

**SWAMI VIVEKANAND SUBHARTI  
UNIVERSITY, MEERUT**



# Syllabus

Master of Education (M.Ed.)

Session 2018-19 onwards

Department of Education

# 1<sup>st</sup> Year

## Semester - I

### Psychology of Education (MEd-101)

Credit – 4

#### Course Objectives:

After the completion of the course students will be enabled to :

- comprehend the relationship of education & psychology.
- understand the concept and principles of development and characteristics of sequential stages of development
- analyze the determinants of individual differences and apply the knowledge of individual differences.
- understand the concept, kinds, levels and factor affecting learning and motivation and also analyze the implication of various theories of learning & motivation.
- apply the knowledge of intelligence & personality theory in teaching learning environment.
- apply the knowledge of education for various exceptional children.
- understand the characteristic of various exceptional children.

#### Course Outcomes :

After the completion of the course students will be able to :

- explain the relationship of education & psychology.
- explain the concept and principles of development and characteristics of sequential stages of development
- classify the determinants of individual differences and use the knowledge of individual differences.
- explain the concept, kinds, levels and factor affecting learning and motivation and also justify the implication of various theories of learning & motivation.
- use the knowledge of intelligence & personality theory in teaching learning environment.
- use the knowledge of education for various exceptional children.
- Identify the various types of exceptional children.

#### Course Content:

##### Unit I: Psychological Foundation of Education

- Relationship of Education and Psychology.
- Educational psychology: Concept, Nature and Contribution in education.
- Principles of Growth and Development and stages of development.
- Physical, Social, Emotional and Intellectual.

##### Unit II: Individual Difference & Development of Various abilities

- Individual differences – determinants; role of heredity and environment; implications of individual differences for organizing educational programs.
- Development of concept formation, logical reasoning, problem solving and creative thinking; language development

##### Unit III: Learning and its Theories:

- Learning and Motivation, Factors affecting learning
- Theories of learning – Thorndike's connectionism, Pavlov's classical and Skinner's operant conditioning, Learning by insight; Hull's reinforcement, Tolman's theory of learning, Lewin's – Field theory, Gagne's Hierarchy of Learning.
- Transfer of learning and its theories.
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##### Unit IV: Intelligence and Personality:

- Intelligence – Concept, Nature and Types.
- Theories and measurement of intelligence.
- Personality – Concept, Nature and Types.
- Type, trait and psycho analytic theories and measurement of personality

#### **Unit IV: Education of Exceptional Children**

- Creative children ,
- Gifted children
- Backward children
- Learning disabled children
- Mentally retarded children

### **Philosophy of Education MEd-102**

**Credit - 4**

#### **Course objective:**

After the completion of the course students will be enabled to:

- understand the relationship of philosophy and education.
- analyze the western school of philosophy and apply their knowledge in educational environment.
- analyze various Indian schools of philosophy and apply their educational implications.
- receive the contribution to Indian prominent educational thinkers.
- understand the modern concept of philosophy.

#### **Course outcomes:**

After the completion of the course students will be able to:

- explain the relationship of philosophy and education.
- compare the western school of philosophy and use their knowledge in educational environment.
- compare various Indian schools of philosophy and use their knowledge in educational implications.
- appraise the contribution to Indian prominent educational thinkers.
- explore the modern concept of philosophy.

#### **Course Content:**

##### **Unit I: Philosophical Foundation of Education**

- Relationship of Education and Philosophy
- Western Schools of Philosophy: Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism with special reference to the concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education.

##### **Unit II: Indian Philosophy**

- Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Jainism, Islamic tradition) with special reference to the concept of knowledge, reality and values and their educational implications.

##### **Unit III: Indian Thinker**

- Contribution of Vivekananda, Tagore, Gandhi and Aurbindo to educational thinking.
- National values as enshrined in the Indian Constitution, and their educational implication.

##### **Unit IV: Modern Concept of Philosophy**

- Modern concept of Philosophy: Logical analysis; Logical empiricism and Positive relativism – Morris L. Bigge.

**Course objective:**

After the completion of the course students will be enabled to:

- understand the meaning, purpose and kinds of educational research.
- analyze the research paradigms in education.
- apply the knowledge of preparation of research proposal.
- understand the survey and Ex-Post Factor methods of quantitative research.
- understand the experimental & quasi-experimental design.
- understand the historical and philosophical methods of qualitative research.

**Course outcomes:**

After the completion of the course students will be able to:

- explain the meaning, purpose and kinds of educational research.
- construct the research paradigms in education.
- prepare the research proposal by using various steps.
- compare the survey and Ex-Post Factor methods of quantitative research.
- differentiate the experimental & quasi-experimental design.
- compare the historical and philosophical methods of qualitative research.

**Course Content:****Unit- I - Research in education: conceptual Issues**

- Meaning, purpose and areas of educational research
- Kinds of educational research: basic research , applied research , action research, their characteristics
- Sources of knowledge : historical perspective, scientific approach basic assumptions of science , scientific methods, theory - nature and function
- Research paradigms in education

**UNIT- II - Preparation of research proposal**

- Preparation of research proposal: framework of the research proposal and strategies for writing the research proposals.
- Sources of research problems, review of the literature-purpose and resource; conducting the review of literature
- Identification of research problem: statement of problem, purpose, and research question
- Hypotheses: Importance, characteristics, formulation and forms.

**Unit- III - Quantitative methods of research**

- Survey method
- Classification by time: cross-sectional, longitudinal (trend and panel studies)
- Ex – Post Facto research,
- Experimental research, variables in experimental research – independent, dependent and confounding variable; ways to manipulate an independent variable, purpose and methods of control of confounding variables
- Techniques of control: matching, holding the extraneous variable constant and statistical control
- Experimental research design: single-group pre-test post-test design, pre-test post-test control-group design, post-test only control group design and factorial design
- Internal and external validity of results in experimental research
- Quasi—experimental design: nonequivalent comparison group design, and time-series design

**Unit- IV - Qualitative Methods of Research**

- Qualitative research: meaning, steps and characteristics; case studies.
- Historical research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source.
- Philosophical research
- Mixed research-meaning, fundamentals principles, strengths and weaknesses, limitations

**Course Objectives:-**

After the completion of the course students will be enabled to:

- comprehend paradigm shift from women's studies to gender studies.
- understand some landmarks of social reform movement with focus on women's experiences of education.
- apply the knowledge of various theories of gender and to develop a broad outlook on gender identities of formal and non-formal organizations.
- analyze various gender issue in curriculum in regards to class, castes, religion and region.
- understand human rights and the position of curriculum framework since independence.
- analyze the role of school and teacher with special reference to challenging gender.
- apply the knowledge of gender role, sexuality, sexual harassment and abuse.

**Course Outcomes:-**

After the completion of the course students will be able to:

- explore paradigm shift from women's studies to gender studies.
- classify some landmarks of social reform movement with focus on women's experiences of education.
- use the knowledge of various theories of gender and to develop a broad outlook on gender identities of formal and non-formal organizations.
- classify various gender issues in curriculum in regards to class, castes, religion and region.
- explain human rights and the position of curriculum framework since independence.
- assess the role of school and teacher with special reference to challenging gender.
- use the knowledge of gender role, sexuality, sexual harassment and abuse in teaching learning situation.

