आईएफटीएम विश्वविद्यालय, मुरादाबाद, उत्तर प्रदेश
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Study & Evaluation Scheme of
M.Ed. (Master of Education)
[Session 2022-23]
(As per CBCS guidelines)

Programme	M. Ed. (Master of Education)
Course Level	PG Degree
Duration	Two years (**four semesters**) Full Time
Medium of Instruction	English/Hindi
Minimum Required Attendance	75%
Maximum Credits	96

	Evaluation Scheme:		
	Internal	**External**	**Total**
Theory	30	70	100
Practicum	100	--	100

Internship	100	--	100
Project/Dissertation	30	70	100

Programme Objectives (PO):

To prepare students to –

1. Master over the prescribed academic content with reflective thinking approach.
2. Critically examine different prevailing and anticipated issues dealing with local to global levels.
3. Preserve the academic ingredients rooted to Indian culture, heritage and values.
4. Create new knowledge for giving a befitting shape to the Indian Society for meeting 21st century requirements.
5. Cherish knowledge with multidisciplinary approach.
6. Extend the benefits of generated knowledge to all the stake holders.
7. Shift the focus from individual self to collective self.

ProgrammeOutcomes (POs):

After completing this programme students will be able to: -

1. Prepare Professional personnel required for Staff College of education at the pre-primary and secondary levels.
2. Prepare professionals, administrators and supervisors for the various positions of responsibility in Educational Institutions, Department of Education and Educational Planning and Supervisory Educational Services.
3. Use learner centred teaching methods as such and with modification in future.
4. Develop an understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum.
5. Identify the challenging and overcoming gender inequalities in school, classroom, curricula, textbook, social institutions etc.
6. Enable student-teachers to integrate and apply ICT in facilitating teaching-learning process and in school management to meet national and global needs.
7. Systematize experiences and strengthening the professional competencies of student-teachers for satisfying national needs.
8. Understand the process of educational research and aptitude for and skill in conducting research in specialized areas of education and thus generate knowledge and critically evaluate knowledge to satisfy local and global needs.
9. Understand National and International perspectives about Educational theories and practice to enable the learners to visualize the inter-linkages and dependency among different educational systems.

ProgrammeSpecific Outcomes (PSOs):

After completion of this programme, students will be able to –

1. Provide philosophical, psychological, sociological and other academic perspectives to develop a rationale/ right attitude towards Teacher Education to meet the challenges of the 21st century.
2. Prepare a base for creating teachers ready to follow multidisciplinary, flexible and digital friendly approach to be the torch bearers of the society.
3. Evolve curriculum required to understand and fulfill the requirements of the society.
4. Manage digitally enriched classes and cross cultural communications in inclusive environments.
5. Create globally competent, humane, interactive teachers who in turn will flow the resources of world market towards our nation.
6. Develop a bent of mind towards investigating approach (research) while covering various curricular and co-curricular activities.
7. Inculcate professional competence and missionary commitment in future teachers.

Study and Evaluation Scheme
Programme: Master of Education (M.Ed.)
M.Ed. 2 Years PG Programme
Course Structure:

S. No.	Course Code	Title of the Course	Hours per week			Credits	Evacuation Scheme		
			L	T	P		Internal	External	Total
Semester – I									
1	MEDCC101	Philosophical Perspectives of Education	3	1	--	04	30	70	100
2	MEDCC102	Psychological Foundation of Education – Understanding Learner	3	1	--	04	30	70	100
3	MEDCC103	Introductory Methods of Educational Research	3	1	--	04	30	70	100
4	MEDCC104	Educational Technology and ICTs	3	1	--	04	30	70	100
5	MEDCC151	**Practicum –** 1. Psychology Practical 2. Educational Excursion	--	--	4	04	100	--	100
Select any one (Elective Course) of the Following -									
6	MEDEC105	Guidance and Counselling	3	1	--	04	30	70	100
	MEDEC106	Inclusive Education	3	1	--				
	MEDEC107	Curriculum Studies	3	1	--				
Select any one (Vocational Course) of the Following -									
7	MEDVC101	**Compulsory Yoga Education with any one-** Personality Development / Communicative English / Community Service / Village Tour / Educational Tour/ Literary Activities / Cultural Activities / Awareness Campaign / Aesthetic Activities	3	1	--	00	30	70	100

Total Number of Credits for Semester-I				24			

*CC- Core Course, EC- Elective Course, OE- Open Elective, RC- Research Course, IN-Internship, VC- Value added Course (Non-Credited)

FIRST YEAR
Master of Education (M.Ed.)
Programme
Semester – I

MEDCC101; PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Course Objectives:
The purpose of this course is to expose the student to:

- Understand the conceptual framework, nature and functions of philosophy of education.
- Analyses interpret and synthesize of various concepts, proposition and philosophical assumptions about educational phenomena for skill development.
- Compare concepts of education between/among various western philosophical schools/traditions.
- Understand various Indian schools of philosophy and their educational implications.
- Critical appraisal of contributions made to education by prominent educational thinkers.
- Develop philosophical insight for resolution of educational issues to develop skills.

Course Content:
Unit-I:
Education and Philosophy: Concept of philosophy and Education. Relationship between Philosophy and Education. Concept of Educational Philosophy and Philosophy of Education. Scope of Philosophy of Education and its significance. Functions of Philosophy of Education to develop skills.

Unit-II:
Western Educational Philosophies: Thoughts and educational implications revealed by western schools of philosophy -Idealism, Naturalism, Realism, Pragmatism, Existentialism, Humanism and logical positivism.
Educational Thoughts of Western Thinkers: Plato, Herbert Spencer, John Dewey, and Rousseau.

Unit-III:
Indian Educational philosophies: Thought and educational implications revealed by Indian schools of philosophy – Sankhya, Yoga, Vedanta and Educational supposition of Buddhism, and Jainismfor the development of skills.

Unit-IV:
Educational Thoughts of Indian Thinkers: -Mahatma Gandhi, Swami Vivekananda, Sri Aurobindo, RavindraNath Tagore, J. Krishnamurti.
Practicum- any Two

- Presentation of paper related with philosophy of education on given topic.
-Study of any one thinkers' original literature (one book) and write review on it.
-Comparative Study of Indian and Western thinkers (Brief).

Course Outcomes:

After going through this course, the students will be able to:

CO-1: Know the meaning of philosophy and philosophical perspectives of educationfor skill development

CO-2: Logically analyze, interpret and synthesize western schools of philosophy and educational thoughts of western thinkers

CO-3: Develop insight about Indian schools of philosophy for skill development

CO-4: Critically appraise educational contributions of Indian thinkers

Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	1	3	2	1	3	2	1	2
CO2	1	1	3	2	3	3	3	2	2
CO3	1	2	3	2	1	1	1	2	3
CO4	2	1	3	2	2	1	1	2	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	1	2	2
CO3	3	2	2
CO4	1	1	1

Suggested Readings:

➢ Brubacher, J.S. (1950) *Modern Philosophies of Education*, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd., P.393.
➢ Butler, J.D.(1968) *Four Philosophies and their practice in Education and Religion*, Third Edition , New York, Harper and Row co.,P.528.
➢ C.S. Shukla: Development of educational system in India. Loyal book depot, Meerut.
➢ Cahn, S.M. *The Philosophical Foundations of Education*,P.433

- Hiryana, M. ( ). *Introduction to Indian Philosophy*. K. Patirick (1963) Philosophies of education, Mac Millan & Co. New York.
- John Dewey (1963) Democracy of Education, Mac Millan, New York.
- Kabir Humayun (1961) *Philosophy of Education*, Asia Publishing House Bombay.
- Kabir Humayun(1971) *Education in Modern India.* Middlesen, England.
- Kirilenko, G. And Korshunova, L. (1988), *what is philosophy*? (Hindi translation by J. C. Pandey), Jaipur: Rajasthan Pupils Publishing House,Pp.272
- LalAvamPalode (2007) *ShaishikChintonAvamPrayog*, R. Lall Book Depot. Meerut. (in Hindi).
- Mathur S.S. (2008) '*ShikshakeDarshaniktathaSamajik Aadhaar'*, Agarwal Publications Agra-s.
- Park, J. *Selected Readings in the Philosophy of Education*, London, Macmillan and Co.Ltd.P.440.
- Radha krishnan, S. (2004) *Bhartiya SanskritiKuchhVichar*, New Delhi, Hind Pocket Books., P.116.
- Radha krishnan, S. (2004) *HamariVirasat*, New Delhi, Hind Pocket Books., P.98.
- Radha krishnan, S. (2004) *Uddeshyapurna Jeevan*, New Delhi, Hind Pocket Books., P.10.
- Raman BihariLal, shiksha kai darshnikevamsamajshatriyasidhant, R. LaLL Book, Meerut.
- Rusk, R.R. (1928) *The Philosophical Bases of Education*, London, University of London Press Ltd., P205.
- Rusk, R.R. and Scotland, J.(1979) *Doctrines of the Great Educators*, (Fifth Edition), New York, the Macmillan Press Ltd., P.310.
- Sharma, Y. K. (2002) *the Doctrines of the Great Indian Educators*, New Delhi, Kanishka Publishers, P.371.

Website Sources:

- www.tsc.nsw.edu.ac
- www.plato.stanford.edu
- www.encyclopedia.com
- www.wbnsou.ac.in

FIRST YEAR
Master of Education (M.Ed.)
Programme

MEDCC102: PSYCHOLOGICAL FOUNDATION OF EDUCATION- UNDERSTANDING LEARNER

Course Objectives:
The purpose of this course is to expose the student:

- ➢ To understand psychology of development
- ➢ To develop understanding about school of psychology
- ➢ To develop understanding about theories of learning and its educational implications for skill development and employability.
- ➢ To understand individual difference and pupils" readiness towards learning to develop skills and employability.

Course Content:
UNIT- I: Understanding Educational Psychology
- Meaning, concept and nature of Educational Psychology (Western and Indian)
- Psychology as a science to study human behaviour
- The Methods used in Educational Psychology to develop skills of the same.

UNIT- II: Role of various Psychological Schools in understanding Learner
- Behaviourism
- Psychoanalysis
- Cognitive
- Humanistic

UNIT- III: Growth and Development of Learner
- Concept and meaning: Growth, Development, Relationship between Growth and Development.
- Cognitive Development – stages & characteristics.
- Psycho social Development – stages & characteristics.
- Moral Development – stages & characteristics.

UNIT- IV: Individual Differences, Personality and Adjustment of Learner
- Individual Differences – concept, determinants.
- Intelligence – concept, theories, measurementfor skill development and employability.
- Creativity – concept, assessment, strategies to chance creativity in learners for skill development and employability.
- Motivation – concept, types, strategies to motivate learner.

- Develop skills ofPersonality – concept, trait & type approach, assessmentfor developing employability.
- Concept of mental health, Principles of mental hygiene, concept of abnormal psychology.
- Concept of Adjustment, concept and types of Adjustment mechanisms, factors affecting adjustment.

Course Outcomes:

After completing the course, the students will be able to-

CO-1: Develop an understanding of the basic concepts, methods and principles of Educational Psychology with reference to learning and teachingfor skill development and employability.

CO-2: Develop an understanding about theories psychological schoolsfor skill development.

CO-3: Develop an understanding about learners' growth and development and its characteristics

CO-4: Develop an understanding of individual differences, personality and adjustmentsfor skill development and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	3	2	1	2	2	2	3
CO2	2	3	3	1	1	2	3	2	3
CO3	1	3	1	2	2	3	3	2	3
CO4	1	2	3	2	2	3	3	3	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	2	2
CO2	2	1	1
CO3	1	1	1
CO4	3	3	1

Suggested Readings:

1. Charles E. Skinner (1995). Educational Psychology. Prentice Hall of India Limited.
2. Calvin C. Hall and Gardner G. Lindzey. Theories of Personality.
3. Rudolf Pintner, et.al. (1956). Educational Psychology.
4. George J. Mouly (1973). Psychology for Effective teaching.
5. John F. Travers (1970). Fundamentals of Educational Psychology. Pennsylvania: Houghton and Mifflin Co.

6. Jack Snowman and Robert Biehler (2000). Psychology Applied to teaching. Boston: Houghton and Mifflin Co.
7. Dennis Child (1995). Psychology and the teacher.
8. Ernest R. Hilgard (1958). Theories of Learning. New York: Appleton- Century- Crofts, Inc.
9. Laycock and Munroe (1975). Educational Psychology.
10. William C. Morse and G. Max Wingo (1970). Psychology and Teaching. Bombay: D.B. Taraporewala& Sons.
11. Crow and Crow (1979). Educational Psychology.
12. Norman L. Munn (1985). Introduction to Psychology. New Delhi: oxford IBH.
13. Marx and Hillicks.(1976). Systems and Theories in Psychology.

Website Sources:

➢ www.psychologydiscussion.net
➢ www.verywellmind.com
➢ www.apa.org

FIRST YEAR
Master of Education (M.Ed.)
Programme

MEDCC103; INTRODUCTORY METHODS OF EDUCATIONAL RESEARCH

Course Objectives –
After completion of course, the prospective teacher educators will be able to:

- ➢ Understand the concept of research and educational research.
- ➢ Understand the types and methods of educational research for developing skills and employability.
- ➢ Understand the steps involved in educational research, Review the educational research articles
- ➢ Understand the use of different tools and techniques in educational research to develop skills and employability.
- ➢ Understand the role and use of statistics in educational research to develop skills and employability. Develop a research proposal to develop skills and employability.

Course Contents
Unit- I: – An Introduction to Educational Research
- ➢ Sources of knowledge, scientific method of inquiry
- ➢ Meaning and nature of educational research, its need and scope
- ➢ Types of educational research – basic and applied, qualitative and quantitative, their
- ➢ characteristics
- ➢ Research paradigms - positivism and anti-positivism
- ➢ Interdisciplinary approach to Educational Research
  Hurdles in Educational Research, Priority Areas of Educational Research in Indiato develop skills.

Unit -II: – Steps of Educational Research
- ➢ Identification of a research problem- sources, criteria, selection, definition
- ➢ Review of literature- sources, critical evaluation
- ➢ Formulation of hypotheses- types of hypothesis
- ➢ Finalization of research design- variables, sampling
- ➢ Collection of data- tools and techniques
- ➢ Analysis of data- qualitative and quantitative
  Interpretation and report of results to develop skills and employability.

Unit- III: – Sampling
- ➢ Concept of population and sample

- ➢ Characteristics of a good sample
- ➢ Methods of sampling – probability and non- probability
  Errors in samplingfor skill development.

Unit -IV: – Tools of Data Collection and Basic Statistical Techniques
- ➢ Characteristics of a good research tool
- ➢ Steps of developing a good research tool
- ➢ Types of research tools and their uses – questionnaire, schedule, interview, rating scale, inventory, field notes, observation, tests, score cards, check list, socio metric techniques
- ➢ Graphical representation of data
- ➢ Types of data – nominal, ordinal, interval and ratio
- ➢ Descriptive and inferential statistics
- ➢ Measures of central tendency – mean, median, mode
- ➢ Measures of variability – range, quartile deviation, standard deviation
- ➢ Measures of relative position – percentile, percentile rank, standard scores (Z and T)for the development of skills and employability.

Practicum- any two
- • Writing a Critical Review of a National or International research paper
- • Seminar on research proposal
- • Administration and interpretation of a data collection tool.

