (PART-TWO)

Credit - 04

Time:3Hours

Max. Marks:100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selectedfrom the entire syllabus.
- Two long answer type questions will be set from each of the four units, outof which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

## COURSES OUTCOMES:

After undergoing the course content, the students will be able to understand:-
1. the concept of special education in relation to hearing impairment and different characteristics,types,problemsand identifications of Hearing-Impairedchildren.
2. the organizing of different Educationalprogrammesfor HearingImpairedchildren
3. know the Characteristics and identification of Learning-Disabledchildren,
4. to organizing of different Educationalprogrammesfor Learning-Disabledchildren
5. to introduce with GiftedandCreativechildren with their Characteristics,problems.
6. provide differentInterventionprogrammesofGiftedandCreativechildren
7. identify the Characteristics, problems of JuvenileDelinquents and Organize different Educational programmes for JuvenileDelinquents
8. concept and need of Guidance and counseling of Exceptionalchildren

# COURSE CONTENTS

## UNIT-1
1. Education of HearingImpaired
   - Characteristic
   - Types
   - Identification
   - Etiology
   - Education and InterventionProgrammes

## UNIT-II
2. Education of LearningDisabled
   - Characteristic
   - Types
   - Identification

- Education and InterventionProgrammes

## UNIT-III

3. Education of Gifted &Creative
   - Characteristic
   - Identification
   - Problems
   - Education Programmes
4. Education of JuvenileDelinquents
   - Characteristic
   - Identification
   - Problems
   - Etiology
   - Education and InterventionProgrammes

## UNIT-IV

5. Guidance and Counseling for ExceptionalChildren
   - Meaning andNeed

# SELECTED READINGS

(1) Bender, W.N. (1995). Learning Disability, London: Allyn&Bacon

(2) Berdine, W.H. &Blackhurst A.E. (1980). An Introduction to Special Education, Boston: Herpes Collinspublishers

(3) Dash, M. (2007). Education of Exceptional Children, New Delhi: Atlantic Ppblisher and distributors (PLtd.)

(4) Dunn, L. & Bay, D.M. (Education.) (1973). Exceptional Children in the Shcools, New York: Holt, RinehartWinston.

(5) Hallahan D.P & Kauffman, J.M. (1991). ExceptionalChildren: Introduction to Special Education, London: Allyn& Bacon

(6) Hewett, F.M. &Foreness S.R. (1994). Education of Exceptional Learners, London.

(7) Jorden, T.E. (1977). The Exceptional Child, Ohio:Merrill

(8) Kirk S.A. & Gallagher J.J. (2002). Education of Exceptional Children, Boston: Houghton MifflinCo.

(9) Magnifico, L.X. (1998). Education of the Exceptional Child, New York: Longmen.

(10) Shanker, U. (1978). Exceptional Children, Jallandhar:Steering Publications.

(11) Singh,N.N.&Beale.I.L.(1992).LearningDisabilities–Nature,          Theory

and Treatment, New York: SpringerVerlag

(12) Smith, C.R. (1991). Learning Disabilities- The interactionoflearner, Task and Setting, Massachusetts, London: Allyn&Bacon

(13) Strange, Ruth. (2004). Exceptional Children & Youth, N.J.: PrenticeHall

(14) Role of Teachers and otherSpecialities

**M. A. (EDUCATION)**
**SEMESTER IV**
**MAEd404 (Opt. B): EDUCATIONAL MEASUREMENT AND EVALUATION**
**(PART-TWO)**

Time:3hours
Max. Marks:100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

**COURSE OUTCOMES:**

The students will be able to:
1. acquaint the student with the basic concepts and practices adopted in educational measurement andevaluation.
2. use of different measuring instruments,
3. aware the students with tools and techniques of measurement andevaluation.
4. knowing about the New trends in Measurement andEvaluation
5. develop skills and competencies in constructing and standardizing atest.
6. make the students understand how various requirements of education are measured, evaluated, interpreted and their rules are recorded to helplearners.
7. define the concept of correlation and its significance in the field of education
8. developthe ability to explain and use appropriate correlationmethods.

## COURSE CONTENTS

### UNIT-I
1. Characteristics of good measuringInstruments
   - Concepts of True and Errorsscores
   - Reliability
   - Validity
   - Norms
   - Usability

### UNIT-II

2. New trends in Measurement andEvaluation
   - Grading system: relative merits and demerits of marking andgrading
   - Semestersystem
   - Continuous and comprehensiveevaluation

- Question banks
- Use of computer inevaluation

## **UNIT-III**

3. TestStandardization
    - Norm referenced and criterion referencedtests
    - Standard scores: T-score andC-score
    - Construction and Standardization of an achievementtest
    - Interpretation of test scores and methods of feedback tostudents

## **UNIT-IV**
4. Correlation : concept, computation and significance of thefollowing:
    - Biserialcorrelation
    - Point-biserialcorrelation
    - Tetrachoriccorrelation
    - Phi-correlation
    - PartialCorrelation
    - Multiplecorrelation

## **SELECTED READINGS**

1. Adams, G.K. (1965). Measurement and Evaluation in Psychology, Education and Guidance, Holt, Rinehart & Winston, NewYork

2. Aggarwal, Y.P. (1998). Statistical Methods: Concepts , Applications and Computation, Sterling, NewDelhi

3. Aggarwal, R.N. and Asthana, Vipin (1983). Educational Measurement and Evaluation, Vinod,Agra.

4. Aiken, L.R. (1985). Psychological Testingand Assessment, Allyn and Bacon, Boston

5. Anastasi, A. (1982). Psychological Testing, Mac Millan, NewYork

6. Cronbach, L.J. (1964). Essentials of psychological Testing, Harper and row, New York

7. Ebel, R.L. and Frisbe, D.A. (1990). Essentials of Educational Measurement, prentice Hall, NewDelhi

8. Freeman, F.S(1965). Theory and Practice of Psychology Testing, Holt Rinehart & Winston,1965

## M.A. (EDUCATION) SEMESTER IV
## MAEd – 404 (Opt. C) TEACHEREDUCATION
## (PART-TWO)

Credit- 04

Time:3hours
Max. Marks:100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

## COURSE OUTCOMES:-

After undergoing the course content of this paper, the students will be able to understand:

1. concept of teacher education and types of teachings education programmes andprofession.
2. to trained teachers for special schools,
3. effective implementation of curriculum for teacher education programme,
4. know about the various agencies working in the field of education,
5. the current problems of teacher Education and practicingschool.
6. different competition essential for a teacher for effectivetransaction.
7. various issues regard to teacher education, teacher effectiveness andproblems.
8. use of Various Instruction strategies in TeacherEducation

## COURSE CONTENTS

## UNIT-I

1. Distance Education and TeacherEducation
2. Orientation and refreshercourses
3. Preparing teachers for specialschools
4. Implementation of curricula of teacher Education at variouslevels

## UNIT-II

5. Various agencies for in-service teacherEducation
6. Objectives and organization of practiceteaching
7. Current problems of teacher Education and practicingschools

## UNIT-III

8. Instruction strategies in TeacherEducation
9. Lecturestrategy
10. Discussion
11. Brain Storming

12. Simulation
13. Actionresearch
14. Supervisedstudy

## UNIT-IV

15. Areas of research in teacher Education with special emphasison
- Teachereffectiveness
- Problems of admission to teacherEducation
- Modification of teacherBehavior
- Schooleffectiveness

## SELECTED READINGS

1. Dunkin, J. Michal (1987) The International Encyclopedia of Teaching and Teacher Education, PergamonPress.

2. Husen, Torsten&Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press, New York, Vol.1-12.

3. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi: Radha Publishing.

4. Millman, J. (1988) Handbook of teacher Education, Boverly Hills: Sage Publishing House.

5. Mitzel, H.E. (1982), Encyclopedia of Educational Research (5$^{th}$Ed.) New York: Free Press.

6. Nayar, D.P. (1989) Towards a national system of Education, New Delhi: Mittal Publishing.

7. Ryan, Kelvin,(1975) Teacher Education, NSSE: University of ChicagoPress

8. Sarason, S.B., Davidson, K. & Blatt, B.(1962) The Preparation of Teachers: An Unstudied Problem in Education, New York: JohnWiley.

9. Stones & Morris, (1973) Teaching-Practices-Problems and Prospects, Methuen & Co., London,1973

# M. A. (EDUCATION)
## SEMESTER IV
## MAEd  404(Opt. D) COMPUTER EDUCATION
## (PART-TWO)

Time:3hours

Credit:04
Max. Marks: 100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

## COURSE OUTCOMES:

After understanding the course content of this paper:

1. know The concept of computer networking,
2. the students will have clarity uses and different types of netwoking in computer
3. the students will be able to understand how to use the internet ineducation,
4. gain the knowledge about using of different internet tools,
5. effectively use of different computer applications in education,
6. the students will be able to effectively use of PowerPointpresentation.
7. explain the Concept of multimedia and its significance in education,
8. the students will be able to understand the scope of multimedia and its uses ineducation.

## COURSE CONTENTS

### UNIT-I
1.     Networking onComputers
   - Meaning of Networking
   - Need ofNetworking
   - Types ofNetworking
   - Use of Networking inEducation

### UNIT-II

2.      Internet
   - Meaning ofInternet
   - InternetTools
   - E-Mail

- Browsers
- Visiting WebSites

## **UNIT-III**

3.   Application OrientedInformation
- Data Bases and its uses-M SAccess
- Using power point for creating and manipulating of presentations in class-room

## **UNIT-IV**

4.   Multi-Media & itsusage
- Meaning ofmulti-media
- Importance ofMulti-Media
- Scope ofMultimedia
- Use of Multi-Media inEducation

## **SELECTED READINGS**

1. Cox, J. and Urban, P. (1999). Quick courses in Microsoft Office, New Delhi, Galgotia Publications.

2. Jain, Satish, (1990). Introduction to Computer Science and Basic Programming. New Delhi, BPBPublications.

3. Rajaraman, V., (1996). Fundamentals of Computers, , New Delhi, Prentice Hall of India.

4. Saxena, S, (1998). A first Course in computers, ,New Delhi, Vikas Publishing House Pvt.Ltd..

5. Sinha, P.K., (2003). Computer Fundamentals: New York, BPBPublications.

6. Tanenbaun, A.S., (1998) Computer Networks", New Delhi, Prentice Hall ofIndia.

# M.A. (EDUCATION)
## SEMESTER IV
### MAEd–404 (Opt. E): ADULT AND CONTINUING EDUCATION (PART-TWO)

Time:3hours                                    Credit:04

Max. Marks: 100

(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

• Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
• Two long answer type questions will be set from each of the four units, out of which the studentswillberequiredtoattemptonequestionfromeachunit.Longanswerquestionswill carry 16 marks each.

## COURSE OUTCOMES:

After undergoing and understanding the course content of this paper, the students will be able to understand

1. concept of Mass Media and its applications in Adult Education.
2. facing the different type of problems in using mass media in adult education,
3. they will have understanding of different Agencies of AdultEducation.
4. the various agencies like central govt. , state govt. etc.
5. familiar with Success Stories of Literacy Campaigns of different countries,
6. the students will have Understanding of problems of Adult Education,
7. research priorities in Adult Education,
8. know about Evaluation procedure in AdultEducation.

# COURSE CONTENTS

## UNIT-I

1. TheroleofMassMedia(Radio,T.V.,FilmsandNewspapers)in AdultEducationand problems with regard to converge.

## UNIT-II

2. Agencies of Adult Education – Central Govt., State Govt., SharmikVidyapeeths, State Resource Centre, Universities, VoluntaryOrganizations.

## UNIT-III

3. Success Stories of Literacy Campaigns of followingcountries:-
   - Cuba (Cuban Mass LiteracyCampaign)
   - Brazil (Brazilian LiteracyMovement)
   - Tanzania (Tanzania Mass Literacy Campaign),and
   - Vietnam (Mass Literacy Campaign in Socialist Republic ofVietnam)

## UNIT-IV

4. Problems of AdultEducation
5. Research Priorities in AdultEducation
6. Evaluation Procedure in Adult Education, Types of Evaluation, Formative and Summative Evaluation

## SELECTED READINGS

1. Bordia, Anil, J.R. Kidd & J.A. Drapert(eds.) (1973). Adult Education in India – A Book of Readings, Bombay: Nachiketa PublicationsLtd.

2. Bhatia, S.C. &Srivansava(1978). Literacy, Literacy Materials and their preparation: A General perspective, New Delhi: Directorate f Adult Education

3. Bhola, H.S. (1984) Campaigning for Literacy – Eight National Experiences of the Twentieth Century with a memorandum to decision makers, UNESCO,Paris

4. Coles, Edwin K. Townsend (1977). Adult Education in Developingcountries, New York, Pergamon Press.

5. Cropley, A.J. (1977). Life Long Education: A Psychological Analysis, NewYork, Pergamon Press.

6. Dutta, S.C. (1987). Adult Education in the Third World, New Delhiand Criterion Publications

7. Dutta, S.C. (1973). Social Education and Social Balures in Adult Education inIndia, Bombay: Nachoketa Publications

8. Dutta, S.C. (1986). Historyof Adult Education in India, New Delhi, Indian Adult Education Association , 1986

9.  Draper, James A (1989). Adult Education, A Focus for the Social Sciences, New Delhi: Indian Adult EducationAssociation

10. Houle, Cyril, O (1964). Counting Your Education New York, McGraw HillCo.

11. Indian Adult Education Association (1980). Handbook for AdultEducation Instructors, New Delhi

12. Husan, T: International Encyclopedia of Education, New York, pergamonPress

13. Jarvis, Petet(1987). Twentieth Century Thinkers in Adult Education. London,Vroom Belm

14. Kundu, C.L.: Adult Education(1984). Principals, Practice and Persects, New Delhi: Sterling Publishers

15. Kundu, C.L. (1987). Adult Education Research: Future Directions,University

16. Mathur, R.S. &PremChand(1981). Adult Education Programme: Analysis of Strength and Deficiencey, New Delhi, Indian Adult EducationAssociation

17. Ministry of Human Resource Development: National Literacy Policy ofEducation, Govt. of India , New Delhi

18. Ministry of Human Resource Development,(1986) National Policy ofEducation, Govt. of India, New Delhi

19. Mohsin, S.R. , J.L. Sachdeva&AshaSehgal (1983) Adult Education Programme, New Delhi: Indian – Adult EducationAssociation

20. Nimbalkar,M.R.(1987): Adult Education and its Evaluation System Delhi, Mittal Publications

21. Rogers, Alan (1986): Teaching Adults, England Open University,Press

22. Shab, S.Y. A Source Bookon Adlut Education, New Delhi, Directorate of Adult Education

23. Sharan B. Merriam, Phyllis M. Cnningham (1989) Handbook of Adult and Continuing Education, Jossey Bass Publishers, San Francisco, London,1989

24. Styler, W.eE.: Adult Education in India, Bombay :Oxford University Press, 1966

25. Yadav, R.S.: Adult Education – Concept, Theoryand Practice, Associated Publishers, AmbalaCantt.

# M.A. (EDUCATION)
## IV SEMESTER
## MAEd 405 **(Opt. A) MANAGEMENT AND ADMINISTRATION OF EDUCATION**

Time:3hours

Credit:04
Max. Marks: 100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

## COURSE OUTCOMES:
The students will be able to understand-
1. the basic concept of educationalplanning, its meaning, need and importance.
2. know the problems and approaches of educational planning,
3. explainthe different kinds of educationalplanning.
4. differentiate institutional planning and perspective,
5. the meaning, nature of educationalsupervision.
6. explain types and functions of educationalsupervision.
7. the students will be able to explain the supervisory programme,
8. the different principles of educationalsupervision.

## COURSE CONTENTS

### UNIT-I
1 Educational planning
- Meaning and Nature, need & Importance of EducationalPlanning
- Problems of EducationalPlanning
- Approaches of EducationalPlanning
### UNIT-II
2. Kinds of Educational Planning.
- InstitutionalPlanning
- PerspectivePlanning

### UNIT-III
3. Educational supervision:
- Meaning and Nature of Educationalsupervision

- Traditional and Modernsupervision
- Need and function of educationalsupervision
4. Supervision asa:
  • ServiceActivity
  • Process
  • function

## UNIT-IV

5. Planning organizing and Implementing Supervisory Programmers.
6. Principles of educational supervision

## SELECTED READINGS:

a.     Bahtanagar, R.P. &Aggarwal, V. (2004). EducationalAdministration,

       Supervision, Planning and Financing.Merrut: R.Lall. Book Depot

b.     Harding, H. (1987). Management Appreciation. London: Pitman Publishing.

c.     Ravishankar, S., Mishra, R.k., &Sharms, M.L. (1988). Human Resource

       Development. Bombay: Dhrav&Deep.

d.     Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas

       Publication.

e.     Sinha, P.S.N. (Ed) (2002). Management and Administration in Govt. New

       Delhi: CommonwealthPublishers.

f.     Spears, H. (1955). Improving the Supervision of Instruction. N.Y.: Prentice

       Hall.

g.     Unruh, A. & Turner, E. (1970). Supervision for change and invocation. New

       York.

h.     Wiles, K. (1955) .supervision for Better Schools. N.Y.: PrenticeHall.

# M. A. (EDUCATION)
## SEMESTER IV
## MAEd405 (Opt. B) EDUCATIONAL TECHNOLOGY
## (PART-TWO)

Time:3hours

Credit- 04
Max. Marks:100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

## COURSE OUTCOMES:-

The students will be able to understand-

1. the concept of micro-teaching and its importance in education,

2. define the term communication, its process and types.

3. know the concept and different families of teachingmodels.

4. studentswillhaveunderstandingofFlander'sinteractionanalysisandabouthowto useitin analysis of classroom interaction.

5. designing Instructional System for education

6. clarify regarding different types of evaluationtools.

7. define educational technology and its importance,

8. applicationofeducationaltechnologyinthefield of distanceeducation.

## COURSE CONTENTS

### UNIT-I
1. Modification of Teaching behavior: Micro teaching, Flanders Interaction Analysis and Simulation
2. Communication process: Concept of communication, principles, Modes and Barriers to communication, class room communication (Interaction, Verbal andNon-Verbal).

### UNIT-II

3. Models of Teaching: Concept , Different families of TeachingModels

4. Designing Instructional System: Formulation of instructional objectives & task Analysis.

## UNIT-III

5. Designing of Instructional Strategies: Lecture, team Teaching, Discussion, Seminar, tutorial and Brain stormingsessions.
6. Development of Evaluation Tools: Norms Referenced Tests and Criterion referenced tests

## UNIT-IV

7. Application of Educational Technology in Distance Education:
   - Concept of DistanceEducation
   - Differentiate between Distance and Open LearningSystems
   - Students Support Services in DistanceEducation
   - Evaluation process in DistanceEducation
   - Counseling in DistanceEducation

## SELECTED READINGS

(1) Davies, I.K. (1971). The management of learning. London: McGrawHill.

(2) Dececco, J.P.(1998). The psychology of learning and instruction. NewDelhi: Prentice Hall

(3) Kulkarni, S.S. (1986). Introduction to educational technology. New Delhi, Oxford & IBH PublishingCompany.

(4) Kumar, K.L. (1996) Educational technology. New Delhi: New Age International Publishers.

(5) Locatis, C.N. and Atkinson, F.D.(1984) Media and technology for education and training. London: Charles E. publishingCo.

(6) Mavi, N.S. (1984) Programmed learning: An empirical approach. Kurukshetra , VishalPublishers.

(7) Joyce, B. & Weil, M. (1992). Models of teaching. New Delhi, prentice Hall.

(8) Merrit, M.D. (1971) Instructional design. NewYork:

(9) Mukhopadhyay, M. (1990). Educational technology. New Delhi:Sterling.

(10)  Pandey, K.P.(1980). A first course in instructional technology. Delhi: AmitashParkashan.

(11)  Pandey, S. K.(1997).Teaching communication. New Delhi: Commonwealth Publishers.

(12)  Pandey, K.P. (1997). Dynamics of teaching behavior.Gaziabad: AmitashPrakashan.

(13)  Prcival, F. and Ellington, H., (1998). A handbook of educational technology. New York: KoganPage.

(14)  Skinner, B.F. (1968). The technology of teaching. New York: Appleton Century Crofts.

(15)  Vedanayagam, E.G. (1988). Teaching technology for college teachers. New Delhi: SterlingPublishers.

**EDUCATION IVSEMESTER**
**MAEd – 405 (Opt. C) EDUCATIONAL AND VOCATIONAL GUIDANCE**

**(PART-TWO)**

Time:3hours

Credit:04
Max. Marks: 100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- 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. Long answer questions will carry 16 markseach.

**COURSE OUTCOMES:**

After undergoing/understanding the course content of the paper, the

studentswillbeable to understand-

1. concept ofOccupational Importation- need and importance.
2. different Sources of occupational information inIndia
3. the termJob Analyses and its procedure,
4. define the term Job Satisfaction and factors affecting JobSatisfaction
5. know about placement- Meaning, Functions andPrinciples,
6. gain awareness of Follow-upservice with Meaning, purposes andcharacteristics,
7. concept of data collection and its uses in education
8. acquaintance knowledge ofdifferent data collection tools and Techniques.

**UNIT-I**

1. Occupational information – meaning and need. Methods of imparting occupational information. Sources of occupational information inIndia.

## UNIT-II
2.   Job Analysis-Meaning, Types and Purposes of JobAnalysis
3.   Job Satisfaction- Meaning & Factors affecting JobSatisfaction


## UNIT-III
4.   Placement Service –Meaning, Functions andPrinciples
5.   Follow-up Service – Meaning, purposes andcharacteristics


## UNIT-IV
6.   Study of the individual, data collection techniques of Information – Standardized and Non-Standardized techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry,Questionnaire,ObservationandInterviewandCommutativeRecordCard.


## SELECTED READINGS

1.   Bernard, H. W & Daniel F.W. (1977). Principles of Guidance, Second Edition, New York – Thomas Y. CrowellCompany.

2.   Jones, J.A.: (1970). Principles of Guidance, Bombay: Tata McGrawHill.

3.   Miller, F.W. (1961). Guidance Principles and Services, Columbia : OhioMerrill

4.   Pandey, K.P.(2000). Educational and Vocational Guidance in India,Varanasi: VishwaVidyalayaPrakashanChowk

5.   Tolbert, E.L. (1967) Introduction of Counseling, New York: McGrawHill.

6.   Strang, Ruth. (1949). Counseling Technics in colleges and Secondary Schools, New York:Harpar

7.   Taxler, A.E.(1964): Techniques of Guidance, New York: McGrwaHill

8.   Robinson, F.P (1950) Principles and Procedures in student counseling, New York: Harper &Brother

9.   Super, D.E.,( 1949) Apprising Vocational Fitness, New York: Harper andBrother

# M.A. (EDUCATION)
## SEMESTER IV
## MAEd –405(Opt. D): MENTAL HYGIENE AND EDUCATION
## (PART-TWO)

Time:3hours

Credit:04
Max. Marks: 100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entiresyllabus.
- Two long answer type questions will be set from each of the four units, outof which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

## COURSE OUTCOMES:
After undergoing this course content, the students will be able to:
1. define the term human needs and mentalhealth.
2. find Relationship between human needs and mentalhealth.
3. explain the concept of diagnostic and psychotherapytechniques.
4. using of various RemedialTechniques
5. describe the concept of home andcommunity.
6. relationship of home andcommunity with mental health,
7. define concept of yoga and its ancient importance,
8. role of yoga in preserving the mentalhealth.

## COURSE CONTENTS:

## UNIT-I

1. Relationship between Human Needs and MentalHealth:-
   - Nature ofNeeds
   - Organic Socio-Psychological and EducationalNeeds
   - Meeting the needs ofChildren
   - Special Needs of IndianAdolescents

## UNIT-II
2. Diagnostic and RemedialTechniques:-
   - Case Study, Interview, Psycho Analysis, Individual and Group Psycho Therapies and theirusefulness
   - Psychotherapies: Counseling Therapy and itstypes
   - Play Therapy, rational Emotive Psychotherapy, BehaviourTherapy

## UNIT-III

3. Home, Community and  MentalHealth:-
   - Home and  MentalHealth
   - Qualities of Healthy homeenvironment
   - Child rearing practices and personalitydevelopment
   - Community and mentalhealth

## UNIT-IV

4. Yoga for mentalHealth:-
   - Concept of Yoga in AncientIndia
   - Yoga as the Scientific method for the development ofpersonality
   - Yoga as the system for Preserving the MentalHealth
   - Accepting Yoga in the Modernlife

## SELECTED READINGS

1. Arkoff Abe (1968). Adjustment and Mental health, New York: McGraw Hill Company

2. Akhilananda S.(1952) Mental Health and Hindu Psychology, London: Alle andunwin

3. Akhilananda (1953), Hindu Psychology, London:Routledge

4. Bahadur Mal (1955) Mental in Theory and Practice, Hoshiarpur: V.V.R.I.

5. Bernard, Harold, W. (1952). Mental Hygiene for class-room teachers, New York: McGraw Hill BookCo.

6. Bonny, M. E.(1960) Mental Health in Education , Boston: Allyn andBacon

7. Burbury, W.M. (Balient) et.al: An introduction to Child Guidance London: Mac Millan& Co.

8. Capuzzi D and Dougles,G.R: Introduction to Counselling. London: Allyn andBacon

9. Carroll, H, A(1956).Mental Hygiene: The Dynamics of Adjustment (3$^{rd}$ ed.), Englewood Cliffs, New Jercy: PrenticeHall

10. Coleman, J.C. (1976).Abnormal Psychology and Modern Life, Bombay: D.B. Tara Porewala Sons &Co.

11. Crow, Lester D. & Crow, Alince(1952) Mental Hygiene, New York: McGraw Hill Book Company

12. Garg, B.R. (2002). An Introduction to Mental Health, Ambala: Associated Publicaitons

13. Hadfield, J.A. (1952). Psychology and Mental Health. London: George Allen and Unwin Ltd.

14. Kallam, S.G. eta (1975). Mental Health and Going to School, Chicago: University of Chicago,Press

15. Sinha, A.K. (1982). The concept of mental health in India and Western Psychologies, Kurukshetra: VishalPublications

16. Suraj B &Dutt N.K. (1978). Mental Health through Education, New Delhi: Vision BooksPublications

17. SurajBhan, (1952).Towards a Happier Education, Jallendhar City: University Publications

18. Thork, G.L. & Olson, S.L. (1999). Behavior Therapy: Concepts, Procedures and Application, London: AllynBacon

19. Thorpe, L.P. (1950).The Psychological of Mental Health, New York: The Ronald PressCo.

20. Watkins Ted. R. &Callicut, J. W (1990). Mental Health: Policy & Practice Today, New Delhi: SagaPublications

21. Wolberg, L.R(1995) The Techniques of Psychotherapy, London: Jason AronsonInc

**M.A. (EDUCATION)**
**SEMESTER IV**
**MAEd – 405 (Opt. E): ECONOMICS OF EDUCATION**

**(PART-TWO)**

Time:3hours

Credit:04
Max. Marks: 100
(External: 80, Internal: 20)

*Note:* Paper setters will set 9 questions in all out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selectedfrom the entire syllabus.
- Two long answer type questions will be set from each of the four units, outof which the students will be required to attempt one question from each unit. Long answer questions will carry 16 markseach.

**COURSE OUTCOMES:-**

The students will be able to:
1. understand the basic concepts of economics ofeducation
2. describe the importance of education in Human ResourceDevelopment
3. know the concept of education as a major determinants of economicsdevelopment,
4. the concept of cost analysis and its importance,
5. realize the productivity of education in economicdevelopment
6. understand the concepts, nature, principles of educational planning,
7. explain the procedures ofeducational planning,
8. understand the concept of educational planning of educational financing inIndia.

**COURSE CONTENTS**

**UNIT-I**
1. Human ResourceDevelopment:-
   - Education and EconomicsDevelopment
   - Indicators of Human ResourceDevelopment
   - Process of Human resourceDevelopment
   - Education and EconomicsDevelopment

**UNIT-II**
2. BenefitAnalysis:-

- Concept of Cost BenefitAnalysis
- Private Returns and SocialReturns
- Measurement of benefits in Education

## UNIT-III

3. EducationalFinance
   - Principles of FinancingEducation
   - Methods
   - Resources
   - Grant-in aidscheme
   - Privatization ofEducation

## UNIT-IV

4. Education andUnemployment
   - Causes of educatedunemployment
   - Estimatingunemployment
   - Problems of unemployment andeducation
   - Effects of educated unemployment on economy
   - Various remedies and schemes foremployment

## SELECTED READINGS

1. Alex, V. Alexender(1983) Human Capital Approach to Economic Development Metropolitan Book Co., New Delhi,July

2. Blaug, M. (1972)Economics of Education, the English Language Book Society and Penguin Books,England

3. Bertrand, Oliver(1992) Planning Human resources: Methods, Experiences and Practices, Sterling Publishers, NewDelhi

4. Coombs, Philip H. an Hallack J, (1972) Managing Educational Costs UNESCO International Institute of EducationalPlanning

5. Hallack,J.(1969)theAnalysisofEducationalCosts&Expenditure,UNESCO,paris

6. Harison, F and Myersm Charles, A: Education, manpower and Economics Growth: Strategies of Human resource Development, Oxford & IBM PublishingCo.

7. Kneller, G.F. (1968) Education and Economics Thought, new York, John Wilet and SonsINC

8. Nagpal, S.C. and Miyal A.C.(1993) Economics of Education, Sterling Publishers Pvt. Ltd., NewDelhi

9. Natrajan, S. (1990) Introduction to Economics of Education, Sterling Publishers, Pvt. Ltd., NewDelhi

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

11. Rao, VKRV(1965) Education and Human resource Development, Allied Pubshilers, NewDelhi

12. Raza, Moonis(1986), Educational planning, A long Term Perspective, Concept Publishing Company, NewDelhi

13. Singh, Baljit(1983)Economics of Indian Education, MeenakshiPrakashan,new Delhi

14. Sodhi, T.S. (1990) Economics of Education, New Delhi:Vikas

15. Tilak, J.B.G. (1992) Educational Planning at Grass Roots, Ashish Publishing House, NewDelhi

16. Vaiaey, J (1962) Costs of Education, London,Feber

17. UNESCO(1968), Readings in the Economics of Education , Paris, UNESCO Publications

# M.A. (EDUCATION) SEMESTER IV
## MAEd-406: FIELD WORK

## (PART-TWO)

Credit-4

Max. Marks: 50

The field work will be compulsory for all regular students. It will be evaluated jointly by external and internal examiners on the basis of following components:-

5.      Detailed case study of an Institution i.e. School or SpecialSchool.
6.      Two Observation lessons of each of two teachers of the institution of casestudy
7.      Media andEducation.