**Course Content:****UNIT- I : GENDER STUDIES: PARADIGM SHIFTS**

- Paradigm shift from women's studies to gender studies
- Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth century's with focus on women's experiences of education
- Equality of Education opportunities, Means and Measures taken for Equality in terms of gender.

**UNIT- II : THEORIES ON GENDER AND EDUCATION**

- Socialization theory
- Gender difference
- Structural theory
- Deconstructive theory
- Gender Identities and Socialization Practices in: Family, schools Other formal and informal organization.

**UNIT- III : GENDER ISSUES IN CURRICULUM**

- Gender, culture and institution: Intersection of class, caste, religion and region
- Human Rights of Human Empowerment.
- Construction of gender in curriculum framework since Independence: An analysis
- Gender and the hidden curriculum
- Gender in text and context (textbooks' inter-sectionalists with other disciplines, classroom processes, including pedagogy)
- Teacher as an agent of change
- Role of school with special reference to challenging gender.

**UNIT- IV: GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE**

- Linkages and differences between reproductive rights and sexual rights
- Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)

- Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions
- Agencies perpetuating violence: Family, school, work place and ia (print and electronic)
- Role of gender in society and socialization for reference to law and state.

## **INCLUSIVE EDUCATION (MEd-105)**

**Credit - 2**

### **Course Objectives:**

- After the completion of the course students will be enabled to:
- understand the concept, meaning and importance of inclusive education
- analyze special, integrated & inclusive education.
- comprehend conventions, policies, acts and schemes for disabled children.
- apply the knowledge of disabilities and marginalization in the teaching-learning process.
- apply the knowledge of specific strategies in teaching special need children in inclusive classroom.
- apply the knowledge of innovative practices to respond to education of children with special needs.

### **Course Outcomes:**

After the completion of the course students will be able to:

- explain the concept, meaning and importance of inclusive education
- differentiate special, integrated & inclusive education.
- describe conventions, policies, acts and schemes for disabled children.
- use the knowledge of disabilities and marginalization in the teaching-learning process.
- use the use specific strategies in teaching special need children in inclusive classroom.
- use the innovative practices to respond to education of children with special needs.

### **Course content:**

#### **UNIT I- Introduction**

- Concept, Meaning and importance of Inclusive Education.
- Difference between Special Education, Integrated and Inclusive Education.
- Practices of inclusive education.

#### **UNIT II- Historical perspectives of Inclusive Education**

- Important International Declarations/Conventions/Proclamations – Biwako Millennium
- Policies of gender and social inclusion, The Rehabilitation Council of India Act, 1992 (RCI Act The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation)
- Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.
- Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).

#### **UNIT III - Children with Diverse Needs**

- Discrimination based on disability, categories of disabilities.
- Method and Approaches in identifying children with disabilities.
- Children belonging to other marginalized groups: problems, forms of discrimination.

#### **UNIT IV- Inclusive Practices in Classrooms for All**

- School's readiness for addressing learning difficulties.
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.
- Making learning more meaningful—Responding to special needs by developing strategies for curricular adaptations and TLM.
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom.

**Course Objectives:**

After completion of the course students will be enabled to:

- understand the concept significance, philosophy, goals and objectives of distance education and open learning.
- analyze growth, present status, quality assurance and challenges of distance education in India.
- understand the nature, characteristics types and problems of distance learners.
- understand the distance learning process, study skill for distance learning & use the various SLM for distance learning.
- understand the instructional & evaluation process in distance education & open learning.
- understand the procedure of counseling in distance education.

**Course Outcomes:**

After completion of the course students will be able to:

- explain the concept significance, philosophy, goals and objectives of distance education and open learning.
- present growth, present status, quality assurance and challenges of distance education in India.
- describe the nature, characteristics types and problems of distance learners.
- cite the distance learning process, study skill for distance learning & use the various SLM for distance learning.
- explain the instructional & evaluation process in distance education & open learning.
- assess the procedure of counseling in distance education.

**Course Content:**

**Unit I- Growth and Philosophy of Distance Education**

- Distance Education: significance, meaning, concept and epistemology.
- Goals and objectives of distance education.
- Philosophy of distance education.
- Growth of distance learning system in India, International Council of Distance Education. Issues in Distance Education-. Conventional mode of distance learning, relative effectiveness of conventional distance mode of learning.
- Present status of distance education system.
- Quality assurance and challenges in distance education

**Unit II - Learning Process and Self-Learning Materials (SLM) in Distance Education**

- Distance learners: nature, characteristics and types
- Distance Education process: nature of adult learning,
- Significance of study skills in distance learning. Problems of distance learners.
- Types of SLM in distance learning-print, audio, video, interactive, online, and web-based.
- Self-learning materials: meaning, scope, importance and characteristics.

**Unit III - Instructional Process and Evaluation Procedure in Distance Education & Open Learning**

- Two way communication in distance education and open learning. open learning-need, significance, type and importance,
- Difference between evaluation in traditional and distance learning; role of tutor comments in motivation of distance learners.
- Techniques of evaluation in distance education.

**Unit IV - Counseling in Distance Education**

- Academic and non-academic Counseling, Procedure of counseling.
- Theories of counseling, qualities of counselor.

**Course Objectives:-**

After completion of the course students will be enabled to:

- understand the concept of universalization of education and analyze primary education in USA & Indian.
- understand the concept of vocationalization of education in USA & India & analyze the secondary education in U.K., USA, Russia, China, Japan, Israel and India.
- analyze the development, structure, administration and finance of various countries.
- understand the procedure of distance education and continuing education in Australia, UK and India.
- analyze the teacher education in various countries.
- comprehend the different models & evaluation of curriculum.

**Course Outcomes:-**

After completion of the course students will be able to:

- explain the concept of universalization of education and analyze primary education in USA & Indian.
- describe the concept of vocationalization of education in USA & India & analyze the secondary education in U.K., USA, Russia, China, Japan, Israel and India.
- compare the development, structure, administration and finance of various countries.
- explain the procedure of distance education and continuing education in Australia, UK and India.
- differentiate the teacher education in various countries.
- classify the different models & evaluation of curriculum.

**Course Content:**

**Unit I: Universalization Elementary Education**

- Universalization of elementary education in India.
- Primary Education in UK, USA, Russia, China, Japan and India.

**Unit II: Secondary & Vocationalization of Education**

- Vocationalization of education in USA and India.
- Secondary Education in UK, USA, Russia, China, Japan, Israel and India.

**Unit III: Development, Structure of Administration & Finance**

- Development, structure, administration, finance, aims, curriculum and methods of teaching of Higher Education in UK, USA, Russia, China, Japan and India
- Distance education and continuing education in Australia, UK and India.

**Unit IV: Teacher Education, Different Models of Curriculum and Evaluation**

- Teacher Education in UK, USA, Russia, China, Japan and India:
- Different Models of curriculum development - Administrative & Grass root
- Curriculum Evaluation – Formative – Summative Interpretation of evaluation results.



# Compulsory Practical work

Value Aided Course (30 Hours)

Development of Language Proficiency for Various Situations (MEd-108)

Credit -2

## **Course Objectives:**

After completion of the course e students will be enabled to:-

- understand the concept nature, characteristics, types , of language.
- apply the knowledge of language of various situations.
- understand the stages of language proficiency.
- apply the knowledge of language proficiency and its stages in personal and professional life.
- comprehend different environmental conditions for development of language.