Course Outcomes:
After going through this course, the students will be able to:
CO-1: Explain and describe the meaning of Scientific Method, Scientific Inquiry, Paradigm, Theory and their implications for educational researchto develop skills.
CO-2: Understand steps of conducting educational researchto develop skills and employability. and thus satisfying national and global needs.
CO-3: Develop understanding about selection of sample in educational researchfor skill development.
CO-4: Understand research tools and statistical techniques for analysis of datafor the development of skills and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	2	3	2	3	1	2	3	3
CO2	1	2	3	1	2	1	3	3	2

CO3	1	2	1	1	1	2	2	3	3
CO4	1	1	2	1	2	2	2	3	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	1	1
CO2	2	2	1
CO3	3	2	1
CO4	3	2	1

Suggested Readings:2

Agarwal, Y.P. (1998), *Statistical Methods*, Sterling, New Delhi.
  - Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source book*, Nirmal, Kurukshetra
  - Best, J. W., & Kahn, J. (1997). *Research in education*. New Delhi: Prentice -Hall of India Ltd.
  - Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
  - Bogdan, R.C., & Biklen, S. K. (1998) *Qualitative research for education: an introduction to theory and methods*. Boston MA: Allyn and Bacon.
  - Borg, B.L. (2004). *Qualitative research methods*. Boston: Pearson.
  - Bryman, A. (1988). *Quantity and quality in social science research*. London: Routledge
  - Charles, C.M., & Merton, C.A.(2002). *Introduction to educational research*. Boston: Allyn and Bacon.
  - Cohen, L., & Manion, L. (1994). *Research methods in education.* London: Routledge.
  - Creswell, J. W. (2007). *Qualitative inquiry and research design*. London: Sage Publications.
  - Creswell, J.W. (2002). *Educational research*. New Jersey: Upper Saddle River.
  - Creswell, J.W. (2003). *Research design: qualitative, quantitative, and mixed methods approach.* Thousand Oaks: Sage.
  - Mouly, A.J. (1963), the Science of Educational Research, Eurosia, New Delhi.
  - Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston.
  - P. and BenjabinFruchter (1973), Fundamental Statistics in Psychology and Education, Mac Graw Hill, New York.
  - R. A. Sharma (2003); Fundamentals of Educational Research: Meerut, Loyal Book Depot.
  - R. P. Bhatnagar (Ed.) (2002): Readings in Methodology of research in Education; Meerut, R. Lall Book Depot.

- Travers, R, M. W. (1978), An Introduction to Educational Research, Macmillan, New York.
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Website Sources:
- www.psychologydiscussion.net
- www.verywellmind.com
- www.apa.org
- www.investopedia.com
- www.formal.us

FIRST YEAR
Master of Education (M.Ed.)
Programme

MEDCC104; EUCATIONAL TECHNOLOGY AND ICTs

Course Objectives:
The objectives of the course are to enable the learner to
- ➢ Become effective user of technology in Education by developing skills and thus developing employability.
- ➢ Produce, select and use instructional material and media effectivelyfor skill development and employability.
- ➢ Know the instructional design and modes of development of self-learning material to develop skills and employability.
- ➢ Develop the ability for critical appraisal of the audio-visual media.
- ➢ Be aware about the recent innovations and future perspectives of Education Technology.
- ➢ Acquaint with the challenges and opportunities emerging in integrating new technology. in educational process

Course Content:
UNIT- I
- Educational Technology: Concept, Scope, nature
- Futuristic view of Educational Technology in India
- Various approaches in Education
- Difference between teaching and Instruction, conditioning & training,
- Stages of teaching pre – active, interactive and post – active and develop skills of same and employability.
- Teaching at different levels: memory, understanding, reflective for skill development and employability.

UNIT- II
- Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, NOS, NIST, Consortium for Educational Communication (CEC), UGC, their role in teaching learning.

UNIT- III
- Various online Technologies: concept & types - Blended learning, Mobile learning, Flipped Classroom for skill development and employability.

- Open Educational Resources: Concept & various usage
- Massive Open Online Course (MOOC) • Media Selection: synchronous and asynchronous – for formal, informal and non-formal settings
- Gagne's Nine Events of Instruction
- Five 'E's of Constructivismfor skill development and employability.

UNIT- IV
- Recent trends of Research in Educational Technology & its future with reference to Education.
- Software Designing for skill development and employability.
- Virtual Universities
  Artificial Intelligence in Education
- Instructional Design Models: ADDIE, ASSURE

Course Outcomes:

After completion of the course students will be able to-

CO-1: Develop an understanding of the nature and scope of educational technology, stages and levels of teaching so as to develop skills and employability.

CO-2: Understand about the role of major institutions of educational technology in India

CO-3: Familiarize with the new trends and techniques and develop skills of the same in Education along with online learning so as to meet national and global needs andthus developing skills and employability.

CO-4: Acquaint with the challenges and opportunities emerging in integrating new technology

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	2	3	1	2	1	3	2	3
CO2	1	2	3	2	1	2	2	3	3
CO3	2	3	1	2	3	2	3	2	3
CO4	1	2	2	3	2	3	1	2	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	1
CO2	1	1	1
CO3	3	1	1
CO4	3	3	1

Suggested Readings:

1. Aggarwal, J.C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Publication.
2. Allison Little John (2003): Refusing Online Resources. A Sustainable Approach to e-Learning, Kogan Page Limited
3. Bengalee, Coomi (1986). Introduction to educational technology: innovations in education. Mumbai: Saith.
4. Bhatia, K.K.(2001). Foundation of teaching learning process. Ludhiyana: Tandon Publishers.
5. Bhatt, B. D.,Sharma, S. R.(1992). Educational technology: concept and technique. New Delhi: Kanishka Publg House.
6. Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shirpa Publication.
7. Dangwal, Kiran L (2010) . Computers in Teaching and Learning. Vinod Pustak Mandir: Agra
8. Das, R. C. (1993). Education technology: a basic text. New Delhi: Sterling.
9. Dasgupta, D. N. Communication and Education, , Pointer Publishers
10. Heinich, Robert, Molenda, Michael, Russell, James D.(1989). Instructional media and the new technologies of instruction. New York: Macmillan.
11. Information and Communication Technologies in Education: A Curriculum for School and Programme of Teacher Development, Handbook of UNESCO
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13. Jain, Purabi. (2004). Educational technology. New Delhi: Dominant.
14. Joyce, Bruce (2009). Models of teaching. New Delhi: Phi Learning.
15. Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.
16. Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.
17. Mukhopadhyay, M. (1990). Educational technology: challenging issues. New York: Sterling.

Website Sources:

1. www.yourarticlelibrary.com
2. helps.ku.edu
3. www.oswego.com
4. ddceutkal.ac.in

FIRST YEAR
Master of Education (M.Ed.)
Programme

MEDCC151; PSYCHOLOGICAL PRACTICAL & EDUCATIONAL EXURSION

Course Content:

1. Psychology Practical –

    i.   Any one Intelligence Test
    ii.   Any one Personality Test
    iii.   Study of Sociometry of a class
    iv.   Study of meaning of various concepts related to Education

2. Educational Excursion-

FIRST YEAR
Master of Education (M.Ed.)
Programme

MEDEC105; GUIDANCE AND COUNSELLING

Course Objectives:
The objective of this course is to familiarize students with academic, social, emotional and personal development. To reach this aim guidance and counseling helps students get to know themselves better and find effective solutions to their daily problemsfor the development of skills and employability.

Course Content:
Unit-I

Guidance, Concept, Objectives, Needs and Principles. Guidance programmed for Primary, Secondary and Higher Education Students. Problems and Improvement of Guidance in India.

Unit-II

Educational, Vocational, Individual and Group Guidance – Meaning, Aims, Needs and Process.
Role of Teacher in Educational and Vocational Guidance for developing employability.

Unit-III

Counseling - Meaning, Nature, Purpose, Types, Scope, Techniques, Skill and Processfor developing employability.

Unit- IV

Approaches and Principles of counseling - Directive, Non-directive and Electic Counseling.
Counseling for Special Children, Gifted, Mentally Retarded, Physically Handicapped, Problematic and Backward Childrenfor developing skills and employability.

Course Outcomes:
Students completing this course will be able to:

CO-1: Understand concept, need and principles of guidance programme

CO-2: Promotetheir knowledge about educational, vocational, individual and group guidancefor developing employability.

CO-3: Develop understanding about types and techniques of counseling for developing employability.

CO-4: Comprehend techniques of counseling of special children to meet their local needs and thus developing skills and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	2	3	1	2	1	3	2	3
CO2	1	2	2	1	3	1	3	2	3
CO3	2	3	2	2	1	1	3	3	32
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	3	1
CO3	3	2	2
CO4	2	3	1

Suggested Readings:

1. Anastasi, A. & Urbina, S. (1997), Psychological testing, 7th Ed., Upper Saddle River, Prentice Hall.
2. Bantole, M.D. (1984), Guidance and counseling, Sheth and Sheth Publications, Bombay.
3. Bhatnagar, A. & Gupta, N (Eds) (1999), Guidance and counseling, vol. I, a practical approach, Vikas, New Delhi.
4. Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counseling, vol. II, a theoretical perspective, Vikas, New Delhi.
5. Chaturvedi, R. (2007), Guidance and Counselling Skills, Crescent Publishing Corporation, New Delhi.
6. Gardner, H. (1999), Multiple Intelligence, Intelligence, Understanding and The Mind, National Professional Resources, NY.
7. Ghosh J. (1995), Vocational guidance, U.S.S. Publication, New Delhi.

8. Gibson, R.L. & Mitchell, M. H. (2008), Introduction to Counseling and Guidance (7th Edition), Pearson Education, Inc, New Delhi.

9. Gupta, N. (1991), Career Maturity of Indian School Students, Anupam Publications, New Delhi.

10. Isaacson, L. E. &Broen, D. Career Information, Career Counseling and Career Development (5th ed.), Allyn & Bacon, Boston.

11. Joneja, G. K. (1997). Occupational Information in Guidance, NCERT, New Delhi.

12. Mohan, S. &Sibia, A. (1998). Handbook of Personality Measurement in India, NCERT, New Delhi.

13. Mohan, S. (1998). Career Development InIndia, Theory, Research and Development, Vikas Publishing House, New Delhi.

14. Myers, G.E. (1948). Principles and Techniques Of Vocational Guidance, Mcgraw Hills Company, London.

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1. www.normanpublicschools.org
2. www.icps.org
3. www.shareyouressays.com
4. www.gcoekmr.org

FIRST YEAR
Master of Education (M.Ed.)
Programme

MEDEC106: INCLUSIVE EDUCATION

Course Objectives:
The objective of this course is to develop understanding and skills among students regarding inclusive education and to make them aware bout the important issues regarding inclusive education for developing employability.

Course Content:
UNIT-I
- Introduction to Inclusive Education: concept, meaning and importance of inclusive education for the development of skills.
- Historical perspectives of inclusive education for children with diverse need,

UNIT-II
- Inclusive Education in India: constitutional provisions, government policies and legislations, Recommendations of various Committees and Commissions - NPE, 1986, POA 1992, the Person with Disability Act (PWT ACT, 1995), Rehabilitation Council of India Act 1992.

UNIT-III
- Advantage of inclusive education for education of all children in the context of right to education
- Current Issues in Inclusive Education and teacher preparation: Early identification and placement in inclusion; Teaching skills and competencies; Professional ethics and growth of teachers and teacher educators for developing skills and employability.

UNIT-IV
- Socially disadvantaged children: meaning of the scheduled caste, scheduled tribes, educationally backward, minorities girls and slum children
- Status of school education of socially disadvantaged section in India: status of enrolment at elementary stage with reference to social group's equity and access, achievement of socially disadvantaged children for developing skills and employability.

Course Outcomes:
After completion of course, students will be able to
CO-1: Know and understand concept, meaning and importance of inclusive educationto develop skills.

CO-2: Gain understanding about constitutional provisions for inclusive education in India

CO-3: Understand about advantages of inclusive education and emerging issues for developing skills and employability.

CO-4: Develop understanding about issues regarding socially disadvantaged children for developing skills and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2	3	1	2	1	3	2	3
CO2	1	2	2	1	3	1	3	2	3
CO3	2	3	2	2	1	1	3	3	2
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	2	1
CO3	3	3	2
CO4	3	3	1

Suggested Readings:

1. Aggarwal, J.C.: Philosophical and sociological Bases of Education Vikas Publishing House Pvt. Ltd., New Delhi.
2. Bhatia and Bhatia- Philosophical and sociological foundations of education Doaba House.
3. Brown, F.J. - Educational Sociology; NewYork, Prentice Hall Inc.
4. Chattopadhyaya (ed)- The cultural Heritage of India.
5. Dewey, J.- Democracy and Education; New York, Macmillan & Co.
6. Dewey. J.- Democracy and Education, Mac Million Co.
7. Dhiman, O.P.- Foundations of Education; Lucknow, Atma Ram & Sons.
8. Durkheim-Education and Sociology.- The free Press
9. Havinghurst, R,J. and Neugarton, B.L.-Society and Education, Bosten;Allyn and Bacon.
10. Mathur S.S.- A sociological Approach to Indian Education, Agra, Vinod Pustak Mandir.

Website Sources:

1. www.bilaterals.org
2. www.tripurauniv.ac.in
3. www.online.stu.edu
4. www.academia.edu

FIRST YEAR
Master of Education (M.Ed.)
Programme

MEDEC107; CURRICULUM STUDIES

Course Objectives
The purpose of this course is to expose the student:

- ➢ To enable students to understand the theoretical perspectives of curriculum.
- ➢ To develop students' analytical ability and skills to assess the relevance of curriculum practice in the context of learner's development in socio cultural context and advancement of knowledge systemfor developing employability.
- ➢ To develop skills of learners to design curriculum outline for a school programme.

Course Contents

UNIT- I: Curriculum
- ➢ Curriculum: Nature, meanings and elements.
- ➢ Develop skills of Types of curriculum (teacher centered, subject centered, child centered, disciplinary, interdisciplinary, trans disciplinary) so as to develop employability.
- ➢ Curriculum, syllabus and textbooks – their interrelationships
- ➢ Issues and problems of existing curriculum.
- ➢ Bases of curriculum: philosophical, socio cultural, political, psychological

UNIT- II: Steps of Curriculum Designing
- ➢ Objectives of education
- ➢ Understanding learners
- ➢ Selection and organizations of learning experiences
- ➢ Course content
- ➢ Develop skills of Instructional Strategies
- ➢ Course material and resources
- ➢ Assessment and evaluation strategies for skill development and employability.
- ➢ Modification and resetting of objectives

UNIT- III: Approaches and assessment of curriculum
- ➢ Develop skills of Approaches to curriculum: Behaviouristic, cognitivist and constructivist

- Support system and management of curricular practices
- Curricular reforms
- Assessment of institutional practices related to curriculum
- Develop skills of Curricular evaluation and management: Formative and summative, individual and group, assessment by teachers, self, peer, external expert and bodies for developing employability.

UNIT- IV: Curriculum from different perspectives
- Models of Curriculum: Inductive and deductive models, Hilda Taba Model
- Develop skills of Evaluation strategies of curricular goals, methods and content for developing employability.
- Basic features of NCF- 2005 and NCFTE -2009.
- Comparison of curriculum of different school boards on different educational parameters

Field-based Activities
- Prepare a note highlighting salient features of NCF-2005 and NCFTE-2009 Curriculum framework.

Course Outcomes (COs):
After going through this course, the students will be able to:
CO-1: Be acquainted with basic concept, based and types of curriculumfor skill development and employability.
CO-2: Develop understanding of basic principles of curriculum design and construction so as to develop skills and employability.
CO-3: Develop knowledge and skillson evaluation of curriculum and developing employability.
CO-4: Be oriented towards models of curriculum evaluationfor developingskills and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	3	3	1	2	3	2	2
CO2	2	2	2	3	1	1	2	1	2
CO3	2	3	2	3	1	1	3	3	2
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	1
CO2	2	3	1
CO3	3	3	1
CO4	3	3	1

References:

➢ Hass G., &Parkay F. W. (1993). *Curriculum planning: a new approach*. United States of America.
➢ NCERT. (2005). *National curriculum framework-2005*. New Delhi: NCERT.
➢ NCERT. (n.d.). *Curriculum, syllabus and textbooks*. Available at: http://www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/Chapter_3.pdf
➢ Rajput, J. S. (2002*). Dimensions of curriculum change*. New Delhi: NCERT.
➢ Saylor, G.J., & Alexander, W.M. (1974). *Planning curriculum for scholars*. New York: Halt, Richart& Winston Press.
➢ Taba, H., (1965). *Curriculum development theory and practice*. New York: Harcourt Brace and World Inc
➢ Walberg, H. J., & G. D. (Eds). (1990). *The international Encyclopedia of educational evaluation*. Oxford: Pergman Press

Website Sources:

➢ www.bdu.ac.in
➢ www.verywellmind.com
➢ www.apa.org
➢ www.investopedia.com
➢ www.open.edu

FIRST YEAR
Master of Education (M.Ed.)
Programme

MEDVC101; YOGA EDUCATION

Course Content:

Along with Compulsory Yoga Education, each Student has to select one Activity from the following in this Semester:

1. Personality Development/
2. Communicative English/
3. Community Service/
2. Village Tour/
3. Educational Tour/
4. Literary Activities (Debate, Essay Writing etc.)/
5. Cultural Activities/
6. Awareness Campaign/
7. Aesthetic Activities.