# Department of Education
## KURUKSHETRA UNIVERSITY, KURUKSHETRA

## M.A Education
### SEMESTER-1

## Mapping Matrices, Attainment of COs, POs and PSOs

**Table 1 (Course-I)**

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 2 | 1 | 2 | 3 | 1 | 2 | 1 | 1 |
| CO 2 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 3 | 2 |
| CO 3 | 1 | 2 | 1 | 1 | 1 | 0 | 1 | 1 | 2 |
| CO 4 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO 5 | 2 | 3 | 1 | 1 | 2 | 2 | 2 | 2 | 2 |
| CO 6 | 1 | 2 | 2 | 1 | 1 | 1 | 2 | 3 | 2 |
| CO 7 | 1 | 1 | 2 | 2 | 2 | 1 | 3 | 2 | 2 |
| CO 8 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| Average | 1.75 | 2 | 1.5 | 1.63 | 1.75 | 1.13 | 1.88 | 1.75 | 1.63 |

**Table- 2 (Course-II)**

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 1 |
| CO 2 | 3 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 2 |
| CO 3 | 2 | 2 | 1 | 3 | 2 | 1 | 1 | 2 | 1 |
| CO 4 | 3 | 3 | 2 | 1 | 1 | 2 | 1 | 2 | 1 |
| CO 5 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 2 |
| CO 6 | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 7 | 3 | 3 | 1 | 2 | 1 | 1 | 2 | 2 | 1 |
| CO 8 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| Average | 2.5 | 2.38 | 1.25 | 1.75 | 1.5 | 1.38 | 1.63 | 1.63 | 1.38 |

**Table -3 (Course-III)**

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 2 | 1 |
| CO 2 | 3 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 2 |
| CO 3 | 2 | 2 | 1 | 1 | 2 | 3 | 2 | 1 | 1 |
| CO 4 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 1 |
| CO 5 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 |
| CO 6 | 3 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 2 |
| CO 7 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 |
| CO 8 | 3 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 2 |
| Average | 2.5 | 2.13 | 1.38 | 1.5 | 1.75 | 1.63 | 1.75 | 1.13 | 1.38 |

**Table -4 (Course-IV)**

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | 3 | 2 | 1 | 1 | 3 | 1 | 2 | 1 | 1 |
| CO 2 | 2 | 3 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO 3 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 |
| CO 4 | 2 | 3 | 2 | 3 | 2 | 1 | 2 | 1 | 2 |
| CO 5 | 3 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO 6 | 2 | 3 | 2 | 3 | 2 | 2 | 1 | 1 | 1 |
| CO 7 | 3 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 2 |
| CO 8 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| Average | 2.38 | 2.38 | 1.38 | 1.88 | 1.75 | 1.25 | 1.25 | 1.25 | 1.25 |

**Table -5 (Course-V)**

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 2 | 2 | 1 | 3 | 3 | 1 | 2 | 1 | 2 |
| CO 2 | 2 | 1 | 2 | 2 | 3 | 2 | 1 | 1 | 1 |
| CO 3 | 1 | 2 | 1 | 3 | 3 | 1 | 1 | 1 | 1 |
| CO 4 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 1 |
| CO 5 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
| CO 6 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 |
| CO 7 | 1 | 2 | 1 | 3 | 2 | 1 | 2 | 1 | 1 |
| CO 8 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 2 |
| Average | 1.63 | 1.5 | 1.25 | 2.38 | 2.38 | 1.38 | 1.5 | 1 | 1.38 |

# M.A Education
## SEMESTER-1

# Mapping Matrices, Attainment of COs, POs and PSOs

**Table -6 (Course-1)**

**CO-PSO Mapping matrices**

| Cos | PSO-1 | PSO-2 | PSO-3 | PSO-4 | PSO-5 | PSO-6 | PSO-7 |
|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 2 | 1 | 3 | 2 | 1 | 2 |
| CO 2 | 3 | 1 | 2 | 1 | 1 | 2 | 1 |
| CO 3 | 2 | 2 | 1 | 2 | 2 | 1 | 1 |
| CO 4 | 1 | 1 | 1 | 3 | 1 | 1 | 2 |
| CO 5 | 2 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO 6 | 2 | 2 | 1 | 3 | 2 | 2 | 1 |
| CO 7 | 1 | 1 | 1 | 1 | 1 | 3 | 2 |
| CO 8 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| Average | 2 | 1.5 | 1.25 | 1.88 | 1.38 | 1.5 | 1.38 |

## Table -7 (Course-II)

**CO-PSO Mapping matrices**

| COs | PSO-1 | PSO-2 | PSO-3 | PSO-4 | PSO-5 | PSO-6 | PSO-7 |
|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 2 | 2 | 2 | 2 | 3 | 1 |
| CO 2 | 3 | 1 | 1 | 3 | 2 | 2 | 2 |
| CO 3 | 3 | 1 | 2 | 2 | 1 | 2 | 1 |
| CO 4 | 2 | 2 | 1 | 2 | 1 | 2 | 1 |
| CO 5 | 3 | 1 | 1 | 2 | 2 | 0 | 2 |
| CO 6 | 3 | 2 | 1 | 1 | 2 | 1 | 1 |
| CO 7 | 2 | 1 | 2 | 2 | 1 | 2 | 1 |
| CO 8 | 3 | 1 | 1 | 2 | 1 | 2 | 2 |
| Average | 2.75 | 1.38 | 1.38 | 2 | 1.5 | 1.75 | 1.38 |

## Table -8 (Course-III)

**CO-PSO Mapping matrices**

| COs | PSO-1 | PSO-2 | PSO-3 | PSO-4 | PSO-5 | PSO-6 | PSO-7 |
|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 1 | 1 | 3 | 2 | 3 | 1 |
| CO 2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 |
| CO 3 | 3 | 1 | 1 | 2 | 1 | 2 | 1 |
| CO 4 | 2 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO 5 | 3 | 2 | 3 | 2 | 1 | 2 | 1 |
| CO 6 | 2 | 1 | 1 | 2 | 1 | 3 | 1 |
| CO 7 | 3 | 2 | 1 | 2 | 2 | 3 | 1 |
| CO 8 | 3 | 1 | 2 | 1 | 2 | 3 | 1 |
| Average | 2.63 | 1.38 | 1.38 | 2 | 1.38 | 2.38 | 1.13 |

Table -9 (Course-IV)

**CO-PSO Mapping matrices**

| COs | PSO-1 | PSO-2 | PSO-3 | PSO-4 | PSO-5 | PSO-6 | PSO-7 |
|---|---|---|---|---|---|---|---|
| CO 1 | 2 | 1 | 1 | 3 | 1 | 3 | 2 |
| CO 2 | 1 | 2 | 2 | 3 | 1 | 3 | 1 |
| CO 3 | 2 | 1 | 2 | 3 | 2 | 3 | 1 |
| CO 4 | 1 | 2 | 1 | 3 | 1 | 3 | 2 |
| CO 5 | 1 | 1 | 2 | 2 | 1 | 3 | 1 |
| CO 6 | 1 | 1 | 2 | 1 | 2 | 3 | 1 |
| CO 7 | 1 | 1 | 1 | 3 | 2 | 2 | 2 |
| CO 8 | 1 | 1 | 2 | 3 | 1 | 2 | 1 |
| Average | 1.25 | 1.25 | 1.63 | 2.63 | 1.38 | 2.75 | 1.38 |

Table -10 (Course-V)

**CO-PSO Mapping matrices**

| COs | PSO-1 | PSO-2 | PSO-3 | PSO-4 | PSO-5 | PSO-6 | PSO-7 |
|---|---|---|---|---|---|---|---|
| CO 1 | 2 | 1 | 1 | 3 | 1 | 3 | 1 |
| CO 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 |
| CO 3 | 2 | 3 | 1 | 3 | 1 | 2 | 2 |
| CO 4 | 3 | 2 | 2 | 3 | 2 | 3 | 1 |
| CO 5 | 2 | 2 | 2 | 3 | 2 | 3 | 1 |
| CO 6 | 1 | 2 | 1 | 3 | 1 | 3 | 2 |
| CO 7 | 2 | 1 | 2 | 2 | 1 | 2 | 1 |
| CO 8 | 1 | 2 | 2 | 3 | 1 | 3 | 2 |
| Average | 2 | 1.88 | 1.63 | 2.88 | 1.38 | 2.75 | 1.5 |

# M.A Education
# Mapping Matrices, Attainment of COs, POs and PSOs

**SEMESTER-1I**

**Table -11 (Course-VI)**

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 2 | 3 | 1 | 2 | 1 | 1 | 2 | 1 | 1 |
| CO 2 | 3 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO 3 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| CO 4 | 3 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 1 |
| CO 5 | 2 | 3 | 1 | 2 | 2 | 1 | 1 | 2 | 1 |
| CO 6 | 3 | 3 | 1 | 2 | 1 | 1 | 2 | 2 | 2 |
| CO 7 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO 8 | 2 | 3 | 1 | 2 | 2 | 1 | 1 | 2 | 1 |
| Average | 2.5 | 2.5 | 1.25 | 1.63 | 1.63 | 1.13 | 1.5 | 1.38 | 1.25 |

**Table -12 (Course-VII)**

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 2 | 3 | 2 | 1 | 2 | 3 | 2 | 2 | 1 |
| CO 2 | 3 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 |
| CO 3 | 2 | 1 | 1 | 1 | 2 | 3 | 1 | 1 | 2 |
| CO 4 | 1 | 2 | 2 | 1 | 3 | 3 | 3 | 2 | 1 |
| CO 5 | 2 | 3 | 1 | 2 | 1 | 2 | 1 | 2 | 1 |
| CO 6 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 2 |
| CO 7 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
| CO 8 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 1 |
| Average | 2.25 | 2 | 1.38 | 1.5 | 1.88 | 2.13 | 1.5 | 1.5 | 1.25 |

Table -13 (Course-VIII)

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 1 |
| CO 2 | 3 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| CO 3 | 2 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 1 |
| CO 4 | 3 | 2 | 1 | 3 | 1 | 2 | 1 | 2 | 2 |
| CO 5 | 3 | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 2 |
| CO 6 | 2 | 3 | 1 | 2 | 2 | 1 | 2 | 1 | 2 |
| CO 7 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 |
| CO 8 | 2 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| Average | 2.5 | 2.5 | 1.5 | 1.88 | 1.63 | 1.5 | 1.63 | 1.63 | 1.63 |

**Table -14 (Course-IX)**

**CO-PO Mapping matrices**

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 2 |
| CO 2 | 3 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 1 |
| CO 3 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 2 | 1 |
| CO 4 | 3 | 3 | 1 | 2 | 2 | 1 | 1 | 2 | 2 |
| CO 5 | 3 | 3 | 1 | 1 | 2 | 2 | 1 | 1 | 2 |
| CO 6 | 3 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 1 |
| CO 7 | 3 | 3 | 1 | 2 | 2 | 2 | 1 | 1 | 2 |
| CO 8 | 3 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 2 |
| Average | 3 | 2.75 | 1.38 | 1.63 | 1.75 | 1.75 | 1.63 | 1.38 | 1.63 |

**Table -15 (Course-X)**

CO-PO Mapping matrices

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 1 |
| CO 2 | 3 | 3 | 1 | 2 | 1 | 2 | 1 | 2 | 2 |
| CO 3 | 3 | 3 | 1 | 1 | 2 | 2 | 1 | 1 | 1 |
| CO 4 | 2 | 3 | 2 | 2 | 1 | 1 | 2 | 2 | 2 |
| CO 5 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 1 |
| CO 6 | 2 | 3 | 2 | 1 | 2 | 2 | 1 | 1 | 2 |
| CO 7 | 2 | 3 | 1 | 2 | 1 | 1 | 2 | 2 | 1 |
| CO 8 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 1 | 2 |
| Average | 2.38 | 3 | 1.5 | 1.75 | 1.5 | 1.63 | 1.63 | 1.38 | 1.5 |

# M.A Education
## Mapping Matrices, Attainment of COs, POs and PSOs

**SEMESTER-1I**

**Table -16 (Course-VI)**

CO-PSO Mapping matrices

| Cos | PSO-1 | PSO-2 | PSO-3 | PSO-4 | PSO-5 | PSO-6 | PSO-7 |
|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 2 | 1 | 3 | 1 | 2 | 2 |
| CO 2 | 3 | 1 | 1 | 2 | 3 | 2 | 2 |
| CO 3 | 3 | 2 | 2 | 2 | 1 | 2 | 1 |
| CO 4 | 2 | 2 | 1 | 3 | 2 | 1 | 2 |
| CO 5 | 3 | 1 | 1 | 2 | 1 | 2 | 2 |
| CO 6 | 3 | 1 | 2 | 2 | 3 | 2 | 1 |
| CO 7 | 3 | 2 | 1 | 2 | 3 | 1 | 1 |
| CO 8 | 2 | 2 | 1 | 1 | 2 | 2 | 2 |
| Average | 2.75 | 1.63 | 1.25 | 2.13 | 2 | 1.75 | 1.63 |

**Table -17 (Course-VII)**

**CO-PSO Mapping matrices**

| COs | PSO-1 | PSO-2 | PSO-3 | PSO-4 | PSO-5 | PSO-6 | PSO-7 |
|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 2 | 1 | 2 | 2 | 3 | 2 |
| CO 2 | 3 | 1 | 1 | 3 | 1 | 2 | 1 |
| CO 3 | 3 | 1 | 2 | 2 | 2 | 3 | 1 |
| CO 4 | 3 | 2 | 1 | 2 | 1 | 2 | 2 |
| CO 5 | 3 | 2 | 2 | 1 | 1 | 2 | 1 |
| CO 6 | 3 | 1 | 2 | 1 | 1 | 2 | 1 |
| CO 7 | 3 | 2 | 1 | 2 | 1 | 1 | 2 |
| CO 8 | 2 | 1 | 2 | 1 | 2 | 2 | 1 |
| Average | 2.88 | 1.5 | 1.5 | 1.75 | 1.38 | 2.13 | 1.38 |

**Table -18 (Course-VIII)**

**CO-PSO Mapping matrices**

| COs | PSO-1 | PSO-2 | PSO-3 | PSO-4 | PSO-5 | PSO-6 | PSO-7 |
|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 1 | 1 | 3 | 2 | 2 | 1 |
| CO 2 | 3 | 1 | 1 | 2 | 1 | 2 | 2 |
| CO 3 | 3 | 1 | 1 | 2 | 1 | 3 | 1 |
| CO 4 | 3 | 2 | 0 | 2 | 0 | 2 | 1 |
| CO 5 | 3 | 2 | 1 | 1 | 1 | 2 | 1 |
| CO 6 | 3 | 1 | 1 | 1 | 1 | 2 | 1 |
| CO 7 | 2 | 1 | 1 | 3 | 1 | 2 | 2 |
| CO 8 | 3 | 1 | 2 | 2 | 2 | 1 | 1 |
| Average | 2.88 | 1.25 | 1 | 2 | 1.13 | 2 | 1.25 |

## Table -19 (Course-IX)

**CO-PSO Mapping matrices**

| COs | PSO-1 | PSO-2 | PSO-3 | PSO-4 | PSO-5 | PSO-6 | PSO-7 |
|---|---|---|---|---|---|---|---|
| CO 1 | 2 | 2 | 1 | 3 | 2 | 3 | 2 |
| CO 2 | 2 | 1 | 2 | 3 | 2 | 3 | 1 |
| CO 3 | 1 | 1 | 2 | 3 | 1 | 3 | 2 |
| CO 4 | 2 | 1 | 2 | 2 | 2 | 3 | 1 |
| CO 5 | 2 | 1 | 2 | 3 | 1 | 3 | 2 |
| CO 6 | 1 | 2 | 2 | 3 | 2 | 2 | 2 |
| CO 7 | 2 | 1 | 2 | 3 | 2 | 2 | 1 |
| CO 8 | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Average | 1.75 | 1.38 | 1.88 | 2.75 | 1.75 | 2.75 | 1.63 |

## Table -20 (Course-X)

**CO-PSO Mapping matrices**

| COs | PSO-1 | PSO-2 | PSO-3 | PSO-4 | PSO-5 | PSO-6 | PSO-7 |
|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 1 | 2 | 3 | 1 | 3 | 1 |
| CO 2 | 2 | 1 | 2 | 3 | 2 | 3 | 2 |
| CO 3 | 2 | 2 | 2 | 2 | 2 | 3 | 1 |
| CO 4 | 2 | 1 | 1 | 3 | 1 | 3 | 2 |
| CO 5 | 2 | 2 | 2 | 3 | 1 | 3 | 1 |
| CO 6 | 1 | 1 | 2 | 2 | 2 | 3 | 2 |
| CO 7 | 2 | 2 | 1 | 2 | 1 | 3 | 2 |
| CO 8 | 1 | 1 | 2 | 2 | 1 | 3 | 1 |
| Average | 1.88 | 1.38 | 1.75 | 2.5 | 1.38 | 3 | 1.5 |

# M.A Education
## SEMESTER-III

## Mapping Matrices, Attainment of COs, POs and PSOs

### Table - 21 (Course-XI)

**CO-PO Mapping matrices**

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | 2 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO2 | 3 | 3 | 1 | 2 | 2 | 1 | 2 | 1 | 2 |
| CO3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 1 |
| CO4 | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| CO5 | 2 | 3 | 1 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO6 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 |
| CO7 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO8 | 2 | 3 | 1 | 2 | 1 | 2 | 1 | 2 | 1 |
| Average | 2.63 | 2.63 | 1.63 | 1.5 | 1.88 | 1.5 | 1.5 | 1.38 | 1.38 |

### Table - 22 (Course-XII)

**CO-PO Mapping matrices**

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | 1 | 2 | 2 | 2 | 2 | 1 | 1 |
| CO2 | 3 | 3 | 2 | 1 | 2 | 1 | 2 | 2 | 1 |
| CO3 | 3 | 3 | 1 | 1 | 2 | 1 | 1 | 2 | 1 |
| CO4 | 3 | 3 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 3 | 3 | 1 | 1 | 1 | 2 | 1 | 2 | 1 |
| CO6 | 3 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 2 |
| CO7 | 3 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 1 |
| CO8 | 2 | 3 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| Average | 2.88 | 2.88 | 1.25 | 1.5 | 1.38 | 1.5 | 1.38 | 1.38 | 1.13 |

**Table - 23 (Course-XIII Opt.i)**

<u>**CO-PO Mapping matrices**</u>

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 1 | 2 | 2 | 2 | 2 | 1 | 1 |
| CO2 | 3 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 1 |
| CO3 | 3 | 3 | 1 | 2 | 2 | 2 | 1 | 1 | 2 |
| CO4 | 2 | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 3 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 1 |
| CO6 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 1 |
| CO7 | 3 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 2 |
| CO8 | 3 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 2 |
| Average | **2.88** | **2.5** | **1.38** | **1.5** | **1.63** | **1.5** | **1.5** | **1.38** | **1.38** |

**Table- 24 (Course-XIII Opt. ii)**

<u>**CO-PO Mapping matrices**</u>

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 1 | 2 | 2 | 3 | 2 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 2 | 1 |
| CO3 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 1 |
| CO5 | 3 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| CO6 | 3 | 3 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
| CO7 | 2 | 3 | 2 | 1 | 2 | 2 | 1 | 2 | 1 |
| CO8 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 |
| Average | **2.75** | **2.75** | **1.63** | **1.5** | **1.63** | **1.88** | **1.5** | **1.38** | **1.25** |

**Table- 25 (Course-XIII Opt.iii)**

**CO-PO Mapping matrices**

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | 1 | 1 | 2 | 1 | 1 | 2 | 1 |
| CO2 | 3 | 3 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO3 | 3 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 1 |
| CO4 | 3 | 3 | 1 | 2 | 2 | 1 | 1 | 1 | 2 |
| CO5 | 3 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 |
| CO6 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 |
| CO7 | 3 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| CO8 | 3 | 3 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| Average | **2.88** | **2.63** | **1.38** | **1.5** | **1.75** | **1.25** | **1.25** | **1.38** | **1.25** |

**Table -26 (Course-XIII Opt.iv)**

**CO-PO Mapping matrices**

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 2 | 2 | 3 | 1 | 1 | 1 | 2 |
| **CO2** | 3 | 3 | 3 | 2 | 2 | 2 | 1 | 1 | 2 |
| **CO3** | 3 | 2 | 2 | 2 | 3 | 2 | 1 | 1 | 3 |
| **CO4** | 2 | 3 | 3 | 3 | 2 | 1 | 1 | 1 | 2 |
| **CO5** | 2 | 3 | 3 | 2 | 2 | 2 | 1 | 1 | 1 |
| **CO6** | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 2 |
| **CO7** | 3 | 3 | 3 | 2 | 3 | 1 | 1 | 1 | 2 |
| **CO8** | 3 | 1 | 3 | 2 | 3 | 2 | 2 | 1 | 3 |
| **Average** | **2.75** | **2.5** | **2.63** | **2** | **2.5** | **1.63** | **1.25** | **1** | **2.13** |

**Table- 27 (Course-XIII Opt.v)**

<u>**CO-PO Mapping matrices**</u>

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 |
| CO2 | 2 | 3 | 1 | 2 | 1 | 1 | 2 | 1 | 2 |
| CO3 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 2 |
| CO4 | 3 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 1 |
| CO5 | 2 | 3 | 1 | 2 | 2 | 1 | 2 | 1 | 1 |
| CO6 | 2 | 3 | 2 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO7 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 |
| CO8 | 3 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | 1 |
| Average | 2.63 | 2.5 | 1.5 | 1.38 | 1.75 | 1.38 | 1.38 | 1.38 | 1.38 |

**Table - 28 (Course-XIV Opt.i)**

<u>**CO-PO Mapping matrices**</u>

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | 2 | 1 | 2 | 2 | 1 | 1 | 1 |
| CO2 | 3 | 3 | 3 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO3 | 3 | 3 | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
| CO4 | 2 | 3 | 3 | 1 | 2 | 1 | 1 | 2 | 1 |
| CO5 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 |
| CO6 | 2 | 3 | 3 | 1 | 2 | 2 | 1 | 1 | 1 |
| CO7 | 3 | 3 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO8 | 3 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 1 |
| Average | 2.75 | 2.88 | 2.25 | 1.38 | 1.75 | 1.75 | 1.25 | 1.13 | 1 |

**Table- 29 (Course-XIV Opt. ii)**

**CO-PO Mapping matrices**

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO2 | 3 | 3 | 2 | 1 | 2 | 1 | 1 | 2 | 1 |
| CO3 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 1 |
| CO4 | 2 | 3 | 3 | 1 | 1 | 2 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 1 | 2 | 1 | 1 | 2 | 2 | 1 |
| CO6 | 3 | 3 | 3 | 1 | 2 | 2 | 1 | 1 | 1 |
| CO7 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 1 |
| CO8 | 2 | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| Average | 2.5 | 2.75 | 2.13 | 1.38 | 1.25 | 1.5 | 1.5 | 1.38 | 1.13 |

**Table- 30 (Course-XIV Opt.iii)**

**CO-PO Mapping matrices**

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | 1 | 2 | 1 | 1 | 1 | 1 | 2 |
| CO2 | 3 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 1 |
| CO3 | 3 | 3 | 1 | 2 | 1 | 1 | 2 | 2 | 1 |
| CO4 | 2 | 3 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO6 | 2 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO7 | 3 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 2 |
| CO8 | 3 | 3 | 1 | 2 | 1 | 2 | 1 | 2 | 2 |
| Average | 2.75 | 2.63 | 1.13 | 1.75 | 1.38 | 1.38 | 1.63 | 1.75 | 1.63 |

**Table -31 (Course-XIV Opt.iv)**

**CO-PO Mapping matrices**

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 2 |
| CO2 | 3 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 2 |
| CO3 | 2 | 3 | 2 | 1 | 1 | 2 | 2 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| CO5 | 3 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| CO6 | 3 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 1 |
| CO7 | 3 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 |
| CO8 | 3 | 3 | 1 | 1 | 1 | 2 | 1 | 2 | 2 |
| Average | 2.88 | 2.88 | 1.38 | 1.38 | 1.38 | 1.25 | 1.5 | 1.38 | 1.5 |

**Table- 32 (Course-XIV Opt.v)**

**CO-PO Mapping matrices**

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO2 | 3 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 1 |
| CO3 | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 2 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 1 |
| CO5 | 3 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 2 |
| CO6 | 2 | 3 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO7 | 3 | 3 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO8 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Average | 2.75 | 2.75 | 1.25 | 1.5 | 1.5 | 1.25 | 1.13 | 1.25 | 1.38 |

# M.A Education
## SEMESTER-III

# Mapping Matrices, Attainment of COs, POs and PSOs

### Table -33 (Course-XI)
**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|------|------|------|------|------|------|------|------|
| CO1 | 3 | 3 | 1 | 2 | 1 | 1 | 2 |
| CO2 | 2 | 3 | 2 | 1 | 2 | 3 | 2 |
| CO3 | 2 | 3 | 1 | 2 | 2 | 2 | 2 |
| CO4 | 3 | 2 | 2 | 2 | 2 | 1 | 3 |
| CO5 | 3 | 2 | 2 | 1 | 1 | 2 | 3 |
| CO6 | 3 | 3 | 1 | 2 | 2 | 3 | 2 |
| CO7 | 3 | 3 | 2 | 2 | 1 | 3 | 2 |
| CO8 | 3 | 3 | 1 | 2 | 2 | 3 | 2 |
| Average | 2.75 | 2.75 | 1.5 | 1.75 | 1.63 | 2.25 | 2.25 |

### Table -34 (Course-XII)
**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|------|------|------|------|------|------|------|------|
| CO1 | 2 | 2 | 1 | 1 | 3 | 1 | 1 |
| CO2 | 1 | 3 | 2 | 1 | 3 | 2 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 3 | 2 | 1 |
| CO4 | 2 | 2 | 1 | 1 | 3 | 2 | 2 |
| CO5 | 1 | 3 | 1 | 2 | 3 | 1 | 1 |
| CO6 | 2 | 2 | 2 | 1 | 3 | 1 | 1 |
| CO7 | 2 | 2 | 1 | 1 | 3 | 2 | 1 |
| CO8 | 1 | 2 | 2 | 2 | 3 | 1 | 2 |
| Average | 1.75 | 2.38 | 1.5 | 1.5 | 3 | 1.5 | 1.38 |

**Table -35 (Course-XIII Opt.i)**

**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|
| CO1 | 3 | 1 | 3 | 2 | 2 | 2 | 1 |
| CO2 | 3 | 1 | 3 | 2 | 1 | 2 | 2 |
| CO3 | 2 | 2 | 3 | 2 | 2 | 1 | 1 |
| CO4 | 3 | 1 | 3 | 1 | 2 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 2 | 1 | 1 | 2 |
| CO6 | 3 | 1 | 3 | 1 | 1 | 2 | 2 |
| CO7 | 2 | 1 | 3 | 1 | 2 | 1 | 2 |
| CO8 | 2 | 2 | 3 | 1 | 1 | 1 | 1 |
| Average | 2.63 | 1.38 | 3 | 1.5 | 1.5 | 1.5 | 1.63 |

**Table -36 (Course-XIII Opt.ii)**

**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|
| CO1 | 2 | 2 | 1 | 2 | 1 | 3 | 1 |
| CO2 | 2 | 1 | 1 | 3 | 1 | 3 | 1 |
| CO3 | 2 | 1 | 2 | 2 | 1 | 2 | 1 |
| CO4 | 1 | 2 | 1 | 2 | 2 | 3 | 2 |
| CO5 | 2 | 2 | 1 | 2 | 1 | 2 | 3 |
| CO6 | 1 | 2 | 2 | 1 | 2 | 3 | 1 |
| CO7 | 2 | 2 | 1 | 2 | 2 | 3 | 2 |
| CO8 | 2 | 2 | 1 | 1 | 1 | 2 | 1 |
| Average | 1.75 | 1.75 | 1.25 | 1.88 | 1.38 | 2.63 | 1.5 |

**Table -37 (Course-XIII Opt.iii)**

<u>**CO-PSO Mapping matrices**</u>

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----|------|------|------|------|------|------|------|
| CO1 | 1 | 2 | 3 | 2 | 2 | 2 | 2 |
| CO2 | 2 | 2 | 3 | 2 | 1 | 3 | 1 |
| CO3 | 2 | 3 | 3 | 2 | 2 | 2 | 1 |
| CO4 | 2 | 2 | 3 | 1 | 1 | 2 | 2 |
| CO5 | 2 | 2 | 3 | 2 | 2 | 1 | 1 |
| CO6 | 2 | 3 | 2 | 1 | 2 | 2 | 1 |
| CO7 | 3 | 1 | 3 | 2 | 1 | 1 | 2 |
| CO8 | 2 | 1 | 3 | 2 | 1 | 1 | 1 |
| Average | 2 | 2 | 2.88 | 1.75 | 1.5 | 1.75 | 1.38 |

**Table -38 (Course-XIII Opt.iv)**

<u>**CO-PSO Mapping matrices**</u>

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----|------|------|------|------|------|------|------|
| CO1 | 2 | 1 | 3 | 1 | 1 | 1 | 2 |
| CO2 | 1 | 2 | 3 | 2 | 1 | 2 | 1 |
| CO3 | 2 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO4 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 3 | 2 | 1 | 2 | 1 |
| CO6 | 1 | 1 | 3 | 1 | 1 | 1 | 2 |
| CO7 | 2 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO8 | 1 | 1 | 3 | 2 | 1 | 1 | 1 |
| Average | 1.38 | 1.25 | 2.88 | 1.38 | 1 | 1.25 | 1.25 |