## **Course Outcomes:**

After completion of the course e students will be able to:-

- explain the concept nature, characteristics, types , of language.
- use the knowledge in various situations.
- classify the stages of language proficiency.
- use the language proficiency in teaching learning situation
- categories different environmental conditions for development of language.

## **Course Contents:**

### **Unit- I: Development of languages**

- Language – Concept, nature, characteristics & implications
- Types of languages – Mother tongue, Regional Language, State Language & international language
- Use of language for various situations – Home, community, school & peer group.

### **Unit- II: Proficiency in language**

- Proficiency in language – Meaning, concept, nature & characteristics.
- Stages of language proficiency
- Use of language proficiency.

### **Unit- III: Different Environmental situations for Language Development**

- Different environmental situation for language development---home, community, peer group, school, play group.

## **Practical: Any two**

- Project work – Status of language proficiency around home.
- Survey – Situation in teacher-training institution regarding status of language proficiency.
- Case Study – Language proficiency in various situations of teacher trainers/teacher trainees.

**ACTION RESEARCH (Guideline for writing)**

**Chapter I: Introduction to Action Research**

- What is Action Research?
- Why should I use action research?
- Methods of Action Research?
- Types and steps of Action Research

**Chapter II: The Purposes of Action Research**

- Action Research in Classrooms
- Teacher Action Research
- An Action Research Routine: Systematic Processes of Inquiry
- Characteristics of Action Research

**Chapter III: Sources of Information**

- Interviewing: Guided Conversations
- Reviewing the Literature
- Participant Observation
- Summary
- Quantitative Information: Statistical and Numerical Data

**Chapter IV: Reporting**

- Action Research Reports
- Written Reports

**Chapter V: Limitations and Criticisms of Action Research**

- Limitations of Action Research
- Criticism of Action Research Result

**AND**

**CASE STUDY (Guideline for writing)**

**Credit - 2**

**Chapter I: Introduction to Case Study**

- What is a Case Study?
- When is a Case Study Appropriate?
- Nature of Case Study

**Chapter II: Elements of a Case Study**

- The Problem
- Steps taken to address the problem
- Challenges and how they were met

**Chapter III: Process for Conducting a Case Study**

- Plan
- Develop Instruments
- Data Collection
- Analyze Data
- Disseminate Findings

**Chapter IV: Potential Sources of Information**

- Project Documents
- Project Reports
- Monitoring visits
- Mystery client reports
- Facility assessment reports
- Questionnaire/survey results
- Evaluation reports
- Result implementation

**M.Ed-110**

**Credit - 4**

- Assignment & Seminar/Workshop/Symposium in each compulsory subject & Comprehensive Viva Voce

# Semester-II

## Sociology & History of Education (MEd-201)

Credit - 4

### Course Objectives:

After completion of the course students will be enabled to:

- comprehend relationship between Sociology and Educational Sociology.
- understand the conceptual frame work, need, scope, functions and significance of educational sociology, & Sociology of Education.
- understand the social system, social organization and social groups.
- comprehend the concept of social equality & equality
- apply knowledge of sociology in context to present society.
- evaluate the contribution of various social thinkers for education.

### Course Outcomes:

After completion of the course students will be able to:

- explain relationship between Sociology and Educational Sociology.
- describe the conceptual frame work, need, scope, functions and significance of educational sociology, & Sociology of Education.
- differentiate the social system, social organization and social groups.
- explain the concept of social equality & equality
- use knowledge of sociology in context to present society.
- justify the contribution of various social thinkers for education.

### Course Content

#### Unit I: Sociological Foundations of Education

- Relationship of Sociology and Education: Meaning and nature of Educational Sociology and Sociology of Education.
- Education – as a social subsystem – specific characteristics of education.
- Education and the community with special reference to Indian Society,

#### Unit II: Education & various aspects of society

- Education and Modernization, Education and Politics, Education and Religion, Education and Culture, Education and Democracy, Socialization of Child.
- Education as related to Social Stratification and Social Mobility.
- Meaning and Nature, Education and Social Change.

#### Unit III: Social Equity & Equality

- Education as related to Social Equity and Equality of Educational Opportunities.
- Constraints on Social Change in India (Caste, Ethnicity, Class, Language, Religion, Regionalism)
- Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population.

#### Unit IV: Contribution of following Social Thinkers to Education

- Emile Durkheim.
- Ivan Illich.
- Paulo Freire.

**Course Objectives:**

After completion of the course students will be enabled to:

- gain knowledge of concept of statistics and graphical representation of data.
- analyses the levels of measurement, determining the range, size, classes and classification methods.
- apply the knowledge of graphical representation for raw data in different styles.
- apply the knowledge of measures of central tendency & variability.
- understand the correlation coefficient by different methods.

**Course Outcomes:**

After completion of the course students will be able to:

- describe of concept of statistics and graphical representation of data.
- classify the levels of measurement, determining the range, size, classes and classification methods.
- use the knowledge of graphical representation for raw data in different styles.
- use the measures of central tendency & variability.
- calculate the correlation coefficient by different methods.

**Course Content:**

**Unit: I – Brief Concepts of Statistics**

- Types of Statistics- theoretical statistics, applied statistics, descriptive statistics & inferential statistics.
- Levels of measurement, determining the range, size, classes and classification methods.
- Graphical presentation of data – Bar & Pie Diagram, Frequency Histogram, Polygon and Curve.
- Cumulative frequency curve, percentage cumulative frequency curve or ogive.
- Characteristics of Frequency Curve.

**Unit: II Statistics in education and Measures of central tendency**

- Measures of Central Tendency - Mode, Mean, Median, Mean ungrouped and grouped data, short and long method.
- Measures of variability - Range, Average Deviation, Standard Deviation, Quartile Deviation, Group and Ungroup Data, Sheppard's Correction.
- Properties of Mean, Comparison of Mean, Median and Mode
- Combined Mean and SD from two or more groups.
- Use of Different Measures of Central Tendency.

**Unit: III - Measures of correlation**

- Calculation of product moment correlation from a Bi-variate frequency distribution & linear correlation.
- Other method of correlation - Rank order correlation coefficient, bi-serial correlation coefficient, point bi-serial correlation coefficient, tetra-choric correlation coefficient, Phi correlation coefficient, contingency coefficient.

**Unit: IV – Other Method of Correlation**

- Measure of curvilinear correlation coefficient, coefficient of concordance.
- Partial and multiple correlations, significance of partial correlation coefficient, significance of multiple correlation.

**Unit: V - Measures of variability**

- Standard scores and scaling - Z-score, T-score, Stanines, C-Scores
- Normal probability curve, Principles of probability

**Course Objectives:**

After completion of the course students will be enabled to:

- understand the meaning & concept of curriculum & analyze the components of curriculum.
- comprehend the role of various bases of curriculum.
- apply the knowledge of theories and steps of curriculum development to develop the curriculum effectively.
- analyze the various approaches and types of curriculum.
- analyses the areas of school education & teacher education frameworks.
- apply the knowledge effective integrated & interdisciplinary learning experiences.
- analyze the diverse competencies of teachers & describe the causes of curriculum load.
- comprehend the evaluation process of curriculum.

