SWAMI VIVEKANAND SUBHARTI UNIVERSITY, MEERUT

Master of Education (M.Ed.)
(From session 2024 onwards)

Department of Education

Course Structure Semester-wise
M.Ed. (Semester-I)

Course Code	Course	Course Type	Teaching Load per week				Credit	Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End- Semester Examination (ESE)/ External Assessment	Total Marks
			L	T	P	Total				
MEd-101	Psychology of Education	Compulsory (Theory)	5	1	2	8	4	30	70	100
MEd-102	Philosophical Foundation of Education		5	1	1	7	4	30	70	100
MEd-103	Basic Level Educational Research		5	2	1	8	4	30	70	100
(Select any two from the following from M.Ed.104 to M.Ed.-107)										
MEd-104	Gender Studies	Elective (Theory)	3	1	1	5	2	15x2	35x2	100
MEd-105	Inclusive Education		3	1	1	5				
MEd-106	Distance Education and Open Learning		3	1	1	5				
MEd-107	Comparative Education		3	1	1	5				
MEd-108	Development of Language Proficiency for Various situation	Compulsory	3	1	4	8	2	50	-	50
M.Ed.-109	Action Research		1	2	4	7	2	50	-	50
M.Ed-110	Case Study		1	2	4	7	2	50	-	50
MEd-111	Capability Enhancement Work		1	3	4	8	4	100	-	100
Total							**24**	**370**	**280**	**650**

M.Ed. (Semester-II)

Course Code	Course	Course Type	Teaching Load per week				Credit	Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End- Semester Examination (ESE)/ External Assessment	Total Marks
			L	T	P	Total				
MEd-201	Sociology & History of Education	Compulsory	5	1	1	7	4	30	70	100
MEd-202	Basic Level Statistics in Education		5	1	1	7	4	30	70	100
MEd-203	Curriculum Studies		5	1	1	7	4	30	70	100
(Select any two from the following from M.Ed.204 to M.Ed.-207)										
MEd-204	Administration, Management & Leadership	Elective	3	1	1	5	2	15X2	35X2	100
MEd-205	Computer Education		3	1	1	5				
MEd-206	Value Education		3	1	1	5				
MEd-207	Population Education		3	1	1	5				
MEd-208	Development Ethical Management & Evaluation Skills in Teacher Trainees	Compulsory	2	1	3	6	2	50	-	50
MEd-209	Selection of Dissertation Topic, Synopsis Preparation & Presentation		1	2	4	7	4	100	-	100
MEd-210	Capability Enhancement Work		-	2	4	6	4	100	-	100
Total							**24**	**370**	**280**	**650**

Semester III

SEMESTER III

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End- Semester Examination (ESE)/ External Assessment	
MEd-301	Advanced Level Educational Research	Compulsory	5	1	1	7	4	30	70	100
MEd-302	Perspective , Research and Issues in Teacher Education	Compulsory	5	1	1	7	4	30	70	100
MEd-303	ICT & E- Learning- Approaches & Application	Compulsory	2	1	3	6	4	30	70	100
(Select any two from the following from M.Ed.304 to M.Ed.-306)										
MEd-304	Educational Technology	Elective	3	1	1	5	2	15X2	35X2	100
MEd-305	Professional Ethics & Human Life		3	1	1	5				
MEd-306	Special Education		3	1	1	5				
MEd-307	Develop Behavioral Modification Strategy in Teacher Trainees	Compulsory	2	1	3	6	2	50		50
MEd-308	Internship & Publication of Research Paper (One Paper is mandatory)		1	1	5	7	2	50		50
MEd-309	Dissertation-Chapter wise Presentation, Preparation of Research Tool and Data Collection		2	2	4	8	2	50		50
MEd-310	Capability Enhancement Work		2	1	4	7	4	100		100
Total							**24**	**370**	**280**	**650**