		Semester- II							
8	MEDCC201	Sociological Foundation of Education	3	1	--	04	30	70	100
9	MEDCC202	Psychological Foundation of Education – Understanding Teaching Learning Process	3	1	--	04	30	70	100
10	MEDCC203	Advanced Methods of Educational Research	3	1	--	04	30	70	100
11	MEDCC204	Socio-Economic Perspectives ofEducation	3	1	--	04	30	70	100
12	MEDCC251	Research Proposal and Review Writing	--	--	4	04	100	--	100
	Select any one (Elective Course) of the Following -								
13	MEDEC205	Measurement and Evaluation	3	1	--	04	30	70	100
	MEDEC206	Human Rights and Value Education	3	1	--				
	MEDEC207	Futurology of Education	3	1	--				
	Select any one (Vocational Course) of the Following-								
14	MEDVC201	**Compulsory Yoga Education with any one-** Personality Development / Communicative English / Community Service / Village Tour / Educational Tour/ Literary Activities / Cultural Activities / Awareness Campaign / Aesthetic Activities	3	1	--	00	30	70	100
	Total Number of Credits for Semester-II					**24**			
	Total Number of Credits for 1ˢᵗ Year					**48**			

*CC- Core Course, EC- Elective Course, OE- Open Elective, RC- Research Course, IN- Internship, VC- Value added Course (Non-Credited)

FIRST YEAR
Master of Education (M.Ed.)
Programme
Semester –II

MEDCC201: SOCIOLOGICAL FOUNDATION OF EDUCATION

Course Objectives:
The objective of this course is to familiarize students with the critical evaluation of aims, ideas and education, analysis of human nature, educational values, theory knowledge and relationship of education and social progress for developing skills.

Course Content:

UNIT I
- Education in Indian society - nature, concepts and basic postulates of Indian society
- Knowledge about Indian constitution and its directive principles, value enshrined in Indian constitution.
- Influence of education and political systems on each other.
- Educational opportunities and excellence - equality vs. Equity, inequalities in Indian social system with special reference to socially and economically disadvantaged groups - SC, ST, gender and habitation (rural, urban, hilly region) measures and addressal

UNIT II
- Emerging needs of Indian society - alternative modes of education- open, distance, and non-formal education and their impact on society
- Environmental education, population education, citizenship education, yoga education, peace education and role of mass media of communication

UNIT III
- Modernization, urbanization, westernization, globalization and their impact on education and society,
- Role of community in solving problems in the field of education
- Education as an investment - human resource development,
- Educational planning- micro and macro approach to develop skills
- Population and resource.
- Planning and development of clean and green societyfor the development of skills.

UNIT IV

- Concerns and issues in education **-** education and democracy**,** constitutional provisions for education in India, education and nationalism, education for national integration, and international understandingto develop skills.
- Study of social thoughts and contribution of Indian social thinkers - G. S. Ghurye, R. K. Mukherjee, M. N. Srinivas, S. C. Dubey
- Education and national welfare

Course Outcomes:

After completing this course, the students will be able to-

CO-1: Understand nature and postulates of Indian society and Indian constitution

CO-2: Gain understanding about emerging needs of Indian society

CO-3: Understand impact of modernization, urbanization, westernization and globalization on education to develop skills.

CO-4: Comprehend issues and concerned in education and social thoughts of thinkersto develop skills.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	2	2	2	3	1	2	2	3
CO2	1	2	2	1	2	2	3	2	3
CO3	2	2	1	2	1	2	2	2	2
CO4	1	2	1	2	2	2	1	3	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	2
CO3	3	2	1
CO4	3	1	1

Suggested Readings:

1. Aggarwal, J.C.: Philosophical and sociological Bases of Education Vikas Publishing House Pvt. Ltd., New Delhi.
2. Bhatia and Bhatia- Philosophical and sociological foundations of education Doaba House.
3. Brown, F.J. - Educational Sociology; NewYork, Prentice Hall Inc.

2. Chattopadhyaya (ed)- The cultural Heritage of India.
3. Dewey, J.- Democracy and Education; New York, Macmillan & Co.
4. Dewey. J.- Democracy and Education, Mac Million Co.
5. Dhiman, O.P.- Foundations of Education; Lucknow, Atma Ram & Sons.
6. Durkheim-Education and Sociology.- The free Press
7. Havinghurst, R,J. and Neugarton, B.L.-Society and Education, Bosten;Allyn and Bacon.
8. Mathur S.S.- A sociological Approach to Indian Education, Agra, Vinod Pustak Mandir.

Website Sources:
- www.slideshare.net
- ebooks.lpude.in
- ddceutkal.ac.in
- sg.inflibnet.ac.in

FIRST YEAR
Master of Education (M.Ed.)
Programme

MEDCC202: PSYCHOLOGICAL FOUNDATION OF EDUCATION- UNDERSTANDING TEACHING LEARNING PROCESS

Course Objectives:

The purpose of this course is to expose the student to:

➢ Understand psychology of development.
➢ Understand the nature and principles and develop skillsof teaching and learning for developing employability.
➢ Comprehend the conditions influencing teaching and learning.
➢ Develop understanding about school of psychology
➢ Develop understanding about theories of learning and its educational implications for developing skills and employability.
➢ Understand individual difference and pupils' readiness towards learning for developing skills.

Course Content:

UNIT –I

Understanding Teaching – Learning Process

- Concept and nature of teaching and learning.

- Psychology as a tool of teaching and learning.

- Levels of teaching for developing skills and employability.

- Levels of learning to develop skills of the same.

UNIT II

Behaviouristic Approach to Learning

- Skinner's theory of learning and its educational implications.

- Hull's theory of learning and its educational implications.

- Tolman's theory of learning and its educational implications for the development of skills.

UNIT III

Gestalt Approach to Learning

- Gestalt – Concept and Basic features.

- Kohler and Koffka's learning theory & its educational implications.
- Kurt Lewin's theory of learning and its educational implications for developing skills.
  Cognitive Approach to Learning
- Bandwa's socio – cognitive approach with its educational implications
- Information – processing approach to learning.
- Constructivist approach to leaningfor the development of skills.

UNIT IV
Models of Teaching
- Mastery Learning and Programmed Instruction Model.
- Concept Attainment model.
- Glaser's Basic Model of Teaching.

Course Outcomes (COs):
After going through this course, the students will be able to:
CO-1: Understand teaching and learning processfor satisfying local and national needsto develop skills and employability.
CO-2: Gain understanding of behavioristic approach to learningto develop skills
CO-3: Develop knowledge about Gestalt and cognitive approach of learningto develop skills
CO-4: Understand different models of teaching

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	2	2	2	3	1	2	2	3
CO2	1	2	2	1	2	2	3	2	3
CO3	2	2	1	2	1	2	2	2	2
CO4	1	2	1	2	2	2	1	3	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	2	1
CO3	3	2	1
CO4	1	3	1

Suggested Readings:
1. Agarwal. J.C.: Essentials of Educational Psychology, Vikas Publishing House Pvt Ltd

2. Agrawal, J.C.: Essentials of Educational Technology: Teaching Learning, Vikas Publishing House Pvt Ltd
3. Arun Kumar Singh: Shiksha Manovigyan, Bharti Bhawan
4. Bhatanagar, S.: Educational Psychology, Legal Book Depot, Agra
5. Bhatia, H. R.: Elements of Educational Psychology, Orient Langman Ltd., Bombay,
6. Bhatnagar, R.P. Education Psychology, Meenakshi Publications Kanpur
7. Blair, Jones and Simpson: Educational Psychology Macmillan,N.Y.1954 .

Website Sources:

➢ www.psychologydiscussion.net
➢ www.verywellmind.com
➢ www.apa.org

FIRST YEAR
Master of Education (M.Ed.)
Programme

MEDCC203; ADVANCED METHODS OF EDUCATIONAL RESEARCH

Course Objectives:
The purpose of this course is to expose the student to:

➢ Understand the various methods of educational research.
➢ Understand the role and use of statistics in educational research
➢ Use the library, Internet services and other sources of knowledge for Educational research purposes.
➢ Select the appropriate statistical methods in educational research for the development of skillsto develop skills.
➢ Use computers for data analysis.
➢ Develop skills to write a research report.

Course Content
Unit I:

Major and New Approaches to Educational Research: Historical research– meaning, definition &characteristics, uses, types, sources of data, criticism of data. Descriptive research- meaning, definition &characteristics, uses, types. Experimental research– Meaning, definition, experimental designs, experimental validity. Action research. Grounded theory. Ethnography, Phenomenology, Naturalistic inquiry. Mixed methods.

Unit II:

Advanced Statistical Techniques: Normal probability curve- meaning, definition &characteristics, applications. Parametric and non-parametric tests. Test of significance– one tailed and two tailed, Type I and Type II errors, parametric tests- t-test, Pearson's product moment correlation. ANOVA, Non-parametric tests - Sign test, chi-square test, Spearman's rank order correlation, Mann-Whitney U-test for the development of skills.

Unit III:

Use of computers for data analysis: Encoding and decoding data. Using EXCEL, SPSS and QDA for data analysis for skill development.

Unit IV:

Writing a Research Report and Research Paper: Essential elements of report writing – format, style.Writing references – APA style, online, offline.Steps in writing a research paper and develop skills of the same.

Practicum- any two
>   -Apply action research in classroom where internship is carried out
>   -Compile a Bibliography on a selected topic
>   -Write a research paper

Course Outcomes:
After going through this course, the students will be able to:

CO-1: Gain understanding of new approaches of educational research

CO-2: Understand the applications of statistical techniques in researchfor developing skills.

CO-3: Develop competencies to use computer in data analysis so as to fulfill local needs.

CO-4: Develop skills of writing research reports

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	1	2	2	2	1	1	3	2
CO2	1	2	2	1	2	1	1	3	2
CO3	1	2	2	2	1	2	2	3	2
CO4	1	2	1	2	2	2	1	3	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	1	1
CO3	3	1	2
CO4	3	2	2

Suggested Readings:

➢ Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source book*, Nirmal, Kurukshetra
➢ Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
➢ K V S Sharma, Statistics made Simple Do it Yourself on PC; New Delhi , Prentice Hall of India Private India Limited,2001
➢ Koul Lokesh, Methodology of Education Research, vikas publishing house pvt. Ltd. Noida
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➢ Kumar, Ranjit (2011) Research Methods, Peasrson Education, New Delhi
➢ Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi.

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Website Sources:

- www.bdu.ac.in
- www.verywellmind.com
- www.apa.org
- www.sciencedirect.com
- www.open.edu

FIRST YEAR
Master of Education (M.Ed.)
Programme

MEDCC204; SOCIO- ECONOMIC PERSPECTIVES OF EDUCATION

Course Objectives:

The purpose of this course is to expose the student to:

➢ Enhance the awareness about the relationship and impact of society, economy and culture on Education.
➢ Understand about the changes in socio-economic environment of the country and its impact on the Education to develop skills.
➢ Understand about international agencies working for the development of the Education.
➢ Know some of the prominent social thinkers with special reference to their contribution for social reform.

Course Content:

Unit I:

Sociology and Education: Conceptual framework of Sociology, Educational Sociology and Sociology of Education, Need and scope of Sociology of Education, Functions and Significance of Sociology of Education.

Unit II:

Processes in Social System and Education: Socialization process of the child – Critical appraisal of the role of school, parents, peergroup and community.Social mobility and social control in reference to educational development.Role of education in social change with special reference of Indian social institutions(Caste, class, religion and region) for skill development.

Unit III:

Social Thinkers: Their Socio- Economic Implications: Madan Mohan Malviya's vision of Banaras Hindu University, Sir Syed Ahmad Khan's vision of Aligarh Muslim University.

Unit IV:

Education in Cultural context and Economics of Education: Concept and characteristics of culture, Nature and role of education in cultural changecultural lag – concept, major factors and effect on education of cultural lag.Indian society with reference to multi-lingual and multi- cultural diversity.

Economics of Education- Education as an investment, Effect of social stratification on economics of Indian education.Education as an instrument of enhancing cohesion in the context of diversity, Education as a tool of modernization in Indian contextfor the development of skills.

Course Outcomes:

After going through this course, the students will be able to:

CO-1: Acquaint with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education for developing skills.

CO-2: Understand processes in social system and education to meet local needs for developing skills.

CO-3: Gain understanding of social thinkers and their socio-economic implications

CO-4: Comprehend education from cultural perspectives, and economics of education for the development of skills and thus developing national and global needs.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	1	2	2	3	1	1	2	2
CO2	1	2	2	1	3	1	1	2	2
CO3	1	2	2	2	3	2	2	1	2
CO4	1	2	3	2	3	2	1	2	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	2	1
CO2	3	2	1
CO3	1	3	2
CO4	3	1	2

Suggested Readings:

- Aikara, J., (1994). Sociology of Education. Indian Council of Social Sciences Research, New Delhi
- Ambedkar, B. R. Annihilation of Caste, Delhi: Navyana.
- Dewey, John (2013). School and Society, Delhi: Aakar Books Classics.
- Dewey, John (2014). Democracy and Education: An Introduction to the Philosophy of Education, Delhi: Aakar Books Classics.
- Dinkar, Ramdhari Singh (2006). SanskritiKeChaarAdhyaya, Allahabad: LokbhartiPrakashan.
- Gandhi, M. K. (2010). Hind Swaraj, New Delhi: Prabhat Prakashan.
- Grid, Roger (1990). Problems of Sociology in Education, New Delhi: Sterling.
- MacIver R.M. & Page Chals H. (1974) Society: An Introductory Analysis, New Delhi, Macmillon Co.

- Mathur, S.S. (2009). Shiksha KeDarshanic Evam SamajikAdhaar, Agra: Vinod Pustak Mandir.
- Nambissan, Geetha B. and Rao Srinivasa S. (2013). Sociology of Education in India, New Delhi: Oxford University Press.
- Suresh Shukla & Krishna Kumar, Social Change in India, Chanakya Publication.

Website Sources:
- www.epdc.org
- www.apa.org
- www.sciencedirect.com
- www.unesdoc.unesco.org
- www.ed.gov
- www.cukasnmir.ac.in

FIRST YEAR
Master of Education (M.Ed.)
Programme

MEDCC251; RESEARCH PRAPOSAL AND REVIEW WRITING

1. Research Proposal for Dissertation.
2. Review Writing of two Classic Books on Education

Course Objectives:
The purpose of this course is to expose the student to:

- Understand the various methods of preparation of synopsis.
- Understand the role and use of statistics in educational research.
- Use the library, Internet services and other sources of knowledge for Educational research purposes.
- Select the appropriate statistical methods in educational research.
- Use computers for data analysis.
- Understand the steps of write a research report.

Course Content:

8. Dissertation Synopsis will be of maximum 2 Credits. The M.Ed. student will develop a synopsis for the dissertation in the Second Semester (First year) which he/she will be pursuing and completing in the fourth Semester for the fulfillment of the M.Ed. (Master of Education) Course. The synopsis will be presented in the Departmental as Open Synopsis presentation (DOSP).The DOSP will comprise of the Head and all Supervisors. However the marks will be given by the Supervisor in consultation with the Head of the Department.
9. Review writing of two Classic Books on Education will be of maximum 2 Credits. The M.Ed. student will witting review on any two Classical Books on Education.

Course Outcomes:
After going through this course, the students will be able to:
- Identify a research problem and develop research questions.
- Write a review of the literature and draw meaningful inferences.
- Describe characteristics of philosophical, psychological and sociological research paradigms as they apply to educational research.
- Explain and adopt different strategies of research to solve educational problems.
- Write scientific reports and research papers.