**Table -39 (Course-XIII Opt.v)**

**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|------|------|------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO2 | 1 | 1 | 3 | 1 | 2 | 1 | 1 |
| CO3 | 1 | 2 | 2 | 1 | 1 | 2 | 2 |
| CO4 | 1 | 2 | 3 | 2 | 1 | 2 | 1 |
| CO5 | 1 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO6 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO7 | 1 | 1 | 2 | 2 | 1 | 1 | 1 |
| CO8 | 1 | 1 | 3 | 1 | 1 | 2 | 1 |
| Average | 1.13 | 1.38 | 2.5 | 1.38 | 1.25 | 1.5 | 1.25 |

**Table -40 (Course-XIV Opt.i)**

**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|------|------|------|------|------|------|------|------|
| CO1 | 2 | 1 | 3 | 2 | 1 | 1 | 1 |
| CO2 | 1 | 1 | 3 | 1 | 1 | 2 | 1 |
| CO3 | 1 | 2 | 3 | 2 | 2 | 1 | 1 |
| CO4 | 2 | 1 | 3 | 2 | 1 | 1 | 2 |
| CO5 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO6 | 1 | 1 | 3 | 2 | 2 | 1 | 1 |
| CO7 | 2 | 1 | 3 | 1 | 1 | 2 | 1 |
| CO8 | 2 | 1 | 3 | 1 | 2 | 1 | 1 |
| Average | 1.5 | 1.13 | 2.88 | 1.5 | 1.38 | 1.25 | 1.13 |

**Table -41 (Course-XIV Opt.ii)**

**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|
| CO1 | 1 | 1 | 3 | 1 | 2 | 2 | 1 |
| CO2 | 1 | 2 | 3 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 3 | 2 | 1 | 2 | 1 |
| CO4 | 2 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 0 | 2 | 1 | 1 | 1 | 1 |
| CO6 | 2 | 2 | 3 | 1 | 1 | 1 | 1 |
| CO7 | 1 | 1 | 2 | 2 | 1 | 1 | 1 |
| CO8 | 1 | 1 | 3 | 2 | 1 | 1 | 1 |
| Average | 1.25 | 1.13 | 2.75 | 1.38 | 1.13 | 1.25 | 1 |

**Table -42 (Course-XIV Opt.iii)**

**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|
| CO1 | 2 | 2 | 2 | 2 | 1 | 1 | 2 |
| CO2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO3 | 2 | 1 | 2 | 2 | 1 | 1 | 1 |
| CO4 | 2 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO6 | 1 | 2 | 3 | 1 | 1 | 1 | 1 |
| CO7 | 1 | 1 | 2 | 1 | 1 | 2 | 1 |
| CO8 | 2 | 1 | 2 | 1 | 1 | 2 | 1 |
| Average | 1.5 | 1.25 | 2.13 | 1.25 | 1 | 1.25 | 1.13 |

**Table -43 (Course-XIV Opt.iv)**

**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|
| CO1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO2 | 2 | 1 | 1 | 1 | 1 | 2 | 1 |
| CO3 | 2 | 1 | 2 | 2 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO5 | 2 | 1 | 1 | 1 | 2 | 1 | 2 |
| CO6 | 1 | 1 | 2 | 1 | 1 | 2 | 1 |
| CO7 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| CO8 | 2 | 1 | 2 | 1 | 1 | 1 | 1 |
| Average | 1.75 | 1.13 | 1.63 | 1.13 | 1.13 | 1.25 | 1.13 |

**Table -44 (Course-XIV Opt.v)**

**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|
| CO1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO2 | 2 | 1 | 2 | 2 | 1 | 1 | 1 |
| CO3 | 2 | 1 | 1 | 1 | 1 | 2 | 1 |
| CO4 | 1 | 1 | 1 | 2 | 2 | 2 | 1 |
| CO5 | 2 | 2 | 1 | 2 | 2 | 1 | 1 |
| CO6 | 2 | 2 | 1 | 1 | 1 | 2 | 1 |
| CO7 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| CO8 | 1 | 1 | 1 | 1 | 2 | 1 | 2 |
| Average | 1.63 | 1.25 | 1.13 | 1.38 | 1.38 | 1.38 | 1.25 |

# M.A Education
## SEMESTER-IV

# Mapping Matrices, Attainment of COs, POs and PSOs

**Table - 45 (Course-XVI)**

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | 2 | 1 | 2 | 2 | 1 | 1 | 1 |
| CO2 | 3 | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 2 |
| CO4 | 2 | 3 | 2 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO5 | 3 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 1 |
| CO6 | 3 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 1 |
| CO7 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| CO8 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Average | 2.75 | 2.88 | 1.63 | 1.13 | 1.38 | 1.38 | 1.38 | 1.13 | 1.25 |

## Table - 46 (Course-XVII)

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | 3 | 1 | 2 | 2 | 1 | 2 | 1 | 1 |
| CO2 | 3 | 3 | 1 | 1 | 2 | 1 | 2 | 0 | 1 |
| CO3 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO4 | 2 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 2 |
| CO5 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO6 | 3 | 3 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO7 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 1 |
| CO8 | 3 | 3 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| Average | 2.5 | 2.75 | 1.13 | 1.25 | 1.38 | 1.38 | 1.5 | 1 | 1.13 |

## Table - 47 (Course-XVIII Opt.i)

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | 1 | 2 | 2 | 1 | 2 | 1 | 1 |
| CO2 | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| CO3 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 2 |
| CO4 | 3 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 1 |
| CO5 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO6 | 2 | 3 | 2 | 2 | 1 | 1 | 2 | 1 | 1 |
| CO7 | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| CO8 | 3 | 3 | 1 | 1 | 2 | 1 | 1 | 1 | 2 |
| Average | 2.63 | 2.5 | 1.25 | 1.38 | 1.5 | 1.13 | 1.38 | 1.38 | 1.25 |

## Table - 48 (Course-XVIII Opt.ii)

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 1 | 3 | 1 | 1 | 2 | 1 | 1 | 1 |

| COs | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **CO2** | 2 | 2 | 3 | 1 | 2 | 2 | 1 | 1 | 1 |
| **CO3** | 3 | 3 | 2 | 2 | 1 | 1 | 1 | 1 | 2 |
| **CO4** | 3 | 3 | 3 | 1 | 1 | 2 | 1 | 2 | 1 |
| **CO5** | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 1 | 1 |
| **CO6** | 3 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 1 |
| **CO7** | 3 | 1 | 3 | 2 | 1 | 2 | 2 | 1 | 2 |
| **CO8** | 3 | 1 | 3 | 1 | 1 | 2 | 1 | 2 | 1 |
| **Average** | **2.88** | **1.75** | **2.75** | **1.38** | **1.25** | **1.75** | **1.25** | **1.25** | **1.25** |

**Table - 49 (Course-XVIII Opt.iii)**

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| **CO2** | 2 | 3 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| **CO3** | 3 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 1 |
| **CO4** | 3 | 3 | 1 | 1 | 2 | 2 | 2 | 1 | 2 |
| **CO5** | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| **CO6** | 3 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 1 |
| **CO7** | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **CO8** | 3 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 2 |
| **Average** | **2.75** | **2.63** | **1.25** | **1.13** | **1.25** | **1.13** | **1.38** | **1.38** | **1.25** |

**Table - 50 (Course-XVIII Opt.iv)**

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | 3 | 2 | 2 | 2 | 1 | 1 | 1 | 2 |
| **CO2** | 3 | 3 | 1 | 1 | 2 | 2 | 2 | 1 | 1 |
| **CO3** | 3 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 1 |
| **CO4** | 2 | 3 | 1 | 1 | 2 | 2 | 1 | 1 | 1 |
| **CO5** | 3 | 3 | 2 | 1 | 1 | 1 | 2 | 1 | 1 |
| **CO6** | 3 | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 2 |
| **CO7** | 3 | 3 | 1 | 2 | 1 | 2 | 1 | 1 | 2 |
| **CO8** | 3 | 3 | 1 | 1 | 2 | 1 | 2 | 2 | 1 |
| **Average** | **2.75** | **2.88** | **1.5** | **1.38** | **1.5** | **1.38** | **1.38** | **1.25** | **1.38** |

**Table - 51 (Course-XVIII Opt.v)**

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 2 | 3 | 0 | 1 | 2 | 0 | 1 | 2 | 1 |
| **CO2** | 3 | 3 | 1 | 2 | 1 | 1 | 0 | 1 | 1 |
| **CO3** | 2 | 2 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| **CO4** | 3 | 3 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| **CO5** | 3 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| **CO6** | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **CO7** | 2 | 3 | 0 | 1 | 0 | 1 | 1 | 2 | 1 |
| **CO8** | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| **Average** | **2.38** | **2.63** | **0.63** | **1.13** | **0.88** | **0.88** | **1** | **1.25** | **0.88** |

**Table - 52 (Course-XIX Opt.i)**

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 0 | 1 | 1 | 1 | 0 | 1 | 0 |
| **CO2** | 2 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| **CO3** | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **CO4** | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 0 | 1 |
| **CO5** | 2 | 3 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
| **CO6** | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| **CO7** | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 0 | 1 |
| **CO8** | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **Average** | **2.38** | **2.5** | **1.13** | **1.13** | **1.13** | **1.13** | **1** | **0.75** | **0.75** |

**Table - 53 (Course-XIX Opt.ii)**

**CO-PO Mapping matrices**

| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** |
|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 2 | 1 | 1 | 1 | 0 | 1 | 1 | 1 |
| **CO2** | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **CO3** | 3 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| **CO4** | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 2 |
| **CO5** | 2 | 3 | 1 | 2 | 1 | 0 | 1 | 2 | 1 |
| **CO6** | 2 | 3 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| **CO7** | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| **CO8** | 2 | 2 | 2 | 1 | 1 | 0 | 1 | 1 | 1 |
| **Average** | **2.63** | **2.38** | **1.25** | **1.13** | **1.25** | **0.63** | **1.13** | **1.13** | **1.25** |

**Table - 54 (Course-XIX Opt.iii)**

**CO-PO Mapping matrices**

| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **CO2** | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 |
| **CO3** | 3 | 3 | 1 | 1 | 2 | 1 | 2 | 1 | 1 |
| **CO4** | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 |
| **CO5** | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| **CO6** | 2 | 3 | 1 | 1 | 1 | 0 | 2 | 1 | 1 |
| **CO7** | 2 | 2 | 0 | 1 | 2 | 1 | 1 | 2 | 2 |
| **CO8** | 2 | 2 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| **Average** | **2.38** | **2.5** | **0.88** | **1.13** | **1.25** | **0.88** | **1.25** | **1.38** | **1.25** |

**Table - 55 (Course-XIX Opt.iv)**

**CO-PO Mapping matrices**

| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** |
|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| **CO2** | 2 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| **CO3** | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **CO4** | 3 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 1 |
| **CO5** | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 0 | 2 |
| **CO6** | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **CO7** | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| **CO8** | 3 | 3 | 1 | 0 | 2 | 1 | 0 | 1 | 2 |
| **Average** | **2.63** | **2.38** | **1.13** | **0.75** | **1.25** | **1.13** | **1.25** | **0.88** | **1.25** |

**Table - 56 (Course-XIX Opt.v)**

**CO-PO Mapping matrices**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3 | 2 | 1 | 2 | 0 | 0 | 1 | 1 | 1 |
| CO2 | 2 | 3 | 1 | 2 | 1 | 1 | 0 | 1 | 1 |
| CO3 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | 1 |
| CO5 | 3 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO6 | 2 | 3 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| CO7 | 3 | 3 | 1 | 1 | 2 | 2 | 1 | 1 | 1 |
| CO8 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Average | 2.63 | 2.75 | 1.13 | 1.13 | 1.13 | 1.13 | 1 | 1 | 1 |

# M.A Education
## SEMESTER-IV

## Mapping Matrices, Attainment of COs, POs and PSOs

### Table -57 (Course-XVI)

**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----|------|------|------|------|------|------|------|
| CO1 | 3 | 1 | 2 | 1 | 1 | 1 | 2 |
| CO2 | 3 | 2 | 2 | 1 | 2 | 2 | 2 |
| CO3 | 3 | 1 | 1 | 2 | 2 | 1 | 2 |
| CO4 | 3 | 1 | 1 | 2 | 1 | 2 | 1 |
| CO5 | 3 | 2 | 1 | 1 | 2 | 1 | 2 |
| CO6 | 2 | 1 | 2 | 2 | 2 | 2 | 2 |
| CO7 | 3 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO8 | 3 | 1 | 2 | 1 | 2 | 1 | 2 |
| Average | 2.88 | 1.25 | 1.5 | 1.5 | 1.63 | 1.38 | 1.75 |

**Table -58 (Course-XVII)**

CO-PSO Mapping matrices

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|
| CO1 | 2 | 2 | 2 | 1 | 3 | 1 | 1 |
| CO2 | 1 | 1 | 1 | 1 | 3 | 2 | 1 |
| CO3 | 3 | 1 | 1 | 3 | 3 | 1 | 2 |
| CO4 | 2 | 2 | 1 | 1 | 3 | 2 | 1 |
| CO5 | 3 | 1 | 2 | 2 | 3 | 1 | 1 |
| CO6 | 3 | 2 | 1 | 1 | 3 | 1 | 1 |
| CO7 | 2 | 1 | 2 | 1 | 3 | 1 | 2 |
| CO8 | 3 | 1 | 1 | 1 | 3 | 2 | 1 |
| Average | 2.38 | 1.38 | 1.38 | 1.38 | 3 | 1.38 | 1.25 |

**Table -59 (Course-XVIII Opt.i)**

CO-PSO Mapping matrices

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|
| CO1 | 1 | 1 | 3 | 2 | 1 | 2 | 1 |
| CO2 | 3 | 1 | 3 | 2 | 1 | 2 | 1 |
| CO3 | 1 | 1 | 3 | 1 | 2 | 1 | 2 |
| CO4 | 3 | 2 | 2 | 2 | 1 | 1 | 1 |
| CO5 | 2 | 1 | 3 | 1 | 2 | 2 | 2 |
| CO6 | 3 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO7 | 2 | 1 | 3 | 2 | 1 | 1 | 2 |
| CO8 | 3 | 1 | 3 | 1 | 2 | 1 | 1 |
| Average | 2.25 | 1.13 | 2.75 | 1.5 | 1.38 | 1.38 | 1.38 |

**Table -60 (Course-XVIII Opt.ii)**

CO-PSO Mapping matrices

10(3851)

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | 1 | 2 | 1 | 2 | 1 |
| CO2 | 2 | 1 | 1 | 2 | 1 | 2 | 2 |
| CO3 | 2 | 1 | 2 | 2 | 2 | 2 | 1 |
| CO4 | 3 | 2 | 1 | 1 | 1 | 1 | 2 |
| CO5 | 2 | 1 | 2 | 1 | 2 | 1 | 1 |
| CO6 | 3 | 1 | 1 | 1 | 1 | 2 | 2 |
| CO7 | 2 | 2 | 2 | 2 | 1 | 2 | 1 |
| CO8 | 3 | 1 | 1 | 1 | 2 | 1 | 1 |
| Average | 2.5 | 1.38 | 1.38 | 1.5 | 1.38 | 1.63 | 1.38 |

**Table -61 (Course-XVIII Opt.iii)**

**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|
| CO1 | 1 | 1 | 3 | 2 | 2 | 2 | 2 |
| CO2 | 2 | 1 | 3 | 1 | 1 | 3 | 2 |
| CO3 | 2 | 1 | 3 | 1 | 2 | 2 | 1 |
| CO4 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 3 | 2 | 1 | 1 | 2 |
| CO6 | 2 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO7 | 1 | 2 | 2 | 1 | 1 | 2 | 1 |
| CO8 | 1 | 2 | 2 | 2 | 1 | 1 | 2 |
| Average | 1.38 | 1.38 | 2.63 | 1.38 | 1.25 | 1.63 | 1.5 |

**Table -62 (Course-XVIII Opt.iv)**

**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----|------|------|------|------|------|------|------|
| CO1 | 2 | 1 | 3 | 1 | 1 | 1 | 2 |
| CO2 | 1 | 2 | 2 | 2 | 0 | 2 | 1 |
| CO3 | 1 | 1 | 3 | 1 | 2 | 1 | 2 |
| CO4 | 1 | 1 | 2 | 1 | 0 | 1 | 1 |
| CO5 | 1 | 2 | 3 | 1 | 1 | 2 | 1 |
| CO6 | 1 | 1 | 3 | 2 | 1 | 1 | 2 |
| CO7 | 1 | 1 | 2 | 1 | 2 | 1 | 1 |
| CO8 | 1 | 2 | 2 | 1 | 0 | 1 | 1 |
| Average | 1.13 | 1.38 | 2.5 | 1.25 | 0.88 | 1.25 | 1.38 |

**Table -63 (Course-XVIII Opt.v)**

**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|-----|------|------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO2 | 1 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 2 | 2 | 1 | 1 | 2 | 2 |
| CO4 | 1 | 1 | 3 | 2 | 2 | 2 | 1 |
| CO5 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO6 | 1 | 1 | 2 | 1 | 1 | 1 | 2 |
| CO7 | 2 | 2 | 1 | 2 | 2 | 2 | 1 |
| CO8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Average | 1.13 | 1.25 | 2 | 1.25 | 1.25 | 1.38 | 1.25 |

**Table -64 (Course-XIX Opt.i)**

CO-PSO Mapping matrices

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|
| CO1 | 2 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO2 | 1 | 2 | 3 | 1 | 1 | 2 | 2 |
| CO3 | 1 | 1 | 3 | 2 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 3 | 2 | 1 | 1 | 1 |
| CO5 | 2 | 1 | 3 | 1 | 1 | 2 | 1 |
| CO6 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO7 | 1 | 1 | 3 | 2 | 1 | 1 | 1 |
| CO8 | 1 | 1 | 3 | 1 | 2 | 1 | 2 |
| **Average** | **1.25** | **1.13** | **2.88** | **1.38** | **1.13** | **1.25** | **1.25** |

**Table -65 (Course-XIX Opt.ii)**

CO-PSO Mapping matrices

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|
| CO1 | 1 | 1 | 3 | 1 | 1 | 2 | 1 |
| CO2 | 1 | 1 | 2 | 1 | 1 | 1 | 0 |
| CO3 | 1 | 2 | 3 | 2 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 3 | 1 | 2 | 2 | 1 |
| CO5 | 2 | 1 | 2 | 1 | 1 | 1 | 0 |
| CO6 | 1 | 2 | 3 | 1 | 1 | 1 | 1 |
| CO7 | 2 | 1 | 3 | 2 | 1 | 2 | 1 |
| CO8 | 1 | 1 | 2 | 1 | 2 | 1 | 1 |
| **Average** | **1.25** | **1.25** | **2.63** | **1.25** | **1.25** | **1.38** | **0.75** |

**Table -66 (Course-XIX Opt.iii)**

**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|
| CO1 | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
| CO2 | 1 | 1 | 2 | 1 | 1 | 1 | 2 |
| CO3 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO4 | 2 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| CO6 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO7 | 2 | 1 | 2 | 2 | 1 | 2 | 1 |
| CO8 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| **Average** | **1.38** | **1.25** | **1.5** | **1.38** | **0.88** | **1.25** | **1.13** |

**Table -67 (Course-XIX Opt.iv)**

**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|
| CO1 | 2 | 2 | 2 | 1 | 1 | 1 | 2 |
| CO2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO3 | 2 | 1 | 1 | 2 | 0 | 1 | 1 |
| CO4 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO6 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO7 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| CO8 | 1 | 1 | 2 | 0 | 1 | 2 | 1 |
| **Average** | **1.25** | **1.25** | **1.75** | **1** | **0.88** | **1.25** | **1.13** |

**Table -68 (Course-XIX Opt.v)**

**CO-PSO Mapping matrices**

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|
| CO1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO2 | 2 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 2 | 1 | 1 | 2 | 2 |
| CO4 | 2 | 2 | 2 | 2 | 2 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| CO6 | 1 | 1 | 2 | 1 | 1 | 1 | 2 |
| CO7 | 2 | 1 | 2 | 1 | 2 | 1 | 1 |
| CO8 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
| Average | 1.38 | 1.25 | 1.63 | 1.25 | 1.38 | 1.25 | 1.25 |

**Table -69**

# Table ....: CO-PO-PSO Mapping matrix for M.A. Education (KUK)

| Course Code | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Course-I | 1.75 | 2 | 1.5 | 1.63 | 1.75 | 1.13 | 1.88 | 1.75 | 1.63 | 2 | 1.5 | 1.25 | 1.88 | 1.38 | 1.5 | 1.38 |
| Course-II | 2.5 | 2.38 | 1.25 | 1.75 | 1.5 | 1.38 | 1.63 | 1.63 | 1.38 | 2.75 | 1.38 | 1.38 | 2 | 1.5 | 1.75 | 1.38 |
| Course-III | 2.5 | 2.13 | 1.38 | 1.5 | 1.75 | 1.63 | 1.75 | 1.13 | 1.38 | 2.63 | 1.38 | 1.38 | 2 | 1.38 | 2.38 | 1.13 |
| Course-IV | 2.38 | 2.38 | 1.38 | 1.88 | 1.75 | 1.25 | 1.25 | 1.25 | 1.25 | 1.25 | 1.25 | 1.63 | 2.63 | 1.38 | 2.75 | 1.38 |
| Course-V | 1.63 | 1.5 | 1.25 | 2.38 | 2.38 | 1.38 | 1.5 | 1 | 1.38 | 2 | 1.88 | 1.63 | 2.88 | 1.38 | 2.75 | 1.5 |
| Course-VI | 2.5 | 2.5 | 1.25 | 1.63 | 1.63 | 1.13 | 1.5 | 1.38 | 1.25 | 2.75 | 1.63 | 1.25 | 2.13 | 2 | 1.75 | 1.63 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Course-VII | 2.25 | 2 | 1.38 | 1.5 | 1.88 | 2.13 | 1.5 | 1.5 | 1.25 | 2.88 | 1.5 | 1.5 | 1.75 | 1.38 | 2.13 | 1.38 |
| Course-VIII | 2.5 | 2.5 | 1.5 | 1.88 | 1.63 | 1.5 | 1.63 | 1.63 | 1.63 | 2.88 | 1.25 | 1 | 2 | 1.13 | 2 | 1.25 |
| Course-IX | 3 | 2.75 | 1.38 | 1.63 | 1.75 | 1.75 | 1.63 | 1.38 | 1.63 | 1.75 | 1.38 | 1.88 | 2.75 | 1.75 | 2.75 | 1.63 |
| Course-X | 2.38 | 3 | 1.5 | 1.75 | 1.5 | 1.63 | 1.63 | 1.38 | 1.5 | 1.88 | 1.38 | 1.75 | 2.5 | 1.38 | 3 | 1.5 |
| Course XI | 2.63 | 2.63 | 1.63 | 1.5 | 1.88 | 1.5 | 1.5 | 1.38 | 1.38 | 2.75 | 2.75 | 1.5 | 1.75 | 1.63 | 2.25 | 2.25 |
| Course XII | 2.88 | 2.88 | 1.25 | 1.5 | 1.38 | 1.5 | 1.38 | 1.38 | 1.13 | 1.75 | 2.38 | 1.5 | 1.5 | 3 | 1.5 | 1.38 |
| Course XIII(i) | 2.88 | 2.5 | 1.38 | 1.5 | 1.63 | 1.5 | 1.5 | 1.38 | 1.38 | 2.63 | 1.38 | 3 | 1.5 | 1.5 | 1.5 | 1.63 |
| Course XIII(ii) | 2.75 | 2.75 | 1.63 | 1.5 | 1.63 | 1.88 | 1.5 | 1.38 | 1.25 | 1.75 | 1.75 | 1.25 | 1.88 | 1.38 | 2.63 | 1.5 |
| Course XIII(iii) | 2.88 | 2.63 | 1.38 | 1.5 | 1.75 | 1.25 | 1.25 | 1.38 | 1.25 | 2 | 2 | 2.88 | 1.75 | 1.5 | 1.75 | 1.38 |
| Course XIII(iv) | 2.75 | 2.5 | 2.63 | 2 | 2.5 | 1.63 | 1.25 | 1 | 2.13 | 1.38 | 1.25 | 2.88 | 1.38 | 1 | 1.25 | 1.25 |
| Course XIII(v) | 2.63 | 2.5 | 1.5 | 1.38 | 1.75 | 1.38 | 1.38 | 1.38 | 1.38 | 1.13 | 1.38 | 2.5 | 1.38 | 1.25 | 1.5 | 1.25 |
| Course XIV (i) | 2.75 | 2.88 | 2.25 | 1.38 | 1.75 | 1.75 | 1.25 | 1.13 | 1 | 1.5 | 1.13 | 2.88 | 1.5 | 1.38 | 1.25 | 1.13 |
| Course XIV (ii) | 2.5 | 2.75 | 2.13 | 1.38 | 1.25 | 1.5 | 1.5 | 1.38 | 1.13 | 1.25 | 1.13 | 2.75 | 1.38 | 1.13 | 1.25 | 1 |
| Course XIV (iii) | 2.75 | 2.63 | 1.13 | 1.75 | 1.38 | 1.38 | 1.63 | 1.75 | 1.63 | 1.5 | 1.25 | 2.13 | 1.25 | 1 | 1.25 | 1.13 |
| Course XIV (iv) | 2.88 | 2.88 | 1.38 | 1.38 | 1.38 | 1.25 | 1.5 | 1.38 | 1.5 | 1.75 | 1.13 | 1.63 | 1.13 | 1.13 | 1.25 | 1.13 |
| Course XIV (v) | 2.75 | 2.75 | 1.25 | 1.5 | 1.5 | 1.25 | 1.13 | 1.25 | 1.38 | 1.63 | 1.25 | 1.13 | 1.38 | 1.38 | 1.38 | 1.25 |
| Course XVI | 2.75 | 2.88 | 1.63 | 1.13 | 1.38 | 1.38 | 1.38 | 1.13 | 1.25 | 2.88 | 1.25 | 1.5 | 1.5 | 1.63 | 1.38 | 1.75 |
| Course XVII | 2.5 | 2.75 | 1.13 | 1.25 | 1.38 | 1.38 | 1.5 | 1 | 1.13 | 2.38 | 1.38 | 1.38 | 1.38 | 3 | 1.38 | 1.25 |
| Course XVIII(i) | 2.63 | 2.5 | 1.25 | 1.38 | 1.5 | 1.13 | 1.38 | 1.38 | 1.25 | 2.25 | 1.13 | 2.75 | 1.5 | 1.38 | 1.38 | 1.38 |
| Course | 2.88 | 1.75 | 2.75 | 1.38 | 1.25 | 1.75 | 1.25 | 1.25 | 1.25 | 2.5 | 1.38 | 1.38 | 1.5 | 1.38 | 1.63 | 1.38 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| XVIII(ii) | | | | | | | | | | | | | | | | |
| Course XVIII(iii) | 2.75 | 2.63 | 1.25 | 1.13 | 1.25 | 1.13 | 1.38 | 1.38 | 1.25 | 1.38 | 1.38 | 2.63 | 1.38 | 1.25 | 1.63 | 1.5 |
| Course XVIII(iv) | 2.75 | 2.88 | 1.5 | 1.38 | 1.5 | 1.38 | 1.38 | 1.25 | 1.38 | 1.13 | 1.38 | 2.5 | 1.25 | 0.88 | 1.25 | 1.38 |
| Course XVIII(v) | 2.38 | 2.63 | 0.63 | 1.13 | 0.88 | 0.88 | 1 | 1.25 | 0.88 | 1.13 | 1.25 | 2 | 1.25 | 1.25 | 1.38 | 1.25 |
| Course XIX (i) | 2.38 | 2.5 | 1.13 | 1.13 | 1.13 | 1.13 | 1 | 0.75 | 0.75 | 1.25 | 1.13 | 2.88 | 1.38 | 1.13 | 1.25 | 1.25 |
| Course XIX (ii) | 2.63 | 2.38 | 1.25 | 1.13 | 1.25 | 0.63 | 1.13 | 1.13 | 1.25 | 1.25 | 1.25 | 2.63 | 1.25 | 1.25 | 1.38 | 0.75 |
| Course XIX (iii) | 2.38 | 2.5 | 0.88 | 1.13 | 1.25 | 0.88 | 1.25 | 1.38 | 1.25 | 1.38 | 1.25 | 1.5 | 1.38 | 0.88 | 1.25 | 1.13 |
| Course XIX (iv) | 2.63 | 2.38 | 1.13 | 0.75 | 1.25 | 1.13 | 1.25 | 0.88 | 1.25 | 1.25 | 1.25 | 1.75 | 1 | 0.88 | 1.25 | 1.13 |
| Course XIX (v) | 2.63 | 2.75 | 1.13 | 1.13 | 1.13 | 1.13 | 1 | 1 | 1 | 1.38 | 1.25 | 1.63 | 1.25 | 1.38 | 1.25 | 1.25 |
| | | | | | | | | | | | | | | | | |

## C. Attainment of COs:

### CO Attainment levels for Internal Assessment

| Attainment Level | |
|---|---|
| 1 (Low level of attainment) | 40 % of students score more than 60% of marks in internal assessment and end semester examination |
| 2 (Medium level of attainment) | 50 % of students score more than 60% of marks in internal assessment and end semester examination |
| 3 (High level of attainment) | 60 % of students score more than 60% of marks in internal assessment and end semester examination |

### CO Attainment levels for End Semester Examination (ESE)

| Attainment Level | |
|---|---|
| 1 (Low level of attainment) | 50 % of students score more than 60% of marks in internal assessment and end semester examination |
| 2 (Medium level of attainment) | 60 % of students score more than 60% of marks in internal assessment and end semester examination |
| 3 (High level of attainment) | 70 % of students score more than 60% of marks in internal assessment and end semester examination |

### Overall CO Attainment level:

Overall COs attainment level=50% of CO attainment level in Internal Assessment+50% of CO

attainment level in End Semester Examination

### D. Attainment of POs:

The overall attainment level of POs is based on the values obtained by using direct and indirect methods in the ratio 80:20. PO attainment values obtained using direct methods are computed as detailed in Table below.