**Course Outcomes:**

After completion of the course students will be able to:

- explain the meaning & concept of curriculum & analyze the components of curriculum.
- assess the role of various bases of curriculum.
- use the knowledge of theories and steps of curriculum development to develop the curriculum effectively.
- classify the various approaches and types of curriculum.
- categories the areas of school education & teacher education frameworks.
- organize effective integrated & interdisciplinary learning experiences.
- classify the diverse competencies of teachers & describe the causes of curriculum load.
- cite the evaluation process of curriculum.

**Course Content:**

**Unit I -**

- Meaning, concepts and objectives of curriculum.
- Components of curriculum: objectives, content, transaction mode and evaluation
- Basis of curriculum (Philosophical, ideological, Psychological, Historical and Sociological)
- Theories of curriculum development
- Steps of curriculum construction.

**Unit II -**

- Approaches of Curriculum
- Types of Curriculum
- Principles of Curriculum Development
- Curriculum frameworks of school education and teacher education
- Humanistic curriculum : characteristics, purpose,

**Unit III - Models of Curriculum**

- Tyler's -1949 model
- Nicholls and Nicholls -1972 Model
- Hilda Taba 1962 model
- Need assessment model
- Mile's Dynamic Model
- Vocational/ training model

**Unit IV -**

- Principles and criteria for developing learning experiences
- Points to be considered while selecting learning experiences
- Designing integrated and interdisciplinary learning experiences
- Diversity among teachers in their competences
- Problem of curriculum load

## **Unit V - Evaluation of Curriculum**

- Importance of assessment in teaching learning process.
- Continuous and comprehensive evaluation.
- Formative and summative evaluation norms referenced and criterion referenced evaluation.
- Evaluation of school experiences/internship programmes/field work/curricular and co-curricular activities.
- Self assessment by students, by teacher, peer assessment, assessment of teacher by students.

## **Administration, Management & Leadership (MEd-204)**

**Credit - 2**

### **Course Objectives**

After completion of the course students will be enabled to:

- understand the educational administration and educational management.
- understand the psychological need of employee.
- examine the core of leadership and contemporary leadership theories.
- comprehend concept & approaches in educational planning
- apply the knowledge of educational supervision.

### **Course Outcomes**

After completion of the course students will be able to:

- explain the concept of educational administration and educational management.
- justify the psychological need of employee
- evaluate the core of leadership and contemporary leadership theories.
- describe concept & approaches in educational planning
- use the knowledge of educational supervision.

### **Course Content:**

#### **Unit I: Modern Concept of Education Administration & Management**

- Development of Modern Concept of Educational Administration From 1900 to present day.
- Taylorism, Administration as a process, Administration as bureaucracy, Human Relations Approach to Administration.
- Modern Trends in Educational Management

#### **Unit II: Psychological Need of Employees**

- Meeting the Psychological needs of employees, system approach, specific trends in Educational Administration such as:
  - a) Decision Making
  - b) Organizational Compliance
  - c) Organizational Development
  - d) PERT

#### **Unit III: Leadership in Educational Administration**

- Leadership in Educational Administration: Meaning and Nature of Leadership, Theories of Leadership, Styles of Leadership, Measurements of Leadership.

#### **Unit IV: Educational Planning**

- Educational Planning: Meaning and Nature
- Approaches to Educational Planning- Perspective Planning, Institutional Planning.

#### **Unit V: Educational Supervision**

- Educational Supervision: Meaning and Nature, Supervision as service activity, Supervision as a process, Supervision as functions, Supervision as Educational Leadership, Modern Supervision, Functions of Supervision, Planning the Supervisory Program, Organizing Supervisory program, Implementing Supervisory program.

**Course Objectives:-**

After completion of course, the students will be enabled to:

- understand the concept and role of ICT and its applications in teaching learning.
- comprehend the electronic systems and apply them in education.
- become familiar with new trends, techniques in education for achieving the goals of effective teaching and learning.
- comprehend emerging trends in Educational Technology along with resource centers of Educational Technology & e-learning.

**Course Outcomes:-**

After completion of course, the students will be able to:

- explain the concept and role of ICT and its applications in teaching learning.
- analyze the electronic systems and use them in education.
- describe with new trends, techniques in education for achieving the goals of effective teaching and learning.
- cite emerging trends in Educational Technology along with resource centers of Educational Technology & e-learning.

**Course Content:**

**UNIT I: Information and Communication Technology (ICT)**

- Concept of Information & Communication Technology (ICT),
- Role of ICT in Teaching Learning Context.
- Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.
- Emergence of new information technology- convergence of computing and telecommunications.

**UNIT II: E- Learning and Web learning**

- Concept, nature and characteristics of E-learning.
- Promotion and Organization of E-learning,
- The Internet and the World Wide Web: Information, services and functions of the Internet and the Web; Web learning.
- E-content: design, development, standards, learning objects and reusability, and authoring tools.

**UNIT III: Emerging trends in Educational Technology**

- Teleconferencing, E-mail, Internet, Website
- Academic and Research content on the web: Online journals and abstraction services;
- Computer assisted instruction(CAI)
- Computer based training(CBT)
- Smart classes:-concept, infrastructure, uses and limitations

**Course Objectives:-**

After completion of course, the students will be enabled to:

- understand the need of values and its classification in contemporary Society.
- evaluate the values needed for peaceful society like democratic, secular and socialist etc.
- comprehend the role of education in building value as dynamic social reality.
- know the importance of value education towards national and global development.
- comprehend the role of value education in present development.

**Course Outcomes:-**

After completion of course, the students will be able to:

- identify the need of values and its classification in contemporary Society.
- justify the values needed for peaceful society like democratic, secular and socialist etc.
- assess the role of education in building value as dynamic social reality.
- explain the importance of value education towards national and global development.
- assess the role of value education in present development.

**Course Content:**

**UNIT I: Education and Values**

- Definition, concept, classification, Criteria and Sources of values.
- Aims and objectives of value education.
- Role of need for value education in the contemporary society.
- Role of Education in transformation of values in Society.
- Role of parents, teachers, society, peer group and mass media in fostering values
- Teaching approaches and strategies to inculcate values through curricular and co-curricular activities.

**UNIT II: Value Education and Personal Development**

- Human Values: Truthfulness, Constructivity, Sacrifice, Sincerity, Self-Control, Altruism, Scientific Vision, relevancy of human value to good life.
- Character formation towards positive personality.
- Modern challenges of adolescent: emotions and behavior.

**UNIT III: Value Education towards National and Global Development**

- Constitutional Values: Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity.
- Social Values: Pity and Probity, Self-Control, Universal Brotherhood.
- Professional Values: Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, Faith.
- Religious and Moral Values: Tolerance, Wisdom and Character.
- Aesthetic Values: Love and Appreciation of literature, fine arts and respect for the same.
- Environmental Ethical Values
- National Integration and International understanding.
- Need of Humanistic value for espouse peace in the society.



**Course Objectives:**

After completion of course, the students will be enabled to:

- understand the concept of population education, its need, importance, objectives and scope in present scenario.
- analyze the distribution of population, causes and consequences of population growth.
- understand the Socio-Economic development and the effect of environment on population growth and knowledge about literacy campaign in Indian.
- comprehend the role of teacher in creating awareness of various population problems.
- evaluate the use of mass media (Newspaper, Radio & T.V) and Audio-Visual aids in schools.