➤ Acquire skills for evaluating and critiquing research in a meaningful way.
➤ Develop various types of research tools for data collection.
➤ Develop an understanding of principles of quantitative and qualitative research methods.
➤ Develop the vision to carry out qualitative and quantitative research.

Website Sources:
➤ www.epdc.org
➤ www.apa.org
➤ www.investopedia.com
➤ www.open.edu
➤ www.ed.gov
➤ www.learningforallap.ca

FIRST YEAR

Master of Education (M.Ed.)
Programme

MEDEC205; MEASUREMENT AND EVALUATION

Course Objectives:

The objective of this course is to familiarize students with measure abilities and levels of attainment by students in areas such as reading, writing, mathematics, science and so forth for the development of skills and employability.

Course Content:

Unit-I

Measurement and Evaluation- Meaning, importance, functions and Levels of measurement. Develop skills of Tools of measurement- Questionnaires, Schedules, Inventories, and Performance Tests.

Unit-II

Norm-referenced and Criterion referenced Tests, standardized and teacher made tests; Steps, Construction and standardization of Achievement test for the development of skills and employability.

Unit-III

Develop skills of Measurement of personality, Intelligence and Attitude tests for developing employability.

Unit-IV

Test standardization and Norms, Age Norms, Grade Norms, T- Score and Standard score. Step in the Standardization of a testfor skill development and employability.

Course Outcomes:

Students completing this course will be able to:

CO-1: Describe measurement and evaluation in the educational and classroom setting
CO-2: Understand different types of tests, and construction of achievement steps for skill development and employability.

CO-3: Develop understanding about measurement of personality, intelligence and attitude for skill development and employability and also fulfilling local needs.

CO-4: Develop understanding of standardization and norms of test for skill development and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1	3	2	2	3	1	2	2
CO2	2	2	3	1	1	2	2	2	3
CO3	2	2	3	2	1	3	2	1	3
CO4	3	2	3	2	2	3	1	2	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	1	2
CO2	2	3	2
CO3	3	3	1
CO4	3	3	2

Suggested Reading:

1. Anastasi, A. (1988), Psychological Testing (6th Ed.), The Macmillan Co., New York.
2. Ebel, L.R. and Fristris, D.A. (1991), Essentials of Educational Measurement, Prentice Hall of India Pvt. Ltd, New Delhi.
3. Edwards, A.L. (1957), Techniques of Attitudes Scale Construction, New York.
4. Freeman, F.S. (1965), Theory and Practice of Psychological Testing, Rinehart and Winston, New York.
5. Gakhar, S.C.(2009), Statistics - in Education and Psychology.
6. Garret, H.E. (1973), Statistics - In Education and Psychology, Vakils, Feffer and Simons, Bombay.
7. Guilford, S.P. and Fruchter, B. (1973), Fundamental Statistics - In Psychology and Education (5th Edition), McGraw Hill and Co., New York.
8. Thorndike, R.L. and Hagen, E. (1977), Measurement and Evaluation - In Psychology and Education, John Wiley and Sons, Inc, New York.

Website Sources:

1. www.bilaterals.org
2. www.tripurauniv.ac.in
3. www.jstar.org
4. www.academia.edu

FIRST YEAR

Master of Education (M.Ed.)
Programme

MEDEC206; HUMAN RIGHTS AND VALUE EDUCATION

Course Objectives:
The purpose of this course is to expose the student to:

- Understand the concept of human rights
- Understand the importance of human rights in national and international context
- Understand the role of teachers in promoting human rightsto develop skills.
- Understand the concept of values
- Understand the importance of value education
- Understand the role of teachers in promoting value education so as to develop skills for the same.

Course Contents

Unit I:
> **Conceptual and Theoretical Understanding of Human Rights:** Introduction to the concept of Human Rights. Principles and Theories of Human Rights. Democracy and Human Rights.

Unit II:
> **Human Rights in National and International Context:** Human Rights in national and international context. Promotion and Protection of Human Rights and Prevention of its Violations. State of Human Rights in India. Human Rights, Peace, Non-Violence, and Conflict Resolution. Human Rights of Women and Children- provisions and violations. Agencies for protection and promotion of human rights including UN, central and state governments, NGOs.

Unit III:
> **Role of Teachers in Human Rights Education:** Human Rights Education. Human Rights Teaching at School, College and University Levels. Teaching and Training for Human Rights Education. Role of teachers in promoting human rightsfor skill development.

Unit IV:
> **Concept and Meaning of Values and Need for Value Education:** Concept and meaning of values, types of values. Indian Culture and Human Values. Values enshrined in the Indian Constitution. Values for promoting National Integration and International Understanding. Need and importance of Value Education. Role of teachers in promoting

human values, teaching training and value education. Values promoted through textbooks of different disciplines for skill development.

Practicum - any one
　　Prepare a field report on Human Rights Education in schools.
Report on human rights related issues highlighted in recent news.
　　Analyze the value preferences of a chosen group.
　　Write a report on values promoted through textbooks of various schools.

Course Outcomes:
After going through this course, the students will be able to:
CO-1: Develop conceptual and theoretical understanding of human rightsto develop skills.
CO-2: Understand human rights in national and international context for the development of skills and thus fulfilling national and global needs.
CO-3: Develop understanding about role of teachers in human rights education so as to develop skills.
CO-4: Understand concept and need of value education

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	1	3	2	2	3	1	2	2
CO2	2	2	3	1	1	2	2	2	3
CO3	2	2	3	2	1	3	2	1	3
CO4	3	2	3	2	2	3	1	2	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	2	2
CO2	3	1	1
CO3	3	2	1
CO4	1	2	1

Suggested Readings:
➢ Dhokalia, R.P. 2001. External Human Values and world Religions, New Delhi, NCERT.
➢ Government of India 1999. Fundamental Duties of Citizens: Report of the committee set up by the government of India to operationalise the suggestions to teach fundamental duties to the citizens of the country (vol. I & II) New Delhi; MHRD.

➢ KFI.MHRD 1992, national policy on education 1986 (with modification undertaken in 1992) New Delhi.
➢ Krishnamurthy, J. 2000. Education and the significance of Life, Pune.

Website Sources:

➢ www.bdu.ac.in
➢ www.apa.org
➢ www.investopedia.com
➢ www.open.edu
➢ www.ed.gov
➢ www.academicjournal.in

FIRST YEAR

Master of Education (M.Ed.)
Programme

MEDEC207: FUTUROLOGY OF EDUCATION

Course Objectives:
The objective of the course is to enable the students to-
- ➢ Develop an insight and futuristic vision.
- ➢ Become sensitive to the futuristic problems of education and society.
- ➢ Have awareness and develop skills about the environment around them.
- ➢ Develop skills to solve the futuristic problems of Education.

Course Content:
UNIT I
- Meaning, Characteristics and Scope of Future Studies; Its relationship with Education.
- Future Studies in Education; need and different factors viz. Social, Economical, Environmental and Technological factors.
- Develop skills of strategic planning. Development of Knowledge, Disciplinary, Inter-disciplinary and Multidisciplinary and Trans disciplinary. Experimental Learning and Constructivism.
- Social Change and Social Mobility, characteristics and factors, role of Education. Population Growth, Environmental deterioration, Gender Consciousness, Globalization, Educational Future.

UNIT II
- Value crisis in Future perspective, Religion blended with scientific temper. Enrichment of Inner experience of Men-Awakening Intention, Human Values Development.
- Future of Education – Learning to Be, Education for 21st Century – Delors Commission Report – Four Pillars of Learning, Challenges of Learning Society. Structure and Process of Future of Education: Education for all – Education as Fundamental Rights for the development of skills.

UNIT III
- Future of Elementary, Secondary and Higher Education System, Lifelong and Continuing Education. General vs. Professional Education, Life Oriented Education.

- Emergence of Open Learning Society, Characteristic of open learning system, Open Schooling and University, Virtual Classrooms, Open learning system in India and Abroad for developing skills.

UNIT IV
- Future of Information and Communication Technology (ICT); ICT in Education.
- Indian experiences, Impact of Technology System on Structure and Functioning of Education. Educational Technology vs. efficiency and effectiveness of education system. Systems approach, networking so as to develop skills of the same.
- Future Learners, Teachers and Parents, Futuristic Curriculum, Classroom, Methodology and Evaluation.
- Role of National and International Organizations in Futurising Education. Role of UNESCO and World Bank in Futuristic Education for the development of skills.

Course Outcomes

After completing this course, the students will be able to-

CO-1: Develop an insight about concept and importance of future studies in education so as to develop skills.

CO-2: Become aware about value crisis in future perspectives and future of education for the development of skills and thus satisfying national and global needs.

CO-3: Have awareness about future of elementary, secondary and higher education system the **development of skills.**

CO-4: Develop skills and understanding about role of national and international organizations in futurizing education and future of ICT in education to meet national and global needs.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2	3	3	2	3	3	2	2
CO2	2	2	3	1	2	2	3	2	3
CO3	2	2	3	2	2	3	3	1	3
CO4	3	2	3	2	2	3	3	2	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	1
CO2	3	3	1
CO3	2	3	2
CO4	3	2	1

Suggested Readings:

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

2. Bajpai &Diwewdi,(2017) Learning Disabilities: Uncover the myths, Kalpaz Publications, New Delhi,Reference book

3. Bhatnagar Asha &Gulat Sushma (1998) Career Development of Creative Girls

4. Bhatt, B.D. & Sharma, S.R.(1992): Women's' education and social Development. Delhi: Kanishka.

5. Chaterjee S K (2000): Educational Development of Scheduled Castes

6. Cowles Milly (1969): Perspective in the Education of Disadvantaged Children

7. Edwards John R: Language and Disadvantage

8. Government of India (1986). National Policy on Education, Department of Education, New Delhi.

9. Government of India (1992). Programme of Action, MHRD, Department of Education, New Delhi.

10. Hegarty and Alur Mithu (2002): Education and Children with Special Needs

11. Jacob Aikara: Scheduled Castes and Higher Education.

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

13. Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly,----

14. NCERT (2005). National Curriculum Framework, New Delhi.

15. NCERT (2006). National Focus Group Report on Education of SCs and Sts, New Delhi.

16. NCERT (2006). National Focus Group Report on Education of SCs and Sts, New Delhi.

17. Ramchandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.

Website Sources:

- www.bdu.ac.in
- www.apa.org
- www.investopedia.com
- www.open.edu
- www.ed.gov
- www.academicjournal.in

FIRST YEAR

Master of Education (M.Ed.)
Programme

MEDVC201; YOGA EDUCATION WITH

Along with Compulsory Yoga Education, each Student has to select one Activity from the following in this Semester other than first Semester:

1. Personality Development/
2. Communicative English/
3. Community Service/
8. Village Tour/
9. Educational Tour/
10. Literary Activities (Debate, Essay Writing etc.)/
11. Cultural Activities/
12. Awareness Campaign/
13. Aesthetic Activities.

CO-1: Develop an insight about concept and importance of future studies in education
CO-2: Become aware about value crisis in future perspectives and future of education
CO-3: Have awareness about future of elementary, secondary and higher education system
CO-4: Develop understanding about role of national and international organizations in futurizing education to meet national and global needs.

		Semester – III							
1	MEDCC301	Historical and Political Perspectives of Education	3	1	--	04	30	70	100
2	MEDCC302	Research in Education – Data Analysis & Report Writing	3	1	--	04	30	70	100
3	MEDCC303	Educational Management, Administration, Leadership and Planning	3	1	--	04	30	70	100
4	MEDIN351	One month Internship, its report and viva	--	--	4	04	100	--	100
	Select any one (Elective Course) of the Following -								
5	MEDEC304	Inclusive Education	3	1	--	04	30	70	100
	MEDEC305	Comparative Education							
	MEDEC306	Issues & Curricular Concerns at Secondary and Senior Secondary Level of Education							
	Select any one (Open Elective) of the Following -								
6	MEDOE301	Education for Happiness	3	1	--	04	30	70	100
	MEDOE302	Understanding The Self							
	MEDOE303	Lifelong Learning							
	Select any one (Vocational Course) of the Following -								
7	MEDVC301	**Compulsory Yoga with any one-** Personality Development / Communicative English / Community Service / Village Tour / Educational Tour/ Literary Activities / Cultural Activities / Awareness Campaign / Aesthetic Activities	3	1	--	00	30	70	100
	Total Number of Credits for Semester-III					**24**			

*CC- Core Course, EC- Elective Course, OE- Open Elective, RC- Research Course, IN- Internship, VC- Value added Course (Non-Credited)

SECOND YEAR
Master of Education (M.Ed.)
Programme
Semester –III

MEDCC301; HISTORICAL AND POLITICAL PERSPECTIVES OF EDUCATION

Course Objectives:
The purpose of this course is to expose the student to:

- Understand among about basic characteristics of Indian Society during different periods
- Awareness about the developmental hierarchy and impact of history and polity on education.
- Understand about the constitutional ideals of protective discrimination and importance of social justice for modern Indian society for developing skills.
- Acquaint the different educational plans and policies
  Awareness about the education in international perspectives for the development of skills and employability.

Course Content:

Unit -I:
Development of Indian Education System: A brief history of pre and post-independence education system. Development of education system in 21st century.

Unit -II:
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 perspectives for the development of skills and employability.

Unit- III:
Review of different Educational plans and policies and Changing Educational policy perspectives: NEP (1986) Revised NEP (1992), Plan of Action (1992).National Curriculum Framework (2005).National Knowledge Commission (2005).Right to Education (2009).Yashpal Committee (Renovation and Rejuvenation of Higher Education'2009).Changing Educational policy perspectives- With reference to the focus on Liberalization, Privatization and Globalization (LPG).With reference to Rashtriya Uchchtar Shiksha Abhiyan (RUSA), Rashtriya. Madhyamic Shiksha Abhiyan(RMSA), Public Private Partnership (PPP).

Unit- IV:
International Perspectives of Education: Education in SAARC countries. Education for International understanding. Role of international agencies –UNDP, UNESCO, World Bank, and UNICEF for the development of skills and employability.

Practicum- Any one
- ➢ -Critical analysis of one of the policy document on Education.
- ➢ -Brief report on implementation of latest any one policy.

Course Outcomes:

After going through this course, the students will be able to:

CO-1: Understand development of Indian education system in pre- and post-independence era for the development of skills and employability.

CO-2: Develop understanding about democracy and education.

CO-3: Review different educational plans and policies for the development of skills and employability.

CO-4: Develop understanding of international perspectives of education.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	1	2	2	3	2	2	2	2
CO2	1	1	2	2	3	1	2	1	1
CO3	2	2	2	3	2	2	2	3	2
CO4	2	2	3	3	3	2	1	2	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	2	1
CO2	2	1	1
CO3	3	3	2
CO4	2	2	1

Suggested Readings:

- ➢ Agarwal, J.C. (1998). Landmarks in the History of Modern Indian Education, New Delhi: Vikas Publishing House.
- ➢ Altekar, A.S. (2010). Education in Ancient India, Delhi: Isha Books.
- ➢ Basu, D.D. (2011). Introduction to the Constitution of India, Calcutta: Wadhwa.
- ➢ Mishra, S. K. and Puri, V. K. (updated available in the market). Indian Economy- Its Development Experience, Delhi: Himalaya Publishing House.
- ➢ Report of National Curriculum Framework (2005), Government of India.
- ➢ Report of National Knowledge Commission (2009) Government of India.