M.Ed. SEMESTER-IV

SEMESTER IV

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End- Semester Examination (ESE)/ External Assessment	
MEd-401	Advanced Level Educational Statistics	Compulsory	5	1	1	7	4	30	70	100
MEd-402	Political & Economic Perspective of Education		5	1	1	7	4	30	70	100
Med-403	Educational Studies		5	1	1	7	4	30	70	100
Select any one from the following from M.Ed.404 to M.Ed.-406)										
MEd-404	Guidance & Counseling	Elective	3	1	1	5	2	15	35	50
MEd-405	Educational Measurement & Evaluation		3	1	1	5				
MEd-406	Life Skills Education		3	1	1	5				
MEd-407	Develop System for Value Education in Teacher Trainees	Compulsory	2	1	3	6	2	50		50
MEd-408	Dissertation (Pre Submission & Post Submission Viva-Voce of Dissertation)		2	2	4	8	6	50	100	150
MEd-409	Capability Enhancement Work		2	1	4	7	4	100		100
Total							**26**	**305**	**345**	**650**

Course Structure Semester-wise

M.Ed. (Semester-I)

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination (ESE)/ External Assessment	
MEd-101	Psychology of Education	Compulsory (Theory)	5	1	2	8	4	30	70	100
MEd-102	Philosophical Foundation of Education		5	1	1	7	4	30	70	100
MEd-103	Basic Level Educational Research		5	2	1	8	4	30	70	100
(Select any two from the following from M.Ed.104 to M.Ed.-107)										
MEd-104	Gender Studies	Elective (Theory)	3	1	1	5				
MEd-105	Inclusive Education		3	1	1	5				
MEd-106	Distance Education and Open Learning		3	1	1	5	2	15x2	35x2	100
MEd-107	Comparative Education		3	1	1	5				
MEd-108	Development of Language Proficiency for Various situation	Compulsory	3	1	4	8	2	50	-	50
M.Ed.-109	Action Research		1	2	4	7	2	50	-	50
M.Ed-110	Case Study		1	2	4	7	2	50	-	50
MEd-111	Capability Enhancement Work		1	3	4	8	4	100	-	100
Total							**24**	**370**	**280**	**650**

Syllabus of M.Ed-Semester-I (2024 onwards)
Compulsory Core Courses

M.Ed. (Semester-I)

Course Title		Course Code	Credit	Max Marks	External	Internal
Psychology of Education		MEd-101	4	100	70	30
Course Objectives:	After the completion of the course students will be enabled to : • Understand the concept and principles of development and characteristics of sequential stages of development • Analyze the determinants of Cognitive, Affective & Language development. • Understand the concept, kinds, levels and factor affecting learning and motivation and 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, pupil-teachers will be able to: • Explain the concept of growth & development and characteristics of various stages of growth & development. • Analyze the determinants of Cognitive, Affective & Language development. • Classify the role of family, school, and society in child development. • Interpret the impact of social, culture & economic change on child development. • Describe the role of contemporary issues like marginalization: Social, class, poverty & gender in child development. • Describe the role of media in construction and deconstruction of perception & ways of dealing above issues.					
Course Contents:						
Unit-I:	• Educational psychology: Concept, Nature and Contribution in education. • Principles of Growth and Development and stages of development. • **Cognitive development :** concepts and development of thinking and problem solving, Piaget and Vygotsky's theories • **Affective development** : concept and development of attitudes, interests and values, Erikson and Kohlberg's • **Language development** with reference to syntax and structure : theory of Chomsky on language development					
Unit-II:	• Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligences theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence. • Development of concept formation, logical reasoning, problem solving and creative thinki ng; Critical thinking, Meta cognition					
Unit-III:	• 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.					
Unit-IV:	• Personality – Concept, Nature and Types. • Type, trait and psycho analytic theories and measurement of personality. • Personality theories; Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka.					
Practicum/ Sessional	• Prepare a Learner's Portfolio • Do a Cross-Sectional study to understand stages of development of an individual					
Suggested Readings:	• Aggarwal, J.C. (1995). *Essentials of Educational Psychology*, New Delhi: Vikas Publishing House Private Limited, • Allport, G.W. (1961). *Pattern and Growth in Personality*: New York. • Chauhan, S.S. (2002). *Advanced Educational Psychology*. New Delhi: Vikas Publishing • Gore, M.S.(1984).*Education and Modernization in India*. Jaipur: Rawat Publishers. • H.Havighurtst, R. et. al.(1995). *Society and Education*. Baston: Allyen ad Bacon • H.P.BWheldall, K. (2006). *Developments in Educational psychology.* New York: Routledg • - जायसवाल, सी0 व्यक्तित्व का मनोविज्ञान । आगराः विनोद पुस्तक मन्दिर • पाठक, पी0डी0 शिक्षा मनोविज्ञान । आगराः विनोद पुस्तक मन्दिर । • सिंह, ऐ0 के0 शिक्षा मनोविज्ञान । पटनाः भारती भवन । • पाण्डे, के0 पी0 नवीन शिक्षा मनोविज्ञान । दिल्लीः अमिताश प्रकाशन ।					