**Course Outcomes:**

After completion of course, the students will be able to:

- Explain the concept of population education, its need, importance, objectives and scope in present scenario.
- Analyze the distribution of population, causes and consequences of population growth.
- Describe the Socio-Economic development and the effect of environment on population growth and knowledge about literacy campaign in Indian.
- Assess the role of teacher in creating awareness of various population problems.
- Identify the use of mass media (Newspaper, Radio & T.V) and Audio-Visual aids in schools.

**Course Content:**

**Unit –I Concept of Population Education**

- Population education: Concept, objectives and scope
- Need and importance of population education

**Unit-II Population Growth and Population Dynamics in India**

- Distribution of population- Age, Sex, Rural-Urban
- Causes of population growth
- Consequences of population growth

**Unit –III Population and Quality of life**

- Population in relation to socio – economic development, health status, health services, nutrition,
- Effect of population growth on natural resources and environment
- Population and literacy campaign in India

**Unit-IV Population Education and school**

- Scope of population education in schools,
- Teacher role in creating awareness of population problems
- Use of Mass media – (Newspapers, Radio, T.V) and Audio-Visual Aids

## **Compulsory Practical work**

### **Value Added Courses (30 hours)**

#### **Development of Ethical Management and Evaluation Skill in Teacher Trainees (MEd-208)**

**Credit - 2**

#### **Course Objectives:**

After completion of course, the students will be enabled to:

- apply the knowledge of ethical management and its use in teacher training institutions.
- understand the concept of evaluation and its techniques in their personal & professional life.
- apply the knowledge of assessment & techniques for ethical management.

#### **Course outcomes:**

After completion of course, the students will be able to:

- use the knowledge of ethical management and its use in teacher training institutions.
- explain of evaluation and its techniques in their personal & professional life.
- use the knowledge of assessment & techniques for ethical management.

#### **Course Content:**

##### **Unit- I: Ethical Management**

- Ethics – Meaning, concept & definition.
- Management – Meaning, concept, nature & components.
- Ethical management – Meaning, concept, nature, characteristics and components.
- Application of ethical management: its use for teacher training institutions.
- 

##### **Unit –II: Evaluation**

- Measurement – Meaning, concept, nature & procedure.
- Evaluation – Meaning, concept, nature & procedure.
- Skills – Meaning and concept
- Evaluation techniques.

##### **Unit –III: Development of assessment skills**

- Measurement techniques for ethical management.
- Evaluation technique for performance assessment.

#### **Practical: Any two**

- Project work – observation of level of ethics in people around you.
- Survey – to prepare an evaluation profile of ethical management in teacher training institution.
- Case Studies – ethical management in teacher trainer/teacher trainees.

#### **M.Ed-209**

**Credit - 2**

(Selection of Dissertation Topic, Synopsis Preparation & Presentation)

#### **M.Ed-210**

**Credit - 4**

(Assignment & Seminar/workshop/Symposium in each compulsory subject & Comprehensive Viva Voce)

## 2<sup>nd</sup> Year

### Semester-III

Advanced Level Educational at Research (MEd-301)

Credit - 4

#### Course Objectives:

After completion of course, the students will be enabled to:

- comprehend the meaning of population and sampling with various type of sampling methods.
- apply questionnaire, test, inventories, checklist schedule and interviews.
- analyze the various forms, style and content of a good research report.
- understand the appropriate technique of hypothesis testing.

#### Course Outcomes:

After completion of course, the students will be able to:

- explain the meaning of population and sampling with various type of sampling methods.
- use questionnaire, test, inventories, checklist schedule and interviews.
- classify the various forms, style and content of a good research report.
- identify the appropriate technique of hypothesis testing.

#### Course Content:

##### **Unit-I - Sampling In Qualitative, Quantitative and Mixed Research**

- Concepts of population and its type, and sample, sample size, sampling error, characteristics of good samples.
- Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling
- Non – random sampling techniques: convenience sampling, purposive sampling, quota sampling, snowball sampling, incidental sampling.
- Determining the sample size when using random sampling.
- Research Design – meaning, subject matter, procedure, objective, types.

##### **Unit- II - Methods of Data Collection**

- Characteristic of a good research tool.
- Steps of development a good research tool.
- Questionnaire: form, principles of construction and their scope in educational research, administration of questionnaires.
- Tests, inventories and scales: types and construction and using reliability and validity information.
- Interview: types, characteristics and applicability, guidelines for conducting interviews
- Observation: use of the checklist and schedules, field notes, role of researcher during observation.

##### **Unit-III - Educational Research Report Writing**

- Essential elements of report writing, formal writing references.
- APA style- Online & Offline
- Characteristics of a good research report.
- Steps of writing a research paper.

##### **Unit- IV - Hypotheses Testing**

- Hypothesis testing – Directional & Non-Directional, parametric and non parametric.
- One tailed & two tailed Test, Significant level .05 and .01, Degree of freedom.
- Type I & Type II error.

**Course Objectives:**

After completion of course, the students will be enabled to:

- know the historical perspective of teacher education.
- understand the aims & objectives of teacher education at various level.
- comprehend the concept of teacher as a profession, performance appraisal of teacher and faculty development programme.
- analyze the various pre-service and in service programme of teacher education.
- analyze the various issues and problems in teacher education.
- acquaint with teacher education curricular & areas of research in teacher education.

**Course Outcomes:**

After completion of course, the students will be able to:

- explain the historical perspective of teacher education.
- discuss the aims & objectives of teacher education at various level.
- describe the concept of teacher as a profession, performance appraisal of teacher and faculty development programme.
- classify the various pre-service and in service programme of teacher education.
- justify the various issues and problems in teacher education.
- explain teacher education curricular & areas of research in teacher education

**Course Content:****Unit I: Teacher Education**

- Teacher Education: Historical Perspective, Aims and objectives of teacher education at Elementary Level, Secondary Level, College Level
- Recommendations of various commissions on teacher education, National Policy of Education.

**Unit II: Teacher as a profession**

- Teaching as a profession: Professional organizations for various levels of teachers and their role.
- Performance appraisal of teachers.
- Faculty improvement program for Teacher Education.

**Unit III: Pre-service & In-service Teacher Training**

- Types of teacher education program and agencies: Pre-service & In-service Teacher Education.
- Distance Education and Teacher Education.
- Orientation and Refresher courses
- Current Problems of Teacher Education, Preparing Teacher for special schools, Teacher Education Curricula.

**Unit IV: Area of Research**

- Implementation of curricula of teacher education.
- Areas of Research: Teaching Effectiveness, Criteria of Admission, Modification of Teacher Behavior, School Effectiveness.

**Course Objectives:**

After completion of course the student will be enabled to:

- acquire knowledge of concept and historical perspectives of computer.
- acquire knowledge of computer hardware and structure of computer.
- comprehend the Binary Arithmetic & Data Representation.
- understand features of MS Windows, MS Word, spreadsheet, PowerPoint & Internet.
- understand the computer application in educational institutions.

**Course Outcomes:**

After completion of course the student will be able to:

- describe knowledge of concept and historical perspectives of computer.
- explain the computer hardware and structure of computer.
- identify the Binary Arithmetic & Data Representation.
- categorize the features of MS Windows, MS Word, spreadsheet, PowerPoint & Internet.
- explain with the computer application in educational institutions.