- Report of NPE (1986), Government of India.
- Report of Plan of Action (1992), Government of India.
- Report of Revised NPE (1992), Government of India.
- Report of Right to Education (2010) Government of India.
- Report of Yashpal Committee (1993) Government of India.
- *vk;Z* MkW0 eksgu yky ¼2017½] **f'k{kk ds ,sfrgkfld ,oa jktuhfrd ifjizs{;**] fou; j[kstk c/ovkj0 yky cqd fMiksa] esjB] m0iz0A
- *vk;Z* MkW0 eksgu yky ¼2018½] **f'k{kk ds ,sfrgkfld] jktuhfrd ,oa vkfFkZd ifjizs{;**] fou; j[kstk c/ovkj0 yky cqd fMiksa] esjB] m0iz0A

Website Sources:
- www.bdu.ac.in
- www.apa.org
- www.investopedia.com
- www.open.edu
- www.ed.gov
- www.academicjournal.in

SECOND YEAR
Master of Education (M.Ed.)
Programme
Semester –III

MEDCC302; RESEARCHIN EDUCATION- DATA ANALYSIS & REPORT WRITING

Course Objectives
The objective of this course is to enable the students to-
- ➢ Know the tabular, graphical representation of data, measure of central tendency and variability, measure of relationship and normal distributionfor the development of skills.
- ➢ Understand measures of association, its assumption and uses, regression and prediction
- ➢ Know the concept of population, sample and sampling technique, Degree of freedom, Standard error, confidence, confidence intervals, null hypothesis and Parametric test for the development of skills and employability.
- ➢ Know non parametric tests and computer programmes for the development of skills and employability.

Course Content:
UNIT- I :
Descriptive Statistics
- Measures of Central Tendency: Mean, Median and Mode- computation and uses
- Measures of Variability: Range, Quartile deviation, Mean deviation, Standard deviation, variance- computation and uses for the development of skills and employability.
- Measures of relationship: Percentiles and Percentile ranks- computation and Uses
- Normal Probability Curve – characteristics and uses for the development of skills and employability.

UNIT- II :
Descriptive Statistics
- Measures of Association; Linear Correlation- concept, types, coefficient of correlation; assumptions, computation, uses and interpretation of rank order and product- moment correlation
- Assumptions and uses of other types of correlation- Biserial, Point Biserial, Tetra choric, Phi coefficient, Partial and Multiple correlation
- Regression and prediction: concept of regression, regression equations (involving two variables only) and their uses, accuracy of predictionfor the development of skills and employability.

UNIT- III :

Inferential Statistics

- Concept of Population, Sample and Sampling error; Parameter and Statistic, Degree of freedom
- Standard error, confidence limits and confidence intervals.
- Concept and testing of null hypothesis, Type-I and Type-II errors, Levels of significance, One tailed and two tailed tests.
- Parametric tests:
- t- test,
- F – test Analysis of Variance (ANOVA) - one way and two-way, Analysis of Covariance (ANCOVA), and their uses in educational research for the development of skills and employability.

UNIT- IV:

Inferential Statistics

- Non-Parametric tests; Concept assumptions and uses in educational research
- Chi square test and null hypothesis
- Sign test
- Median test
- Kolmogorov-Smirnov test
- Kruskal-Wallis test
- Computer programmes in data analysis-Excel and SPSS

Course Outcomes

After the completion of this course, the students will be able to-

CO-1: Understand the tabular, graphical representation of data, measure of central tendency and variability, measure of relationship and normal distribution for the development of skills and employability.

CO-2: Understand measures of association, its assumption and uses, regression and prediction for the development of skills and employability.

CO-3: Know the concept of population, sample and sampling technique, Degree of freedom, Standard error, confidence, confidence intervals, null hypothesis and Parametric test for the development of skills and employability.

CO-4: Understand non parametric tests and SPSS software for the development of skills

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	3	3	1	2	3	2	2
CO2	2	2	2	3	1	1	2	1	2
CO3	2	3	2	3	1	1	3	3	2
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	3	1
CO4	3	2	1

Suggested Readings:

- Agarwal, Y.P. (1998), *Statistical Methods*, Sterling, New Delhi.
- Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source book*, Nirmal, Kurukshetra
- Best, J. W., & Kahn, J. (1997). *Research in education*. New Delhi: Prentice -Hall of India Ltd.
- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
- Bogdan, R.C., & Biklen, S. K. (1998) *Qualitative research for education: an introduction to theory and methods*. Boston MA: Allyn and Bacon.
- Borg, B.L. (2004). *Qualitative research methods*. Boston: Pearson.
- Bryman, A. (1988). *Quantity and quality in social science research*. London: Routledge
- Charles, C.M., & Merton, C.A.(2002). *Introduction to educational research*. Boston: Allyn and Bacon.
- Cohen, L., & Manion, L. (1994). *Research methods in education.* London: Routledge.
- Creswell, J. W. (2007). *Qualitative inquiry and research design*. London: Sage Publications.
- Creswell, J.W. (2002). *Educational research*. New Jersey: Upper Saddle River.
- Creswell, J.W. (2003). *Research design: qualitative, quantitative, and mixed methods approaches.* Thousand Oaks: Sage.

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- Koul Lokesh, Methodology of Education Research, vikas publishing house pvt. Ltd. Noida
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- dfiy] ,p0 ds0] vuqla/kku fof/k;ka& O;ogkj ijd foKkuksa esa] vkxjk] HkkxZo iqLrd Hk.Mkj A
- flag] jke iky] lkf[;dh ewY;kadu] vkxjk] fouksn iqLrd efUnj A
- frokjh] 'kSf{kd ,oa euksoSKkfud vuqla/kku ds ewyvk/kkj] vkxjk] fouksn iqLrd efUnj A
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- lqf[k;ka] ,l0 ih0] 'kSf{kd vuqla/kku ds ewyrRo] vkxjk] fouksn iqLrd efUnj A
- oekZ] izhfr ,oa JhokLro] Mh0 ,u0] euksfoKku ,oa f'k{kk esa lkf[;dh] vkxjk] fouksn iqLrd efUnjA
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SECOND YEAR
Master of Education (M.Ed.)
Programme
Semester –III

MEDCC303; EDUCATIONAL MANAGEMENT, ADMINISTRATION, LEADERSHIP AND PALNNING

Course Objectives:
The purpose of this course is to expose the student:

- ➢ To develop skills become effective manager/administrators of education.
- ➢ To become agents of change in various aspects of education i.e. classroom management, curriculum construction, examination systems, educational policies, etc for developing skills and employability.
- ➢ To acquaint with the challenges and opportunities emerging in the management and administration in education.
- ➢ To acquaint with the Central and State mechanisms of educational administration and management.
- ➢ To acquaint with the various leadership theories and leadership styles.
- ➢ To be familiar with the new trends of education.

Course Content:
Unit- I: Educational Management - Concept and Meaning

- ➢ Management – concept, need and characteristics.
- ➢ Administration- concept, need, types and Characteristics
- ➢ Development of modern concept of educational management
- ➢ Management at different levels-elementary, higher and higher secondary develop skills.

Unit -II: Leadership in Educational Management

- ➢ Leadership - Meaning and nature, the principal as a leader.
- ➢ Theories of leadership and their styles (Mc Gregor's trait theory, Fiedler's contingency and Hersey-Blanchard's theories)
- ➢ Styles of administration, - Grid concept of leadership styles developing skills and employability.
- ➢ Measurement of leadership styles developing skills and employability.

Unit- III: Quality Management and Mechanism of Educational Administration

- ➢ Meaning and Importance of Quality Education
- ➢ Quality of Education in India
- ➢ Accreditation- concept, meaning, parameters.
- ➢ Role of accreditation agencies

- Central machinery (CABE,NCTE,UGC)
- State machinery for educational Administration
- Organization and functions of directorate of education for Develop skills.

Unit- IV: Specific Trends and Planning in Educational Management
- Decision Making (Centralized and Decentralized) Develop skills.
- Programme Evaluation and Review Technique(PERT)
- Educational Planning.

Field-based Activities:
Undertake any one of the following activities:
- A Case study of one institution involving observation / measurement of principal's leadership style.
- Report on organizational climate of any secondary or senior secondary school based on primary or secondary data.
- Report on an Educational Institute on Quality Management for Developing skills.

Course Outcomes:
After going through this course, the students will be able to:

CO-1: Understand concept of management and administration for developing skills.

CO-2: Develop understanding about leadership in educational management

CO-3: Know about quality management and mechanism of educational administration for the skill development and employability.

CO-4: Develop understanding about specific trends and planning in educational management

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	2	3	2	3	1	2	3	2
CO2	2	2	3	2	3	1	2	2	3
CO3	2	2	2	3	3	2	3	2	2
CO4	1	2	2	1	1	1	3	2	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	3	1	1
CO3	3	3	1
CO4	3	3	1

Suggested Readings:

- Aggarwal, V., & Bhatnagar, R.P.(1997). *Educational administration supervision, planning and financing*. Meerut: Surya Publication.
- Chandrasekaran, P. (1994). *Educational planning and management*. New Delhi: Sterling Publisher.
- Chaudhary, N. R. (2001). *Management in education*. New Delhi: A. P.H. Publishing Corporation.
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- Lambal, T.P., Saxena, V.R., & Murthy, V. (2000). *Educational administration planning and supervision*. New Delhi: Doaba house.
- Landuyt, H. (1970). *Administrative strategy and decision making*
- Mathur, S.S. (1969). *Educational administration and management*. Amritsar: Krishna Brother.
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- www.scialert.net

SECOND YEAR
Master of Education (M.Ed.)
Programme
Semester –III

MEDIN351;INTERNSHIP, ITS REPORT AND VIVA

Course Objectives:
The purpose of this course is to expose the student to:

➢ Train teacher interns to conduct Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.
➢ Acquaint teacher interns the process of evaluation of courses of pre-service teacher education
➢ Train teacher- interns to observe & supervise practice teaching done by BEd Interns
➢ Develop the capability and provide knowledge to study the teacher education institution on instructional and evaluation practices.

Course Content:

Internship in Teacher Education Institution will be minimum one-month full time activity and it's Viva. It willbe of maximum 4 Credits and will be a sort of attachment of the M.Ed. student with a TeacherEducation Institution engaged in pre-service and/or in-service teacher education programmes.Internship in Teacher Education Institutions (under supervision of M.Ed. teacher in charge and school mentor teachers) would include the observation /conduction of institutional activities-

➢ Classroom Supervision
➢ Lesson Planning Correction
➢ Observation of the Practice in Teaching
➢ Classroom Teaching
➢ Supervisory activities-Laboratory work,Library activities, ICT laboratory
➢ Participation and organization in/of the various curricular and co-curricular activities in the institution respectively.

Course Outcomes:
After going through this course, the students will be able:

CO-1: To acquaint teacher- interns about administrative and managerial practices in schools at various levels

CO-2: To provide experience to M.Ed. interns regarding supervision of practice teaching

CO-3: To develop the capability among interns to do case analysis of schools at various levels

CO-4: To enable the interns in identification the problem and school level and conduct Action Research

Website Sources:

- www.bdu.ac.in
- www.apa.org
- www.investopedia.com
- www.open.edu
- www.ed.gov
- www.academicjournal.in

SECOND YEAR
Master of Education (M.Ed.)
Programme
Semester –III
MEDEC304: Inclusive Education

Course Objectives:
The objectives of the course are to enable the students to-
- ➢ Know and understand concept, meaning and importance of inclusive education, need for promoting inclusive practices and roles and responsibilities of the teachers
- ➢ Understand the reasons for and suggestions of recent commissions and committees towards preparation for inclusive education.
- ➢ Know and understand meaning, status of school education of socially disadvantaged section and their problem in education
- ➢ Understand concept, meaning, characteristics and identification of inclusive education for children with giftedness, creativity, sensory, mentally challenged, developmental disabilities, special health problems, OPH for skill development and entrepreneurship.

Course Content:
UNIT-I:
- Introduction to Inclusive Education: concept, meaning and importance of inclusive education,
- Historical perspectives of inclusive education for children with diverse need,

UNIT-II:
- Inclusive Education in India: constitutional provisions, government policies and legislations, Recommendations of various Committees and Commissions - NPE, 1986, POA 1992, the Person with Disability Act (PWT ACT, 1995), Rehabilitation Council of India Act 1992 for skill development.

UNIT-III:
- Advantage of inclusive education for education of all children in the context of right to education
- Current Issues in Inclusive Education and teacher preparation: Early identification and placement in inclusion; Teaching skills and competencies; Professional ethics and growth of teachers and teacher educatorsfor developing entrepreneurship.

UNIT-IV:
- Socially disadvantaged children: meaning of the scheduled caste, scheduled tribes, educationally backward, minorities girls and slum children

- Status of school education of socially disadvantaged section in India: status of enrolment at elementary stage with reference to social group's equity and access, achievement of socially disadvantaged children

Course Outcomes:

After completion of Course students able to

CO-1: know and understand concept, meaning and importance of inclusive education.

CO-2: Gain understanding about constitutional provisions for inclusive education in Indiafor Skill development.

CO-3: Understand about advantages of inclusive education and emerging issues.

CO-4: Develop understanding about issues regarding socially disadvantaged childrenfor developing entrepreneurship.

Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	3	3	1	2	3	2	2
CO2	2	2	2	3	1	1	2	1	2
CO3	2	3	2	3	1	1	3	3	2
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	2	1
CO2	2	2	1
CO3	3	2	1
CO4	3	2	1

Suggested Readings:

1. Aggarwal, J.C.: Philosophical and sociological Bases of Education Vikas Publishing House Pvt. Ltd., New Delhi.
2. Bhatia and Bhatia- Philosophical and sociological foundations of education Doaba House.
3. Brown, F.J. - Educational Sociology; NewYork, Prentice Hall Inc.

4. Chattopadhyaya (ed)- The cultural Heritage of India.
5. Dewey, J.- Democracy and Education; New York, Macmillan & Co.
6. Dewey. J.- Democracy and Education, Mac Million Co.
7. Dhiman, O.P.- Foundations of Education; Lucknow, Atma Ram & Sons.
8. Durkheim-Education and Sociology.- The free Press
9. Havinghurst, R,J. and Neugarton, B.L.-Society and Education, Bosten;Allyn and Bacon.
10. Mathur S.S.- A sociological Approach to Indian Education, Agra, Vinod Pustak Mandir.

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6. www.tripurauniv.ac.in
7. www.online.stu.edu
8. www.academia.edu

SECOND YEAR
Master of Education (M.Ed.)
Programme
Semester –III

MEDEC305; COMPARATIVE EDUCATION

Course Objectives:
The objective of this course is to familiarize students with the relationship between education and society attempts to use cross national data to test propositions about the relationship between education and society and between teaching practices and learning outcomes to provide employability and skills.

Course Content
Unit -I:
Comparative Education – Meaning, aims, Characteristics, Scope and factor influencing (Structural, Functional and Mixed) of Comparative Education. Juxtaposition, International and Intra-nation educational analysis of comparative education develop skills.

Unit - II:
Approaches and Method of comparative education, Philosophical, Historical, Survey, Analytical, synthetical and statisticalfor developing entrepreneurship.

Unit-III:
A comparative study of the education systems of countries with special reference to, Primary Education - USA, UK, India, Secondary Education - USA, UK, India. Higher Education - USA, UK and Indiafor employability and skill development.

Unit-IV:
A comparative study of the education systems of countries with special reference to, 1) Teacher Education- USA, UK, India. 2) Distance Education- USA, UK, India. 3) Adult Education- USA, UK, India. UNO/UNESCO and its role in world educational development to develop skills.

Course Outcomes:
Students completing this course will be able to:

CO-1: Understand concept and factors of comparative education for developingentrepreneurial skills.

CO-2: Highlight approaches and methods of comparative education for employability and skill development

CO-3: Compare primary education system of different countries.

CO-4: Make a comparative analysis of teacher education in different countries to develop skills.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	3	3	1	2	3	2	2
CO2	2	2	2	3	1	1	2	1	2
CO3	2	3	2	3	1	1	3	3	2
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Suggested Readings:

1. Buch, M.B. 'Surveys of Research in Education', Trends reports on teacher education, Baroda and New Delhi.
2. Digumati Bhaskar Rao, 'Teacher Education in India', Discovery Publshing House, New Delhi.
3. Gupta, Arun K., 'Teacher Education Current and Prospects,' Sterling Publsher and Pvt. Ltd. N. Delhi.
4. Menon T.K., Kaue G.N., 'Experiments in Teacher Training,' NCERT, New Delhi.
5. Mohanty Jagamath, 'Teacher Education', Deep and Deep Publication Pvt. Ltd., New Delhi.
6. Sing L.C., Sharma P.C., 'Teacher Education and the Teacher', Vikas Publishing House, New Delhi.