M.Ed. (Semester-I)

Course Title		Course Code	Credit	Max Marks	External	Internal
Philosophical Foundation of Education		**MEd-102**	**4**	**100**	**70**	**30**
Course Objectives:	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 Western Schools 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 Western Schools of philosophy					
Course Contents:						
Unit-I:	• Concept, Nature & Relationship of Education and Philosophy • Relationship with other disciplines such as Sociology, Economics, Political Science, Psychology, Biology • Modern Concept of Philosophy					
Unit-II:	• 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 thinkers & their contribution in Education: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J. Krishnamurthy and Savitribai Phule. • Western thinkers & their contribution in Education: Plato, Aristotle, Rousseau and John Dewey.					
Unit-IV:	• Western Schools of Philosophy: Idealism, Realism, Naturalism & Pragmatism.					
Practicum/ Sessional	• Critical Analysis of one Western and one Indian thinker. • Critical Analysis of Western Philosophy and Indian Philosophy. • Implications of Indian Philosophy in the Present Era.					
Suggested Readings:	• Chaube S.P. - Great Indian Educational Philosophies, Agra; Vinod Pustak Mandir, Dr., Rangey Raghaw Marg. • Chaube S.P. - Recent Educational Philosophies in India, New Delhi; Vikas Publishing House. • Chaube S.P. - Western Educational Philosophers, Agra, Vinod Pustak Mandir. Dr. Rangey Raghwa Marg. • Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press. • Chomsky, N (1986). *Knowledge of Language*, New York : Prager. • Cole Luella (1950). *A History of Education: Socrates to Montessori*, New York: Holt, Rinehart & Winston • Dewey, John(1916).Democracy and Education. NewYork: Macmillan& Co. • Freire, Paulo(1972)Pedagogy of the Opressed, Harmondworth: Penguin Books. • Illich ,Ivan D.(1971).De-Schooling Society. New York:Harper & Row • Butler,J.Donald(1968).Four Philosophies and their Practice in Education and Religion. New York & London: Harper &Row. • पाण्डेय, रामशकल. शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमिः आगरा, विनोद पुस्तक मन्दिर। • पाल, एस0 के0 गुप्त, लक्ष्मी नारायण, मदन मोहन. शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, इलाहाबाद, कैलाश प्रकाशन । • माथुर, एस0 एस0. शिक्षा के दार्शनिक तथा सामाजिक आधार, आगरा, विनोद पुस्तक मन्दिर । • पाण्डेय रामशकल. शिक्षा दर्शन, आगरा विनोद पुस्तक मन्दिर डा0 रार्णय राघव मार्ग					

M.Ed. (Semester-I)