**PO Attainment Values using Direct Method**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| Course- II | | | | | | | | | |
| Course-II | | | | | | | | | |
| Course-III | | | | | | | | | |
| Course-IV | | | | | | | | | |
| Course-V | | | | | | | | | |
| Course-VI | | | | | | | | | |
| Course-VII | | | | | | | | | |
| Course-VIII | | | | | | | | | |
| Course-IX | | | | | | | | | |
| Course-X | | | | | | | | | |
| Course XI | | | | | | | | | |
| Course XII | | | | | | | | | |
| Course XIII(i) | | | | | | | | | |
| Course XIII(ii) | | | | | | | | | |
| Course XIII(iii) | | | | | | | | | |
| Course XIII(iv) | | | | | | | | | |
| Course XIII(v) | | | | | | | | | |
| Course XIV (i) | | | | | | | | | |
| Course XIV (ii) | | | | | | | | | |
| Course XIV (iii) | | | | | | | | | |
| Course XIV (iv) | | | | | | | | | |
| Course XIV (v) | | | | | | | | | |
| Course XVI | | | | | | | | | |
| Course XVII | | | | | | | | | |
| Course XVIII(i) | | | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Course XVIII(ii)** | | | | | | | | | |
| **Course XVIII(iii)** | | | | | | | | | |
| **Course XVIII(iv)** | | | | | | | | | |
| **Course XVIII(v)** | | | | | | | | | |
| **Course XIX (i)** | | | | | | | | | |
| **Course XIX (ii)** | | | | | | | | | |
| **Course XIX (iii)** | | | | | | | | | |
| **Course XIX (iv)** | | | | | | | | | |
| **Course XIX (v)** | | | | | | | | | |
| Direct PO Attainment | Average of above values | Average of above values | Average of above values | Average of above values | Average of above values | Average of above values | | | |

The PO attainment values to be filled in the above table can be obtained as follows:

<u>For course I -PO1 Cell:</u> PO1 attainment value = (Mapping factor of Course-I- PO1 from above Table Overall CO attainment value for the course Course-I)/3.
Same method can be used to obtain attainment values for the other POs.

In order to obtain the PO attainment using the indirect method, a student exit survey based on questionnaire of POs may be conducted at the end of last semester of the program, as per the following format:

## Questionnaire for indirect measurement of PO attainment
## (For outgoing students)

At the end of my degree program I am able to do:

|  | Please tick any one | | |
|---|---|---|---|
| Acquire the understanding about human growth and development with respect to application educational psychology | 3 | 2 | 1 |
| Understand / analyse the issues related with societies, concern of curriculum, evaluating government policies and provision on education. | 3 | 2 | 1 |
| Develop understanding of nature of assessment and evaluation, develop/ device assessment technique of evaluation of students, using assessment and evaluation techniques for guidance and counselling of students. | 3 | 2 | 1 |
| Develop understanding about the concept of disability and exploring the ways and possibilities of special education of learners with diverse needs. | 3 | 2 | 1 |
| Understand methodology of research and its possibilities in various areas of education. | 3 | 2 | 1 |
| Develop understanding problem and process of educational management and administration. | 3 | 2 | 1 |
| Indirect PO attainment | Average of the responses from the outgoing students for each PO | | |
| Scale: 3: Strongly Agree; 2: Agree; 1: Average | | | |

The overall PO attainment values are obtained by adding attainment values estimated using direct and indirect methods in the proportion of 80:20 as follows:

Overall attainment value for PO1=0.8xaverage attainment value for PO1 using direct method (from table 7) + 0.2xaverage response of outgoing students for PO1.

**Overall PO attainment values**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| Direct PO attainment | | | | | | | | | |
| Indirect PO attainment | | | | | | | | | |
| Overall PO attainment | | | | | | | | | |
| Target | 2 | 2 | 2 | 2 | 1.5 | 2 | | | |

The overall PSO attainment level based on CO-PSO mapping values and overall CO attainment values can be obtained in a similar manner.

# KURUKSHETRA UNIVERSITY KURUKSHETRA

**(Established by the State Legislature Act XII of 1956)**

**('A$^+$' Grade NAAC Accredited)**

# SYLLABUS

of

# M.Ed. (Two Years) Programme

(Four Semesters)

(CBCS and based on LOCF)

# DEPARTMENT OF EDUCATION

## (w.e.f. Session: 2020-21)

# DETAILED SCHEME OF EXAMINATION
## M.Ed. (Two Years) Programme

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

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

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

| Code | Course | | | | | | |
|------|--------|---|---|---|---|---|---|
| MED111 | Dissertation | 2 | 2 | 50 | 50 (External-35 & Internal-15) (Joint evaluation by Internal & External Examiner) | | |
| MED112 | Internship in a TEI | 4 | 4 | 100 | 100 (External-70 & Internal-30) (Joint evaluation by Internal & External Examiner) | | |
| OESS/ MOOCs Course - I | 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. <br><br> 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) | 0 | 0 | 50 | To be evaluated by the external agency i.e. the parent Department/ University offering the course, or as per the decision taken by the University in this context. | | |
| **Semester – III** | | | | | | | |
| MED113 (A) | Specialization Course-I (Stage Specific) Elementary Education | 4 | 4 | 100 | 70 | 30 | 3 |
| MED113 (B) | Specialization Course-I (Stage Specific) Secondary & Senior Secondary Education | 4 | 4 | 100 | 70 | 30 | 3 |
| MED114 (A) | Specialization Course-II (Stage Specific) Elementary Education | 4 | 4 | 100 | 70 | 30 | 3 |
| MED114 (B) | Specialization Course-II (Stage Specific) Secondary & Senior Secondary Education | 4 | 4 | 100 | 70 | 30 | 3 |

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

Similarly, students are required to opt any one stage in Course above with code MED114 (Specialization Course-II) i.e.

either select MED114(A) for stage 'Elementary Education' OR select MED114(B) for stage 'Secondary & Senior Secondary Education'.

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

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

| MED115 | Advanced Educational Research | 4 | 4 | 100 | 70 | 30 | 3 |
|---|---|---|---|---|---|---|---|
| MED116 | Teacher Education: Perspective, Research and Issues in Teacher Education | 4 | 4 | 100 | 70 | 30 | 3 |
| MED117 | Internship | 4 | 4 | 100 | 100 (External-70 & Internal-30)  (Joint evaluation by Internal & External Examiner) | | |
| MED118 | Dissertation | 2 | 2 | 50 | 50 (External-35 & Internal-15)  (Joint evaluation by Internal & External Examiner) | | |
| MED119 | Academic Writing. | 2 | 2 | 50 | 50 (External-35 & Internal-15)  (Joint evaluation by Internal & External Examiner) | | |
| OESS/ MOOCs Course - II | 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) | 0 | 0 | 50 | To be evaluated by the external agency i.e. the parent Department/ University offering the course, or as per the decision taken by the University in this context. | | |

| | **Semester – IV** | | | | | |
|---|---|---|---|---|---|---|

Specialization Courses I, II & III

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

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

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

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

## FACULTY OF EDUCATION

# KURUKSHETRA UNIVERSITY, KURUKSHETRA

## Programme Outcomes (POs)

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

# DEPARTMENT OF EDUCATION
# KURUKSHETRA UNIVERSITY KURUKSHETRA

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

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

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

## M.Ed. (Semester-I)

**Course Code: MED101**

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

Time: 3 Hrs.                                                      Max. Marks: 100

Credit: 4                                                         Ext.-70; Int.-30

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

### COURSE OUTCOMES

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

# COURSE CONTENTS

**UNIT-I**

1. **Concept of Educational Psychology**
   · Relationship of Education & Psychology
   · Meaning & Concept of Educational Psychology
   · Scope of Educational Psychology

2. **Concept of Growth and Development**
   · General Principles of Growth and Development
   · Physical Development in Adolescence
   · Social Development in Adolescence
   · Emotional Development in Adolescence
   · Intellectual Development in Adolescence

**UNIT-II**

3. **Individual Differences**
   · Meaning and Areas
   · Determinants: Role of Heredity and Environment in Developing Individual Differences
   · Implications of Individual Differences for Organizing Educational Programmes

4. **Personality**
   · Meaning and Determinants
   · Types and Trait Theories
   · Assessment of Personality by Subjective and Projective Methods

**UNIT-III**

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

6. **Learning**
   · Meaning, Factors Influencing Learning
   · Theories of Learning
      · Pavlov's Classical Conditioning
      · Skinner's Operant Conditioning

**UNIT-IV**

7. **Theories of Learning**
   · Hull's Reinforcement Theory
   · Learning by insight
   · Gagne's Hierarchy of Learning Types

10(3872)

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

## SELECTED READINGS

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

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

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

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

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

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

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

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

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

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

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

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

Kundu, C. L. (1984). *Educational Psychology*. Delhi Sterling Publishers.

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

Kundu, C. L. & Tutoo, D. N. (1988). *Educational Psychology*. New Delhi: Sterling

Publishers Private Limited.

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

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

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

# M.Ed. (Semester-I)

**Course Code: MED102**
**Name of the Course: HISTORY AND POLITICAL ECONOMY OF EDUCATION**

Time: 3 Hrs.                                                    Max. Marks: 100
Credit: 4                                                        Ext.-70; Int.-30

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

## COURSE OUTCOMES

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

| | |
|---|---|
| | scheduled tribes, women and rural population. |
| MED102.8 | Learners will be able to summarize Education with respect to Equity and Equality of Educational Opportunities, local and global perspectives with reference to implication of globalization for system of Education and advancements & developments in the 21$^{st}$ Century (Education in 21$^{st}$ Century). |

## COURSE CONTENTS

**Unit-I**

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

**Unit-II**

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

**UNIT-III**

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

10(3876)

- **Universal Brotherhood and International Understanding**

**Unit-IV**

7. Education as related to:
    - Economic growth and investment
    - Socially and economically disadvantaged sections of the society with special references to scheduled castes, scheduled tribes, women and rural population

8. Education as related to:
    - **Equity and Equality of Educational Opportunities**
    - Local and global perspectives: Implication of globalization for system of Education
    - **Advancements & developments in the 21st Century (Education in 21st Century)**

**SELECTED READINGS**

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

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

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

Coombs, P. H. & Hallack, J. (1972). *Managing Educational Costs*. UNESCO: International Institute of Educational Planning.

Hallack, J. (1969). *The Analysis of Educational Costs & Expenditure*. Paris: UNESCO.

Harbison, F & Myers, C. (1970). *Education, Manpower and Economic Growth: Strategies of Human Resource Development*. Oxford & IBM Publishing, Co.

Govt. of India, Ministry of Education. (1959). *Report of the National Committee on Women's Education*.

Kneller, G. F. (1968). *Education and Economics Thought*. New York: John Wilet and Sons, INC.

M.H.R.D. (1969). *Report of the Education Commission - Education and National Development (1964-66)*. New Delhi: Ministry of Education, Govt. of India.

M.H.R.D. (1986). *National Policy on Education*. New Delhi: Ministry of Education, Govt. of India.

M.H.R.D. (1992). *Programme of Action*. New Delhi: Ministry of Education, Govt. of India.

M.H.R.D. (1990). *Towards an Enlightenment & Human Society - A Review (NPERC)*. New Delhi: Ministry of Education, Govt. of India.

M.H.R.D. (1993). *Education for All: The Indian Science*. New Delhi: Ministry of Education, Govt. of India.

M.H.R.D. (1993). *Selected Education Study*. New Delhi: Ministry of Education, Govt. of India.

Nagpal, S. C. & Mital, A. C. (1993). *Economics of Education*. New Delhi Publications.

Natarajan, S. (1990). *Introduction to Economics of Education*. New Delhi: Sterling Publishers Pvt. Ltd.

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

Rao, V. K. R. V. (1965). *Education and Human Resource Development*. New Delhi: Allied Publishers.

Raza, Moonis. (1986). *Educational Planning: A long Term Perspective*. New Delhi: Concept Publishing Company.

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

Rao, D. D. (2001). *National Policy on Education towards an Enlightenment and Human Society*. New Delhi: Discovery Publishing House.

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

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

Tiwari, D. D. (1975). *Education at the Cross Roads*. Allahbad: Chugh Publication.

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

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

## M. Ed. (Semester-I)

**Course Code: MED103**
**Name of the Course: EDUCATIONAL STUDIES**

Time: 3 Hrs.                                                          Max. Marks: 100
Credit: 4                                                            Ext.-70; Int.-30

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

## COURSE OUTCOMES

Course Code: MED103
Name of the Course: EDUCATIONAL STUDIES

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

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

## COURSE CONTENTS

### UNIT- I

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

2. Education as a –
- Phenomenon
- Practice
- Field of Study

### UNIT- II

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

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

### UNIT- III

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

6. **National Programmes/ Schemes in Education**
- **Mid-Day Meal Scheme**
- SSA, RMSA & RUSA

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

**UNIT- IV**

7. **National Issues in Education**
   - Universalization of Elementary Education
   - Globalization of  Education
   - Liberalization of  Education

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

**SELECTED READINGS**

Cole, M. (2011). *Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class*. NY: Routledge.

Govinda, R. & Diwan, R. (2003). *Community Participation and Empowerment in Primary Education*. New Delhi: Sage Publication.

Govinda, R. (2011). *Who goes to School? : Exploring Exclusion in Indian Education.*  New Delhi: Oxford University Press.

Govt. of India. (1948).  *University Education Commission*. New Delhi: Govt. of India.

Govt. of India. (1952).  *Secondary Education Commission*. New Delhi: Govt. of India.

Govt. of India. (1964).  *Indian Education Commission.* New Delhi: Govt. of India.

Govt. of India. (1986).  *National Policy Of Education.* New Delhi: Govt. of India.

Govt. of India. (1992).  *Programme of Action*. New Delhi: Govt. of India.

Habib, S. I. (2010). *Moulana Abdul Kalam Azad and the National Education System*. New Delhi: NUEPA.

Jandhyala, B. T. G. (2003). *Education Society and Development: National and International Perspective*.  New Delhi: APH Publishing Corporation.

Mehta, A. C. (2014). *Elementary Education in India: Where do we stand*. New Delhi: NUEPA.

MHRD. (2009). *RAMSA*. New Delhi: MHRD.

MHRD. (2013). *RUSA, National Higher Education Mission*. New Delhi: MHRD.

MHRD. (2000). *SSA*. New Delhi: MHRD.

MHRD. (2010). *RTE Act.* New Delhi: MHRD.

Narula, M. (2006). *Quality in School Education: Secondary Education and Education Boards.* New Delhi: Shipra Publication.

NCERT. (2005). *NCF.* New Delhi: NCERT.

NCTE. (2009). *NCFTE.* New Delhi: NCTE.

NUEPA. (2004). *Sabke Liye Shiksha: Vishawa Monitoring Report 2002*. New Delhi: NUEPA.

Pandit, K. (2003). *Educational Sociology*. New Delhi: ABD Publishers.

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.

Sharma, R. K. & Chouhan, S. S. (2006). *Sociology of Education.* New Delhi: Atlantic Publishing Corporation.

Sood, N. (2003). *Management of School Education in India.* New Delhi: APH Publishing Corporation.

Stella, A. & Sudhanshu, B. (2011). *Quality Assurance of Transnational Higher Education, the Experience of Australia and India.* New Delhi: NUEPA.

Sujhata, K. & Rani, G. (2011). *Development  of Secondary Education in India: Access, Participation and Delivery Mechanism and Financing.* New Delhi: Shipra Publication.

Sujhata, K. & Rani, G. (2011). *Management of Secondary Education in India.* New Delhi: Shipra Publication.

Yazail, J. (2003). *Globalization and Challenges of Education*. New Delhi: Shipra Publication.

**Course Code: MED104**
**Name of the Course: INTRODUCTION TO RESEARCH METHODS**

Time: 3 Hrs.                                                      Max. Marks: 100
Credit: 4                                                         Ext.-70; Int.-30

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

## COURSE OUTCOMES

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

| MED104.8 | Learners will be able to apply the concepts of Chi-square Test, Hypothesis of Equality and Hypothesis of Independence (Non-Parametric Statistics) in the field of Educational Research Statistics. |
|---|---|

## COURSE CONTENTS

**Unit-I**

1. Educational Research

   Meaning Nature & Sources of Knowledge

   Meaning, Nature, Need & Scope of Educational Research

   Types of Research: Fundamental, Applied & Action

2. Formulation of Research Problem

   Criteria & Sources of identifying Research Problem

   Delineating & Operationalizing Variables

   Review of Related Literature- Importance & Sources

**Unit-II**

3. Hypothesis

   Meaning, Characteristics, Sources & Types of Hypothesis

4. Sampling

   Concept of Population & Sample

   Characteristics of a good Sample

   Need of Sampling

   Probability Sampling

   Non-Probability Sampling

   Sampling Errors & ways to reduce them

**Unit-III**

5. Descriptive Statistics

   Nature of Educational Data

   Scales of Measurement

   Measurement of Central Tendency

   Measurement of Dispersion

   Percentile & Percentile Rank

6. NPC

   Characteristics of NPC

   Applications of NPC

**Unit-IV**

7. Skewness & Kurtosis

   Meaning, Uses & Applications

8. Non-Parametric Statistics

   Chi-Square Test

Hypothesis of Equality
Hypothesis of Independence

## SELECTED READINGS

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

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

Best, John W. & Kahn James V. (1995). *Research in Education.* New Delhi: Prentice Hall.

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

Edward, Allen L. (1968). *Experimental Designs in Psychological Research*. New York: Holt, Rinehart & Winston.

Forguson, George A. (1976). *Statistics Analysis in Psychology and Education*. New York: McGraw Hill.

Garrett, H. E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer & Simon.

Good, C. V. & Scates, Dougles E. (1954). *Methods in Social Research*. New York: McGraw Hill.

Guilford, J. P. & Fruchter, B. (1973). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill.

Kerlinger, F. N. (1973). *Foundation of Bahavioural Research*. New York: Holt, Rinehart and Winston.

Koul, L. (1988). *Methodology of Educational Research*. New Delhi: Vikas Publishing House.

Kurtz, A. K. & Mayo S. T. (1980). *Statistical Methods in Education and Psychology*. Narela, New Delhi.

McMillon, James H. & Schumarcher, S. (1989). *Research in Education: A Conceptual Introduction*. New York: Harper and Collins.

Mouly, A. J. (1963). *The Science of Educational Research*. New Delhi: Eurosia.

Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.

Siegel, S. (1986). *Non-Parametric Statistic*. New York: McGraw Hill.

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

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

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

# M.Ed. (Semester-I)

**Course Code: MED105**
**Name of the Course: COMMUNICATION SKILL & EXPOSITORY WRITING**

Credit: 1                                                                                     M. Marks: 25
                                                                                              (Ext.-15; Int.-10)
                                                        (Joint Evaluation by Internal & External Examiner)

## COURSE OUTCOMES

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

### SUGGESTED ACTIVITIES:

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

# M.Ed. (Semester-I)

**Course Code: MED106**
**Name of the Course: SELF DEVELOPMENT**

Credit: 1                                                    M. Marks: 25
                                                         (Ext.-15; Int.-10)
                            (Joint Evaluation by Internal & External Examiner)

## COURSE OUTCOMES

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

### SUGGESTED ACTIVITIES:

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

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

**Course Code: MED107**
**Name of the Course: PHILOSOPHY OF EDUCATION**

Time: 3 Hrs.                                                     Max. Marks: 100
Credit: 4                                                        Ext.-70; Int.-30

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

## COURSE OUTCOMES

| Course Code: MED107 Name of the Course: PHILOSOPHY OF EDUCATION | |
| --- | --- |
| COs# | After the completion of this Course the students will be able to do: |
| MED107.1 | Learners will be able to state the Meaning and Functions of Educational Philosophy and will also be able to reflect on the Relationship of Education and Philosophy. |
| MED107.2 | Learners will be able to explain meaning, nature, types and sources of Knowledge and will also be able to list the methods of acquiring knowledge. |
| MED107.3 | Learners will be able to elaborate Indian Schools of Philosophy like Vedanta and Sankhya. |
| MED107.4 | Learners will be able to present a detailed view of Buddhism: A School of Philosophy and will also be able to describe the Islamic traditions with special references to the concept of reality, knowledge and values and their educational implications. |
| MED107.5 | Learners will be able to elaborate the Western Schools of Philosophy like Idealism and Realism. |
| MED107.6 | Learners will be able to elaborate the Western Schools of Philosophy such as Naturalism, Pragmatism and Existentialism with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of Education. |
| MED107.7 | Learners will be able to depict the contribution of Indian thinkers like Vivekananda, Aurobindo, Tagore and Gandhi. |
| MED107.8 | Learners will be able to explain the modern concepts of Philosophy like Logical |

| | Analysis, Logical Empiricism and Logical Positivism. |
|---|---|

## COURSE CONTENTS

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

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

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

UNIT-IV
7. Contributions of Indian Thinkers –
   - Vivekananda
   - Aurobindo
   - Tagore
   - Gandhi
8. Modern Concepts of Philosophy –

- Logical Analysis
- Logical Empiricism
- Logical Positivism

## SELECTED READINGS

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

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

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

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

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

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

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

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

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

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

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

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

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

## M.Ed (Semester-II)

**Course Code: MED108**
**Name of the Course: SOCIOLOGY OF EDUCATION**

Time: 3 Hrs.                                                    Max. Marks: 100
Credit: 4                                                       Ext.-70; Int.-30

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

### COURSE OUTCOMES

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

| | |
|---|---|
| | Social Stratification. |
| MED108.8 | Learners will be to explain the Meaning, Types, Constraints on Social Mobility and its Educational Implications. |

## COURSE CONTENTS

### UNIT-I

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

### UNIT-II

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

### UNIT-III

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

### UNIT-IV

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

### SELECTED READINGS

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

Havighurst, Robert et al. (1995). *Society and Education*. Baston: Allyen and Bacon.

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

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

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

Maunheim, K. et al. (1962). *An Introduction to Sociology of Education*. London: Routledged and Kegan Paul.

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

Mossish, loor. (1972). *Sociology of Education: An Introduction*. London: George Allen and Unwin.

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

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

Pandey, K. P. (1983). *Perspectives in Social Foundations of Education*. Ghaziabad: Amitash Prakashan.

**Course Code: MED109**
**Name of the Course: CURRICULUM STUDIES**

Time: 3 Hours                                        Max. Marks: 100
Credit: 4                                               Ext.-70; Int.-30

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

## COURSE OUTCOMES

| Course Code: MED109 |
|---|
| Name of the Course: CURRICULUM STUDIES |

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

| MED109.7 | Learners will be able to describe Curriculum Evaluation in terms of Learning Outcomes and will be able to differentiate between Formative & Summative Evaluation of Curriculum, explain Methods & Models of Curriculum Evaluation and further will be able to elaborate the Role of Teacher in Curriculum Evaluation. |
|---|---|
| MED109.8 | Learners will be able to present the role of different organisation in curriculum designing like NCERT, SCERTs, UGC & NCTE and will be able to reflect on Recent Developments in Curriculum Development such as NCF (2005), NCFTE (2009) and Research Trends in Curriculum Development. |

## COURSE CONTENTS

### UNIT – I

1. Curriculum

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

2. Curriculum Development and Cognitive Development of Child

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

### UNIT – II

3. Types and Approaches in Curriculum

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

4. Trends in Curriculum Development

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

### UNIT – III

5. Curriculum Planning and Development

- Assessment of Need with respect to Individual & Environment
- Situational Analysis
- **Models of Curriculum Development & Planning**
- Selection of Content & Method

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

**UNIT – IV**

7. Curriculum Evaluation
   - Formative and Summative Evaluation
   - **Curriculum Evaluation in terms of Learning Outcomes**
   - Methods of Curriculum Evaluation
   - Models of Curriculum Evaluation
   - Role of Teacher in Curriculum Evaluation
8. Role of Organisations & Recent Developments
   - Role of Organisations in Curriculum Development: NCERT, SCERTs, UGC & NCTE
   - Recent Developments
     - NCF, 2005
     - NCFTE, 2009
     - **Research Trends in Curriculum Development**

**SELECTED READINGS**

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

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

Hooer, 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 Jovanvich.

Saylor, J. G. & Alexander, W. M. (1960). *Curriculum Planning*. New York: Holt, Rinehart and Winston.

Socket, H. (1976). *Designing the Curriculum*. London: Open Books Publishing Ltd.

Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace and World Inc.

Tanner, D. & Tanner, L. (1980). *Curriculum Development:  Theory into Practice*. Chicago: University of Chicago Press.

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

# M.Ed (Semester-II)

**Course Code: MED110**
**Name of the Course: TEACHER EDUCATION: PRE-SERVICE & IN-SERVICE**

Time: 3 Hrs.                                            Max. Marks: 100
Credit: 4                                               Ext.-70; Int.-30

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

## COURSE OUTCOMES

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

## COURSE CONTENTS

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

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

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

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

## SELECTED READINGS

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

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

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

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

Husen, Tosten & Postlethwaite (1994). *The International Encyclopedia of Education* (Ed.), Vol. 1-12. New York: Pergamon Press.

Indian Education Commission (1964-66). *Report of Indian Education Commission on Education and National Development*. Ministry of Education, Govt. of India.

Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.

MHRD (1986). *National Policy on Education and Programme of Action*. New Delhi: Govt. of India.

MHRD (1992). *Programme of Action*. New Delhi: Department of Education, Govt. of India.

Mukherjee, S. N. (1988). *Education of the Teacher in India – I & II*. Delhi: S. Chand and Co.

NCERT. (2019). *Continuous and Comprehensive Evaluation Guidelines*. New Delhi: NCERT.

NCERT. (1988). *In-Service Teacher Education Package for Primary and Secondary Teachers – I & II*. New Delhi: NCERT.

Pareek, R. (1996). *Role of Teaching Profession*. Guwahati: Eastern Book House.

Sharma, S. P. (2004). *Teacher Education in India*. New Delhi: Vikas Publications.

Singh, L. C. (1990). *Teacher Education in India* (Ed. Source Book). New Delhi: NCERT.

Smith, E. R. (1962). *Teacher Education: A Reappraisal* (Ed.). New York: Harper & Row Publishers.

Soder, R. (1991). *The Ethics of the Rhetoric of Teacher Professionalism: Teaching and Teacher Education*, 7(3).

Stiles, L. J. & Parker, R. (1969). *Teacher Education Programme: Encyclopedia of Educational Research*, 4[th] Edition. New York: MacMillan.

**Course Code: MED111**
**Name of the Course: DISSERTATION**

Credit: 2                                                    Max. Marks: 50
                                                             (Ext.-35; Int.-15)
                     (Joint Evaluation by Internal & External Examiner)

**COURSE OUTCOMES**

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

**SUGGESTED ACTIVITY:**

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

**Course Code: MED112**
**Name of the Course: INTERNSHIP IN A TEI**

Credit: 4                                                          M. Marks: 100
                                                                   (Ext.-70; Int.-30)
                                     (Joint Evaluation by Internal & External Examiner)

## COURSE OUTCOMES

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

**SUGGESTED ACTIVITIES:**

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

(Internal Evaluation by Mentor Teacher Educator)

| Course Code | Nomenclature of the Course | Credit | Total Marks | Assessment |
|---|---|---|---|---|
| OESS/ MOOCs Course - I | 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.<br><br>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) | 0 | 50 | To be evaluated by the external agency i.e. the parent Department/ University offering the course, or as per the decision taken by the University in this context. |

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

**Course Code: MED113(A)**

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

Time: 3 Hrs.                                                     Max. Marks: 100
Credit: 4                                                        Ext.-70; Int.-30

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

## COURSE OUTCOMES

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

# COURSE CONTENTS

**UNIT-I**

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

**UNIT-II**

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

**UNIT-III**

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

**UNIT-IV**

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

**SELECTED READINGS**

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

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

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

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

Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.

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

Husen, Tosten & Postlethwaite (1994). *The International Encyclopedia of Education* (Ed.), Vol. 1-12. New York: Pergamon Press.

Mahajan, Baldev & Khullar, K. K. (2002). *Educational Administration in Central Government: Structures, Processes and Future Prospects*. New Delhi: Vikas Publication House Pvt. Ltd.

Mangal, S. K. (2002). *Essentials of Teaching Learning and Information Technology*. Ludhiyana: Tondon Publication.

Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.

Ministry of Education (1964-66). *Education and National Development Report of Indian Education Commission.* Govt. of India.

Mukherjee, S. N. (1988). *Education of the Teacher in India – I & II*. Delhi: S. Chand and Co.

NCERT. (1998). *National Curriculum for Elementary and Secondary Education –A Framework*. New Delhi: NCERT.

NCERT. (1988). *In-Service Teacher Education Package for Primary and Secondary Teachers – I & II*. New Delhi: NCERT.

Reddy, B. (2007). *Principles of Curriculum Planning and Development*.

Semenov, A. (2005). *Information and Communication Technologies in School: A Handbook for Teachers*. UNESCO: Division of Higher Education.

Singh, L. C. (1990). *Teacher Education in India* (Ed. Source Book). New Delhi: NCERT.

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

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

**Course Code: MED113(B)**
**Name of the Course: SPECIALISATION COURSE - I (Stage Specific)**
**Secondary and Senior Secondary Education**

Time: 3 Hrs.                                     Max. Marks: 100
Credit: 4                                        Ext.-70; Int.-30

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

## COURSE OUTCOMES

| Course Code: MED113(B) |
|---|
| Name of the Course: SPECIALISATION COURSE - I (Stage Specific) Secondary and Senior Secondary Education |

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

**UNIT-I**

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

**UNIT-II**

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

**UNIT-III**

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

**UNIT-IV**

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

**SELECTED READINGS**

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

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

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

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

Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.

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

Husen, Tosten & Postlethwaite (1994). *The International Encyclopedia of Education* (Ed.), Vol. 1-12. New York: Pergamon Press.

Mahajan, Baldev & Khullar, K. K. (2002). *Educational Administration in Central Government: Structures, Processes and Future Prospects*. New Delhi: Vikas Publication House Pvt. Ltd.

Mangal, S. K. (2002). *Essentials of Teaching Learning and Information Technology*. Ludhiyana: Tondon Publication.

Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.

Ministry of Education (1964-66). *Education and National Development Report of Indian Education Commission.* Govt. of India.

Mukherjee, S. N. (1988). *Education of the Teacher in India – I & II*. Delhi: S. Chand and Co.

NCERT. (1998). *National Curriculum for Elementary and Secondary Education –A Framework*. New Delhi: NCERT.

NCERT. (1988). *In-Service Teacher Education Package for Primary and Secondary Teachers – I & II*. New Delhi: NCERT.

Reddy, B. (2007). *Principles of Curriculum Planning and Development*.

Semenov, A. (2005). *Information and Communication Technologies in School: A Handbook for Teachers*. UNESCO: Division of Higher Education.

Singh, L. C. (1990). *Teacher Education in India* (Ed. Source Book). New Delhi: NCERT.

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

**Course Code: MED114(A)**
**Name of the Course: SPECIALISATION COURSE - II (Stage Specific)**
**Elementary Education**

Time: 3 Hrs.                                                           Max. Marks: 100
Credit: 4                                                              Ext.-70; Int.-30

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

## COURSE OUTCOMES

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

| | |
|---|---|
| MED114(A).6 | Learners will be able to construct Tools for Evaluation at Elementary Education Stage and further will be able to present a detailed account on Outcome Based Evaluation of Learners in Learning Outcome Based Curriculum Framework and CCE at Elementary Education Stage. |
| MED114(A).7 | Learners will be able to discuss and reflect on issues like Ensuring Quality Education, Indiscipline & Unrest among Students, School Management Committees and Encouraging Action Researches at Elementary Education Stage. |
| MED114(A).8 | Learners will be able to show his/ her concerns on issues like Moral Development of Students, Addressing Problems of Learners in Schools, Levels of Learning and its Assessments, Changing Perspective of Learners and Addressing Needs of Differently Abled Children at Elementary Education Stage. |

## COURSE CONTENTS

### UNIT-I

1. **Class-Room**
   - **Concept of Class-Room**
   - **Class-Room Resources**
   - **Class-Room Environment**
   - **Management of Class-Room in terms of Available Resources at Elementary Education Stage**
2. **Class-Room Communication and Interaction Analysis**
   - **Communication in Class-Room w.r.t. Elementary Education Stage**
   - Class-Room Interaction Analysis
     - **Need and Importance**
     - **Systems of Interaction Analysis**
     - **Flander's Interaction Analysis**

### UNIT-II

3. **School Administration**
   - **Concept and Principles of School Administration**
   - **Managing Resources at Elementary Education Stage**
   - **Constitution of Committees in School at Elementary Education Stage**
   - **School Environment at Elementary Education Stage**
   - **Maintaining Records at Elementary Education Stage**
4. **Managing Human Resources**
   - Duties and Responsibilities of Head/ Principal
   - **Duties and Responsibilities of Teacher and Class-Teacher at Elementary Education Stage**
   - **Managing Time-Table at Elementary Education Stage**

- **Organization of Activities in School at Elementary Education Stage**

**UNIT-III**

5. **Evaluation**
   - **Concept, Need and Significance of Evaluation**
   - **Understanding the terms: Measurement, Assessment and Evaluation**
   - Types of Evaluation
   - **Methods of Evaluation**
6. **Evaluation of Learners**
   - **Outcome Based Evaluation of Learners in Learning Outcome Based Curriculum Framework at Elementary Education Stage**
   - **Construction of Tools for Evaluation at Elementary Education Stage**
   - **CCE w.r.t. at Elementary Education Stage**

**UNIT-IV**

7. **Some Issues**
   - **Ensuring Quality Education in Schools at Elementary Education Stage**
   - **Indiscipline & Unrest among Students at Elementary Education Stage**
   - School Management Committees
   - **Encouraging Action Researches at Elementary Education Stage**
8. **Concerns in School Education**
   - Moral Development of Students **at Elementary Education Stage**
   - **Addressing Problems of Learners in Schools at Elementary Education Stage**
   - **Levels of Learning and its Assessments at Elementary Education Stage**
   - **Changing Perspective of Learners at Elementary Education Stage**
   - **Addressing Needs of Differently Abled Children at Elementary Education Stage**

**SELECTED READINGS**

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

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

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

Bruce, B. F. (2018). *Educational Research Measurement and Evaluation*. New Delhi: Sage Publication.

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

Centers, R.; Abul, M. & Azad, K. (1992). *Educational Administration: Structure, Functions and Processes at the Central Governmental Level*.

Dahiya, S. S. (2008). *Educational Technology: Towards Better Teaching Profession*. Delhi: Shipra Publication.

Dash, M. & Dash, N. (2008). *School Management*. New Delhi: Atlantic Publication.

Davies, I. K. (1971). *The Management of Learning*. London: Mc Graw Hill.

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

Goel, S. L. & Goel (2009). *Educational Administration and Management*. New Delhi: Deep and Deep Publication.

Husen, Tosten & Postlethwaite (1994). *The International Encyclopedia of Education* (Ed.), Vol. 1-12. New York: Pergamon Press.

Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.

Ministry of Education (1964-66). *Education and National Development Report of Indian Education Commission.* Govt. of India.

Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*. New Delhi: Sterling Publishers Pvt. Ltd.

NCERT. (2006). Position Paper-2.5. *The National Focus Group on Examination Reforms*. New Delhi: NCERT.

NCERT. (2019). *Continuous and Comprehensive Evaluation Guidelines*. New Delhi: NCERT.

Pareek, R. (1996). *Role of Teaching Profession*. Guwahati: Eastern Book House.

Sharma, S. P. (2004). *Teacher Education in India*. New Delhi: Vikas Publications.

Singh, L. C. (1990). *Teacher Education in India* (Ed. Source Book). New Delhi: NCERT.

Stanley, J. C. & Hopkins, K. D. (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.

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

# M.Ed. (Semester-III)

**Course Code: MED114(B)**
**Name of the Course: SPECIALISATION COURSE - II (Stage Specific)**
**Secondary and Senior Secondary Education**

Time: 3 Hrs.                                                         Max. Marks: 100
Credit: 4                                                            Ext.-70; Int.-30

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

## COURSE OUTCOMES

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

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

## COURSE CONTENTS

**UNIT-I**

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

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

**UNIT-II**

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

4. **Managing Human Resources**
   - Duties and Responsibilities of Head/ Principal

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

**UNIT-III**

5. **Evaluation**
   - **Concept, Need and Significance of Evaluation**
   - **Understanding the terms: Measurement, Assessment and Evaluation**
   - Types of Evaluation
   - **Methods of Evaluation**
6. **Evaluation of Learners**
   - **Outcome Based Evaluation of Learners in Learning Outcome Based Curriculum Framework at Secondary and Senior Secondary Education Stage**
   - **Construction of Tools for Evaluation at Secondary and Senior Secondary Education Stage**
   - **CCE w.r.t. at Secondary and Senior Secondary Education Stage**

**UNIT-IV**

7. **Some Issues**
   - **Ensuring Quality Education in Schools at Secondary and Senior Secondary Education Stage**
   - **Indiscipline & Unrest among Students at Secondary and Senior Secondary Education Stage**
   - School Management Committees
   - **Encouraging Action Researches at Secondary and Senior Secondary Education Stage**
8. **Concerns in School Education**
   - Moral Development of Students **at Secondary and Senior Secondary Education Stage**
   - **Addressing Problems of Learners in Schools at Secondary and Senior Secondary Education Stage**
   - **Levels of Learning and its Assessments at Secondary and Senior Secondary Education Stage**
   - **Changing Perspective of Learners at Secondary and Senior Secondary Education Stage**
   - **Addressing Needs of Differently Abled Children at Secondary and Senior Secondary Education Stage**

## SELECTED READINGS

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

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

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

Bruce, B. F. (2018). *Educational Research Measurement and Evaluation*. New Delhi: Sage Publication.

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

Centers, R.; Abul, M. & Azad, K. (1992). *Educational Administration: Structure, Functions and Processes at the Central Governmental Level*.

Dahiya, S. S. (2008). *Educational Technology: Towards Better Teaching Profession*. Delhi: Shipra Publication.

Dash, M. & Dash, N. (2008). *School Management*. New Delhi: Atlantic Publication.

Davies, I. K. (1971). *The Management of Learning*. London: Mc Graw Hill.

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

Goel, S. L. & Goel (2009). *Educational Administration and Management*. New Delhi: Deep and Deep Publication.

Husen, Tosten & Postlethwaite (1994). *The International Encyclopedia of Education* (Ed.), Vol. 1-12. New York: Pergamon Press.

Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.

Ministry of Education (1964-66). *Education and National Development Report of Indian Education Commission.* Govt. of India.

Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*. New Delhi: Sterling Publishers Pvt. Ltd.

NCERT. (2006). Position Paper-2.5. *The National Focus Group on Examination Reforms*. New Delhi: NCERT.

NCERT. (2019). *Continuous and Comprehensive Evaluation Guidelines*. New Delhi: NCERT.

Pareek, R. (1996). *Role of Teaching Profession*. Guwahati: Eastern Book House.

Sharma, S. P. (2004). *Teacher Education in India*. New Delhi: Vikas Publications.

Singh, L. C. (1990). *Teacher Education in India* (Ed. Source Book). New Delhi: NCERT.

Stanley, J. C. & Hopkins, K. D. (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.

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

## M. Ed (Semester-III)

**Course Code: MED115**
**Name of the Course: ADVANCED EDUCATIONAL RESEARCH**

Time: 3 Hrs.                                                  Max. Marks: 100
Credit: 4                                                     Ext.-70; Int.-30

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

## COURSE OUTCOMES

| Course Code: MED115 Name of the Course: ADVANCED EDUCATIONAL RESEARCH | |
|---|---|
| COs# | After the completion of this Course the students will be able to do: |
| MED115.1 | Learners will be able to list Characteristics of a Good Research Tool and would be able describe Research Tools and Techniques like Questionnaire and Rating Scales (especially Likert & Thurston Scale) emphasizing their characteristics, types and uses. |
| MED115.2 | Learners will be able to explain different Approaches to Research like Historical, Descriptive and Scientific. |
| MED115.3 | Learner will be able to explain in detail the Experimental Research and its design. |
| MED115.4 | Learners will be able to Develop Research Proposal (Synopsis), differentiate between Research Report & Research Proposal and will be able to write the characteristics and steps of both. |
| MED115.5 | Learners will be able to compute Correlation using Product Moment and Rank Difference Methods. |
| MED115.6 | Learners will be able write the Concept, Uses & Assumptions of Linear Regression Equation and will be able to compute of Linear Regression Equation and further will also be able to state the concept of Standard Error of Measurement. |
| MED115.7 | Learners will be able to state & compute the Tests of Significance - 't' test and will be able to explain the concepts like Null Hypothesis, Standard Error, Type I & Type II Error, One Tail & Two Tail Test and Significance of Statistics & Significance of Difference between Means (Independent Sample), Percentage & Proportion. |
| MED115.8 | Learners will be able to state the Meaning, Assumptions, Computation and Uses of |

| | ANOVA - One Way. |
|---|---|

## COURSE CONTENTS

**UNIT-I**

1. Tools **&**Techniques
   - Characteristics of a Good Research Tool
   - Questionnaire: Characteristics, Types and Uses
   - Rating Scales: Likert & Thurston Scale

2. Approaches to Research
   - Historical Research
   - Descriptive Research
   - Scientific Research

**UNIT-II**

3. Experimental Research & its Design

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

**UNIT-III**

**5.** Correlation
   - Product Moment
   - Rank Difference

6. Regression & Prediction
   - Concept, Uses, Assumptions & Computations of Linear Regression Equation
   - Standard Error of Measurement

**UNIT-IV**

**7.** Differentials
   - Tests of Significance - 't' test
   - Concept of Null Hypothesis
   - Standard Error
   - Type I & Type II Error
   - One Tail & Two Tail Test

- Significance of Statistics & Significance of Difference between Means (Independent Sample), Percentage & Proportion

8. ANOVA - One Way
   - Meaning, Assumptions, Computations & Uses

## SELECTED READINGS

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

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

Best, John W. & Kahn, James V. (1995). *Research in Education*. New Delhi: Prentice Hall.

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

Edward, Allen L. (1968). *Experimental Designs in Psychological Research*. New York: Holt, Rinehart and Winston.

Forguson, George A. (1976). *Statistical Analysis in Psychology and Education*. New York: Mc Graw Hill.

Garrett, H. E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simon.

Good, C. V. & Dougles, E, Scates (1954). *Methods in Social Research*. New York: Mc Graw Hill.

Guilford, J. P. & Benjabin, Fruchter (1973). *Fundamental Statistics in Psychology and Education*. New York: Mc Graw Hill.

Kerlinger, F. N. (1973). *Foundation of Bahavioural Research*. New York: Holt, Rinehart and Winston.

Koul, Lokesh (1988). *Methodology of Educational Research*. New Delhi: Vikas Publishing House Pvt. Ltd.

Kurtz, A. K. & Mayo S. T. (1980). *Statistical Methods in Education and Psychology*. Narela, New Delhi.

Mc Million, James H. & Schumarcher, S. (1989). *Research in Education: A Conceptual Introduction*. New York: Harper and Collins.

Mouly, A. J. (1963). *The Science of Educational Research*. New Delhi: Eurosia.

Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative*

*Approaches*. Boston: Allyn and Bacon.

Siegel, S. (1986). *Non-Parametric Statistics*. New York: McGraw Hill.

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

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

# M.Ed (Semester-III)

**Course Code: MED116**
**Name of the Course: TEACHER EDUCATION: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION**

Time: 3 Hrs.                                                     Max. Marks: 100
Credit: 4                                                        Ext.-70; Int.-30

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

## COURSE OUTCOMES

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

# COURSE CONTENTS

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

## UNIT-II
3. Teaching as a Profession
   Faculty Improvement Programme

4. Aims and Objectives of Teacher Organization
   Need of Professional Organization

## UNIT-III
5. Professional Ethics
   Performance Appraisal
6. **Problems of Admission to Teacher Education**

## UNIT-IV
7. Areas of Research in Teacher Education
   School Effectiveness
8. Teacher effectiveness
   Modification of Teacher Behaviour

## SELECTED READINGS

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

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

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

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

Husen, Tosten & Postlethwaite (1994). *The International Encyclopedia of Education* (Ed.), Vol. 1-12. New York: Pergamon Press.

Indian Education Commission (1964-66). *Report of Indian Education Commission on Education and National Development*. Ministry of Education, Govt. of India.

Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.

MHRD (1986). *National Policy on Education and Programme of Action*. New Delhi: Govt. of India.

MHRD (1992). *Programme of Action*. New Delhi: Department of Education, Govt. of India.

Mukherjee, S. N. (1988). *Education of the Teacher in India – I & II*. Delhi: S. Chand and Co.

NCERT. (2019). *Continuous and Comprehensive Evaluation Guidelines*. New Delhi: NCERT.

NCERT. (1988). *In-Service Teacher Education Package for Primary and Secondary Teachers – I & II*. New Delhi: NCERT.

Pareek, R. (1996). *Role of Teaching Profession*. Guwahati: Eastern Book House.

Sharma, S. P. (2004). *Teacher Education in India*. New Delhi: Vikas Publications.

Singh, L. C. (1990). *Teacher Education in India* (Ed.) - Source Book. New Delhi: NCERT.

Smith, E. R. (1962). *Teacher Education: A Re-appraisal* (Ed.). New York: Harper & Row Publishers.

Soder, R. (1991). *The Ethics of the Rhetoric of Teacher Professionalism*. Teaching and Teacher Education, 7(3).

Stiles, L. J. & Parker, R. (1969). *Teacher Education Programme: Encyclopedia of Educational Research*, 4[th] Edition. New York: McMillan.

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

**Course Code: MED117**
**Name of the Course: INTERNSHIP (SIP)**
**(Stage Specific in Concerned Area of Specialization)**

Credits: 4                                            M. Marks: 100
                                                     (Ext.-70; Int.-30)
                         (Joint Evaluation by Internal & External Examiner)

**COURSE OUTCOMES**

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

**SUGGESTED ACTIVITIES:**

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

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

# M.Ed. (Semester-III)

**Course Code: MED118**
**Name of the Course: DISSERTATION**

Credits: 2                                                                      M. Marks: 50
                                                                                (Ext.-35; Int.-15)
                                                    (Joint Evaluation by Internal & External Examiner)

## COURSE OUTCOMES

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

## SUGGESTED ACTIVITIES:

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

# M.Ed. (semester-III)

**Course Code: MED119**
**Name of the Course: ACADEMIC WRITING**

Credit: 2                                                                 M. Marks: 50

(Ext.-35; Int.-15)

(Joint Evaluation by Internal & External Examiner)

## COURSE OUTCOMES

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

**SUGGESTED ACTIVITIES:**

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

| Course Code | Nomenclature of the Course | Credit | Total Marks | Assessment |
|---|---|---|---|---|
| OESS/ MOOCs Course - II | 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.<br><br>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) | 0 | 50 | To be evaluated by the external agency i.e. the parent Department/ University offering the course, or as per the decision taken by the University in this context. |

# M.Ed. (Semester-IV)
## Course Code: MED120(A)(i)
## Name of the Course: EDUCATION POLICY, ECONOMICS AND PLANNING
## (At Elementary Level)

Time: 3 Hrs.                                                                 Max. Marks: 100

Credit: 4                                                                     Ext.-70; Int.-30

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

## COURSE OUTCOMES

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

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

## COURSE CONTENTS

UNIT-I

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

UNIT-II

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

UNIT-III

5. Education and Economic Development
   - Concept of Growth and Development
   - Education and Economic Development
   - Factors affecting contribution to Economic Growth Development
   - Growth producing Capacities, Difficulties involvement in Calculation of Contributions of Education to Economic Growth

10(3933)

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

UNIT-IV
7. Manpower Requirement
   - Meaning
   - Manpower Forecasting
   - Difference in Forecasting and Projection
   - Rationale of Manpower Forecasting
   - Limitations of Forecasting
   - Approaches of Forecasting
8. Educated Unemployment
   - Causes
   - Problems
   - Effects of Unemployment on Economy and their Remedies
   - Linking of Education with Job Apprehension
   - Self Employment

**SELECTED READINGS**

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

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

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

Coombs, Philip H. & Hallack, J. (1972). *Managing Educational Costs*. UNESCO: International Institute of Educational Planning.

Hallack, J. (1969). *The Analysis of Educational Costs & Expenditure*. Paris: UNESCO.

Harbison, F. & Myers, Charler (1970). *Education, Manpower and Economic Growth: Strategies of Human Resource Development*. Oxford & IBM Publishing, Co.

Kneller, G. F. (1968). *Education and Economics Thought*. New York: John Wilet and Sons, INC.

Nagpal, S. C. & Mital, A. C. (1993). *Economics of Education*, New Delhi Publication.

Natarajan, S. (1990). *Introduction to Economics of Education*. New Delhi: Sterling Publishers Pvt. Ltd.

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

Rao, V. K. R. V. (1965). *Education and Human Resource Development*. New Delhi: Allied Publishers.

Raza, Moonis (1986). *Educational Planning: A long Term Perspective*. New Delhi: Concept Publishing Company.

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

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

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

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

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

# M.Ed. (Semester-IV)
## Course Code: MED120(A)(ii)
## Name of the Course: EDUCATION POLICY, ECONOMICS AND PLANNING
### (At Secondary& Senior Secondary Level)

Time: 3 Hrs.                                                      Max. Marks: 100

Credit: 4                                                         Ext.-70; Int.-30

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

## COURSE OUTCOMES

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

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

## COURSE CONTENTS

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

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

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

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

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

UNIT-IV

7. Manpower Requirement
   - Meaning
   - Manpower Forecasting
   - Difference in Forecasting and Projection
   - Rationale of Manpower Forecasting
   - Limitations of Forecasting
   - Approaches of Forecasting
8. Educated Unemployment
   - Causes
   - Problems
   - Effects of Unemployment on Economy and their Remedies
   - Linking of Education with Job Apprehension
   - Self Employment

**SELECTED READINGS**

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

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

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

Coombs, Philip H. & Hallack, J. (1972). *Managing Educational Costs*. UNESCO: International Institute of Educational Planning.

Hallack, J. (1969). *The Analysis of Educational Costs & Expenditure*. Paris: UNESCO.

Harbison, F. & Myers, Charler (1970). *Education, Manpower and Economic Growth: Strategies of Human Resource Development*. Oxford & IBM Publishing, Co.

Kneller, G. F. (1968). *Education and Economics Thought*. New York: John Wilet and

Sons, INC.

Nagpal, S. C. & Mital, A. C. (1993). *Economics of Education*, New Delhi Publication.

Natarajan, S. (1990). *Introduction to Economics of Education*. New Delhi: Sterling Publishers Pvt. Ltd.

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

Rao, V. K. R. V. (1965). *Education and Human Resource Development*. New Delhi: Allied Publishers.

Raza, Moonis (1986). *Educational Planning: A long Term Perspective*. New Delhi: Concept Publishing Company.

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

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

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

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

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

## M.Ed. (Semester-IV)
**Course Code: MED120(B)(i)**
**Name of the Course: MANAGEMENT AND ADMINISTRATION OF EDUCATION**
                    **(At Elementary Level)**

Time: 3 Hrs.                                                      Max. Marks: 100
Credit: 4                                                        Ext.-70; Int.-30

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

### COURSE OUTCOMES

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

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

## COURSE CONTENTS

### UNIT-I

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

### UNIT-II

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

### UNIT-III

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

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

**UNIT-IV**

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

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

**SELECTED READINGS**

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

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

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

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.

R. B. and Nunnery, M. Y. (1983). *Educational Administration – An Introduction*. N.Y.: MacMillan.

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 Publishing House Pvt. Ltd.

Sinha, P. S. N. (2002). *Management and Administration in Govt.* (Ed.). 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 Code: MED120(B)(ii)**
**Name of the Course: MANAGEMENT AND ADMINISTRATION OF EDUCATION**
**(At Secondary & Senior Secondary Level)**

Time: 3 Hrs.                                                    Max. Marks: 100
Credit: 4                                                         Ext.-70; Int.-30

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

### COURSE OUTCOMES

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

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

## COURSE CONTENTS

### UNIT-I

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

### UNIT-II

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

### UNIT-III

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

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

**UNIT-IV**

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

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

**SELECTED READINGS**

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

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.

R. B. and Nunnery, M. Y. (1983). *Educational Administration – An Introduction*. N.Y.: MacMillan.

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 Publishing House Pvt. Ltd.

Sinha, P. S. N. (2002). *Management and Administration in Govt.* (Ed.). 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.

**Course Code: MED120(C)(i)**
**Name of the Course: 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 OUTCOMES

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

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

## COURSE CONTENTS

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

### UNIT-II

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

### UNIT-III
5. Curricular Adaptations and Accommodations
   - Meaning, Difference and Need
   - Specifics for Children with Sensory Disabilities (VI)

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

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

**SUGGESTED READINGS**

Ahuja, A. & Jangira, N. K. (2002). *Effective Teacher Training: Cooperative Learning Based Approach*. New Delhi: National Publishing House.

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

Barlett, L. D. & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*.  New Jersey: Prentice Hall.

Chaote J. S. (1991). *Successful  Mainstreaming*. London: Allyn and Bacon.

Byrne, M. & Shervanian, C. (1977). *Introduction to Communicative Disorder*.  New York: Harper & Row.

GOI (1992). *Scheme of Integrated Education for the Disabled, 1992*. New Delhi: MHRD.

Evans, P. & Verma, V. (1990). *Special Education: Past, Present and Future* (Ed.). London: The Falmer Press.

Harely, R. K. & Lawrence, G. A. (1977). *Visual Impairment in the School*. Springfield.

Jangira, N. K. & Mani, M. N. G. (1977). *Integrated Education of the Visually Handicapped: Management Perspectives*. Gurgaon: Academic Press.

Mohapatra, C. S. (2004). *Disability Management in India: Challenges and Commitments* (Ed.). Secunderabad: NIMH.

Longone, B. (1990). *Teaching Retarded Learners: Curriculum and Methods for Improving Instruction*. Boston: Allyn and Bacon.

Mani, M. N. G. (1992). *Technique of Teaching Blind Children*. New Delhi: Sterling.

Muricken, S. J. & Kareparampil, G. (1995). *Persons with Disabilities in Society*. Trivandrum: Kerala Federation of the Blind.

**M.Ed. (Semester-IV)**
**Course Code: MED120(C)(ii)**
**Name of the Course: INCLUSIVE EDUCATION**
**(At Secondary & Senior Secondary Level)**

Time: 3 Hrs.                                                      Max. Marks: 100
Credit: 4                                                         Ext.-70; Int.-30

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

## COURSE OUTCOMES

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

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

## COURSE CONTENTS

### UNIT-I

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

### UNIT-II

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

**UNIT-III**

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

**UNIT-IV**

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

**SUGGESTED READINGS**

Ahuja, A. & Jangira, N. K. (2002). *Effective Teacher Training: Cooperative Learning Based Approach*. New Delhi: National Publishing House.

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

Barlett, L. D. & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.

Chaote J. S. (1991). *Successful Mainstreaming*. London: Allyn and Bacon.

Byrne, M. & Shervanian, C. (1977). *Introduction to Communicative Disorder*. New York: Harper & Row.

GOI (1992). *Scheme of Integrated Education for the Disabled, 1992*. New Delhi:

MHRD.

Evans, P. & Verma, V. (1990). *Special Education: Past, Present and Future* (Ed.). London: The Falmer Press.

Harely, R. K. & Lawrence, G. A. (1977). *Visual Impairment in the School*. Springfield.

Jangira, N. K. & Mani, M. N. G. (1977). *Integrated Education of the Visually Handicapped: Management Perspectives*. Gurgaon: Academic Press.

Mohapatra, C. S. (2004). *Disability Management in India: Challenges and Commitments* (Ed.). Secunderabad: NIMH.

Longone, B. (1990). *Teaching Retarded Learners: Curriculum and Methods for Improving Instruction*. Boston: Allyn and Bacon.

Mani, M. N. G. (1992). *Technique of Teaching Blind Children*. New Delhi: Sterling.

Muricken, S. J. & Kareparampil, G. (1995). *Persons with Disabilities in Society*. Trivandrum: Kerala Federation of the Blind.

# M.Ed. (Semester-IV)
## Course Code: MED120(D)(i)
## Name of the Course: EDUCATIONAL TECHNOLOGY
## (At Elementary Level)

Time: 3 Hrs.                                                    Max. Marks: 100
Credit: 4                                                        Ext.-70: Int.-30

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

## COURSE OUTCOMES

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

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

## COURSE CONTENTS

### UNIT-I

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

### UNIT-II

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

### UNIT-III

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

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

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

**UNIT-IV**

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

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

**SELECTED READING**

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

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

Dahiya, S. S. (2008). *Educational Technology: Towards Better Teaching Profession*. Delhi: Shipra Publication.

Davies, I. K. (1971). *The Management of Learning*. London: Mc Graw Hill.

Dececco, J. P. (1988). *The Psychology of Learning and Instruction*. New Delhi: Prentice Hall.

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

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.

Kumar, K. L. (1996). *Educational Technology*. New Delhi: New Age International Publisher.

Locatis, C. N. & Atkinson, F. D. (1984). *Media and Technology for Education and Training*. London: Charles E. Publishing Co.

Mangal, S. K. (2002). *Essentials of Teaching Learning and Information Technology*. Ludhiyana: Tondon Publication.

Mangal, S. K. & Mangal, U. (2014). *Essentials of Educational Technology*. Delhi: PHI Learning Private Limited.

Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.

Mavi, N. S. (1984). *Programmed Learning – An Empirical Approach*. Kurukshetra: Vishal Publishers.

Merrit, M. D. (1971). *Instructional Design* (Ed.). New York.

Mukhopadhyay, M. (1990). *Educational Technology* (Ed.). New Delhi: Sterling.

Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*. New Delhi: Sterling Publishers Pvt. Ltd.

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

Pandey, K. P. (1983). *Dynamics of Teaching Behavior*. Ghaziabad: Amitash Parkashan.

Pandey, S. K. (1997). *Teaching Communication*. New Delhi: Commonwealth Publishers.

Prcival, F. & Wllington, H. (1988). *A Handbook of Educational Technology*. New York: Kogan Page.

Semenov, A. (2005). *Information and Communication Technologies in School: A Handbook for Teachers*. UNESCO: Division of Higher Education.

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

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

Vedanayagam, E. G. (1988). *Teaching Technology for College Teacher*. New Delhi: Sterling Publisher.

**Course Code: MED120(D)(ii)**
**Name of the Course: EDUCATIONAL TECHNOLOGY**
**(At Secondary& Senior Secondary Level)**

Time: 3 Hrs.                                                        Max. Marks: 100
Credit: 4                                                           Ext.-70; Int.-30

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

## COURSE OUTCOMES

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

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

## COURSE CONTENTS

### UNIT-I

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

### UNIT-II

**3. Teaching**

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

**UNIT-III**

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

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

    6. Models of Teaching

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

**UNIT-IV**

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

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

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

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

**SELECTED READING**

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

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

Dahiya, S. S. (2008). *Educational Technology: Towards Better Teaching Profession*. Delhi: Shipra Publication.

Davies, I. K. (1971). *The Management of Learning*. London: Mc Graw Hill.

Dececco, J. P. (1988). *The Psychology of Learning and Instruction*. New Delhi: Prentice Hall.

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

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.

Kumar, K. L. (1996). *Educational Technology*. New Delhi: New Age International Publisher.

Locatis, C. N. & Atkinson, F. D. (1984). *Media and Technology for Education and Training*. London: Charles E. Publishing Co.

Mangal, S. K. (2002). *Essentials of Teaching Learning and Information Technology*. Ludhiyana: Tondon Publication.

Mangal, S. K. & Mangal, U. (2014). *Essentials of Educational Technology*. Delhi: PHI Learning Private Limited.

Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.

Mavi, N. S. (1984). *Programmed Learning – An Empirical Approach*. Kurukshetra: Vishal Publishers.

Merrit, M. D. (1971). *Instructional Design* (Ed.). New York.

Mukhopadhyay, M. (1990). *Educational Technology* (Ed.). New Delhi: Sterling.

Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*. New Delhi: Sterling Publishers Pvt. Ltd.

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

Pandey, K. P. (1983). *Dynamics of Teaching Behavior*. Ghaziabad: Amitash Parkashan.

Pandey, S. K. (1997). *Teaching Communication*. New Delhi: Commonwealth Publishers.

Prcival, F. & Wllington, H. (1988). *A Handbook of Educational Technology*. New York: Kogan Page.

Semenov, A. (2005). *Information and Communication Technologies in School: A Handbook for Teachers*. UNESCO: Division of Higher Education.

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

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

Vedanayagam, E. G. (1988). *Teaching Technology for College Teacher*. New Delhi: Sterling Publisher.

<center>M.Ed. (Semester-IV)</center>

**Course Code: MED120(E)(i)**
**Name of the Course: EDUCATIONAL MEASUREMENT & EVALUATION**
<center>(At Elementary Level)</center>

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.

<center>COURSE OUTCOMES</center>

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

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

## COURSE CONTENTS

### UNIT-I

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

### UNIT-II

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

### UNIT-III

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

- Aptitude Test
- Interest Inventory

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

**SELECTED READINGS**

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

Aggarwal, Y. P. (1998). *The Science of Educational Research: A Source Book*. Kurukshetra: Nirmal Publishing Pvt. Ltd.

Best, John W. & Kahn, James V. (1995). *Research in Education*. New Delhi: Prentice Hall.

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

Edward, Allen L. (1968). *Experimental Designs in Psychological Research*. New York: Holt, Rinehart and Winston.

Forguson, George A. (1976). *Statistical Analysis in Psychology and Education*. New York: McGraw Hill.

Garrett, H. E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simon.

Good, C. V. & Dougles, E. Scates (1954). *Methods in Social Research*. New York: McGraw Hill.

Guilford, J. P. & Benjabin Fruchter (1973). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill.

Kerlinger, F. N. (1973). *Foundation of Bahavioural Research*. New York: Holt, Rinehart and Winston.

Koul, Lokesh (1988). *Methodology of Educational Research*. New Delhi: Vikas Publishing Pvt. Ltd.

Kurtz, A. K. & Mayo S. T. (1980). *Statistical Methods in Education and Psychology*. Narela, New Delhi.

McMillion, James H. & Schumarcher, S. (1989). *Research in Education: A Conceptual Introduction*. New York: Harper and Collins.

Mouly, A. J. (1963). *The Science of Educational Research*. New Delhi: Eurosia.

Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.

Siegel, S. (1986). *Non-Parametric Statistics*. New York: McGraw Hill.

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

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

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

**Course Code: MED120(E)(ii)**
**Name of the Course: EDUCATIONAL MEASUREMENT & EVALUATION**
**(At Secondary& Senior Secondary Level)**

Time: 3 Hrs.                                        Max. Marks: 100
Credit: 4                                           Ext.-70; Int.-30

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

## COURSE OUTCOMES

| Course Code: MED120(E)(ii) |
|---|
| Name of the Course: EDUCATIONAL MEASUREMENT & EVALUATION |
| (At Secondary& Senior Secondary Level) |

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

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

## COURSE CONTENTS

### UNIT-I

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

### UNIT-II

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

### UNIT-III

5. Text Construction
   - Characteristics of Good Test
   - Teacher Made Tests v/s Standardized Test: Similarities and Differences
   - Steps of Preparing Standardized Test
   - Norms Referenced & Criterion Referenced Test

6. Concept and Measurement of the following -
   - Intelligence Test
   - Attitude Test

- Aptitude Test
- Interest Inventory

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

**SELECTED READINGS**

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

Aggarwal, Y. P. (1998). *The Science of Educational Research: A Source Book*. Kurukshetra: Nirmal Publishing Pvt. Ltd.

Best, John W. & Kahn, James V. (1995). *Research in Education*. New Delhi: Prentice Hall.

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

Edward, Allen L. (1968). *Experimental Designs in Psychological Research*. New York: Holt, Rinehart and Winston.

Forguson, George A. (1976). *Statistical Analysis in Psychology and Education*. New York: McGraw Hill.

Garrett, H. E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simon.

Good, C. V. & Dougles, E. Scates (1954). *Methods in Social Research*. New York: McGraw Hill.

Guilford, J. P. & Benjabin Fruchter (1973). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill.

Kerlinger, F. N. (1973). *Foundation of Bahavioural Research*. New York: Holt, Rinehart and Winston.

Koul, Lokesh (1988). *Methodology of Educational Research*. New Delhi: Vikas Publishing Pvt. Ltd.

Kurtz, A. K. & Mayo S. T. (1980). *Statistical Methods in Education and Psychology*. Narela, New Delhi.

McMillion, James H. & Schumarcher, S. (1989). *Research in Education: A Conceptual Introduction*. New York: Harper and Collins.

Mouly, A. J. (1963). *The Science of Educational Research*. New Delhi: Eurosia.

Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.

Siegel, S. (1986). *Non-Parametric Statistics*. New York: McGraw Hill.

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

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

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

**Course Code: MED120(F)(i)**
**Name of the Course: COMPARATIVE EDUCATION**
**(At Elementary Level)**

Time: 3 Hrs.                                                    Max. Marks: 100
Credit: 4                                                       Ext.-70; Int.-30

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

## COURSE OUTCOMES

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

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

## COURSE CONTENTS

### UNIT-I

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

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

### UNIT-II

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

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

### UNIT-III

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

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

### UNIT-IV

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

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

**SELECTED READINGS**

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

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

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

Chaubey S. P. (1969). *Comparative Education*. Agra: Ram Prasad and Sons Publishers.

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

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

Dent H. C. (1981). *Educational Systems of England*. London: George Allen.

Gazette of India (2009). *The Gazette of India – Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Ministry of Law and Justice.

Kandel I. L. (1963). *Studies in Comparative Education*. New York: George Harrap.

Kubow, Patriva K. & Fossum, Paul R. (2007). *Comparative Education: Exploring Issues in International Context*. USA: Pearson/Merrill/Prentice Hall Publishers.

Mundy, Karen; Bickmore, Kothy; Hayhoe, Ruth; Madden, Meggan & Madjidi, Katherine (2008). *Comparative and International Education: Issues for Teachers*. USA: Teacher College Press.

MHRD (1995). *DPEP Guidelines*. New Delhi: Govt. of India.

MHRD (2011). *Sarva Shiksha Abhiyan – Frame Work for Implementation Based on Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Govt. of India.

MHRD (2012). *Voices of Teachers and Teacher Educators*. Vol. 1, issue 1, Jan. 2012. MHRD, Govt. of India.

NCERT (2012). *Impact of In-Service Teacher Training on Class Room Transaction in Haryana*.

NUEPA *Elementary Education in India - Where do we Stand?* New Delhi: State and District Report Cards (Yearly Publication).

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

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

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

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

**Course Code: MED120(F)(ii)**
**Name of the Course: COMPARATIVE EDUCATION**
**(At Secondary& Senior Secondary Level)**

Time: 3 Hrs.                                                           Max. Marks: 100
Credit: 4                                                              Ext.-70; Int.-30

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

## COURSE OUTCOMES

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

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

## COURSE CONTENTS

**UNIT-I**

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

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

**UNIT-II**

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

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

**UNIT-III**

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

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

**UNIT-IV**

7. **Educational Administration in UK, USA & India**
8. **Distance Education and Systems of Open Learning in UK, USA & India**

## SELECTED READINGS

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

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

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

Chaubey S. P. (1969). *Comparative Education*. Agra: Ram Prasad and Sons Publishers.

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

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

Dent H. C. (1981). *Educational Systems of England*. London: George Allen.

Gazette of India (2009). *The Gazette of India – Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Ministry of Law and Justice.

Kandel I. L. (1963). *Studies in Comparative Education*. New York: George Harrap.

Kubow, Patriva K. & Fossum, Paul R. (2007). *Comparative Education: Exploring Issues in International Context*. USA: Pearson/Merrill/Prentice Hall Publishers.

Mundy, Karen; Bickmore, Kothy; Hayhoe, Ruth; Madden, Meggan & Madjidi, Katherine (2008). *Comparative and International Education: Issues for Teachers*. USA: Teacher College Press.

MHRD (1995). *DPEP Guidelines*. New Delhi: Govt. of India.

MHRD (2011). *Sarva Shiksha Abhiyan – Frame Work for Implementation Based on Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Govt. of India.

MHRD (2012). *Voices of Teachers and Teacher Educators*. Vol. 1, issue 1, Jan. 2012. MHRD, Govt. of India.

NCERT (2012). *Impact of In-Service Teacher Training on Class Room Transaction in Haryana*.

NUEPA *Elementary Education in India - Where do we Stand?* New Delhi: State and District Report Cards (Yearly Publication).

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

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

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

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

## M.Ed. (Semester-IV)
## Course Code: MED120(G)(i)
## Name of the Course: EDUCATIONAL AND VOCATIONAL GUIDANCE
## (At Elementary Level)

Time: 3 Hrs.                                          Max. Marks: 100
Credit: 4                                             Ext.-70; Int.-30

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

### COURSE OUTCOMES

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

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

## COURSE CONTENTS

### UNIT-I

1. Meaning, Principal, Need, Importance and Type of Guidance - Educational Guidance, Vocational Guidance & Personal Guidance

2. Organization of Guidance Services in Elementary School
   - Type of Guidance Services
   - Organization of Guidance Services in Elementary School
   - Importance of Guidance Services at Elementary School Level.
   - Occupational Information at Elementary School Level - Meaning and its Needs
   - Methods of Imparting Occupational Information

### UNIT-II

3. Group Guidance at Elementary School Level - Meaning, Advantages, Principles and Kinds of Group Guidance

4. Guidance of Students with Special Needs at Elementary School Level

### UNIT-III

5. Placement Services at Elementary School Level - Meaning, Functions and Principles

6. Follow-up Services at Elementary School Level - Meaning, Purpose and Characteristics

### UNIT-IV

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

8. Counseling at Elementary School Level - Meaning, Need and Principles
   - Directive Counseling: Concept, Procedure, Advantage & Limitations
   - Non-Directive Counseling: Concept, Procedure, Advantage & Limitations

- Eclectic Counseling: Concept, Procedure, Advantage & Limitations

## SELECTED READINGS

Bernard, Harold W. & Fullmer, Daniel W. (1977). *Principles of Guidance*, Second Edition. New York: Thomas Y. Crowell Company.

Jones, J. A. (1970). *Principles of Guidance*. Bombay: Tata McGraw Hill.

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

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

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

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

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

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

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

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

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

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

# M.Ed. (Semester-IV)

**Course Code: MED120(G)(ii)**
**Name of the Course: EDUCATIONAL AND VOCATIONAL GUIDANCE**
**(At Secondary & Senior Secondary Level)**

Time: 3 Hrs.                                                                 Max. Marks: 100
Credit: 4                                                                    Ext.-70; Int.-30

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

## COURSE OUTCOMES

| Course Code: MED120(G)(ii) | |
|---|---|
| Name of the Course: EDUCATIONAL AND VOCATIONAL GUIDANCE (At Secondary & Senior Secondary Level) | |
| COs# | After the completion of this Course the students will be able to do: |
| MED120(G)(ii).1 | Learners will be able to write the Concept, Importance and Areas of Guidance - Educational Guidance, Vocational Guidance and Personal Guidance. |
| MED120(G)(ii).2 | Learners will be able to explain the Organization of Guidance Services in Secondary Schools, Occupational Information at Secondary School Level and Sources of Occupational Material in India. |
| MED120(G)(ii).3 | Learners will be able to describe Meaning, Advantages, Principles and Kinds of Group Guidance. |
| MED120(G)(ii).4 | Learners will be able to present a detailed view of Guidance of Students with Special Needs at Secondary School Level. |
| MED120(G)(ii).5 | Learners will be able to state the Meaning, Type and Purpose of Job Analysis. |
| MED120(G)(ii).6 | Learners will be able to present a detailed account on - Meaning, Functions & Principles of Placement Services and Meaning, Purpose & Characteristics Follow-up Services. |
| MED120(G)(ii).7 | Learners will be able to describe Study of the Individual, Data Collection Techniques of Information - Standardization & Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview & Cumulative Records. |
| MED120(G)(ii).8 | Learners will be able to reflect on Meaning, Need & Principles of Counseling |

at Secondary School Level and will be able to express Concept, Procedure, Advantage & Limitations of Directive Counseling, Non-Directive Counseling & Eclectic Counseling.

## COURSE CONTENTS

### UNIT-I

1. Concept, Importance and Areas of Guidance - Educational Guidance, Vocational Guidance & Personal Guidance

2. Organization of Guidance Services in Secondary Schools, Occupational Information at Secondary School Level and Sources of Occupational Material in India

### UNIT-II

3. Group Guidance - Meaning, Advantages, Principles and Kinds of Group Guidance

4. Guidance of Students with Special Needs at Secondary School Level

### UNIT-III

5. Job Analysis - Meaning, Type and Purpose of Job Analysis

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

### UNIT-IV

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

8. Counseling at Secondary School Level - Meaning, Need and Principles
   - Directive Counseling: Concept, Procedure, Advantage and Limitations
   - Non-Directive Counseling: Concept, Procedure, Advantage and Limitations
   - Eclectic Counseling: Concept, Procedure, Advantage and Limitations

### SELECTED READINGS

Bernard, Harold W. & Fullmer, Daniel W. (1977). *Principles of Guidance*, Second Edition. New York: Thomas Y. Crowell Company.

Jones, J. A. (1970). *Principles of Guidance*. Bombay: Tata McGraw Hill.

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

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

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

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

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

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

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

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

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

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

# M.Ed. (Semester- IV)

**Course Code: MED121**
**Name of the Course:DISSERTATION**

Credit: 4                                                                    M. Marks: 100

(Ext.-70 & Int.-30)

(Joint Evaluation by Internal & External Examiner)

## COURSE OUTCOMES

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

## SUGGESTED ACTIVITIES:

- Submission of Dissertation & Viva-Voce

# KURUKSHETRA UNIVERSITY KURUKSHETRA

**(Established by the State Legislature Act XII of 1956)**

**('A$^+$' Grade NAAC Accredited)**

# MAPPING MATRICES

for all the Courses of

# Program: M.Ed. (Two Years)

(Four Semesters)

(CBCS and based on LOCF)

# DEPARTMENT OF EDUCATION

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

# MAPPING MATRICES

## M.Ed. (Two Years) Programme

## Semester – I

## I(A). CO-PO Mapping Matrix

I(A)101. CO-PO Matrix for the Course MED101 (PSYCHOLOGY OF LEARNING AND DEVELOPMENT)

|          | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| MED101.1 | 3   | 3   | 2   | 1   | 1   | 2   | 1   | 2   | 1   |
| MED101.2 | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   |
| MED101.3 | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   |
| MED101.4 | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   |
| MED101.5 | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   |
| MED101.6 | 3   | 3   | 3   | 2   | 1   | 2   | 2   | 3   | 3   |
| MED101.7 | 3   | 3   | 3   | 2   | 1   | 2   | 2   | 3   | 3   |
| MED101.8 | 3   | 3   | 3   | 2   | 1   | 2   | 2   | 3   | 3   |
| Average  | 3   | 3   | 2.9 | 2.4 | 2   | 2.5 | 2.4 | 2.9 | 2.8 |

I(A)102. CO-PO Matrix for the Course MED102 (HISTORY AND POLITICAL ECONOMY OF EDUCATION)

|          | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| MED102.1 | 3   | 3   | -   | 1   | 1   | -   | 1   | 1   | -   |
| MED102.2 | 3   | 3   | -   | 1   | 1   | -   | 1   | 1   | -   |
| MED102.3 | 3   | 3   | -   | 1   | 1   | -   | 1   | 1   | -   |
| MED102.4 | 3   | 3   | -   | 1   | 1   | -   | 1   | 1   | -   |
| MED102.5 | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 2   |
| MED102.6 | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 2   |
| MED102.7 | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 1   |
| MED102.8 | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   |
| Average  | 3   | 3   | 1.5 | 2   | 2   | 1.5 | 2   | 2   | 1   |

I(A)103. CO-PO Matrix for the Course MED103 (EDUCATIONAL STUDIES)

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED103.1 | 3 | 3 | 2 | 1 | 3 | 1 | 2 | 2 | 2 |
| MED103.2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 2 |
| MED103.3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 1 |
| MED103.4 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 1 |
| MED103.5 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 |
| MED103.6 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 1 |
| MED103.7 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 |
| MED103.8 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 |
| Average | 3 | 3 | 2.4 | 2.3 | 3 | 1.9 | 2 | 2.6 | 1.9 |

I(A)104. CO-PO Matrix for the Course MED104 (INTRODUCTION TO RESEARCH METHODS)

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED104.1 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 2 | 2 |
| MED104.2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| MED104.3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| MED104.4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| MED104.5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 1 |
| MED104.6 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 1 |
| MED104.7 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 1 |
| MED104.8 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 1 |
| Average | 3 | 3 | 3 | 3 | 3 | 1.9 | 3 | 2 | 1.5 |

I(A)105. CO-PO Matrix for the Course MED105 (COMMUNICATION SKILL & EXPOSITORY WRITING)

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED105.1 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 |
| MED105.2 | 3 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 3 |
| MED105.3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 |
| MED105.4 | 3 | 3 | 3 | 3 | 1 | 1 | 3 | 2 | 3 |
| Average | 3 | 3 | 3 | 3 | 1.5 | 1.8 | 2 | 1.8 | 3 |

I(A)106. CO-PO Matrix for the Course MED106 (SELF DEVELOPMENT)

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED106.1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED106.2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

## I(B). CO-PSO Mapping Matrices

### I(B)101. CO-PSO Matrix for the Course MED101 (PSYCHOLOGY OF LEARNING AND DEVELOPMENT)

|          | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|----------|------|------|------|------|------|------|
| MED101.1 | 2    | 1    | 1    | 2    | 1    | 3    |
| MED101.2 | 3    | 1    | 1    | 3    | 3    | 3    |
| MED101.3 | 3    | 1    | 1    | 2    | 3    | 3    |
| MED101.4 | 3    | 1    | 1    | 2    | 3    | 3    |
| MED101.5 | 3    | 1    | 1    | 2    | 3    | 3    |
| MED101.6 | 3    | 1    | 1    | 3    | 3    | 3    |
| MED101.7 | 3    | 1    | 1    | 3    | 3    | 3    |
| MED101.8 | 3    | 1    | 1    | 3    | 2    | 3    |
| Average  | 2.9  | 1    | 1    | 2.5  | 2.6  | 3    |

### I(B)102. CO-PSO Matrix for the Course MED102 (HISTORY AND POLITICAL ECONOMY OF EDUCATION)

|          | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|----------|------|------|------|------|------|------|
| MED102.1 | 1    | 3    | 1    | 1    | 1    | 2    |
| MED102.2 | 1    | 3    | 1    | 1    | 1    | 2    |
| MED102.3 | 1    | 3    | 1    | 3    | 1    | 2    |
| MED102.4 | 1    | 3    | 1    | 3    | 1    | 2    |
| MED102.5 | 3    | 3    | 1    | 3    | 2    | 3    |
| MED102.6 | 3    | 3    | 1    | 3    | 2    | 3    |
| MED102.7 | 3    | 3    | 3    | 3    | 3    | 3    |
| MED102.8 | 3    | 3    | 3    | 3    | 3    | 3    |
| Average  | 2    | 3    | 1.5  | 2.5  | 1.8  | 2.5  |

### I(B)103. CO-PSO Matrix for the Course MED103 (EDUCATIONAL STUDIES)

|          | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|----------|------|------|------|------|------|------|
| MED103.1 | 2    | 2    | 1    | 3    | 2    | 3    |
| MED103.2 | 2    | 2    | 1    | 3    | 2    | 3    |
| MED103.3 | 3    | 3    | 1    | 3    | 2    | 3    |
| MED103.4 | 3    | 3    | 2    | 3    | 2    | 3    |
| MED103.5 | 3    | 3    | 2    | 3    | 2    | 3    |
| MED103.6 | 3    | 3    | 2    | 3    | 2    | 3    |
| MED103.7 | 3    | 3    | 3    | 3    | 2    | 3    |
| MED103.8 | 3    | 3    | 3    | 3    | 2    | 3    |
| Average  | 2.8  | 2.8  | 1.9  | 3    | 2    | 3    |

I(B)104. CO-PSO Matrix for the Course MED104 (INTRODUCTION TO RESEARCH METHODS)

|          | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|----------|------|------|------|------|------|------|
| MED104.1 | 2    | 1    | 3    | 1    | 3    | 3    |
| MED104.2 | 3    | 2    | 3    | 1    | 3    | 3    |
| MED104.3 | 3    | 2    | 3    | 2    | 3    | 3    |
| MED104.4 | 3    | 1    | 3    | 1    | 3    | 3    |
| MED104.5 | 3    | 1    | 3    | 1    | 3    | 3    |
| MED104.6 | 3    | 1    | 3    | 1    | 3    | 3    |
| MED104.7 | 3    | 1    | 3    | 1    | 3    | 3    |
| MED104.8 | 3    | 1    | 3    | 1    | 3    | 3    |
| Average  | 2.9  | 1.3  | 3    | 1.1  | 3    | 3    |

I(B)105. CO-PSO Matrix for the Course MED105 (COMMUNICATION SKILL & EXPOSITORY WRITING)

|          | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|----------|------|------|------|------|------|------|
| MED105.1 | 2    | 3    | 3    | 2    | 2    | 3    |
| MED105.2 | 1    | 1    | 2    | 1    | 2    | 3    |
| MED105.3 | 2    | 3    | 2    | 2    | 2    | 3    |
| MED105.4 | 3    | 3    | 3    | 2    | 3    | 3    |
| Average  | 2    | 2.5  | 2.5  | 1.8  | 2.3  | 3    |

I(B)106. CO-PSO Matrix for the Course MED106 (SELF DEVELOPMENT)

|          | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|----------|------|------|------|------|------|------|
| MED106.1 | 3    | 2    | 1    | 3    | 3    | 3    |
| MED106.2 | 3    | 2    | 1    | 3    | 3    | 3    |
| Average  | 3    | 2    | 1    | 3    | 3    | 3    |

# MAPPING MATRICES

## M.Ed.  (Two Years) Programme

## Semester - II

## II(A). CO-PO Mapping Matrix

II(A)107.  CO-PO  Matrix  for  the  Course  MED107  (PHILOSOPHY  OF EDUCATION)

|           | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| MED107.1  | 3   | 3   | 1   | 2   | 1   | 1   | 1   | 2   | 1   |
| MED107.2  | 3   | 3   | 2   | 2   | 2   | 2   | 2   | 2   | 2   |
| MED107.3  | 3   | 3   | 2   | 2   | -   | -   | 1   | 2   | 1   |
| MED107.4  | 3   | 3   | 2   | 2   | -   | -   | 1   | 2   | 1   |
| MED107.5  | 3   | 3   | 3   | 2   | 2   | 2   | 2   | 2   | 2   |
| MED107.6  | 3   | 3   | 3   | 2   | 2   | 2   | 2   | 2   | 2   |
| MED107.7  | 3   | 3   | 1   | 1   | 1   | 1   | 1   | 2   | 2   |
| MED107.8  | 3   | 3   | 3   | 3   | 3   | 2   | 2   | 2   | 2   |
| Average   | 3   | 3   | 2.1 | 2   | 1.4 | 1.3 | 1.5 | 2   | 1.6 |

II(A)108. CO-PO Matrix for the Course MED108 (SOCIOLOGY OF EDUCATION)

|           | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| MED108.1  | 3   | 3   | 2   | 2   | 2   | 2   | 3   | 3   | 3   |
| MED108.2  | 3   | 3   | 2   | 2   | 3   | 3   | 3   | 3   | 3   |
| MED108.3  | 3   | 3   | 3   | 2   | 3   | 3   | 3   | 3   | 3   |
| MED108.4  | 3   | 3   | 3   | 2   | 3   | 2   | 3   | 3   | 3   |
| MED108.5  | 3   | 3   | 3   | 2   | 3   | 3   | 2   | 3   | 3   |
| MED108.6  | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 2   |
| MED108.7  | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 2   |
| MED108.8  | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 2   |
| Average   | 3   | 3   | 2.8 | 2.4 | 2.9 | 2.8 | 2.9 | 3   | 2.6 |

II(A)109. CO-PO Matrix for the Course MED109 (CURRICULUM STUDIES)

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED109.1 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | - |
| MED109.2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 |
| MED109.3 | 3 | 3 | 3 | 1 | 2 | 1 | 2 | 1 | 1 |
| MED109.4 | 3 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | - |
| MED109.5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| MED109.6 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| MED109.7 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| MED109.8 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 2 |
| Average | 3 | 3 | 2.6 | 2.1 | 2.5 | 2 | 2.3 | 2.1 | 1.4 |

II(A)110. CO-PO Matrix for the Course MED110 (TEACHER EDUCATION: PRE-SERVICE & IN-SERVICE)

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED110.1 | 3 | 3 | 3 | - | 2 | - | - | 2 | - |
| MED110.2 | 3 | 3 | 3 | - | 2 | - | - | 2 | - |
| MED110.3 | 3 | 3 | 3 | - | 2 | - | - | 2 | - |
| MED110.4 | 3 | 3 | 3 | - | 2 | 1 | 1 | 2 | - |
| MED110.5 | 3 | 3 | 3 | - | 2 | - | - | 2 | - |
| MED110.6 | 3 | 3 | 3 | - | 2 | - | - | 2 | - |
| MED110.7 | 3 | 3 | 3 | - | 2 | - | - | 2 | - |
| MED110.8 | 3 | 3 | 3 | 1 | 2 | 1 | 1 | 2 | 1 |
| Average | 3 | 3 | 3 | 0.1 | 2 | 0.2 | 0.2 | 2 | 0.1 |

II(A)111. CO-PO Matrix for the Course MED111 (DISSERTATION)

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED111.1 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| MED111.2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 1 | 3 |
| Average | 3 | 3 | 3 | 3 | 2 | 2 | 2.5 | 2 | 3 |

II(A)112. CO-PO Matrix for the Course MED112 (INTERNSHIP IN A TEI)

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED112.1 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| MED112.2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| MED112.3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| MED112.4 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 2 | 3 |
| Average | 3 | 3 | 3 | 2.5 | 3 | 2.3 | 3 | 2.8 | 2.8 |

## II(B). CO-PSO Mapping Matrices

II(B)107. CO-PSO Matrix for the Course MED107 (PHILOSOPHY OF EDUCATION)

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED107.1 | 3 | 2 | 2 | 2 | 2 | 3 |
| MED107.2 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED107.3 | 3 | 2 | 2 | 2 | 2 | 2 |
| MED107.4 | 3 | 2 | 2 | 2 | 2 | 2 |
| MED107.5 | 3 | 2 | 2 | 2 | 2 | 2 |
| MED107.6 | 3 | 2 | 2 | 2 | 2 | 2 |
| MED107.7 | 1 | 2 | 1 | 2 | 2 | 2 |
| MED107.8 | 2 | 2 | 3 | 2 | 3 | 3 |
| Average | 2.6 | 2.1 | 2.1 | 2.1 | 2.3 | 2.4 |

II(B)108. CO-PSO Matrix for the Course MED108 (SOCIOLOGY OF EDUCATION)

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED108.1 | 2 | 2 | 2 | 2 | 2 | 3 |
| MED108.2 | 2 | 2 | 2 | 3 | 2 | 3 |
| MED108.3 | 3 | 3 | 2 | 3 | 2 | 3 |
| MED108.4 | 3 | 3 | 2 | 3 | 2 | 3 |
| MED108.5 | 3 | 2 | 2 | 3 | 2 | 3 |
| MED108.6 | 3 | 3 | 3 | 3 | 2 | 3 |
| MED108.7 | 3 | 3 | 2 | 3 | 3 | 3 |
| MED108.8 | 3 | 3 | 2 | 3 | 2 | 3 |
| Average | 2.8 | 2.6 | 2.1 | 2.9 | 2 | 3 |

II(B)109. CO-PSO Matrix for the Course MED109 (CURRICULUM STUDIES)

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED109.1 | 2 | 1 | 1 | 2 | 1 | 3 |
| MED109.2 | 2 | 1 | 1 | 2 | 1 | 3 |
| MED109.3 | 2 | 1 | 1 | 2 | 1 | 3 |
| MED109.4 | 2 | 1 | 1 | 2 | 1 | 3 |
| MED109.5 | 3 | 3 | 2 | 3 | 2 | 3 |
| MED109.6 | 3 | 3 | 2 | 3 | 2 | 3 |
| MED109.7 | 3 | 2 | 2 | 3 | 2 | 3 |
| MED109.8 | 2 | 2 | 2 | 3 | 2 | 3 |
| Average | 2.4 | 1.8 | 1.5 | 2.5 | 1.5 | 3 |

II(B)110. CO-PSO Matrix for the Course MED110 (TEACHER EDUCATION: PRE-SERVICE & IN-SERVICE)

|          | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|----------|------|------|------|------|------|------|
| MED110.1 | 1    | 1    | 1    | 3    | 1    | 3    |
| MED110.2 | 1    | 1    | 1    | 3    | 1    | 3    |
| MED110.3 | 1    | 1    | 1    | 3    | 1    | 3    |
| MED110.4 | 1    | 1    | 1    | 3    | 1    | 3    |
| MED110.5 | 1    | 1    | 1    | 3    | 1    | 3    |
| MED110.6 | 1    | 1    | 1    | 3    | 1    | 3    |
| MED110.7 | 1    | 1    | 1    | 3    | 1    | 3    |
| MED110.8 | 1    | 1    | 1    | 3    | 1    | 3    |
| Average  | 1    | 1    | 1    | 3    | 1    | 3    |

II(B)111. CO-PSO Matrix for the Course MED111 (DISSERTATION)

|          | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|----------|------|------|------|------|------|------|
| MED111.1 | 1    | 2    | 3    | 2    | 3    | 3    |
| MED111.2 | 1    | 2    | 3    | 2    | 3    | 3    |
| Average  | 1    | 2    | 3    | 2    | 3    | 3    |