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1. www.scienredirect.com
2. www.gcoekmr.org
3. www.eduintellects.com
4. definitions.uselegal.com

SECOND YEAR

Master of Education (M.Ed.)
Programme
Semester –III

MEDEC306; ISSUES & CURRICULAR CONCERNS AT SECONDARY AND SENIOR SECONDARY LEVEL OF EDUCATION

Course Objectives:
The purpose of this course is to expose the student to:

- ➢ Understand the problem and challenges related to secondary and senior secondary education.
- ➢ Examine the status of development of secondary and senior secondary education in India after Independence.
- ➢ Reflect on various issues related with secondary education developing skills and employability.
- ➢ Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
- ➢ Identify the problems issues of secondary school teachers and visualize the impact of Rights of children to free and Compulsory Education Act, 2009 for universalization of Secondary Education developing skills and employability.
- ➢ Identify critical issues related to universalization of secondary education develop skills.
- ➢ Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 for universalization of Secondary Education.
- ➢ Understand the concept of quality education at secondary school level.
- ➢ Understand different programmes and agencies for ensuring the quality of secondary education in India.

Course Content:
Unit -I:
Quality in secondary Education: Concepts, indicators of quality, setting standards for performance. Continuous professional development of teachers. Teacher selection test CTAT,SAT etc. and in-service programme. Privatization of secondary education. Present status of quality education in India (status and prospects)- Delor's. Commission Report regarding quality- Professional enrichment of secondary teachers (different in-service programmes for ensuring quality, - different agencies - SCERT – NCERT – CIET – NUEPA – IASE etc developing skills and employability.

Unit- II:

Issues & Concerns: Challenges related to Universalization of Secondary Education, RMSA.Problems and Strategies of Alternative Schooling at Secondary schoolStage.Challenges/strategies/intervention in relation to access, enrolment,dropout, achievement and equality of educational opportunities develop skills and employability. Problems of education for girls, disadvantaged and differently abled childrenand slow learners and interventions to solve the problems. Type of schools and their contribution to society. Issues of quality in secondary and senior secondary education. Management system of secondary education - role of Department ofEducation, Directorate, Inspectorate and NGO's for developing skills and employability.

Unit -III:

Teachers and Curriculum Transaction Strategies: Thematic & Constructivism base of curriculum. Joyful learning, Teachers and Pedagogical Attributes. Research in curriculum. Life skill education & creativity. Analysis of Elementary Education Curriculum, Role of I.C.T.Research Trends in Elementary Education.Critical appraisal of present Secondary School curriculum in the state.ICT, Blended learning developing skills and employability.

Unit -IV:

Assessment and evaluation in secondary school level: Meaning, nature and functions of evaluation & assessment, difference between assessment and evaluation, testing, appraisal and examination, Types of assessment formative,diagnostic and summative assessment.New trends in evaluation grading, internal assessment, semester system, CCE,On Demand Examination System.Critical appraisal of the present evaluation system at secondary school level for developing employability.

Course Outcomes:

After going through this course, the students will be able:

CO-1: Develop an understanding about quality in secondary education developing skills and employability.

CO-2: Understand about issues and concerns in universalization of secondary education developing skills and employability.

CO-3: Understand teacher and curriculum transaction strategies at secondary level developing skills and employability.

CO-4: Gain understanding about assessment and evaluation in secondary school level developing skills and employability.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2	1	2	1	1	2	1	2
CO2	2	2	2	1	2	1	2	2	2
CO3	2	2	2	3	3	2	3	2	2
CO4	2	2	2	1	3	1	3	2	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	2	1	1
CO3	3	1	1
CO4	2	1	1

Suggested Readings:

1. Agrawal, J.C, (2005) "The Progress of Education in free India, "Man Singh Aryabook Depot, 30 Naiwala, Karol bag, New Delhi-110005
2. Chaube, Dr. S.P, (2011), "History and Problems of Indian Education", Agrawal Publications, Jyoti Block Sanjay place, Agra-2
3. National Curriculum Framework on school education, NCERT (2005).
4. National Curriculum Frameworks for Teacher education, 2009
5. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
6. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
7. NIOS: On Demand Examination System (2003).
8. Report of the Education Commission (1964-66).
9. Report of the National Commission on Teachers (1983-85).
10. Ronald c. Doll, (1978) "curriculum Improvement Decision Making and Process, Allyn and Bacon, Inc., 470, Atlantic Avenue, Boston, Massachusetts 02210

Website Sources:

➢ www.qcin.org
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➢ www.pubs.rsc.org
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➢ www.ed.gov
➢ sr.ithanka.org

SECOND YEAR

Master of Education (M.Ed.)
Programme
Semester – III
MEDOE301; Education for Happiness

Course Objectives:
Students will be able to-
- Understand the concept of happiness and its interrelationship with education.
- Understand the concept of education for happiness and its salient features to inculcate skill, provide employability and entrepreneurship.
- Understand the importance of education for happiness and implement in their teaching.

Course Content:
UNIT- I:
- Happiness: Concept, meaning and nature of happiness, domains of happiness and its factors for entrepreneurial skills.
- Demand of education for happiness in 21st century, issues and problems (Primary, Secondary and Higher level of education).
- Notion of the good life.

UNIT- II:
- Education: Concept, meaning and nature of education, aspects of education and functions of education for skill development.
- Role of the happiness in education
- Relationship between happiness and education, positive discipline

UNIT- III:
- Historical background of happiness: Eastern.
- Eastern: Upanishad, Bhagvad Gita, Buddha, Sad-Darshan, Charvaka, Aurobindo, Vivekanand, J. Krishnamurti and Osho.

UNIT- IV:
- Historical background of happiness: Western.
- Western: Socrates, Aristotle, Kant, Russell, Bentham and Mill, Seligman
- Education for happiness: concept and meaning and salient features.
- National Policy on Education 1986 and National Education Policy 2019
- Centers of Happiness: Aims and vision.

Course Outcomes

After completion of this course students will be able to-

CO-1: Understand the concept of happiness and it's in education for entrepreneurial skills.

CO-2: Understand the role of happiness in Education for skill development.

CO-3: Accustom with the underpinnings of happiness in various schools of philosophy for skill development.

CO-4: Know the perspective of various western philosophers on happiness for skill development.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	3	3	1	2	3	2	2
CO2	2	2	2	3	1	1	2	1	2
CO3	2	3	2	3	1	1	3	3	2
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	1
CO2	2	3	1
CO3	3	3	1
CO4	3	3	1

Suggested Readings:

1. Haribhadra (1986). Sad-Darsana Samuccaya (A Copendium of Six Philosophies). Delhi: Eastern Book Linkers
2. Aurobindo (1977). Sri Aurobindo and the mother on Happiness and Peace. Pondicherry: Sri Aurobindo Society.
3. Kapoor, Subodh (2002). Encyclopedia of Upanishads and its Philosophy (Vol. 4). New Delhi: Cosmo Publications
2. Osho (2008). Joy: The Happiness that comes from within. NY: St. Martin's Press.
3. Russell (n.d.). The Conquest of Happiness.
4. Kant (2012). Critique of Judgement. NY: Dover Publications, Inc.

5. Wike, V.S. (1994). Kant on Happiness in Ethics. Albany: State University of New York Press.
6. Krishnamurti (1927). The Kingdom of Happiness. NY: Boni & Liveright.

Website Sources:

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- ❖ www.bgcdsb.org
- ❖ www.pubs.rsc.org
- ❖ www.open.edu
- ❖ www.ed.gov
- ❖ sr.ithanka.org

SECOND YEAR
Master of Education (M.Ed.)
Programme
Semester – III
MEDOE302; Understanding the Self

Course Objectives:

The objectives of the course are to enable the students to-

- ➢ Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher for skill development.
- ➢ Develop effective communication skills including the ability to listen, observe etc.
- ➢ Build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings.

Course Content:

UNIT- I: Understanding of Self & Identity

- Self: Meaning, Concept, Characteristics, its educational implication
- Identity: Meaning, Concept, Characteristics, its educational implication
- Identifying factors in the development of 'self' and in shaping identity for skill development.

UNIT- II: Development of Self and Outer Influences

- Building an understanding about philosophical and cultural perspectives of 'self' as teacher for skill development.
- Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity

UNIT -III: Development of Self and Yoga & Ego

- Yoga: Concept, Steps.
- Exploring, reflecting self through yoga in becoming a teacher.
- Ego: Concept, Characteristics; three levels of mind: Id, Ego & Superego.
- To explore ego as self, Defence mechanism.
- Understanding the role of teacher as facilitator and partner in well-being among learners.

UNIT- IV: Development of Self and Emotion

- Emotion: Concept, Characteristics, factors.
- Understanding emotions: Happiness, Anger, Disgust & Love.

- To develop self through emotions and developing well-being among teacher and learners for skill development

Course Outcomes:

After completion of this course, students will be able to-

CO-1: Gain an understanding of the central concepts in defining 'self' and 'identity' for skill development

CO-2: Develop understanding about self and outer influences for skill development

CO-3: Know the development of self, yoga and ego for skill development

CO-4: Understand development of self and emotion for skill development

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	3	3	1	2	3	2	2
CO2	2	2	2	3	1	1	2	1	2
CO3	2	3	2	3	1	1	3	3	2
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	1
CO2	2	3	1
CO3	3	3	1
CO4	3	3	1

Suggested Readings:

1. Bhatt, H. (n.d.). The diary of a school teacher. An Azim Premji University Publication. Retrieved from http://www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf
2. Bhattacharjee, D. K. (Ed). (2010). Psychology and Education – Indian Perspectives. New Delhi: NCERT.
3. Dalal, A.S. (d.) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry: Sri Aurobindo Ashram.

4. Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO: Education Commission Report.

5. Goel, D.R. (2005). Quality Concerns in Education. Baroda: Centre for advanced study in Education, M. S. University of Baroda.

6. Gulati, S., & Pant, D. (2012). Education for Values in Schools – A Framework. New Delhi: NCERT.

7. Krishnamurti, J. (1998). On Self-knowledge. Chennai: Krishnamurti Foundation India.

8. Krishnamurti, J. (2000). Education and Significance of Life. Chennai: Krishnamurti Foundation India.

9. Mukunda, K.V. (2009). What did you ask at school today? Harper Collins: A handbook of child learning.

10. Olson, D.R, & Bruner, J.S. (1996). Folk Psychology and folk pedagogy. In D.R. Olson & N. Torrence (Eds.), The Handbook of Education and Human Development: New models of learning, teaching and schooling (pp. 9 -27). Cambridge, MA: Basil Blackwell.

11. Pant, D. & Gulati, S. (2010). Ways to Peace–A Resource Book for Teachers. New Delhi: NCERT.

12. Venkateshamurthy, C. G., & Rao, A.V.G (2005). Life Skills Education Training Package. Mysore: R.I.E.

Website Sources:

1. www.scienredirect.com
2. www.gcoekmr.org
3. www.eduintellects.com
4. definitions.uselegal.com

MEDOE303; Lifelong Learning

Course Objectives:
The objectives of the course are to enable the students to-
- ➢ Improve understanding regarding gerontology and its various dimensions,
- ➢ Educate students regarding critical issues of ageing workforce, its prospects, opportunities and challenges,
- ➢ Promote awareness regarding national policies and programs in context of ageing and adult continuing education.

Course Content:

UNIT- I:
- An introduction to gerontology.
- Nature, scope and rationale.
- National policies and programmes.

UNIT- II:
- Health issues and management.
- Adjustment issues and mental health after retirement for skill development.
- Stress of caregivers, geriatric counselling.

UNIT- III:
- Approach of gerontology, third age education, social cohesion.
- Participatory and qualitative ageing.
- Employment opportunities to inculcate skill, provide employability and entrepreneurship.

UNIT- IV:
- Ageing workforce as a resource,
- Adult continuing education and lifelong learning strategies,
- Skills enhancement for skill development.

UNIT -V:
- Some success stories and practical exposure
- Case study of old age homes and communities for skill development.
- Hands-on experience of students

Course Outcomes:

After completion of this course, students will be able to-

CO-1: Improve understanding regarding gerontology and its various dimensions for skill development.

CO-2: Understand health and adjustment issues and its management for skill development.

CO-3: Know about different approaches of gerontology for skill development.

CO-4: Understand aging workforce as a resource and continuing education for skill development.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	3	3	1	2	3	2	2
CO2	2	2	2	3	1	1	2	1	2
CO3	2	3	2	3	1	1	3	3	2
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	1
CO2	2	3	1
CO3	3	3	1
CO4	3	3	1

Suggested Readings:

1.   Agewell Foundation (2010). Changing Trends of Old Age. New Delhi: Agewel Research and Advocacy Centre.

2.   Chadha, N.K., & Bhatia, H. (2009)Physical performance and daily activities of elderly in an urban setting: A study, Department of Adult, Continuing Education and Extension, University of Delhi.

3.   Kam, Ping kwong (2003)Empowering Elderly: A Community work approach Community development journal, Oxford: Oxford Journal.

4.   Lloyd, peter (2002).The Empowerment of the elderly people .London: School of Social Sciences, University of Sussex.

5. Ministry of Law and Justice, Government of India (2007) The Maintenance and Welfare of Parents and Senior Citizens Act, New Delhi: Government of India.

6. Shah, S.Y. (2003) Lessons from Adult Education programs in the East and South East Asian Countries: A case study of Thailand, International Journal of Adult and Lifelong Learning, New Delhi: IAEA.

Website Sources:

1. www.scienredirect.com
2. www.gcoekmr.org
3. www.eduintellects.com
4. definitions.uselegal.com

SECOND YEAR
Master of Education (M.Ed.)
Programme
Semester – III
MEDVC301; YOGA EDUCATION

Along with Compulsory Yoga Education, each Student has to select one Activity from the following in this Semester other than first and Second Semesters:

1. Personality Development/
2. Communicative English/
3. Community Service/
4. Village Tour/
5. Educational Tour/
6. Literary Activities (Debate, Essay Writing etc.)/
7. Cultural Activities/
8. Awareness Campaign/
9. Aesthetic Activities.

		Semester – IV							
22	MEDCC401	Historical, Political and Economic Perspectives in Education	3	1	--	04	30	70	100
23	MEDCC402	Teacher Education: Perspective, Research and Issue	3	1	--	04	30	70	100
24	MEDRC451	Dissertation and its Viva-Voce with Writing a Research Paper for Publication	--	--	8	08	30	70	100
25	**Select any one (Elective Course) of the Following -**								
	MEDEC403	Issues & Curricular Concerns at Elementary Level of Education	3	1	--	04	30	70	100
	MEDEC404	Vocational Education							
	MEDEC405	Computer Applications in Education							
26	**Select any one (Open Elective) of the Following -**								
	MEDOE401	Value and Peace Education	3	1	--	04	30	70	100
	MEDOE402	Special Education							
	MEDOE403	Environmental Education							
	Select any one (Vocational Course) of the Following -								
27	MEDVC401	**Compulsory Yoga Education with any one-** Personality Development / Communicative English / Community Service / Village Tour / Educational Tour/ Literary Activities / Cultural Activities / Awareness Campaign / Aesthetic Activities	3	1	--	00	30	70	100
Total Number of Credits for Semester-IV						**24**			

Total Number of Credits for 2nd Year				48			

Total Number of Credits for 2nd Year				**48**			

SECOND YEAR
Master of Education (M.Ed.)
Programme
Semester – IV
MEDCC401; Historical, Political and Economic Perspectives in Education

Course Objectives:

The objectives of this course are to enable the students to –

- ➢ Understand historical evolution of education system in India.
- ➢ Understand policy perspectives on education.
- ➢ Develop democratic attitudes towards education.
- ➢ Understand educational systems in relation to political systems.
- ➢ Conceptualize key-issues regarding quality education for all in Indian perspective.
- ➢ Understand constitutional provisions and obligations related to education.
- ➢ Comprehend economics of education.
- ➢ Develop positive attitudes towards girls' education.
- ➢ Understand role of government and private sector in educational advancement of the country.
- ➢ Understand global considerations and efforts for education.