Course Title		Course Code	Credit	Max Marks	External	Internal
Basic Level Educational Research		**MEd-103**	**4**	**100**	**70**	**30**
Course Objectives:	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 Contents:						
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					
Practicum/ Sessional	• Drafting the Research Proposal • Critical analysis the Quantitative & Qualitative method of Research. • Draw a flow chart for Testing of Research Hypothesis					
Suggested Readings:	• Anastasi, Anne - Psychological Testing, New York, Mc Millan, • Ary, Donald et.al. 1972- Introduction to Research in Education N.Y., Holt, Rinehart and Winston. • Best, J.W. - Research in Education, New Delhi, Prentice Hall of India. • Brarota, K.D. - Experimental Design in Behavioral Research New Delhi, Wiley Eastern Ltd. 1992. • Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi. • Aggarwal, Y.P. (1998), The Science of Educational Research: A Source book, Nirmal, Kurukshetra • Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, 20 New Delhi • Guilford, J.P. and Benjabin Fruchter (1973), Fundamental Statistics in psychology and Education, Me Graw Hill, New York. • अस्थाना, विपिन- मनोविज्ञान और शिक्षा में साख्यिकी, आगरा, विनोद पुस्तक भण्डार । • कपिल, एच0 के0- अनुसंधान विधियां- व्यवहारपरक विज्ञानों में, आगरा, भार्गव पुस्तक भण्डार । • कपिल, एच0 के0- साख्यिकी के मूल तत्व, आगरा, विनोद पुस्तक मन्दिर । • वर्मा, प्रीति एवं श्रीवास्तव, डी0 एन0- मनोविज्ञान एवं शिक्षा में साख्यिकी, आगरा, विनोद पुस्तक मन्दिर।					

Syllabus M.Ed. Semester-I, Department of Education, SVSU

Elective Courses

M.Ed.(Semester-I)

Course Title		Course Code	Credit	Max Marks	External	Internal
Gender Studies		MEd-104	2	50	35	15
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 issues 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 Contents:						
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 media (print and electronic) • Role of gender in society and socialization for reference to law and state.					
Suggested Readings:	• Human Rights Education : Selection from University News • Human Rights in India : Chiranjiri J. Nirmal • Human Rights and Peace : Ujjawal kumar Singh • Human Rights Education : Jagannath Mohanthy • मानवाधिकार एव पुलिस तंत्र: डाॅ. दीपा सिंह एवं के. पी. सिंह • मानवाधिकार कानून: सुरेश जैन					

M.Ed.(Semester-I)

Course Title	Course Code	Credit	Max Marks	External	Internal
INCLUSIVE EDUCATION	MEd-105	2	50	35	15

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 Contents:

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.
Suggested Readings:	• Chaterjee S K (2000): Educational Development of Scheduled Castes • Cowles Milly (1969): Perspective in the Education of Disadvantaged Children • Edwards John R: Language and Disadvantage • Government of India (1986). National Policy on Education, Department of Education, New Delhi. • Government of India (1992). Programme of Action, MHRD, Department of Education, New Delhi. • Hegarty and Alur Mithu (2002): Education and Children with Special Needs • Jacob Aikara: Scheduled Castes and Higher Education. • Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India. • Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly. • NCERT (2005). National Curriculum Framework, New Delhi. • NCERT (2006). National Focus Group Report on Education of SCs and Sts, New Delhi.

M.Ed.(Semester-I)

Course Title	Course Code	Credit	Max Marks	External	Internal
Distance Education and Open Learning	**MEd-106**	**2**	**50**	**35**	**15**

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 Contents:	
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.
Suggested Readings:	• Chauhan S.S. (1994). Innovations in teaching learning process. New Delhi: Vikas Publishing House P. Ltd. Laxmi, S. (1989). • Innovations in Education. Delhi: Sterling Publishers Pvt. Ltd. NCERT (1979). Experimentation & Innovations in School: • A Handbook. New Delhi: NCERT. Radjou, N., Prabhu, J. & Ahuja, S. (2015). Jugaad. Gurgaon: Random House Group Ltd.

M.Ed.(Semester-1)