II(B)112. CO-PSO Matrix for the Course MED112 (INTERNSHIP IN A TEI)

|          | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|----------|------|------|------|------|------|------|
| MED112.1 | 3    | 3    | 2    | 3    | 2    | 3    |
| MED112.2 | 3    | 3    | 3    | 3    | 3    | 3    |
| MED112.3 | 3    | 3    | 2    | 3    | 3    | 3    |
| MED112.4 | 3    | 3    | 3    | 3    | 3    | 3    |
| Average  | 3    | 3    | 2.5  | 3    | 2.8  | 3    |

# MAPPING MATRICES

## M.Ed.  (Two Years) Programme

## Semester - III

## III(A). CO-PO Mapping Matrix

III(A)113(A). CO-PO Matrix for the Course MED113(A) [SPECIALISATION COURSE – I (Stage Specific) Elementary Education]

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED113(A).1 | 3 | 3 | 2 | - | 3 | - | 1 | 2 | - |
| MED113(A).2 | 3 | 3 | 1 | - | 2 | - | 1 | 1 | - |
| MED113(A).3 | 3 | 3 | 2 | - | 3 | - | 1 | 2 | - |
| MED113(A).4 | 3 | 3 | 2 | - | 3 | - | 1 | 2 | - |
| MED113(A).5 | 3 | 3 | 2 | 1 | 2 | 1 | 1 | 2 | - |
| MED113(A).6 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 2 |
| MED113(A).7 | 3 | 3 | 3 | 1 | 3 | 2 | 2 | 2 | 1 |
| MED113(A).8 | 3 | 3 | 3 | 1 | 3 | 2 | 2 | 3 | 3 |
| Average | 3 | 3 | 2.3 | 0.5 | 2.8 | 1 | 1.4 | 2.1 | 0.8 |

III(A)113(B). CO-PO Matrix for the Course MED113(B) [SPECIALISATION COURSE – I (Stage Specific) Secondary and Senior Secondary Education]

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED113(B).1 | 3 | 3 | 2 | - | 3 | - | 1 | 2 | - |
| MED113(B).2 | 3 | 3 | 1 | - | 2 | - | 1 | 1 | - |
| MED113(B).3 | 3 | 3 | 2 | - | 3 | - | 1 | 2 | - |
| MED113(B).4 | 3 | 3 | 2 | - | 3 | - | 1 | 2 | - |
| MED113(B).5 | 3 | 3 | 2 | 1 | 2 | 1 | 1 | 2 | - |
| MED113(B).6 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 2 |
| MED113(B).7 | 3 | 3 | 3 | 1 | 3 | 2 | 2 | 2 | 1 |
| MED113(B).8 | 3 | 3 | 3 | 1 | 3 | 2 | 2 | 3 | 3 |
| Average | 3 | 3 | 2.3 | 0.5 | 2.8 | 1 | 1.4 | 2.1 | 0.8 |

### III(A)114(A). CO-PO Matrix for the Course MED114(A) [SPECIALISATION COURSE – II (Stage Specific) Elementary Education]

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| MED114(A).1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| MED114(A).2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED114(A).3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 |
| MED114(A).4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| MED114(A).5 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 |
| MED114(A).6 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 |
| MED114(A).7 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 |
| MED114(A).8 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 |
| Average | 3 | 3 | 3 | 2.5 | 3 | 2.5 | 3 | 3 | 2 |

### III(A)114(B). CO-PO Matrix for the Course MED114(B) [SPECIALISATION COURSE – II (Stage Specific) Secondary and Senior Secondary Education]

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| MED114(B).1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| MED114(B).2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED114(B).3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 |
| MED114(B).4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| MED114(B).5 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 |
| MED114(B).6 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 |
| MED114(B).7 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 |
| MED114(B).8 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 |
| Average | 3 | 3 | 3 | 2.5 | 3 | 2.5 | 3 | 3 | 2 |

### III(A)115. CO-PO Matrix for the Course MED115 (ADVANCED EDUCATIONAL RESEARCH)

|          | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| MED115.1 | 1 | 1 | 3 | 3 | 2 | 1 | 3 | 3 | 2 |
| MED115.2 | 1 | 1 | 3 | 3 | 2 | 1 | 3 | 3 | 1 |
| MED115.3 | 1 | 1 | 3 | 3 | 2 | 1 | 3 | 3 | 1 |
| MED115.4 | 1 | 1 | 3 | 3 | 2 | 1 | 3 | 3 | 1 |
| MED115.5 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 1 |
| MED115.6 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 1 |
| MED115.7 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 1 |
| MED115.8 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 1 |
| Average | 2 | 2 | 3 | 3 | 2 | 1 | 3 | 3 | 1.1 |

III(A)116. CO-PO Matrix for the Course MED116 (TEACHER EDUCATION: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION)

|          | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| MED116.1 | 3   | 3   | 1   | -   | 1   | -   | -   | 1   | -   |
| MED116.2 | 3   | 3   | 1   | -   | 1   | -   | -   | 2   | -   |
| MED116.3 | 3   | 3   | 3   | -   | 3   | 1   | 1   | 3   | 1   |
| MED116.4 | 3   | 3   | 3   | -   | 3   | -   | -   | 2   | -   |
| MED116.5 | 3   | 3   | 3   | 1   | 2   | 2   | 2   | 3   | 1   |
| MED116.6 | 3   | 3   | 3   | 1   | 2   | 2   | 2   | 3   | 1   |
| MED116.7 | 3   | 3   | 3   | 1   | 2   | 2   | 2   | 3   | 2   |
| MED116.8 | 3   | 3   | 3   | 2   | 2   | 2   | 2   | 3   | 2   |
| Average  | 3   | 3   | 2.5 | 0.6 | 2   | 1.1 | 1.1 | 2.5 | 0.9 |

III(A)117. CO-PO Matrix for the Course MED117 [INTERNSHIP (SIP) (Stage Specific in Concerned Area of Specialization)]

|          | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| MED117.1 | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   |
| MED117.2 | 3   | 3   | 3   | 3   | 3   | 2   | 3   | 3   | 1   |
| MED117.3 | 3   | 3   | 3   | 2   | 2   | 1   | 1   | 2   | 3   |
| MED117.4 | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   |
| Average  | 3   | 3   | 3   | 2.8 | 2.8 | 2.3 | 2.5 | 2.8 | 2.5 |

III(A)118. CO-PO Matrix for the Course MED118 (DISSERTATION)

|          | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| MED118.1 | 1   | 1   | 3   | 3   | 3   | 2   | 3   | 3   | 3   |
| MED118.2 | 1   | 1   | 3   | 3   | 3   | 2   | 2   | 3   | 3   |
| Average  | 1   | 1   | 3   | 3   | 3   | 2   | 2.5 | 3   | 3   |

III(A)119. CO-PO Matrix for the Course MED119 (Academic Writing)

|          | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| MED119.1 | 3   | 3   | 3   | 3   | 3   | 2   | 3   | 3   | 3   |
| MED119.2 | 3   | 3   | 3   | 3   | 3   | 2   | 3   | 3   | 3   |
| MED119.3 | 3   | 3   | 3   | 3   | 3   | 2   | 3   | 3   | 3   |
| Average  | 3   | 3   | 3   | 3   | 3   | 2   | 3   | 3   | 3   |

## III(B). CO-PSO Mapping Matrices

### III(B)113(A). CO-PSO Matrix for the Course MED113(A) [SPECIALISATION COURSE – I (Stage Specific) Elementary Education]

|              | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|--------------|------|------|------|------|------|------|
| MED113(A).1  | 3    | 2    | 2    | 3    | 2    | 3    |
| MED113(A).2  | 3    | 3    | 2    | 3    | 1    | 3    |
| MED113(A).3  | 3    | 3    | 2    | 3    | 2    | 3    |
| MED113(A).4  | 3    | 3    | 2    | 3    | 2    | 3    |
| MED113(A).5  | 3    | 3    | 2    | 3    | 2    | 3    |
| MED113(A).6  | 3    | 3    | 2    | 3    | 2    | 3    |
| MED113(A).7  | 3    | 2    | 2    | 3    | 2    | 3    |
| MED113(A).8  | 3    | 3    | 2    | 3    | 2    | 3    |
| Average      | 3    | 2.8  | 2    | 3    | 1.9  | 3    |

### III(B)113(B). CO-PSO Matrix for the Course MED113(B) [SPECIALISATION COURSE – I (Stage Specific) Secondary and Senior Secondary Education]

|              | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|--------------|------|------|------|------|------|------|
| MED113(B).1  | 3    | 2    | 2    | 3    | 2    | 3    |
| MED113(B).2  | 3    | 3    | 2    | 3    | 1    | 3    |
| MED113(B).3  | 3    | 3    | 2    | 3    | 2    | 3    |
| MED113(B).4  | 3    | 3    | 2    | 3    | 2    | 3    |
| MED113(B).5  | 3    | 3    | 2    | 3    | 2    | 3    |
| MED113(B).6  | 3    | 3    | 2    | 3    | 2    | 3    |
| MED113(B).7  | 3    | 2    | 2    | 3    | 2    | 3    |
| MED113(B).8  | 3    | 3    | 2    | 3    | 2    | 3    |
| Average      | 3    | 2.8  | 2    | 3    | 1.9  | 3    |

### III(B)114(A). CO-PSO Matrix for the Course MED114(A) [SPECIALISATION COURSE – II (Stage Specific) Elementary Education]

|              | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|--------------|------|------|------|------|------|------|
| MED114(A).1  | 3    | 3    | 2    | 3    | 2    | 3    |
| MED114(A).2  | 3    | 3    | 2    | 3    | 2    | 3    |
| MED114(A).3  | 3    | 3    | 2    | 3    | 3    | 3    |
| MED114(A).4  | 3    | 3    | 2    | 3    | 3    | 3    |
| MED114(A).5  | 3    | 2    | 2    | 3    | 2    | 3    |
| MED114(A).6  | 3    | 3    | 2    | 3    | 3    | 3    |
| MED114(A).7  | 3    | 3    | 2    | 3    | 2    | 3    |
| MED114(A).8  | 3    | 3    | 2    | 3    | 2    | 3    |
| Average      | 3    | 2.9  | 2    | 3    | 2.4  | 3    |

III(B)114(B). CO-PSO Matrix for the Course MED114(B) [SPECIALISATION COURSE – II (Stage Specific) Secondary and Senior Secondary Education]

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED114(B).1 | 3 | 3 | 2 | 3 | 2 | 3 |
| MED114(B).2 | 3 | 3 | 2 | 3 | 2 | 3 |
| MED114(B).3 | 3 | 3 | 2 | 3 | 3 | 3 |
| MED114(B).4 | 3 | 3 | 2 | 3 | 3 | 3 |
| MED114(B).5 | 3 | 2 | 2 | 3 | 2 | 3 |
| MED114(B).6 | 3 | 3 | 2 | 3 | 3 | 3 |
| MED114(B).7 | 3 | 3 | 2 | 3 | 2 | 3 |
| MED114(B).8 | 3 | 3 | 2 | 3 | 2 | 3 |
| Average | 3 | 2.9 | 2 | 3 | 2.4 | 3 |

III(B)115. CO-PSO Matrix for the Course MED115 (ADVANCED EDUCATIONAL RESEARCH)

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED115.1 | 2 | 1 | 3 | 2 | 3 | 3 |
| MED115.2 | 1 | 1 | 3 | 1 | 3 | 3 |
| MED115.3 | 2 | 1 | 3 | 2 | 3 | 3 |
| MED115.4 | 1 | 1 | 3 | 2 | 3 | 3 |
| MED115.5 | 1 | 1 | 3 | 1 | 3 | 3 |
| MED115.6 | 1 | 1 | 3 | 1 | 3 | 3 |
| MED115.7 | 1 | 1 | 3 | 1 | 3 | 3 |
| MED115.8 | 1 | 1 | 3 | 1 | 3 | 3 |
| Average | 1.3 | 1 | 3 | 1.4 | 3 | 3 |

III(B)116. CO-PSO Matrix for the Course MED116 (TEACHER EDUCATION: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION)

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED116.1 | 2 | 2 | 1 | 3 | 1 | 3 |
| MED116.2 | 2 | 2 | 1 | 3 | 1 | 3 |
| MED116.3 | 1 | 1 | 1 | 3 | 1 | 3 |
| MED116.4 | 1 | 1 | 1 | 3 | 1 | 3 |
| MED116.5 | 1 | 1 | 1 | 3 | 2 | 3 |
| MED116.6 | 2 | 1 | 1 | 3 | 2 | 3 |
| MED116.7 | 2 | 2 | 3 | 3 | 3 | 3 |
| MED116.8 | 3 | 2 | 2 | 3 | 3 | 3 |
| Average | 1.8 | 1.5 | 1.4 | 3 | 1.8 | 3 |

III(B)117. CO-PSO Matrix for the Course MED117 [INTERNSHIP (SIP)
(Stage Specific in Concerned Area of Specialization)]

|          | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|----------|------|------|------|------|------|------|
| MED117.1 | 3    | 3    | 1    | 3    | 2    | 3    |
| MED117.2 | 3    | 2    | 1    | 3    | 3    | 3    |
| MED117.3 | 3    | 2    | 2    | 3    | 3    | 3    |
| MED117.4 | 3    | 3    | 3    | 3    | 3    | 3    |
| Average  | 3    | 2.5  | 1.8  | 3    | 2.8  | 3    |

III(B)118. CO-PSO Matrix for the Course MED118 (DISSERTATION)

|          | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|----------|------|------|------|------|------|------|
| MED118.1 | 1    | 2    | 3    | 1    | 3    | 3    |
| MED118.2 | 1    | 1    | 3    | 1    | 3    | 3    |
| Average  | 1    | 1.5  | 3    | 1    | 3    | 3    |

III(B)119. CO-PSO Matrix for the Course MED119 (ACADEMIC WRITING)

|          | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|----------|------|------|------|------|------|------|
| MED119.1 | 1    | 2    | 3    | 3    | 3    | 3    |
| MED119.2 | 2    | 3    | 3    | 3    | 3    | 3    |
| MED119.3 | 3    | 3    | 3    | 3    | 3    | 3    |
| Average  | 2    | 3    | 3    | 3    | 3    | 3    |

# MAPPING MATRICES

M.Ed. (Two Years) Programme

## Semester - IV

## IV(A). CO-PO Mapping Matrix

IV(A)120(A)(i). CO-PO Matrix for the Course MED120(A)(i) [EDUCATION POLICY, ECONOMICS AND PLANNING (At Elementary Level)]

|                 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| MED120(A)(i).1  | 3   | 3   | 1   | 1   | 3   | 1   | 2   | 2   | -   |
| MED120(A)(i).2  | 3   | 3   | 2   | 2   | 3   | 2   | 3   | 2   | -   |
| MED120(A)(i).3  | 3   | 3   | 3   | 3   | 3   | 2   | 3   | 2   | -   |
| MED120(A)(i).4  | 3   | 3   | 3   | 3   | 3   | 2   | 3   | 2   | -   |
| MED120(A)(i).5  | 3   | 3   | 3   | 2   | 3   | 2   | 2   | 2   | 1   |
| MED120(A)(i).6  | 3   | 3   | 3   | 2   | 3   | 2   | 2   | 2   | 2   |
| MED120(A)(i).7  | 3   | 3   | 3   | 2   | 3   | 2   | 2   | 2   | 2   |
| MED120(A)(i).8  | 3   | 3   | 3   | 1   | 2   | 2   | 1   | 2   | 1   |
| Average         | 3   | 3   | 2.6 | 2   | 2.9 | 1.9 | 2.3 | 2   | 0.8 |

IV(A)120(A)(ii). CO-PO Matrix for the Course MED120(A)(ii) [EDUCATION POLICY, ECONOMICS AND PLANNING (At Secondary & Senior Secondary Level)]

|                  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| MED120(A)(ii).1  | 3   | 3   | 1   | 1   | 3   | 1   | 2   | 2   | -   |
| MED120(A)(ii).2  | 3   | 3   | 2   | 2   | 3   | 2   | 3   | 2   | -   |
| MED120(A)(ii).3  | 3   | 3   | 3   | 3   | 3   | 2   | 3   | 2   | -   |
| MED120(A)(ii).4  | 3   | 3   | 3   | 3   | 3   | 2   | 3   | 2   | -   |
| MED120(A)(ii).5  | 3   | 3   | 3   | 2   | 3   | 2   | 2   | 2   | 1   |
| MED120(A)(ii).6  | 3   | 3   | 3   | 2   | 3   | 2   | 2   | 2   | 2   |
| MED120(A)(ii).7  | 3   | 3   | 3   | 2   | 3   | 2   | 2   | 2   | 2   |
| MED120(A)(ii).8  | 3   | 3   | 3   | 1   | 2   | 2   | 1   | 2   | 1   |
| Average          | 3   | 3   | 2.6 | 2   | 2.9 | 1.9 | 2.3 | 2   | 0.8 |

IV(A)120(B)(i). CO-PO Matrix for the Course MED120(B)(i) [MANAGEMENT AND ADMINISTRATION OF EDUCATION (At Elementary Level)]

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED120(B)(i).1 | 3 | 3 | 2 | - | 3 | - | - | 3 | 1 |
| MED120(B)(i).2 | 3 | 3 | 2 | 1 | 3 | 1 | 1 | 3 | - |
| MED120(B)(i).3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| MED120(B)(i).4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| MED120(B)(i).5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 |
| MED120(B)(i).6 | 3 | 3 | 3 | 2 | 3 | 1 | 1 | 1 | - |
| MED120(B)(i).7 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 |
| MED120(B)(i).8 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| Average | 3 | 3 | 2.8 | 2 | 3 | 2.1 | 2.1 | 2.8 | 1.3 |

IV(A)120(B)(ii). CO-PO Matrix for the Course MED120(B)(ii) [MANAGEMENT AND ADMINISTRATION OF EDUCATION (At Secondary & Senior Secondary Level)]

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED120(B)(ii).1 | 3 | 3 | 2 | - | 3 | - | - | 3 | 1 |
| MED120(B)(ii).2 | 3 | 3 | 2 | 1 | 3 | 1 | 1 | 3 | - |
| MED120(B)(ii).3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| MED120(B)(ii).4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| MED120(B)(ii).5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 |
| MED120(B)(ii).6 | 3 | 3 | 3 | 2 | 3 | 1 | 1 | 1 | - |
| MED120(B)(ii).7 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 |
| MED120(B)(ii).8 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| Average | 3 | 3 | 2.8 | 2 | 3 | 2.1 | 2.1 | 2.8 | 1.3 |

IV(A)120(C)(i). CO-PO Matrix for the Course MED120(C)(i) [INCLUSIVE EDUCATION (At Elementary Level)]

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED120(C)(i).1 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 1 |
| MED120(C)(i).2 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 1 |
| MED120(C)(i).3 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 1 |
| MED120(C)(i).4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 1 |
| MED120(C)(i).5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| MED120(C)(i).6 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| MED120(C)(i).7 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(C)(i).8 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 3 | 3 | 3 | 2.1 | 3 | 2.8 | 2.8 | 3 | 1.8 |

IV(A)120(C)(ii). CO-PO Matrix for the Course MED120(C)(ii) [INCLUSIVE EDUCATION (At Secondary & Senior Secondary Level)]

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED120(C)(ii).1 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 1 |
| MED120(C)(ii).2 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 1 |
| MED120(C)(ii).3 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 1 |
| MED120(C)(ii).4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 1 |
| MED120(C)(ii).5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| MED120(C)(ii).6 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| MED120(C)(ii).7 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(C)(ii).8 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 3 | 3 | 3 | 2.1 | 3 | 2.8 | 2.8 | 3 | 1.8 |

IV(A)120(D)(i). CO-PO Matrix for the Course MED120(D)(i) [EDUCATIONAL TECHNOLOGY (At Elementary Level)]

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED120(D)(i).1 | 1 | 1 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| MED120(D)(i).2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(D)(i).3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(D)(i).4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(D)(i).5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(D)(i).6 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| MED120(D)(i).7 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| MED120(D)(i).8 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| Average | 2.6 | 2.6 | 3 | 2.6 | 3 | 2.8 | 3 | 3 | 3 |

IV(A)120(D)(ii). CO-PO Matrix for the Course MED120(D)(ii) [EDUCATIONAL TECHNOLOGY (At Secondary & Senior Secondary Level)]

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED120(D)(ii).1 | 1 | 1 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| MED120(D)(ii).2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(D)(ii).3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(D)(ii).4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(D)(ii).5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(D)(ii).6 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| MED120(D)(ii).7 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| MED120(D)(ii).8 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| Average | 2.6 | 2.6 | 3 | 2.6 | 3 | 2.8 | 3 | 3 | 3 |

IV(A)120(E)(i). CO-PO Matrix for the Course MED120(E)(i) [EDUCATIONAL MEASUREMENT & EVALUATION (At Elementary Level)]

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED120(E)(i).1 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 2 | 1 |
| MED120(E)(i).2 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 1 |
| MED120(E)(i).3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 1 |
| MED120(E)(i).4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| MED120(E)(i).5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 |
| MED120(E)(i).6 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| MED120(E)(i).7 | 1 | 1 | 3 | 3 | 2 | 2 | 3 | 1 | - |
| MED120(E)(i).8 | 1 | 1 | 3 | 3 | 2 | 2 | 3 | 1 | - |
| Average | 2.5 | 2.5 | 3 | 2.3 | 2.8 | 2.6 | 2.6 | 2.4 | 1 |

IV(A)120(E)(ii). CO-PO Matrix for the Course MED120(E)(ii) [EDUCATIONAL MEASUREMENT & EVALUATION (At Secondary & Senior Secondary Level)]

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED120(E)(ii).1 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 2 | 1 |
| MED120(E)(ii).2 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 1 |
| MED120(E)(ii).3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 1 |
| MED120(E)(ii).4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| MED120(E)(ii).5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 |
| MED120(E)(ii).6 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| MED120(E)(ii).7 | 1 | 1 | 3 | 3 | 2 | 2 | 3 | 1 | - |
| MED120(E)(ii).8 | 1 | 1 | 3 | 3 | 2 | 2 | 3 | 1 | - |
| Average | 2.5 | 2.5 | 3 | 2.3 | 2.8 | 2.6 | 2.6 | 2.4 | 1 |

IV(A)120(F)(i). CO-PO Matrix for the Course MED120(F)(i) [COMPARATIVE EDUCATION (At Elementary Level)]

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED120(F)(i).1 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 1 |
| MED120(F)(i).2 | 3 | 3 | 3 | 1 | 3 | 1 | 1 | 2 | - |
| MED120(F)(i).3 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 2 | - |
| MED120(F)(i).4 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 2 | 1 |
| MED120(F)(i).5 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 2 | 1 |
| MED120(F)(i).6 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 2 | - |
| MED120(F)(i).7 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 2 | - |
| MED120(F)(i).8 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 2 | 1 |
| Average | 3 | 3 | 3 | 1.4 | 3 | 1.9 | 1.1 | 2 | 0.5 |

IV(A)120(F)(ii). CO-PO Matrix for the Course MED120(F)(ii) [COMPARATIVE EDUCATION (At Secondary & Senior Secondary Level)]

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED120(F)(ii).1 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 1 |
| MED120(F)(ii).2 | 3 | 3 | 3 | 1 | 3 | 1 | 1 | 2 | - |
| MED120(F)(ii).3 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 2 | - |
| MED120(F)(ii).4 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 2 | 1 |
| MED120(F)(ii).5 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 2 | 1 |
| MED120(F)(ii).6 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 2 | - |
| MED120(F)(ii).7 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 2 | - |
| MED120(F)(ii).8 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 2 | 1 |
| Average | 3 | 3 | 3 | 1.4 | 3 | 1.9 | 1.1 | 2 | 0.5 |

IV(A)120(G)(i). CO-PO Matrix for the Course MED120(G)(i) [EDUCATIONAL AND VOCATIONAL GUIDANCE (At Elementary Level)]

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED120(G)(i).1 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 3 | 1 |
| MED120(G)(i).2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 1 |
| MED120(G)(i).3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 1 |
| MED120(G)(i).4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 1 |
| MED120(G)(i).5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(G)(i).6 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(G)(i).7 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 1 |
| MED120(G)(i).8 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 3 | 3 | 3 | 2.5 | 3 | 2.4 | 2.5 | 3 | 1.8 |

IV(A)120(G)(ii). CO-PO Matrix for the Course MED120(G)(ii) [EDUCATIONAL AND VOCATIONAL GUIDANCE (At Secondary & Senior Secondary Level)]

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED120(G)(ii).1 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 3 | 1 |
| MED120(G)(ii).2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 1 |
| MED120(G)(ii).3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 1 |
| MED120(G)(ii).4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 1 |
| MED120(G)(ii).5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(G)(ii).6 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(G)(ii).7 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 1 |
| MED120(G)(ii).8 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 3 | 3 | 3 | 2.5 | 3 | 2.4 | 2.5 | 3 | 1.8 |

IV(A)121. CO-PO Matrix for the Course MED121 (DISSERTATION)

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|---|---|---|---|---|---|---|---|---|---|
| MED121.1 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| MED121.2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Average | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |

## IV(B). CO-PSO Mapping Matrices

IV(B)120(A)(i). CO-PSO Matrix for the Course MED120(A)(i) [EDUCATION POLICY, ECONOMICS AND PLANNING (At Elementary Level)]

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED120(A)(i).1 | 1 | 2 | 1 | 2 | 1 | 2 |
| MED120(A)(i).2 | 1 | 2 | 1 | 2 | 1 | 2 |
| MED120(A)(i).3 | 1 | 2 | 1 | 2 | 1 | 2 |
| MED120(A)(i).4 | 1 | 2 | 1 | 2 | 1 | 2 |
| MED120(A)(i).5 | 2 | 2 | 1 | 3 | 2 | 3 |
| MED120(A)(i).6 | 3 | 2 | 1 | 3 | 2 | 3 |
| MED120(A)(i).7 | 3 | 3 | 2 | 3 | 2 | 3 |
| MED120(A)(i).8 | 3 | 3 | 2 | 3 | 2 | 3 |
| Average | 1.9 | 2.3 | 1.3 | 2.5 | 1.5 | 2.5 |

IV(B)120(A)(ii). CO-PSO Matrix for the Course MED120(A)(ii) [EDUCATION POLICY, ECONOMICS AND PLANNING (At Secondary & Senior Secondary Level)]

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED120(A)(ii).1 | 1 | 2 | 1 | 2 | 1 | 2 |
| MED120(A)(ii).2 | 1 | 2 | 1 | 2 | 1 | 2 |
| MED120(A)(ii).3 | 1 | 2 | 1 | 2 | 1 | 2 |
| MED120(A)(ii).4 | 1 | 2 | 1 | 2 | 1 | 2 |
| MED120(A)(ii).5 | 2 | 2 | 1 | 3 | 2 | 3 |
| MED120(A)(ii).6 | 3 | 2 | 1 | 3 | 2 | 3 |
| MED120(A)(ii).7 | 3 | 3 | 2 | 3 | 2 | 3 |
| MED120(A)(ii).8 | 3 | 3 | 2 | 3 | 2 | 3 |
| Average | 1.9 | 2.3 | 1.3 | 2.5 | 1.5 | 2.5 |

IV(B)120(B)(i). CO-PSO Matrix for the Course MED120(B)(i) [MANAGEMENT AND ADMINISTRATION OF EDUCATION (At Elementary Level)]

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED120(B)(i).1 | 1 | 1 | 1 | 3 | 1 | 1 |
| MED120(B)(i).2 | 1 | 2 | 1 | 3 | 1 | 1 |
| MED120(B)(i).3 | 2 | 1 | 1 | 3 | 1 | 2 |
| MED120(B)(i).4 | 3 | 1 | 1 | 3 | 2 | 3 |
| MED120(B)(i).5 | 3 | 1 | 1 | 3 | 2 | 3 |
| MED120(B)(i).6 | 3 | 1 | 1 | 3 | 2 | 3 |
| MED120(B)(i).7 | 3 | 1 | 1 | 3 | 2 | 3 |
| MED120(B)(i).8 | 3 | 1 | 2 | 3 | 2 | 3 |
| Average | 2.4 | 1.1 | 1.1 | 3 | 1.6 | 2.4 |

IV(B)120(B)(ii). CO-PSO Matrix for the Course MED120(B)(ii) [MANAGEMENT AND ADMINISTRATION OF EDUCATION (At Secondary & Senior Secondary Level)]

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED120(B)(ii).1 | 1 | 1 | 1 | 3 | 1 | 1 |
| MED120(B)(ii).2 | 1 | 2 | 1 | 3 | 1 | 1 |
| MED120(B)(ii).3 | 2 | 1 | 1 | 3 | 1 | 2 |
| MED120(B)(ii).4 | 3 | 1 | 1 | 3 | 2 | 3 |
| MED120(B)(ii).5 | 3 | 1 | 1 | 3 | 2 | 3 |
| MED120(B)(ii).6 | 3 | 1 | 1 | 3 | 2 | 3 |
| MED120(B)(ii).7 | 3 | 1 | 1 | 3 | 2 | 3 |
| MED120(B)(ii).8 | 3 | 1 | 2 | 3 | 2 | 3 |
| Average | 2.4 | 1.1 | 1.1 | 3 | 1.6 | 2.4 |

IV(B)120(C)(i). CO-PSO Matrix for the Course MED120(C)(i) [INCLUSIVE EDUCATION (At Elementary Level)]

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED120(C)(i).1 | 3 | 2 | 1 | 3 | 2 | 3 |
| MED120(C)(i).2 | 3 | 3 | 1 | 3 | 2 | 3 |
| MED120(C)(i).3 | 3 | 2 | 1 | 3 | 1 | 3 |
| MED120(C)(i).4 | 3 | 2 | 1 | 3 | 1 | 3 |
| MED120(C)(i).5 | 3 | 1 | 2 | 3 | 2 | 3 |
| MED120(C)(i).6 | 3 | 1 | 2 | 3 | 2 | 3 |
| MED120(C)(i).7 | 3 | 2 | 2 | 3 | 3 | 3 |
| MED120(C)(i).8 | 3 | 2 | 2 | 3 | 3 | 3 |
| Average | 3 | 1.9 | 1.5 | 3 | 2 | 3 |