Course Contents:

Unit 1: Historical Perspective

Brief overview of education in ancient, medieval, and Modern Period, Education Commission 1964-66, Planning Commission, NPE, l986- objectives and main recommendations; RTE,2009.

Unit II: Political Perspective

Colonialism and its impact, Role of Gujrat Vidyapeeth, Shanti Niketan, Pondichari Ashram and Gramodyog Vishva Vidhyalaya in education, Role of State in education under Panchayati Raj, state government and central government; Dynamic relationship of education with the political process; Education under different political systems.

Unit III: Economic Perspective

Education and Human Development Index; Economic growth, Development and underdevelopment; Economic Planning; Education for Economic development and Social Development; Essential components of Human development, Status of girls'/women in Indian society; Status of access, enrolment, retention of girls' at pre-school, elementary and secondary stages; Education and employment; Education as an investment; private initiative in education.

Unit IV: Global and New Trends Perspective

Role of international bodies in educational development (WHO,UNICEF, UNESCO, COL) with reference to India; Millennium Developmental Goals; Role of education in

ensuring sustainable development (SD); Contribution of science and technology to education and challenges ahead; Language and Three language formula; The Riverside school; Open University; Work experience, Operation Black Board and Niti Ayog..

Course Outcomes:

After completion of this course student will be able to-

CO-1: Understand historical perspective of development of education

CO-2: Develop understanding about political perspectives of education

CO-3: Gain understanding about economic perspectives of education

CO-4: Know about global and new trends in education

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	3	3	1	2	3	2	2
CO2	2	2	2	3	1	1	2	1	2
CO3	2	3	2	3	1	1	3	3	2
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	1
CO2	2	3	1
CO3	3	3	1
CO4	3	3	1

Suggested Readings:

1. Blaug, Mark (1972): *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
2. Griffiths, V. L. (1963). *Educational Planning*. London, O. U. P.
3. Ayyar, R.V. Vaidyanathan (1993). Educational Planning and Administration in India:
4. Retrospect and Prospect. *Journal of Educational Planning and Administration*. VII(2). April.
5. Chau, Ta-Ngoc (2003): *Demographic Aspects of Educational Planning*. Parisi International Institute for Educational Planning.
6. Hallack, J. (1977): *Planning the Location of schools: An Instrument of Educational Policy*. Paris: International Institute for Educational Planning.
7. Hough J R. (1990): *Education, Policy-An International Survey*. Croom Helm, London.

8. Kaufman, Herman, Watters (eds.) (1996): *Educational Planning: Strategic Tactical Operational*. Tecnomic.
9. Institute for Health Sector Development (2005): Sector-wide Approach in Education. *Comparative Education*, 31(1).
10. Less Bell & Howard Stevenson (2006): *Education Policy: Process, Themes and Importance*. Routledge.
11. Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): *Rethinking De centralization in Developing Countries*. Washington, D.C. World Bank.
12. Nanjundappa, D.M. (1995): Concept, Approaches and Techniques of Decentralized
13. Planning in *Readings in Decentralized Planning*. B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.
14. Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of
15. Panchayat Raj. *Economic and Political Weekly*, June 25, pp. 2822-32.
16. Scheerens, Jaap (2000): *Improving School Effectiveness*. Paris: International Institute for Educational Planning.
17. Tilak, J.B.G. (1988). Cost of Education in India. International Journal of Educational Development
18. Tilak, J.B.G. (1992). Educational Planning at Grassroots. Ashish Publications. New Delhi.
19. UNESCO: Institute for Statistics (2001). Education Indicators: Technical Guidelines. Montreal: Canada.
20. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
21. NCERT (2005). National curriculum framework, New Delhi.
22. MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.
23. MHRD, (1992), Programme of action. Govt. of India, New Delhi.
24. *vk;Z* MkW0 eksgu yky ¼2017½] **f'k{kk ds ,sfrgkfld ,oa jktuhfrd ifjizs{;**] fou; j[kstk c/o vkj0 yky cqd fMiksa] esjB] m0iz0A
25. *vk;Z* MkW0 eksgu yky ¼2018½] **f'k{kk ds ,sfrgkfld] jktuhfrd ,oa vkfFkZd ifjizs{;**] fou; j[kstk c/o vkj0 yky cqd fMiksa] esjB] m0iz0A

Website Sources:
1. www.ripublication.com
2. www.apa.org
3. www.investopedia.com
4. www.open.edu
5. www.ed.gov
6. www.academicjournal.in

MEDCC402; TEACHER EDUCATION: PERSPECTIVE, RESEARCH AND ISSUE

Course Objectives:
The purpose of this course is to expose the student:

- ➤ To understand the concept of teacher education.
- ➤ To acquaint with competencies essential for the teaching profession.
- ➤ To acquaint with sense of accountability for the teaching profession.
- ➤ To acquaint with the recent trends in teacher education.
- ➤ To understand the new trends and techniques in teacher education.

Course Content:
UNIT I: Concept of Teacher Education
- ➤ Teacher education: concept aims and scope.
- ➤ Need and importance of teacher education at various levels: elementary, secondary and Higher.

UNIT II: Historical Development of Teacher Education
- ➤ Historical development of teacher education during ancient, medieval, colonial and post-independence period in India.
- ➤ Recommendations of major commissions/committees/ national policies for teacher education.
- ➤ Implementation of suggested recommendations and consequences for teacher education.

UNIT III: Pre-service and In-service Teacher Education
- ➤ Pre-service teacher education: competency-based approach, integrated approach, consecutive/traditional approach, school/field-based approach.
- ➤ In-service teacher education: need, objectives, strategies (seminar, conferences, symposium, workshops, refresher and orientation programmes).
- ➤ Teacher training at higher education level, role of UGC-Academic Staff Colleges.

UNIT IV: Issues in Teacher Education
- ➤ Major issues and problems in teacher education: supply and demand in teacher education, standards in teacher education, isolation of teacher education Institutions.
- ➤ Improving the conditions of teacher education institutions, malpractices adopted by teacher education institutions, performance appraisal of teachers.
- ➤ Quality and standards in teacher education.

- ➢ National Council for Teacher Education: role and responsibilities.
  Trends in Teacher Education:
- ➢ Emerging Trends in teacher education, total quality management in teacher education,
- ➢ E-learning in teacher education, teacher education through distance mode, integration of ICT in teacher education- in classroom as well as in administration.
- ➢ Two- years B.Ed. and M.Ed. programme-concept and rationale, school internship concept and objectives,
- ➢ Research trends in teacher education.

Field-based Activities
- ➢ Conduct a study of Teacher Education System of any other country of your choice.
- ➢ Carryout a critical study of one teacher training college located in your vicinity.

Course Outcomes:
After going through this course, the students will be able to:

CO-1: Understand concept and need of teacher education at various level

CO-2: Develop understanding about historical perspectives of teacher education

CO-3: Compare pre- and in-service teacher education programmes

CO-4: Understand the issues and challenges in teacher educations

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	3	3	1	2	3	2	2
CO2	2	2	2	3	1	1	2	1	2
CO3	2	3	2	3	1	1	3	3	2
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	1
CO2	2	3	1
CO3	3	3	1
CO4	3	3	1

Suggested Readings:

- Chopra, R K. (1993). *Status of teachers in India*. New Delhi: NCERT.
- Education Department. (1966). *Report of the Kothari Commission*. New Delhi: Education Department.
- MHRD. (1986). *Report of the National Policy on Education*. New Delhi: MHRD.
- MHRD. (1990). *Report of the Programme of Action*. New Delhi: MHRD.
- Mohan, R. (2011). *Teacher education*. New Delhi: Prentice Hall of India Limited.
- NCERT (2005). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2005). *National focus group on teacher education*. New Delhi: NCERT.
- NCTE (1996). *Curriculum framework for teacher education*. New Delhi: NCERT.
- NCTE (1998). *Policy perspectives in teacher education*. New Delhi: NCTE.
- NCTE (2009). *National curriculum framework for teacher education*. New Delhi: NCTE.
- NCTE. (2013). *Batra committee report*. New Delhi: NCERT.
- NCTE. (2013). *Justice Verma commission report on teacher education*. New Delhi: NCERT.
- Siddhiqui, M.A. (1993). *In-service education of teachers*. New Delhi: NCERT.
- Singh, L.C, & Sharma P.C. (1995). *Teacher education and the teacher*. New Delhi: Vikas Publishing House.
- Singh, L.C. (Ed), (1990). *Teacher education in India: a resource book*. New Delhi: NCERT.
- Singh, R.P. (1990). *Studies in teacher education*. New Delhi: Bahri publication.

Website Sources:

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- www.apa.org
- www.investopedia.com
- www.open.edu
- www.ed.gov
- www.academicjournal.in

SECOND YEAR
Master of Education (M.Ed.)
Programme

MEDCC451; DISSERTATION AND VIVA-VOCE WITH WRITING A RESEARCH PAPER FOR PUBLICATION

Course Objectives:
The purpose of this course is to expose the student:

➢ To provide a capacity to learn continually and interact with multidisciplinary groups.
➢ To provide innovative methods and techniques to solve research problem.
➢ To interpret the research material of dissertation phase–Iin a critical manner and to proceed with an analysis/simulation/experimentation and critical review.
➢ To discover and provide a framework within which research is conducted so that student's answers are fact based and backed-up by solid information.
➢ To craft an extensive and comprehensive piece of written work so as to convey research in the most efficient and effective way and therefore confirm to the reader that the thesis is, as a minimum, of a worthy standard and quality.

Course Content:
Dissertation and Viva Voce will be of maximum 8 Credits (100 marks). It will be conducted by the external examiner (70marks) appointed by the University and internal examiner (30 marks), based on the Dissertation is to be submitted by the student at the end of the IV semester (second year).

As per NCTE guidelines, it is strongly recommended that a department offering the M.Ed. programme develop a concept note on the Dissertation component that clearly specifies the expectations, assessment rules and procedures, and guidelines for students. This note should also include aspects like style sheet, and the word limit for the dissertation.

Course Outcomes:
After going through this course, the students will be able to:
➢ Identify key research questions within the field of Demography on which you will carry out independent research.
➢ Manage your time effectively whilst working on your independent research.
➢ Demonstrate appropriate referencing and develop skills in other aspects of academic writing.
➢ Demonstrate knowledge and understanding of report writing.

- ➢ Apply the demographic/statistical research training acquired in the taught element of the programme by designing an appropriate research strategy and research methodology to carry out your research.
- ➢ Use and develop written and oral presentation skills.
- ➢ Identify, summarise and critically evaluate relevant literature and write a literature review of the relevant field.
- ➢ Identify, analyse and interpret suitable data to enable the research question to be answered.
- ➢ Understand and apply theoretical frameworks to the chosen area of study.
- ➢ Show evidence of clarity of argument, understanding of the chosen topic area, and presentation of technical information.
- ➢ Describe the process of carrying out independent research in written format and report your results and conclusions with reference to existing literature.
- ➢ Analyse and synthesize research findings.

SECOND YEAR
Master of Education (M.Ed.)
Programme

MEDEC403; ISSUES & CURRICULAR CONCERNS AT ELEMENTARY LEVEL OF EDUCATION

Course Objectives:
The purpose of this course is to expose the student to:

- ➤ Understand various schemes & of Govt. for elementary education.
- ➤ Study effective practices with various curriculum transaction strategies.
- ➤ Find out research trends in elementary education.
- ➤ Select and use appropriate assessment practice to meet the needs of the students.
- ➤ Practice continuous assessment of students for all round development.
- ➤ Understand how various aspects of education are measured, evaluated interpreted and their results are recorded to help learners.
- ➤ Understand the concept of quality education at elementary level.
- ➤ Understand different programmes and agencies for ensuring the quality of elementary education in India
- ➤ Develop an idea about the structure of elementary education in India
- ➤ Reflect upon different issues, concerns and problems of elementary education in India.
- ➤ Understand principles, aims and features of elementary school curriculum.

Course Content:
Unit I:

Issues & concerns of Elementary Education: Major quality dimensions of elementary education and Quality monitoring tools. Quality issues at upper elementary stage: - teacher qualification, competency, subject specific deployment in schools, training needs of teachers, classroom-based support and supervision issues. Minimum Level of Learning, Quality Assurance. Alternative Strategies for achieving UEE and implementing RTE act. Dialect, drop out, socio-economic issues, inclusive education. Wastage, Stagnation, Culture, Capability Capacity, Reform Needs and improvement of the System; building accountability

Unit II:

Teachers and Curriculum Transaction Strategies: Thematic & Constructivism base of curriculum. Joyful learning, Teachers and Pedagogical Attributes. Research in curriculum. Life skill education & creativity. Analysis of Elementary Education Curriculum. Role of I.C.T. Research Trends in Elementary Education.

Unit III:

Type of schools & Pedagogy: Child centered pedagogy: Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving. Type of school & their contribution to society. Forms of learner's engagement: observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration. Pedagogical analysis

of the subject contents: Critical Pedagogy. Critical analysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, and Gijjubhai with special reference to their relevance in teaching-learning. Innovative Educational Programmes in India.

Unit IV:

Assessment Process: Pupil Assessment Techniques, National Expert Group on Assessment in Elementary Education (NEGAEE), Concept of Evaluation & CCE, Types of evaluation, Diagnostic & remedial teaching, Student records, Cumulative records, Progress reports, grading system, class school, School Grading.

Course Outcomes:

After going through this course, the students will be able to:

CO-1: Be familiar with the issues and concerns of elementary education

CO-2: Understand role of teachers and curriculum transaction strategies at elementary level

CO-3: Comprehend different types of schools and pedagogical practices at elementary level

CO-4: Assessment process in Elementary Education

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	3	3	1	2	3	2	2
CO2	2	2	2	3	1	1	2	1	2
CO3	2	3	2	3	1	1	3	3	2
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	1
CO2	2	3	1
CO3	3	3	1
CO4	3	3	1

Suggested Readings:

1. Agrawal, J.C, (2005) "The Progress of Education in free India, "Man Singh Arya book Depot, 30 Naiwala, Karol Bagh, New Delhi-110005.

2. Chaube, Dr. S.P, (2011), "History and Problems of Indian Education "Agrawal Publications, Jyoti Block Sanjay place, Agra-2.
3. National Curriculum Framework on school education, NCERT (2005).
4. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
5. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
6. Report of the Education Commission (1964-66).
7. Report of the National Commission on Teachers (1983-85).
8. Ronald C. Doll, (1978) "curriculum Improvement Decision Making and Process, Allyn and Bacon, Inc., 470, Atlantic Avenue, Boston, Massachusetts 02210.

Website Sources:
- www.epdc.org
- www.apa.org
- www.investopedia.com
- www.open.edu
- www.ed.gov
- www.learningforallap.ca

SECOND YEAR
Master of Education (M.Ed.)
Programme

MEDEC404; Vocational Education

Course Objectives:
The objectives of the course are to enable the students to:
- Trace the historical perspective and development of vocational education.
- Analyse the provisions made in national policies for vocational education.
- Analyse the objectives of vocational education.
- Justify need of Vocational Education for national development.
- Examine the significance of Vocational Education in the Indian context.
- Examine the issues involved in maintaining quality.
- Analyse the format for competency-based curriculum.
- Analyse its implementation strategies for vocational education.
- Describe the dual system of vocational education of Germany.
- Analyse the Vocational Education system in China and Australia.
- Understand recent trends in vocational education.
- Analyse the research areas and studies in Vocational Education.

Course Content:
Unit I: Vocational Education for National Development:
- Emergence of vocational Education: A Historical perspective, policies onvocational education.
- Objective of vocational education.
- Vocational Component at different stages of education.
- Vocational education and national development.

Unit II: The National Scenario of vocational education.
- Features and coverage of vocational education programme in India,
- Vocational courses and national curriculum design.
- Issues and concerns in vocational education.
- Implementation strategies of vocational education.

Unit III: Global Perspectives of Vocational Education:
- The Dual Model. Germany: Historical perspectives. The system, on the job and off the Job training, Benefits of Dual System of Germany,

- Vocational Courses and Implementation.
- Vocational Education system in China: Historical perspective and present system of vocational education.
- Vocational Education System in Australia: Education system, organizational structure, issues and concerns.