**Course Content:**

**Unit I: Meaning, Definition and Historical Perspectives of Computer:**

- Meaning and definition of computer
- Historical perspective
- Computer generations and its classification
- Block diagram of a computer Peripherals, and working of a computer

**Unit II: Computer Hardware:**

- **Input devices:** keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera etc.
- **Output devices:** monitor, printers (line, serial, dot matrix, inkjet, and laser).
- **Primary storage devices:** RAM, ROM and its types.
- **Secondary storage devices:** FDD, HDD, CD, DVD, Pen Drive (USB)

**Unit III: Binary Arithmetic and Data Representations:**

- Decimal and binary number system
- Representation of characters, Integers and fractions in computers

**Unit IV: Computer Programmes**

- MS-Windows:
- MS Word
- Spreadsheet
- Power Point
- Internet

**Unit V: Computers application in educational institutions -**

- Academic Activities, Administrative activities, Co-Curricular activities, Examination work, Research activities, Library, Class room teaching.

**Task and Assignments**

- Develop computer based learning packages in science/mathematics/social science/language
- Prepare PPT on any 4 Topic.
- Ms Excel Assignment.

**Course Objectives:**

After completion of the course students will be enabled to:

- understand the meaning, scope and components of educational technology and also about the system approach of educational technology.
- know the concept and development of program instruction and also about the models of teaching.
- apply the knowledge of levels, stages and models of teaching and various instructional technology.
- comprehend the concept, process, types and barriers of communication and also about the multiia approach in Educational Technology.
- analyze the process of distance education

**Course Outcomes:**

After completion of the course students will be able to:

- Explain the meaning, scope and components of educational technology and also about the system approach of educational technology.
- Discuss the concept and development of program instruction and also about the models of teaching.
- Use the levels, stages and models of teaching and various instructional technology.
- comprehend the concept, process, types and barriers of communication and also about the multiia approach in Educational Technology.
- Analyse the process of distance education.

**Course Content****Unit I: Educational Technology as System Approach**

- Meaning and Scope of Educational Technology, Educational Technology as system approach and its characteristics
- Components of educational technology – Software & Hardware
- Program Instruction (origin, types, linear and branching, development of program instruction material)
- Teaching machines & computer assisted instruction.
- Modelities of Teaching – difference between teaching and instruction, conditioning and training.

**Unit II: Stages of Teaching**

- Stages of teaching, pre-active, interactive and post-active
- Teaching at different levels – memory, understanding and reflective
- Modification of teaching behavior: Microteaching, Flander's Interaction Analysis, Simulation.
- Models of teaching: Concept, different families of teaching models.
- Designing Instructional System, Formulation of instructional objectives.
- Designing of instructional Strategies as Lecture, Team Teaching, Discussion, Panel Discussion, Seminars and Tutorials.

**Unit III: Communication Process**

- Communication Process: Concept, Principles, Modes, types and Barriers of communication, Classroom communication.
- Multiia approach in Educational Technology.

**Unit IV: Process of Distance Education**

- Distance Education: Concept, Different contemporary systems, viz., Correspondence, Distance and open; student support services
- Evaluation Strategies in Distance Education; Counseling Methods in Distance Education.

**Course Objectives:**

After completion of course students will be enabled:

- apply the knowledge of values, human values & Universal values in their Profession & Personal Life.
- comprehend the values related to leadership.
- apply the knowledge of values followed by some great personalities (Buddha, Socrates & Mother Teresa)
- apply the knowledge of ethics & professional ethics in their personal & professional life.

**Course Outcomes:**

After completion of course students will be able to:

- use the knowledge of values, human values & Universal values in their Profession & Personal Life.
- identify the values related to leadership.
- use the values followed by great personalities (Buddha, Socrates & Mother Teresa) in daily life.
- use the knowledge of ethics & professional ethics in their personal & professional life.

**Course Content****Unit I -**

- Values – Meaning, Concept, Need
- Human Values – Meaning, Concept, Need
- Universal Values – Right conduct, peace, truth, love, non-violence, contentment, integrity, devotion, service, co-existence, justice, empathy.

**Unit II -**

- Leadership with values –
  - Value based leadership-Important traits of value based leaders.
  - Importance of value-based leaders in the national & global contexts

**Unit III -**

- Ethics – Concept, types, components & dimensions
- Codes of ethics & its positive roles.
- Values & ethics – from corporate & spiritual angles.

**Unit IV -**

- Professional ethics – definition, meaning & types.
- Competence in professional ethics.
- Professional ethics – the moral & social responsibility of professional organization.
- Professional ethics for teaching profession.

**Course Objectives:**

After completion of the course student will be enabled:

- comprehend the concept of special education in different perspective along with its historical development.
- apply the knowledge of education of mentally retarded.
- understand different types of disabilities and use this knowledge in their education.
- apply the knowledge of various policies, legislation schemes & provisions for special needs education and rehabilitation.
- understand the current need and issues in special education.

**Course Objectives:**

After completion of the course student will be able to:

- explain the concept of special education in different perspective along with its historical development.
- apply the knowledge of education of mentally retarded.
- categorize different types of disabilities and use this knowledge in their education.
- use the knowledge of various policies, legislation schemes & provisions for special needs education and rehabilitation.
- identify the current need and issues in special education.

**Course Content:****Unit I: Historical Perspective of Special Education**

- Special Education: Concept and Nature, Historical perspective, Concept, Nature, Objectives, Types, Integrated education,
- Education of Mentally Retarded: Characteristics of the “retarded, Educable mentally retarded, Teaching Strategies, Enrichment programs, Reial Programs, Etiology and prevention, Mental hygiene as relation.

**Unit II: Overview of Different Disabilities**

- Education of the visually impaired: Characteristics, Degree of Impairment, Etiology and Prevention, Educational Programs.
- Education of the hearing impaired: Characteristics, Degree of impairment, Etiology and prevention, Educational programs.
- Education of the Orthopedically Handicapped: Types of handicap, Characteristics, Educational Programs.

**Unit III: Policies and Legislations for Special Needs Education & Rehabilitation**

- National legislations, RCI, PWD, NTA.
- National Policy on Education with reference to Program of Action 1992, SSA
- Government schemes and provisions
- Employment agencies and services

**Unit IV: Education Programme in Special Children**

- Education of the Gifted and Creative Children: Characteristics, Creativity and identification process, Educational Programs.
- Learning Disabled Children: Characteristics, Identification, Educational Program.
- Education of Juvenile Delinquents: Characteristics, Problems of alcoholism, drug addiction, Anti-Social and Character disorder.
- Educational Programs for Rehabilitation.



# Compulsory Practical work

Value Added Course (30 hours)

Strategies of Behavioral Modification (MEd-307)

Credit – 2

## Course Objectives:

After completion of the course student will be enabled to:

- apply the knowledge of behavior
- use the knowledge of stages behavior development.
- apply the knowledge of strategies & behavior development.

## Course Outcomes:

After completion of the course student will be able to :

- apply the knowledge of behavior in practical situation.
- use the knowledge of stages of behavior development.
- apply the knowledge of strategies & behavior development.

## Course Contents:

### **Unit- I: Concept of Behavior**

- Behaviour – Meaning, Concept, nature & characteristics
- Types of behavior.

### **Unit- II: Stages of Behavioral Development**

- Stages of behavioral development, infancy, early childhood, late childhood & adolescence.