IV(B)120(C)(ii). CO-PSO Matrix for the Course MED120(C)(ii) [INCLUSIVE EDUCATION (At Secondary & Senior Secondary Level)]

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED120(C)(ii).1 | 3 | 2 | 1 | 3 | 2 | 3 |
| MED120(C)(ii).2 | 3 | 3 | 1 | 3 | 2 | 3 |
| MED120(C)(ii).3 | 3 | 2 | 1 | 3 | 1 | 3 |
| MED120(C)(ii).4 | 3 | 2 | 1 | 3 | 1 | 3 |
| MED120(C)(ii).5 | 3 | 1 | 2 | 3 | 2 | 3 |
| MED120(C)(ii).6 | 3 | 1 | 2 | 3 | 2 | 3 |
| MED120(C)(ii).7 | 3 | 2 | 2 | 3 | 3 | 3 |
| MED120(C)(ii).8 | 3 | 2 | 2 | 3 | 3 | 3 |
| Average | 3 | 1.9 | 1.5 | 3 | 2 | 3 |

IV(B)120(D)(i). CO-PSO Matrix for the Course MED120(D)(i) [EDUCATIONAL TECHNOLOGY (At Elementary Level)]

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED120(D)(i).1 | 3 | 2 | 1 | 3 | 2 | 3 |
| MED120(D)(i).2 | 3 | 2 | 1 | 3 | 2 | 3 |
| MED120(D)(i).3 | 3 | 3 | 2 | 3 | 3 | 3 |
| MED120(D)(i).4 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(D)(i).5 | 3 | 2 | 3 | 3 | 3 | 3 |
| MED120(D)(i).6 | 3 | 2 | 3 | 3 | 3 | 3 |
| MED120(D)(i).7 | 3 | 3 | 2 | 3 | 3 | 3 |
| MED120(D)(i).8 | 3 | 3 | 2 | 3 | 2 | 3 |
| Average | 3 | 2.5 | 2.1 | 3 | 2.6 | 3 |

IV(B)120(D)(ii). CO-PSO Matrix for the Course MED120(D)(ii) [EDUCATIONAL TECHNOLOGY (At Secondary & Senior Secondary Level)]

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED120(D)(ii).1 | 3 | 2 | 1 | 3 | 2 | 3 |
| MED120(D)(ii).2 | 3 | 2 | 1 | 3 | 2 | 3 |
| MED120(D)(ii).3 | 3 | 3 | 2 | 3 | 3 | 3 |
| MED120(D)(ii).4 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(D)(ii).5 | 3 | 2 | 3 | 3 | 3 | 3 |
| MED120(D)(ii).6 | 3 | 2 | 3 | 3 | 3 | 3 |
| MED120(D)(ii).7 | 3 | 3 | 2 | 3 | 3 | 3 |
| MED120(D)(ii).8 | 3 | 3 | 2 | 3 | 2 | 3 |
| Average | 3 | 2.5 | 2.1 | 3 | 2.6 | 3 |

IV(B)120(E)(i). CO-PSO Matrix for the Course MED120(E)(i) [EDUCATIONAL MEASUREMENT & EVALUATION (At Elementary Level)]

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED120(E)(i).1 | 3 | 1 | 2 | 3 | 1 | 3 |
| MED120(E)(i).2 | 3 | 1 | 2 | 3 | 1 | 3 |
| MED120(E)(i).3 | 3 | 2 | 3 | 3 | 3 | 3 |
| MED120(E)(i).4 | 3 | 2 | 3 | 3 | 2 | 3 |
| MED120(E)(i).5 | 3 | 3 | 2 | 3 | 3 | 3 |
| MED120(E)(i).6 | 3 | 3 | 2 | 3 | 3 | 3 |
| MED120(E)(i).7 | 1 | 1 | 3 | 2 | 3 | 2 |
| MED120(E)(i).8 | 1 | 1 | 3 | 2 | 3 | 2 |
| Average | 2.5 | 1.8 | 2.5 | 2.8 | 2.4 | 2.8 |

IV(B)120(E)(ii). CO-PSO Matrix for the Course MED120(E)(ii) [EDUCATIONAL MEASUREMENT & EVALUATION (At Secondary & Senior Secondary Level)]

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED120(E)(ii).1 | 3 | 1 | 2 | 3 | 1 | 3 |
| MED120(E)(ii).2 | 3 | 1 | 2 | 3 | 1 | 3 |
| MED120(E)(ii).3 | 3 | 2 | 3 | 3 | 3 | 3 |
| MED120(E)(ii).4 | 3 | 2 | 3 | 3 | 2 | 3 |
| MED120(E)(ii).5 | 3 | 3 | 2 | 3 | 3 | 3 |
| MED120(E)(ii).6 | 3 | 3 | 2 | 3 | 3 | 3 |
| MED120(E)(ii).7 | 1 | 1 | 3 | 2 | 3 | 2 |
| MED120(E)(ii).8 | 1 | 1 | 3 | 2 | 3 | 2 |
| Average | 2.5 | 1.8 | 2.5 | 2.8 | 2.4 | 2.8 |

IV(B)120(F)(i). CO-PSO Matrix for the Course MED120(F)(i) [COMPARATIVE EDUCATION(At Elementary Level)]

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED120(F)(i).1 | 3 | 3 | 2 | 3 | 2 | 3 |
| MED120(F)(i).2 | 3 | 3 | 1 | 3 | 1 | 3 |
| MED120(F)(i).3 | 3 | 3 | 1 | 3 | 1 | 3 |
| MED120(F)(i).4 | 3 | 3 | 1 | 3 | 1 | 3 |
| MED120(F)(i).5 | 3 | 3 | 1 | 3 | 1 | 3 |
| MED120(F)(i).6 | 3 | 3 | 1 | 3 | 1 | 3 |
| MED120(F)(i).7 | 3 | 3 | 1 | 3 | 1 | 3 |
| MED120(F)(i).8 | 3 | 3 | 1 | 3 | 1 | 2 |
| Average | 3 | 3 | 1.1 | 3 | 1.1 | 2.9 |

IV(B)120(F)(ii). CO-PSO Matrix for the Course MED120(F)(ii) [COMPARATIVE
EDUCATION(At Secondary & Senior Secondary Level)]

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED120(F)(ii).1 | 3 | 3 | 2 | 3 | 2 | 3 |
| MED120(F)(ii).2 | 3 | 3 | 1 | 3 | 1 | 3 |
| MED120(F)(ii).3 | 3 | 3 | 1 | 3 | 1 | 3 |
| MED120(F)(ii).4 | 3 | 3 | 1 | 3 | 1 | 3 |
| MED120(F)(ii).5 | 3 | 3 | 1 | 3 | 1 | 3 |
| MED120(F)(ii).6 | 3 | 3 | 1 | 3 | 1 | 3 |
| MED120(F)(ii).7 | 3 | 3 | 1 | 3 | 1 | 3 |
| MED120(F)(ii).8 | 3 | 3 | 1 | 3 | 1 | 2 |
| Average | 3 | 3 | 1.1 | 3 | 1.1 | 2.9 |

IV(B)120(G)(i). CO-PSO Matrix for the Course MED120(G)(i) [EDUCATIONAL
AND VOCATIONAL GUIDANCE (At Elementary Level)]

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED120(G)(i).1 | 3 | 2 | 1 | 3 | 1 | 3 |
| MED120(G)(i).2 | 3 | 2 | 1 | 3 | 2 | 3 |
| MED120(G)(i).3 | 3 | 1 | 1 | 3 | 2 | 3 |
| MED120(G)(i).4 | 3 | 1 | 1 | 3 | 2 | 3 |
| MED120(G)(i).5 | 3 | 1 | 3 | 3 | 3 | 3 |
| MED120(G)(i).6 | 3 | 2 | 3 | 3 | 3 | 3 |
| MED120(G)(i).7 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(G)(i).8 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 3 | 1.9 | 2 | 3 | 2.4 | 3 |

IV(B)120(G)(ii). CO-PSO Matrix for the Course MED120(G)(ii) [EDUCATIONAL
AND VOCATIONAL GUIDANCE (At Secondary & Senior Secondary
Level)]

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED120(G)(ii).1 | 3 | 2 | 1 | 3 | 1 | 3 |
| MED120(G)(ii).2 | 3 | 2 | 1 | 3 | 2 | 3 |
| MED120(G)(ii).3 | 3 | 1 | 1 | 3 | 2 | 3 |
| MED120(G)(ii).4 | 3 | 1 | 1 | 3 | 2 | 3 |
| MED120(G)(ii).5 | 3 | 1 | 3 | 3 | 3 | 3 |
| MED120(G)(ii).6 | 3 | 2 | 3 | 3 | 3 | 3 |
| MED120(G)(ii).7 | 3 | 3 | 3 | 3 | 3 | 3 |
| MED120(G)(ii).8 | 3 | 3 | 3 | 3 | 3 | 3 |
| Average | 3 | 1.9 | 2 | 3 | 2.4 | 3 |

IV(B)121. CO-PSO Matrix for the Course MED121 (DISSERTATION)

|  | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|
| MED121.1 | 2 | 3 | 3 | 2 | 3 | 3 |
| MED121.2 | 2 | 3 | 3 | 2 | 3 | 3 |
| Average | 2 | 3 | 3 | 2 | 3 | 3 |

# MAPPING MATRICES

Program: M.Ed.  (Two Years)

## Semester – I

**I(C). CO-PO-PSO Mapping Matrix for Courses of Semester – I of Programme: M.Ed. (Two Years)**

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MED101 | 3 | 3 | 2.9 | 2.4 | 2 | 2.5 | 2.4 | 2.9 | 2.8 | 2.9 | 1 | 1 | 2.5 | 2.6 | 3 |
| MED102 | 3 | 3 | 1.5 | 2 | 2 | 1.5 | 2 | 2 | 1 | 2 | 3 | 1.5 | 2.5 | 1.8 | 2.5 |
| MED103 | 3 | 3 | 2.4 | 2.3 | 3 | 1.9 | 2 | 2.6 | 1.9 | 2.8 | 2.8 | 1.9 | 3 | 2 | 3 |
| MED104 | 3 | 3 | 3 | 3 | 3 | 1.9 | 3 | 2 | 1.5 | 2.9 | 1.3 | 3 | 1.1 | 3 | 3 |
| MED105 | 3 | 3 | 3 | 3 | 1.5 | 1.8 | 2 | 1.8 | 3 | 2 | 2.5 | 2.5 | 1.8 | 2.3 | 3 |
| MED106 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 3 |
| **Average** | **3** | **3** | **2.6** | **2.6** | **2.4** | **2.1** | **2.4** | **2.4** | **2.2** | **2.6** | **2.1** | **1.8** | **2.3** | **2.5** | **2.9** |

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

## Semester – II

**II(C). CO-PO-PSO Mapping Matrix for Courses of Semester – II of Programme: M.Ed. (Two Years)**

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MED107 | 3 | 3 | 2.1 | 2 | 1.4 | 1.3 | 1.5 | 2 | 1.6 | 2.6 | 2.1 | 2.1 | 2.1 | 2.3 | 2.4 |
| MED108 | 3 | 3 | 2.8 | 2.4 | 2.9 | 2.8 | 2.9 | 3 | 2.6 | 2.8 | 2.6 | 2.1 | 2.9 | 2 | 3 |
| MED109 | 3 | 3 | 2.6 | 2.1 | 2.5 | 2 | 2.3 | 2.1 | 1.4 | 2.4 | 1.8 | 1.5 | 2.5 | 1.5 | 3 |
| MED110 | 3 | 3 | 3 | 0.1 | 2 | 0.2 | 0.2 | 2 | 0.1 | 1 | 1 | 1 | 3 | 1 | 3 |
| MED111 | 3 | 3 | 3 | 3 | 2 | 2 | 2.5 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 3 |
| MED112 | 3 | 3 | 3 | 2.5 | 3 | 2.3 | 3 | 2.8 | 2.8 | 3 | 3 | 2.5 | 3 | 2.8 | 3 |
| **Average** | **3** | **3** | **2.8** | **2.0** | **2.3** | **1.8** | **2.1** | **2.3** | **1.9** | **2.1** | **2.1** | **2.0** | **2.6** | **2.1** | **2.9** |

# MAPPING MATRICES

M.Ed. (Two Years) Programme

## Semester – III

### III(C). CO-PO-PSO Mapping Matrix for Courses of Semester – III of Programme: M.Ed. (Two Years) [For Stage Specific: Elementary Education]

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MED113(A) | 3 | 3 | 2.3 | 0.5 | 2.8 | 1 | 1.4 | 2.1 | 0.8 | 3 | 2.8 | 2 | 3 | 1.9 | 3 |
| MED114(A) | 3 | 3 | 3 | 2.5 | 3 | 2.5 | 3 | 3 | 2 | 3 | 2.9 | 2 | 3 | 2.4 | 3 |
| MED115 | 2 | 2 | 3 | 3 | 2 | 1 | 3 | 3 | 1.1 | 1.3 | 1 | 3 | 1.4 | 3 | 3 |
| MED116 | 3 | 3 | 2.5 | 0.6 | 2 | 1.1 | 1.1 | 2.5 | 0.9 | 1.8 | 1.5 | 1.4 | 3 | 1.8 | 3 |
| MED117 | 3 | 3 | 3 | 2.8 | 2.8 | 2.3 | 2.5 | 2.8 | 2.5 | 3 | 2.5 | 1.8 | 3 | 2.8 | 3 |
| MED118 | 1 | 1 | 3 | 3 | 3 | 2 | 2.5 | 3 | 3 | 1 | 1.5 | 3 | 1 | 3 | 3 |
| MED119 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **Average** | **2.6** | **2.6** | **2.8** | **2.2** | **2.7** | **1.7** | **2.4** | **2.8** | **1.9** | **2.2** | **2.2** | **2.3** | **2.5** | **2.6** | **3** |

# MAPPING MATRICES

## M.Ed. (Two Years) Programme

## Semester – III

**III(C). CO-PO-PSO Mapping Matrix for Courses of Semester – III of Programme: M.Ed. (Two Years) [For Stage Specific: Secondary and Senior Secondary Education]**

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MED113(B) | 3 | 3 | 2.3 | 0.5 | 2.8 | 1 | 1.4 | 2.1 | 0.8 | 3 | 2.8 | 2 | 3 | 1.9 | 3 |
| MED114(B) | 3 | 3 | 3 | 2.5 | 3 | 2.5 | 3 | 3 | 2 | 3 | 2.9 | 2 | 3 | 2.4 | 3 |
| MED115 | 2 | 2 | 3 | 3 | 2 | 1 | 3 | 3 | 1.1 | 1.3 | 1 | 3 | 1.4 | 3 | 3 |
| MED116 | 3 | 3 | 2.5 | 0.6 | 2 | 1.1 | 1.1 | 2.5 | 0.9 | 1.8 | 1.5 | 1.4 | 3 | 1.8 | 3 |
| MED117 | 3 | 3 | 3 | 2.8 | 2.8 | 2.3 | 2.5 | 2.8 | 2.5 | 3 | 2.5 | 1.8 | 3 | 2.8 | 3 |
| MED118 | 1 | 1 | 3 | 3 | 3 | 2 | 2.5 | 3 | 3 | 1 | 1.5 | 3 | 1 | 3 | 3 |
| MED119 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **Average** | **2.6** | **2.6** | **2.8** | **2.2** | **2.7** | **1.7** | **2.4** | **2.8** | **1.9** | **2.2** | **2.2** | **2.3** | **2.5** | **2.6** | **3** |

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

## Semester – IV

**IV(C). CO-PO-PSO Mapping Matrix for Courses of Semester – IV of Programme: M.Ed. (Two Years) [For Stage Specific: Elementary Education]**

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MED120(A)(i) | 3 | 3 | 2.6 | 2 | 2.9 | 1.9 | 2.3 | 2 | 0.8 | 1.9 | 2.3 | 1.3 | 2.5 | 1.5 | 2.5 |
| MED120(B)(i) | 3 | 3 | 2.8 | 2 | 3 | 2.1 | 2.1 | 2.8 | 1.3 | 2.4 | 1.1 | 1.1 | 3 | 1.6 | 2.4 |
| MED120(C)(i) | 3 | 3 | 3 | 2.1 | 3 | 2.8 | 2.8 | 3 | 1.8 | 3 | 1.9 | 1.5 | 3 | 2 | 3 |
| MED120(D)(i) | 2.6 | 2.6 | 3 | 2.6 | 3 | 2.8 | 3 | 3 | 3 | 3 | 2.5 | 2.1 | 3 | 2.6 | 3 |
| MED120(E)(i) | 2.5 | 2.5 | 3 | 2.3 | 2.8 | 2.6 | 2.6 | 2.4 | 1 | 2.5 | 1.8 | 2.5 | 2.8 | 2.4 | 2.8 |
| MED120(F)(i) | 3 | 3 | 3 | 1.4 | 3 | 1.9 | 1.1 | 2 | 0.5 | 3 | 3 | 1.1 | 3 | 1.1 | 2.9 |
| MED120(G)(i) | 3 | 3 | 3 | 2.5 | 3 | 2.4 | 2.5 | 3 | 1.8 | 3 | 1.9 | 2 | 3 | 2.4 | 3 |
| MED121 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| **Average** | **2.9** | **2.9** | **2.9** | **2.2** | **3.0** | **2.3** | **2.4** | **2.7** | **1.7** | **2.6** | **2.2** | **1.8** | **2.8** | **2.1** | **2.8** |

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

## Semester – IV

**IV(C). CO-PO-PSO Mapping Matrix for Courses of Semester – IV of Programme: M.Ed. (Two Years) [For Stage Specific: Secondary and Senior Secondary Education]**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MED120(A)(ii) | 3 | 3 | 2.6 | 2 | 2.9 | 1.9 | 2.3 | 2 | 0.8 | 1.9 | 2.3 | 1.3 | 2.5 | 1.5 | 2.5 |
| MED120(B)(ii) | 3 | 3 | 2.8 | 2 | 3 | 2.1 | 2.1 | 2.8 | 1.3 | 2.4 | 1.1 | 1.1 | 3 | 1.6 | 2.4 |
| MED120(C)(ii) | 3 | 3 | 3 | 2.1 | 3 | 2.8 | 2.8 | 3 | 1.8 | 3 | 1.9 | 1.5 | 3 | 2 | 3 |
| MED120(D)(ii) | 2.6 | 2.6 | 3 | 2.6 | 3 | 2.8 | 3 | 3 | 3 | 3 | 2.5 | 2.1 | 3 | 2.6 | 3 |
| MED120(E)(ii) | 2.5 | 2.5 | 3 | 2.3 | 2.8 | 2.6 | 2.6 | 2.4 | 1 | 2.5 | 1.8 | 2.5 | 2.8 | 2.4 | 2.8 |
| MED120(F)(ii) | 3 | 3 | 3 | 1.4 | 3 | 1.9 | 1.1 | 2 | 0.5 | 3 | 3 | 1.1 | 3 | 1.1 | 2.9 |
| MED120(G)(ii) | 3 | 3 | 3 | 2.5 | 3 | 2.4 | 2.5 | 3 | 1.8 | 3 | 1.9 | 2 | 3 | 2.4 | 3 |
| MED121 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| **Average** | **2.9** | **2.9** | **2.9** | **2.2** | **3.0** | **2.3** | **2.4** | **2.7** | **1.7** | **2.6** | **2.2** | **1.8** | **2.8** | **2.1** | **2.8** |

# MAPPING MATRICES

M.Ed. (Two Years) Programme

# CO-PO-PSO MAPPING MATRIX FOR ALL THE COURSES OF PROGRAMME: M.Ed. (TWO YEARS) [For Stage Specific: Elementary Education]

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MED101 | 3 | 3 | 2.9 | 2.4 | 2 | 2.5 | 2.4 | 2.9 | 2.8 | 2.9 | 1 | 1 | 2.5 | 2.6 | 3 |
| MED102 | 3 | 3 | 1.5 | 2 | 2 | 1.5 | 2 | 2 | 1 | 2 | 3 | 1.5 | 2.5 | 1.8 | 2.5 |
| MED103 | 3 | 3 | 2.4 | 2.3 | 3 | 1.9 | 2 | 2.6 | 1.9 | 2.8 | 2.8 | 1.9 | 3 | 2 | 3 |
| MED104 | 3 | 3 | 3 | 3 | 3 | 1.9 | 3 | 2 | 1.5 | 2.9 | 1.3 | 3 | 1.1 | 3 | 3 |
| MED105 | 3 | 3 | 3 | 3 | 1.5 | 1.8 | 2 | 1.8 | 3 | 2 | 2.5 | 2.5 | 1.8 | 2.3 | 3 |
| MED106 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 3 |
| MED107 | 3 | 3 | 2.1 | 2 | 1.4 | 1.3 | 1.5 | 2 | 1.6 | 2.6 | 2.1 | 2.1 | 2.1 | 2.3 | 2.4 |
| MED108 | 3 | 3 | 2.8 | 2.4 | 2.9 | 2.8 | 2.9 | 3 | 2.6 | 2.8 | 2.6 | 2.1 | 2.9 | 2 | 3 |
| MED109 | 3 | 3 | 2.6 | 2.1 | 2.5 | 2 | 2.3 | 2.1 | 1.4 | 2.4 | 1.8 | 1.5 | 2.5 | 1.5 | 3 |
| MED110 | 3 | 3 | 3 | 0.1 | 2 | 0.2 | 0.2 | 2 | 0.1 | 1 | 1 | 1 | 3 | 1 | 3 |
| MED111 | 3 | 3 | 3 | 3 | 2 | 2 | 2.5 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 3 |
| MED112 | 3 | 3 | 3 | 2.5 | 3 | 2.3 | 3 | 2.8 | 2.8 | 3 | 3 | 2.5 | 3 | 2.8 | 3 |
| MED113(A) | 3 | 3 | 2.3 | 0.5 | 2.8 | 1 | 1.4 | 2.1 | 0.8 | 3 | 2.8 | 2 | 3 | 1.9 | 3 |
| MED114(A) | 3 | 3 | 3 | 2.5 | 3 | 2.5 | 3 | 3 | 2 | 3 | 2.9 | 2 | 3 | 2.4 | 3 |
| MED115 | 2 | 2 | 3 | 3 | 2 | 1 | 3 | 3 | 1.1 | 1.3 | 1 | 3 | 1.4 | 3 | 3 |
| MED116 | 3 | 3 | 2.5 | 0.6 | 2 | 1.1 | 1.1 | 2.5 | 0.9 | 1.8 | 1.5 | 1.4 | 3 | 1.8 | 3 |
| MED117 | 3 | 3 | 3 | 2.8 | 2.8 | 2.3 | 2.5 | 2.8 | 2.5 | 3 | 2.5 | 1.8 | 3 | 2.8 | 3 |
| MED118 | 1 | 1 | 3 | 3 | 3 | 2 | 2.5 | 3 | 3 | 1 | 1.5 | 3 | 1 | 3 | 3 |
| MED119 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| MED120( | 3 | 3 | 2.6 | 2 | 2.9 | 1.9 | 2.3 | 2 | 0.8 | 1.9 | 2.3 | 1.3 | 2.5 | 1.5 | 2.5 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MED120( A)(i) | | | | | | | | | | | | | | | |
| MED120( B)(i) | 3 | 3 | 2.8 | 2 | 3 | 2.1 | 2.1 | 2.8 | 1.3 | 2.4 | 1.1 | 1.1 | 3 | 1.6 | 2.4 |
| MED120( C)(i) | 3 | 3 | 3 | 2.1 | 3 | 2.8 | 2.8 | 3 | 1.8 | 3 | 1.9 | 1.5 | 3 | 2 | 3 |
| MED120( D)(i) | 2.6 | 2.6 | 3 | 2.6 | 3 | 2.8 | 3 | 3 | 3 | 3 | 2.5 | 2.1 | 3 | 2.6 | 3 |
| MED120( E)(i) | 2.5 | 2.5 | 3 | 2.3 | 2.8 | 2.6 | 2.6 | 2.4 | 1 | 2.5 | 1.8 | 2.5 | 2.8 | 2.4 | 2.8 |
| MED120( F)(i) | 3 | 3 | 3 | 1.4 | 3 | 1.9 | 1.1 | 2 | 0.5 | 3 | 3 | 1.1 | 3 | 1.1 | 2.9 |
| MED120( G)(i) | 3 | 3 | 3 | 2.5 | 3 | 2.4 | 2.5 | 3 | 1.8 | 3 | 1.9 | 2 | 3 | 2.4 | 3 |
| MED121 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| **Average** | **2.9** | **2.9** | **2.8** | **2.3** | **2.6** | **2.0** | **2.3** | **2.5** | **1.9** | **2.4** | **2.1** | **2.0** | **2.6** | **2.3** | **2.9** |

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

# # CO-PO-PSO MAPPING MATRIX FOR ALL THE COURSES OF PROGRAMME: M.Ed. (TWO YEARS) [For Stage Specific: Secondary and Senior Secondary Education]

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MED101 | 3 | 3 | 2.9 | 2.4 | 2 | 2.5 | 2.4 | 2.9 | 2.8 | 2.9 | 1 | 1 | 2.5 | 2.6 | 3 |
| MED102 | 3 | 3 | 1.5 | 2 | 2 | 1.5 | 2 | 2 | 1 | 2 | 3 | 1.5 | 2.5 | 1.8 | 2.5 |
| MED103 | 3 | 3 | 2.4 | 2.3 | 3 | 1.9 | 2 | 2.6 | 1.9 | 2.8 | 2.8 | 1.9 | 3 | 2 | 3 |
| MED104 | 3 | 3 | 3 | 3 | 3 | 1.9 | 3 | 2 | 1.5 | 2.9 | 1.3 | 3 | 1.1 | 3 | 3 |
| MED105 | 3 | 3 | 3 | 3 | 1.5 | 1.8 | 2 | 1.8 | 3 | 2 | 2.5 | 2.5 | 1.8 | 2.3 | 3 |
| MED106 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 3 |
| MED107 | 3 | 3 | 2.1 | 2 | 1.4 | 1.3 | 1.5 | 2 | 1.6 | 2.6 | 2.1 | 2.1 | 2.1 | 2.3 | 2.4 |
| MED108 | 3 | 3 | 2.8 | 2.4 | 2.9 | 2.8 | 2.9 | 3 | 2.6 | 2.8 | 2.6 | 2.1 | 2.9 | 2 | 3 |
| MED109 | 3 | 3 | 2.6 | 2.1 | 2.5 | 2 | 2.3 | 2.1 | 1.4 | 2.4 | 1.8 | 1.5 | 2.5 | 1.5 | 3 |
| MED110 | 3 | 3 | 3 | 0.1 | 2 | 0.2 | 0.2 | 2 | 0.1 | 1 | 1 | 1 | 3 | 1 | 3 |
| MED111 | 3 | 3 | 3 | 3 | 2 | 2 | 2.5 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 3 |
| MED112 | 3 | 3 | 3 | 2.5 | 3 | 2.3 | 3 | 2.8 | 2.8 | 3 | 3 | 2.5 | 3 | 2.8 | 3 |
| MED113(B) | 3 | 3 | 2.3 | 0.5 | 2.8 | 1 | 1.4 | 2.1 | 0.8 | 3 | 2.8 | 2 | 3 | 1.9 | 3 |
| MED114(B) | 3 | 3 | 3 | 2.5 | 3 | 2.5 | 3 | 3 | 2 | 3 | 2.9 | 2 | 3 | 2.4 | 3 |
| MED115 | 2 | 2 | 3 | 3 | 2 | 1 | 3 | 3 | 1.1 | 1.3 | 1 | 3 | 1.4 | 3 | 3 |
| MED116 | 3 | 3 | 2.5 | 0.6 | 2 | 1.1 | 1.1 | 2.5 | 0.9 | 1.8 | 1.5 | 1.4 | 3 | 1.8 | 3 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MED117 | 3 | 3 | 3 | 2.8 | 2.8 | 2.3 | 2.5 | 2.8 | 2.5 | 3 | 2.5 | 1.8 | 3 | 2.8 | 3 |
| MED118 | 1 | 1 | 3 | 3 | 3 | 2 | 2.5 | 3 | 3 | 1 | 1.5 | 3 | 1 | 3 | 3 |
| MED119 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| MED120(A)(ii) | 3 | 3 | 2.6 | 2 | 2.9 | 1.9 | 2.3 | 2 | 0.8 | 1.9 | 2.3 | 1.3 | 2.5 | 1.5 | 2.5 |
| MED120(B)(ii) | 3 | 3 | 2.8 | 2 | 3 | 2.1 | 2.1 | 2.8 | 1.3 | 2.4 | 1.1 | 1.1 | 3 | 1.6 | 2.4 |
| MED120(C)(ii) | 3 | 3 | 3 | 2.1 | 3 | 2.8 | 2.8 | 3 | 1.8 | 3 | 1.9 | 1.5 | 3 | 2 | 3 |
| MED120(D)(ii) | 2.6 | 2.6 | 3 | 2.6 | 3 | 2.8 | 3 | 3 | 3 | 3 | 2.5 | 2.1 | 3 | 2.6 | 3 |
| MED120(E)(ii) | 2.5 | 2.5 | 3 | 2.3 | 2.8 | 2.6 | 2.6 | 2.4 | 1 | 2.5 | 1.8 | 2.5 | 2.8 | 2.4 | 2.8 |
| MED120(F)(ii) | 3 | 3 | 3 | 1.4 | 3 | 1.9 | 1.1 | 2 | 0.5 | 3 | 3 | 1.1 | 3 | 1.1 | 2.9 |
| MED120(G)(ii) | 3 | 3 | 3 | 2.5 | 3 | 2.4 | 2.5 | 3 | 1.8 | 3 | 1.9 | 2 | 3 | 2.4 | 3 |
| MED121 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| **Average** | **2.9** | **2.9** | **2.8** | **2.3** | **2.6** | **2.0** | **2.3** | **2.5** | **1.9** | **2.4** | **2.1** | **2.0** | **2.6** | **2.3** | **2.9** |