Course Title		Course Code	Credit	Max Marks	External	Internal
Comparative Education		MEd-107	2	50	35	15
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 vocationalisation 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 vocationalisation 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 Contents:						
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** • Vocationalisation 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.					
Suggested Readings:	• Shahid, S. M. (2006). Comparative education. Lahore: Majeed Book Depot. Sharma, K. (2004). • Comparative education: A comparative study of educational systems. New Delhi: Kanishka Publishers. • Sharma, Y. K. (2007). Comparative education: A comparative study of educational systems. New Delhi: Kanishkar Publishers. • Surya, B., &Bhaskara, D. (2004). Comparative education. New Delhi: Discovery Publishing House. • Sharma, A.P. contemporary problems of Education. New Delhi : Vikas Publishing House Pvt. Ltd. • Biswan A & Aggarwal, J.C. Comparative Education New Delhi : Arya Book Depot. • King, E.J. Other Schools and Ours. New York : Holt, Rinehart and Winston. • Bereday, G.Z.F. Comparative Methods in Education New Delhi : Oxford & LBH Publishing Co. • Crammer, J.F. & Browne, G.S. Contemporary Education: A comparative study of National Systems, New York: Brace & World Inc. • Mukherjee, L. Comparative Education, New Delhi: Allied Publishers. • अग्रवाल एस के तुलनात्मक शिक्षा आगरा भार्गव पुस्तक भ्ण्डार • कौशिक व बिजावत तुलनात्मक शिक्षा आगरा भार्गव पुस्तक भ्ण्डार • हंस एन तुलनात्मक शिक्षा आगरा भार्गव पुस्तक भ्ण्डार चैबे एस पी स्वदेश विदेश मे शिक्षा आगरा विनोद पुस्तक भ्ण्डार जायसवाल एस आर तुलनात्मक शिक्षा लखनठ उ0 प्र0 हिन्दी ग्रन्थ अकादमी।					

Compulsory Practical work

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M.Ed.(Semester-1)
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Course Title	Course Code	Credit	Max Marks	External	Internal
Development of Language Proficiency for Various Situations (Value Added Course	**MEd-108**	**2**	**50**	**-**	**50**

Course Objectives:	After completion of the course e students will be enabled to:- • Understand the concept nature, characteristics, and 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, playgroup.
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.
Suggested Readings:	• https://www.ecml.at/Portals/1/mtp4/language_descriptors/documents/language-descriptors-EN.pdf • Pearson, J.C.et.al. (2011). Human Communication (4th edition) . New York. McGraw Hill Companies Inc. • Floyed, K. (2009). Interpersonal communication. New York. McGraw Hill Companies Inc.

Course Title	Course Code	Credit	Max Marks	External	Internal
Action Research	MEd-109	2	50	-	50

Course Objectives:	After the completion of the course students will be enabled to: • Understand the meaning, purpose and kinds of Action research. • Analyze the action research paradigms in education. • apply the knowledge of preparation of Action research proposal
Course Outcomes	After the completion of the course students will be able to: • Explain the meaning, purpose action research. • Construct the research paradigms of action research in education. • prepare the research proposal by using various steps of action research

Course Contents:	
Unit-I:	**Introduction to Action Research** ● What is Action Research? ● Objectives of Action Research? ● Methods of Action Research? ● Types and steps of Action Research
Unit-II:	**The Purposes of Action Research** ● Action Research in Classrooms ● Action Research on teacher behavior. ● An Action Research Routine: Systematic Processes of Inquiry ● Characteristics of Action Research
Unit-III:	**Sources of Information** ● Interviewing: Guided Conversations ● Reviewing the Literature ● Participant Observation ● Summary ● Quantitative Information: Statistical and Numerical Data
Unit-IV:	**Reporting** ● Action Research Reports ● Written Reports
Unit- V:	**Limitations and Criticisms of Action Research** ● Limitations of Action Research ● Criticism of Action Research Result
Practicum/ Sessional	• Prepare a file on Action Research on any problem related to Education.
Suggested Readings:	• Siddhu, K.S. - Methodology of Research in Education, Bombay, Sterling Publishers, 1963. • Siegel S. - Non-parametric statistics for the Behavioral Sciences. New York : Mc Graw Hill Book Co., 1988 • Singh, A.K. : Test, Measurements and Research Methods in Behavioral Sciences, Patna, Bharti Bhawan (P&D), 1997. • Sodhi, A.N. and Singh, A. - Research Methodology in Social Sciences, Bombay, Himalaya Pub. House. • Sukhia, S.P., et al-Elements of Educational Research. • Travers, R.M.W. - An introduction to Educational Research, N.Y., MacMillan, 1978. • अस्थाना, विपिन- मनोविज्ञान और शिक्षा में सांख्यिकी, आगरा, विनोद पुस्तक भण्डार । • कपिल, एच0 के0- सांख्यिकी के मूल तत्व, आगरा, विनोद पुस्तक मन्दिर । • पाण्डेय, के0पी0- शैक्षिक अनुसंधान की रूपरेखा, मेरठ, अमिताश प्रकाशन । • पाण्डेय, के0पी0- शैक्षिक अनुसंधान की रूपरेखा, मेरठ, अमिताश प्रकाशन ।