### **Unit- III: Techniques of Behavioral Modification**

- Psychological techniques
- Sociological technique
- Philosophical techniques
- Religious techniques

### **Practical: Any two**

- Project Work – Students will analyze behavioral strategy of teacher trainer/ teacher trainees.
- Survey – Analyze behavior of teacher trainer/teacher trainees on the basis of the survey.
- Case Studies – Analyze behavior modification at different stages of development of teacher trainer/ teacher trainees.

### **M.Ed-308**

(Internship, writing & publication of research paper)

**Credit - 4**

### **M.Ed-309**

(Dissertation- Chapter wise presentation, preparation of Research Tool  
& Data Collection)

**Credit - 4**

### **M.Ed-310**

Assignment & Seminar/Workshop/Symposium in each compulsory subject & Comprehensive Viva Voce

**Credit - 4**

## Semester-IV

### Advanced Level Educational Statistics (MEd-401)

Credit - 4

#### Course Objectives:

After completion of the course, student will be enabled to :

- understand the non-parametric inferential statistics.
- apply the one and two tailed test, Chi-square test & chi-square for percentage.
- understand the parametric inferential statistics.
- apply the analysis of variance.
- understand the regression and prediction, partial & multiple correlation.

#### Course outcomes:

After completion of the course, student will be able to:

- interpret the non-parametric inferential statistics.
- apply the one and two tailed test, Chi-square test & chi-square for percentage.
- interpret the parametric inferential statistics.
- apply the analysis of variance.
- compute the regression and prediction, partial & multiple correlations.

#### Course Outcomes:

##### **Unit: I- Non-parametric inferential statistics.**

- One simple run test, ian test, sign test.
- Mann Whitney U Test, Wilcoxon Matched-pairs Signed Rank Test
- Kruskal-Wallis (One way analysis of variance)
- K.S. – One and Two simple test.

##### **Unit: II-**

- One and two tailed test.
- Chi-square test, hypothesis of equal distribution normal distribution, independent distribution and 2x2 contingency tables.
- Use for Yates correction for continuity, Chi-square for percentage.

##### **Unit: III- Parametric inferential statistics.**

- Regression and prediction, standard error of prediction, regression effect in prediction.
- T-test – Single and matching group method by Mean and Standard Deviation equivalent groups method.
- Significance of mean and statistics – Significance of mean, significance of ian, significance of standard deviation, significance of quartile deviation, significance of correlation coefficient.

##### **Unit: IV- Analysis of variance**

- F distribution – F ratio, ANOVA test of significance
- Two way analysis of variance.
- Types of variance, error of variance, Population and sample variance.
- Procedure and Criteria of the selection of appropriate statistical technique.

**Course Objectives:**

After completion of the course student will be enabled to:

- comprehend meaning of marginalized group & describe the importance of girls and inclusive education.
- understand the implication of RTE for education and identify the goals and strategies of Dakar Framework for action.
- analyze the Economic issues in education like-liberalism, neo-liberalism, economic rationality in education, market mechanism and education, advocacy for education as a perfect market enterprise etc.
- analyze the government, government aided and private schools.
- evaluate the policies and projects related to education like- SSA, MDM, NLB, KGBVC etc.
- comprehend the meaning values and salient features of democracy.
- comprehend the constitutional provisions for education in India & means and measures to promote equality & equity for marginalized section of society.

**Course Outcomes:**

After completion of the course student will be able to:

- explain the meaning of marginalized group & describe the importance of girls and inclusive education.
- Identify the implication of RTE for education and identify the goals and strategies of Dakar Framework for action.
- analyze the Economic issues in education like-liberalism, neo-liberalism, economic rationality in education, market mechanism and education, advocacy for education as a perfect market enterprise etc.
- analyze the government, government aided and private schools.
- evaluate the policies and projects related to education like- SSA, MDM, NLB, KGBVC etc.
- explain the meaning values and salient features of democracy.
- explain the constitutional provisions for education in India & means and measures to promote equality & equity for marginalized section of society.

**Course Content****Unit I: Education for an Equitable Society in a Global era**

- Meaning & Characteristics.
- Education for the marginalized group, girls' education and need.
- Right to education, implication of RTE for education.
- Education for all: Dakar Framework for action
- Autonomy of higher education

**Unit II: Economic Issues in Education**

- Liberalism to neo liberalism
- Economic rationality and education
- Globalization and educational reform effect of globalization in education.
- Market mechanisms and education- examining the case of higher education
- Government, Government aided and private schools

**Unit III: Perspectives on Political Economy of Education**

- Policy making and educational planning
- Economic analysis of educational intervention , public private partnership
- Impact evaluation of educational projects: Sarva Shiksh Abhyan, Mid-Day meal, National Literacy Mission (NLM), Kasturba Gandhi Balika Vidyalayas Scheme

**Unit IV- Democracy and Education**

- Democracy: Meaning, Values, salient features of democracy and Education
- Constitutional provisions for education in India
- Means and measures for promoting equality and equity for marginalized section of society

**Course Objectives:**

After completion of the course student will be enabled to :

- analyze the education as a discipline and area of study.
- apply the knowledge for developing a vision of school education.
- understand the emerging dimensions and trends of school education.
- evaluate the theories and basic concepts of education drawn from different disciplines.
- analyze the concepts , principles theories and issues unique to education discipline.
- evaluate the issues related to education as interdisciplinary approach.
- apply the knowledge of multiple contexts in the working of the school.

**Course Outcomes:**

After completion of the course student will be able to :

- analyze the education as a discipline and area of study.
- Asses the knowledge for developing a vision of school education.
- Identify the emerging dimensions and trends of school education.
- evaluate the theories and basic concepts of education drawn from different disciplines.
- compare the concepts , principles theories and issues unique to education discipline.
- judge the issues related to education as interdisciplinary approach.
- apply the knowledge of multiple contexts in the working of the school.

**Course Content:****Unit I: Theoretical Perspectives of Education as a Discipline**

- Critical analysis of education as a discipline and area of study.
- Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, such as- schooling, curriculum, syllabus, text books, assessment, teaching-learning process
- Aims of Education according to western and Indian Philosophers.
- Various forms of Education with its dimensions.

**Unit II: Education as Interdisciplinary Knowledge**

- Interdisciplinary nature of education; relationships with disciplines and subjects such as philosophy, psychology, sociology, management, economics, and anthropology.
- Dynamic relationship of education with the social and political process.
- Contribution of science and technology to education.
- Issues related to planning, management and organization of education.
- Development, problems and solution of higher education in free India.

**Unit III: Support System of Education**

- Wastage and stagnation at different levels of education.
- Support systems of education: Ministry and other government agencies, academic institutes, NGOs, civil society groups, teacher organization, family and local community.
- Different stakeholders in education- participation, role and involvements.
- Issues related to control and autonomy in education.
- Role of ia and technology in promotion of education.
- Supportive government agencies of education NCTE,UGC, NIEP, DIET, SCERT, NAAC, CTEC, UDE, DTE.

**Unit IV: Changing Contexts of School Education**

- Multiple schools context- rural/urban, tribal, schools affiliated to different boards.
- School as sites for curricular engagement, struggle and social change.
- Changing role of personals in school management: teachers, headmaster, and administrators; Teacher's autonomy and New Education policy is boon to our country.
- Monitoring and evaluation of schools.
- Educational structure at different level of Government, Central, State, District Educational Programme to promote education.
- Various Yojna, Movement and programme at action of Government.
- Measure to Promote Equality of Educational Opportunity.