Unit IV: Recent trend and researches in Vocational Education
- Work centred education as foundation of vocational education.
- Paradigm shift in vocational education.
- (PPP) Public Private Initiatives in India.
- Skills and Education under NSQF, Credit allocation under NSQF.
- Priority areas of Research in vocational education, research studies conducted in vocational education.

Course Outcomes:
After completion of this course, the students will be able to-

CO-1: Know objectives, courses, facilities and important features of vocational education

CO-2: Develop understanding about the national scenario of vocational education

CO-3: Gain understanding of global perspectives of vocational education

CO-4: Develop awareness on recent trends of research in vocational education

Mapping Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	3	3	1	2	3	2	2
CO2	2	2	2	3	1	1	2	1	2
CO3	2	3	2	3	1	1	3	3	2
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	1
CO2	2	3	1
CO3	3	3	1
CO4	3	3	1

Suggested Readings:

1. NCERT (2005). National curriculum framework. New Delhi: NCERT.
2. NCERT (2000). National curriculum Framework. New Delhi: NCERT.
3. NCERT (2007). Position Paper: National Focus group on "Work and Education". New
2. Delhi. NCERT.
3. NCERT (1996). Higher Secondary Education and its Vocationalization, New Delhi: NCERT.
4. MHRD (1986). National Policy on Education, New Delhi: MHRD.
5. NCERT (1998). Vocational education Programme- Issues & Imperatives for future planning. New Delhi: NCERT.
6. NCERT (2004). Global educational change. New Delhi. NCERT
7. PSSCIVE (1995). Orientation guide on vocational education programme. Bhopal, PSSCIVE (NCERT).
8. MHRD (1998) Vocationalization of Secondary education. New Delhi: MHRD.
9. PSSSCIVE (2004) Guideline for implementation of work education programme in the schools Bhopal: PSSCIVE(NCERT).
10. NCERT. Indian Journal of vocational education.
11. UNESCO (2005) Secondary education reform towards a convergence of knowledge acquisition and skill development. France: UNESCO.
12. Srivastava, N. (1998) Competency Based vocational curriculum: Creche and preschool management Bhopal: PSSCIVE (NCERT).
13. Rashtriya, T. (2005). Vocational Education. New Delhi: APH Publishing Corp.

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- www.ed.gov
- www.learningforallap.ca

SECOND YEAR
Master of Education (M.Ed.)
Programme

MEDEC405; Computer Applications in Education

Course Objectives:
The objectives of this course are to enable the students to:
- ➢ acquire knowledge and skill of using computer.
- ➢ create awareness among students to improve teaching, learning with the aid ofcomputers.
- ➢ appreciate the growing trends in computer applications.
- ➢ enable the students to effectively use computers at different stages ofconducting educational researches.
- ➢ know the instructional applications of internet and web resources.

Course Content:
Unit-I: Computer Fundamentals
- Introduction to personal computer: Functional overview of a computerand its parts and functions,
- Computer Hardware: Peripherals and Computer Memory
- Computer Software: Types and uses, Computer Languages - types anduses.
- Functional overview of an operating system and its type.
- Computer threats and protections.

Unit-II: Computers in Education
- Need and scope of Computer in Education
- Computer awareness and literacy
- Uses and Application of computers in Education
- Computers in teaching, learning and evaluation: CAI, CBI, CMI, CBT.
- Multi-media packages and other software for classroom use
- Integration of computer technology into Teacher Education Programmes.

Unit- III: Internet and E-Education
- The Internet and the World Wide Web: Information, services andfunctions of the Internet and the Web; Connecting to and using the web.
- Using search engines and Web Utilities: Keywords and search strategies;
- Synchronous and asynchronous communication on the web: e-mail, chat,newsgroups and forums.

- Internet and networking-applications and relevance to education, E-education,online education, Virtual technology, smart classroom, webbasedlearning and cloud computing-concept and its role in education,virtual classroom-the future of education.

Unit- IV: Role of computers in Educational Research
- Use of Open Access Resources in research: Online journals andabstraction services.
- Word Processor and word processing: Common features of wordprocessors, their functions and use, Using Word Processors ineducational research.
- Presentations: Common features of presentations, their functions anduse; Using presentations in educational research.
- Spreadsheets: Common features of spreadsheets, their functions anduse; Using spreadsheets in educational research, graphical representationof data.
- Data Analysis: Qualitative and quantitative data analysis by usingcomputers, Use of SPSS in data analysis.

Course Outcomes:

After completion of this course, students will be able to-:

CO-1: Understand fundamentals of computer and its components

CO-2: Develop understanding about the use of computer in education

CO-3: Aware about the use of internet and e-education

CO-4: Gain understanding about the role of computers in educational research

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	3	3	1	2	3	2	2
CO2	2	2	2	3	1	1	2	1	2
CO3	2	3	2	3	1	1	3	3	2
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	1
CO2	2	3	1
CO3	3	3	1
CO4	3	3	1

Suggested Readings:

1. Rajaraman, V: Fundamentals of Computer, Prentice Hall, India, 1999.
2. Crumlish, C.: The ABC's of Internet, BPB Publication, New York, 1998.
3. Rajashekaran S: Computer Education and Educational Computing, New Delhi: NeelKamal Publishing Pvt. Ltd., 2007.
4. Stephen, M.A. and Stanely, R: Computer Based Instruction: Methods andDevelopment, NS: Prentice Hall, 1985.
5. Sanders, D.H: Computers Today, Mc Graw Hill International Edition. 1999.
6. Leon: Internet for Everyone, Vikas Publications, New Delhi, 2000.
7. Suresh, K.B: Computers Today, Galgotia Publication, India, 2005.
8. Desmode W.E: Computers and their Uses, Prentice Hall, India, 1985.
9. Dayton, D.K: Computer Assisted graphics as Instructional Innovator, 1989.
10. Dauglas S., and Gary Naights.: Instructional Software Selection-A guide toInstructional Micro Computer Software, Harrisburge, 1981.
11. Taylor, R .P.: Computers in School Tutor, Tool and Tutee, Teachers College Press,New York, 1980.
12. Adam, D.M.: Computers and Teacher Training: A Practical guide, The Haworth Pren,Inc., N.Y.
13. Alexey Semenov, UNESCO): Information and Communication Technologies inSchools: A Handbook for Teachers, 2005.
14. Intel Teach to the Future –beginner's Curriculum. 2000.
15. Mallik, Utpal: Leaning with Computers Level – III. NCERT, New Delhi, 2001.

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- www.open.edu
- www.ed.gov
- www.learningforallap.ca

SECOND YEAR
Master of Education (M.Ed.)
Programme
MEDOE401; Value and Peace Education

Course Objectives:
The objectives of the course are to enable the students to-
- ➢ Know the nature and classification of values.
- ➢ Know the importance of values in human life.
- ➢ Examine the role of values in Education.
- ➢ Know the concept of world peace from different perspective.

Course Content:
UNIT I
- Meaning, Need and importance of value education in the present world.
- Value system – Role of culture and civilization.
- Concept of values in behavioural sciences, nature and sources of values, determinants of values (Biological, Social, Psychological, Ecological) – their bearing on education in varying degrees, Indian culture and values.

UNIT II
- Classification of values: Material, Social, Moral and Spiritual; Inculcation of values through education, Theories of value, Positive and negative values. Role of education to overcome negative values.
- Ethical values- Professional ethics, Mass media ethics, advertising ethics; Influence of ethics on family life.
- Family values- Components, structure and responsibilities of family, Neutralization of anger, Adjustability, Threats of family life, Status of women in family and society, caring for needy and elderly, Time allotment for sharing ideas and concerns.

UNIT III
- Levels of values realization, value conflict and their resolution, development of values as a personal and life long process.
- Social awareness, Consumer awareness, Consumer rights and responsibilities, Redressal mechanisms.

UNIT IV
- Effect of international affairs on values of life, Issue of Globalization- Modern warfare-terrorism, Environmental issues- mutual respect of different cultures, religions and their beliefs.
- Concept of World Peace in Indian Perspective- VasudhaivKutubakam, SarvDharmSambhav. Definition, Need and Importance of World Peace.

- Relevance of World Peace in Global World : First world war- causes, countries involved and result, Establishment of League of Nation, Second World War: causes, countries involved and result, Establishment of United Nations Organization (U.N.O.)
- Some Important Organizations in the world for World Peace: viz. United Nations Educational Scientific and Cultural Organization (UNESCO), UNO (year of establishment, Motto, Member countries, Head Quarters) Theosophical Movement and Communal Harmony for Peace.

Course Outcomes:
After completion of this course, students will be able to-
CO-1: Understand the concept and role of value education
CO-2: Understand classifications of values, ethical values and family values
CO-3: Examine the level of value realization and social awareness
CO-4: Understand the concept of world peace from different perspectives

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	3	3	1	2	3	2	2
CO2	2	2	2	3	1	1	2	1	2
CO3	2	3	2	3	1	1	3	3	2
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	1
CO2	2	3	1
CO3	3	3	1
CO4	3	3	1

Suggested Readings:
1. Bandiste, D.D. (1999). Humanist Values: A Source Book. Delhi: B.R. Pub
2. Chakravarthy, S. K. (1999).Values and ethics for Organizations: theory and Practice. New Delhi: Oxford University Press.

3. Chitakra, M. G. (2003): Education and Human Values. New Delhi: A.P.H. Publishing.

4. Das, M. S. & Gupta, V.K. (1995). Social Values among Young adults: A changing Scenario New Delhi: M.D. Publications.

5. Department of Educational Psychology and Foundations of Education (n.d.). Education for Values in Schools: A Framework. New Delhi: NCERT.

6. Rao, R. K.(1986).Moral Education: A Practical Approach. Mysore: RIMSE.

7. Ruhela, S. P. (1986). Human Values and education. New Delhi: Sterling Publications.

8. Satchidananda, M. K. (1991). Ethics, Education, Indian Unity and Culture. Delhi: Ajantha Publications.

9. Swami Budhananda (1983). How to Build Character: A Prime. New Delhi: Ramakrishna Mission.

10. VenKataiash, N. (1998).Value Education, New Delhi: APH.

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2. www.apscert.org/population.htm
3. www.knowledgecommission.gov.in/recommendations
4. http,//dget.nic.in/cpe/intro/handbook.pdf
5. www.un.org/esa/population/publications/concese2003
6. www.n/m.nic.in/pep.htm.

SECOND YEAR
Master of Education (M.Ed.)
Programme

MEDOE402; SPECIAL EDUCATION

Course Objectives:
The objective of this course is to familiarize students ensure that children are safe and cared for, that their social and emotional needs are met and supported and that they have required support necessary for them to reach their true academic potential.

Course Content:
Unit I

Special Education, Concept, Nature, Objectives and types of special education. Various issues and trends in special education, Historical perspective of special education, Legislation and policies regarding special education in India.

Unit II

Education of Mental Retarded, Meaning and Characteristics of the mentally Retarded; Educable teaching strategies of the mentally retarded; Enrichment remedial and prevention programmes; mental hygiene as remediation.

Education of the visually impaired, Meaning and Characteristics, Degree of impairment, Etiology and prevention, educational programmes.

Unit III

Education of the hearing impaired, Meaning, Characteristics, Degree of impairment, Etiology and prevention, educational programmes.

Education of the Learning Disabled or orthopedically handicapped, Meaning, types, Characteristics and educational programmes.

Unit IV

Education for Gifted and Creative Children, Meaning & characteristics, Creative and identification process and educational programmes.

Education of juvenile Delinquent children, Meaning, characteristics, identification and educational programmes.

Course Outcomes:
Students completing this course will be able to:

CO-1: Understand concept, objectives and types of special education
CO-2: Develop understanding about education for mentally retarded students
CO-3: Gain understanding regarding education for hearing impaired students
CO-4: Develop understanding about education for gifted and creative children

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	3	3	1	2	3	2	2
CO2	2	2	2	3	1	1	2	1	2
CO3	2	3	2	3	1	1	3	3	2
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	1
CO2	2	3	1
CO3	3	3	1
CO4	3	3	1

Suggested Readings:

1. Dessent, T, 'Making the Ordinary School Special', The Farmer Press, London.
2. John S.W. and Merasky, 'Learning Disabilities', Allyne and Bacon.
3. Naryan J (2003), 'Educating Children with Learning Problem in Regular Schools,' N.M.H. Sikandrabad.
4. Overton T., 'Assessment in Spcial Education'. An Applied Approach', Mcmillan, New Delhi.
5. Panda, K.C., 'Education of Exceptional Children', Vikas Publishing House, New Delhi.
6. Panda, R.S. and Advani, 'Perspective in Disabilities andRehabilitation', Vikas Publishing House, New Delhi.
7. Peshwaria R. and Verma V., 'Behaviour of retartedchildren, A Manual for Teacher', N/MH, Sikandrabad.

Website Sources:

1. www.ourkids.net
2. www.scarsdaleschools.k12.ny.us
3. ddceutkal.ac.in
4. thepeterpancentre.co.uk
5. impactofspecialneeds.weebly.com

SECOND YEAR
Master of Education (M.Ed.)
Programme

MEDOE403; ENVIRONMENTAL EDUCATION

Course Objectives:
The objective of this course is to familiarize students to create new patterns of behavior of individuals, groups and society as a whole towards the environment.

Course Content:
Unit - I
Environmental Education, Meaning, Status, Features, teaching techniques and importance.

Unit - II
Programmes of environmental education for Primary, Secondary and Higher institutions. Programmes of environmental education for attitude change among children.

Unit -III
Curriculum and method of teaching for Environmental Education at a primary, secondary and University level. Silent feature of environmental awareness through education.

Unit -IV
Environmental Stressors, Nature and manmade disasters. Role of Educational Institution in Disaster Management. National Efforts of Environmental preservation and improvement. Role of Education in environmental conservation and sustainable development.

Course Outcomes:
Students completing this course will be able to:
CO-1: Understand the concept of environmental education
CO-2: Develop understanding about the programmes of environmental education for primary, secondary and higher education
CO-3: Gain understanding about curriculum and methods of teaching environmental education at different levels
CO-4: Understand about environmental disasters and its management

Mapping Course Outcomes leading to the achievement of Programme Outcomes:
(Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	3	3	1	2	3	2	2
CO2	2	2	2	3	1	1	2	1	2
CO3	2	3	2	3	1	1	3	3	2
CO4	2	3	2	3	1	1	3	3	3

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	3	1
CO2	2	3	1
CO3	3	3	1
CO4	3	3	1

Suggested Readings:

1. Mishra, B.D. (1986), Environmental Education, Publication Bureau, Panjab University, Chandigarh.
2. Nanda, V.K. (1997), Environmental Education,Armal Publications, New Delhi.
3. Saxena, A.B. (1996), Education for the Environmental Concerns, Radha Publications, New Delhi.
4. Shandilya, T.K. (ed.) (1985), Population Problem and Development, Deep and Deep Publications, New Delhi.
5. Sharma, R.A. (1998), Environmental Education, R. Lall Book Department, Meerut.
6. UGC (2004), UGC scheme on Population Education 10[th]Plan guidelines, Non Formal Education.
7. Bureau, UGC, 35 Ferozeshah Road.
8. Yadav, J.S., Sobti, R.C. and Kohli, R.K. (1988), An Elementary Book on Environmental Education, Publication Bureau, Panjab University.

Website Sources:

7. www.coe.uga.edu/syllabus/eadu/EADU_8050_guyt
8. www.apscert.org/population.htm
9. www.knowledgecommission.gov.in/recommendations
10. http,//dget.nic.in/cpe/intro/handbook.pdf
11. www.un.org/esa/population/publications/concese2003
12. www.n/m.nic.in/pep.htm.

Master of Education (M.Ed.)
Programme

MEDVC401; YOGA EDUCATION WITH

Along with Compulsory Yoga Education, each Student has to select one Activity from the following in this Semester other than first, Second and Third Semesters:

1. Personality Development/
2. Communicative English/
3. Community Service/
4. Village Tour/
5. Educational Tour/
6. Literary Activities (Debate, Essay Writing etc.)/
7. Cultural Activities/
8. Awareness Campaign/
9. Aesthetic Activities.