Course Title		Course Code	Credit	Max Marks	External	Internal
CASE STUDY		MEd-110	2	50	-	50
Course Objectives:	After the completion of the course students will be enabled to: • Understand the meaning, purpose and kinds of Case Study. • Analyze the case in education. • Apply the knowledge of preparation of case study					
Course Outcomes	After the completion of the course students will be able to: • Explain the meaning, purpose case study. • Apply the case study in education. • prepare the research proposal by using various steps of case study					
Course Contents:						
Unit-I:	**Introduction to Case Study** ● Meaning of Case Study ● Objectives of Case Study ● Nature of Case Study					
Unit-II:	**Elements of a Case Study** ● The Problem ● Steps taken to address the problem ● Challenges and how they were met					
Unit-III:	**Process for Conducting a Case Study** ● Plan ● Develop Instruments ● Data Collection ● Analyze Data ● Disseminate Findings					
Unit-IV:	**Potential Sources of Information** ● Project Documents ● Project Reports ● Monitoring visits ● Mystery client reports ● Facility assessment reports ● Questionnaire/survey results ● Evaluation reports ● Result implementation					
Practicum/ Sessional	• Prepare a Case Study Report of a Special Need Learner.					
Suggested Readings:	• Siddhu, K.S. - Methodology of Research in Education, Bombay, Sterling Publishers, 1963. • Siegel S. - Non parametric statistics for the Behavioral Sciences. New York : Mc Graw Hill Book Co., 1988 • Singh, A.K. : Test, Measurements and Research Methods in Behavioural Sciences, Patna, Bharti Bhawan (P&D), 1997. • Sodhi, A.N. and Singh, A. - Research Methodology in Social Sciences, Bombay, Himalaya Pub. House. • Sukhia, S.P., et al-Elements of Educational Research. • Travers, R.M.W. - An introduction to Educational Research, N.Y., MacMillan, 1978. • अस्थाना, विपिन- मनोविज्ञान और शिक्षा में सांख्यिकी, आगरा, विनोद पुस्तक भण्डार । • कपिल, एच0 के0- सांख्यिकी के मूल तत्व, आगरा, विनोद पुस्तक मन्दिर । • पाण्डेय, के0पी0- शैक्षिक अनुसंधान की रूपरेखा, मेरठ, अमिताश प्रकाशन । • पाण्डेय, के0पी0- शैक्षिक अनुसंधान की रूपरेखा, मेरठ, अमिताश प्रकाशन ।					

M.Ed. (Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Capability Enhancement Work	**MEd-111**	**04**	**100**	**-**	**100**
Course Objectives:	After the completion of the course students will be enabled to: • understand the Utilitiy of Assignment. • develop skill related to hand on experiences of workshop. • Understand the importance of Seminar. • develop skill to solve the problem. • develop analytical and evaluation skills • develop habit of self study. • develop the communication skill and confidence to presentation.				
Course Outcomes	After the completion of the course, students will be able to: • Define and Explain the utility of Assignment • Drill to hands on experience of Workshop • Organize / manage the seminar and able to write and express their views on concern topic. • Solve any type of problem. • Analyze and evaluate any content or situation. • Study and search the content independently. • Communicate their knowledge and thoughts effectively				
Evaluation Criteria					
SWAYAM/MOOCs / Seminar and Workshop	SWAYAM/MOOCs course Certificate /Seminar and Workshop certificate - 30				
Project Reports, Assignments & Field Study	• Project Reports - 10 • Assignments -10 • Field Study -10				
Research Paper/ Report Writing	Research Article/ Research Paper/ Report writing of three events -20				
Comprehensive Viva- Voce	Comprehensive Viva Voce- 20				