**Course Objectives**

After completion of the course, student will be enabled to :

- gain knowledge of concept, process and techniques of guidance and counseling in their teaching-learning process.
- apply the knowledge of various aspects of individuals in guidance and counseling.
- understand the approaches of counseling, qualities of a counselor & guidance & counseling of special need children.
- apply the knowledge of recent trends of guidance & counseling.
- apply the knowledge of job analysis and satisfaction for the purpose of counseling, role of teacher guidance & counseling.

**Course Outcomes**

After completion of the course, student will be able to :

- recall concept, process and techniques of guidance and counseling in their teaching-learning process.
- apply the knowledge of various aspects of individuals in guidance and counseling.
- identify the approaches of counseling, qualities of a counselor & guidance & counseling of special need children.
- apply the knowledge of recent trends of guidance & counseling.
- apply the knowledge of job analysis and satisfaction for the purpose of counseling, role of teacher guidance & counseling.

**Course Content:****Unit I**

- Guidance: Concept, assumptions, objectives, need; Types: educational, vocational and personal; emergence and growth of guidance and counseling in independent India.
- Understanding the Individual: Major life areas, difficulties, Testing and non-testing techniques; Intelligence, aptitude, interest, personality, adjustment — their nature and assessment.
- Non-testing techniques: Case Study, Observations, Narrative accounts, Anecdotal Record & Cumulative Record Card
- Guidance Services: Individual information service, counseling service, placement and follow-up services.
- Organization and setting up of the school guidance programme. Role of Head, counselor and teacher.

**Unit II**

- Counseling: Concept approaches — directive, non-directive, eclectic.
- Counseling Interview: Procedure and steps.
- Qualities and training of a counselor.
- Guidance and Counseling of students with special needs.
- Job analysis and satisfaction: Concept, scope and assessment.
- Agencies of guidance and counseling at the national, state, district level. Problems of guidance in India.
- Recent trends in guidance and counseling for inclusive schooling.
- Techniques in counseling – Testing and Non-testing techniques.

**Unit III**

- Role of teacher in organizing guidance services.
- Teacher as a counselor
- Types of problems faced by students- personal, vocational, emotional/social/problem adjustment.
- Reducing stress and problems, role of relaxation strategies-Yoga and itation therapies.

**Course Objectives:**

After completion of the course, student will be enabled to :

- acquire the knowledge of basic concepts and practices adopted in educational measurement evaluation.
- apply measurement of educational and psychological aspects.
- comprehend the subjective and objective tools of measurement.
- apply knowledge of test standardization.
- understand those factors which influenced test scores.
- apply knowledge of measurement & evaluation.
- apply knowledge of new trends in evaluation.

**Course Outcomes:**

After completion of the course, student will be able to :

- recall the basic concepts and practices adopted in educational measurement evaluation.
- assess measurement of educational and psychological aspects.
- classify the subjective and objective tools of measurement.
- apply knowledge of test standardization.
- identify those factors which influenced test scores.
- apply knowledge of measurement & evaluation.
- apply knowledge of new trends in evaluation.

**Course Content:****Unit I: Educational Measurement & Evaluation**

- Concept of measurement and evaluation with reference to educational process.
- Functions of Measurement and evaluation
- Scaling Methods- Nominal, Ordinal, Interval, Ratio.
- Educational Measurement and Evaluation Scope need and relevance tools of measurement and evaluation.

**Unit II: Test standardization**

- Test Standardization: Norm – referenced and criterion – referenced tests, scaling-standard scores. T-scores and C-Scores, steps in the standardization of a test.
- Reliability, Validity, Objectivity, discriminative power adequacy, usability
  - Reliability : Methods of establishing reliability, factors affecting, interpretation and improving reliability
  - Validity : Types, factors affecting, interpretation and improving validity

**Unit III: Evaluation of Various Qualities**

- Types of evaluation – formal, informal, oral, written, formative and summative
- Relationship between educational objectives, learning experiences and evaluation
- Measurement of achievement, aptitudes, intelligence, attitudes, interests and skills.
- Interpretation of test-scores and methods of feedback to students.

**Unit 4: New Trends in Evaluation**

- New trends: Grading, Semester, Continuous Internal Assessment, Question Bank, uses of computer in evaluation, qualitative analysis

**Course Objectives:**

After completion of the course student will be enabled to:

- understand the concept of life skills and their types.
- apply theories of life span development and wellness of society.
- analyze four pillars of education and their relevance in fast changing socioeconomic order of India.
- understand the role of elementary school in imparting life skills to children at the elementary level

**Course Outcomes:**

After completion of the course student will be able to:

- explain the concept of life skills and their types.
- apply theories of life span development and wellness of society.
- analyze four pillars of education and their relevance in fast changing socioeconomic order of India.
- identify the role of elementary school in imparting life skills to children at the elementary level.

**Course Content:****Unit-I**

- Life Skills: Concept, scope and importance; Core Life Skills: Social and Negotiation Skills, Thinking Skills and Coping Skills.
- Theories of Life Span Development- Piaget's cognitive development theory; Erick Ericson's psycho-social development theory; Vygotsky's socio-cultural theory of development; Urine Bronfenbrenner biological theory.

**Unit-II**

- Pillars of Education and Life Skills: Learning to Know, Learning to Do, Learning to Live Together and Learning to Be.
- Life Skills in Social Context: ia influence, social harmony, national integration, differently disabled and vulnerable and marginalized groups.

**Unit-III**

- Life skills in school settings at elementary level with special reference to children prone to exclusion and children at risk.
- Life skills training: - programmers for imparting skills - challenges for achieving quality learning outcomes at elementary stage- evaluation of programmers
- Life skills and wellbeing: implications from Positive psychology in childcare at elementary stage.

**Compulsory Practical work**  
**Value Added Course (30 hours)**

**Development of system for the Value Education in the Teacher Trainees (MEd-407)**

**Credit – 2**

**Course Objectives:**

After completion of the course student will be enable to:

- apply the knowledge of values in various situations.
- apply the knowledge of value education for inculcating values in his/her students.
- apply the knowledge of development of values in Indian Society.

**Course Outcomes:**

After completion of the course student will be able to:

- apply the knowledge of values in various situations.
- apply the knowledge of value education for inculcating values in his/her students.
- apply the knowledge of development of values in Indian Society.

**Course Content:**

**Unit- I: Values**

- Value – Meaning, concepts, nature & characteristics.
- Types of values.
- Use of values in human life.

**Unit –II: Value Education**

- Types of values education, concept, nature & characteristics.
- Role of different types of values in human life.
- Strategies for the development of value education.

**Unit –III: Social System of Indian Society**

- To develop values in India Society.
- Social System – Concept, nature and characteristics
- Social Sub-System – Concept, nature and characteristics
- Functions of social system in India.

**Practical:**

- Project work – To prepare project on festivals and values included in India.
- Survey – To enhance value inculcated programs.
- Case Studies – Integration of code of ethics of various religious.

**MEd-408**

(Dissertation Pre Submission & Post Submission Viva-Voce of Dissertation)

**Credit - 6**

**MEd-409**

(Assignment & Seminar/workshop/Symposium in each compulsory subject & Comprehensive Viva Voce)

**Credit - 4**