

Study & Evaluation Scheme

of

**M. Ed.
(Master of Education)**

[w.e.f Session 2020-21]



आईएफटीएम विश्वविद्यालय, मुरादाबाद, उत्तर प्रदेश

IFTM University, Moradabad, Uttar Pradesh

NAAC ACCREDITED

IFTM University, Moradabad

N.H.-24, Lodhipur Rajput, Delhi Road, Moradabad, Uttar Pradesh-244102

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M. Ed. (Mater of Education)

[w.e.f Session 2020-21]

Summary

| | |
|-------------------------------------|---|
| 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% |

Evaluation of theory Papers:

| | | |
|----------|----------|-------|
| Internal | External | Total |
| 30 | 70 | 100 |

Internal Evaluation of theory:

| Class Test I | Class Test II | Class Test III | Assignment(s) | Others activities (including attendance) | Total |
|---------------------------|---------------|----------------|---------------|--|-------|
| Best two out of the three | | | | | |
| 10 | 10 | 10 | 5 | 5 | 30 |

Duration of Examination:

| Internal | External | Practical |
|----------|----------|-----------|
| 1hrs | 3 hrs | 3 hrs |

Note:

This Ordinance pertains to the two year M.Ed. (Master of Education) programme of the IFTM University, Moradabad from session 2016-18 and these revised regulations will apply to the candidates admitted for the academic year 2018-19, 2020-21 and onwards.

Ordinances for M.Ed.

1.1 Eligibility and Admission:

- Candidates who have passed B.Ed., B.A.-B.Ed. & B.Sc.-B.Ed. examination or any other examination recognized by the university as equivalent to B.Ed. Examination with at least 50% marks in the Bachelor's Degree of Education or any other qualification equivalent thereto of this or any other University/deemed university recognized by UGC, may be admitted for the degree of Master of Education. Relaxation in percentage of marks shall be given to S.C. /S.T. and O.B.C. students as per U.P. Government/University norms. Eligibility criteria shall vary as per NCTE/UGC/UP State Government norms.
- Rules of reservation shall apply to all admissions as per U.P. Government/University norms.

1.2 Obligation of Admitted Candidates:

- Every admitted candidate shall be required to show a competent knowledge in various theory papers and required skills to be detailed hereinafter.

- Every admitted candidate shall be required to undertake field work, assignments, school observation, internship in Teacher Education Institution etc. as given in the course.
- As far attendance is concerned the rules of NCTE/University shall prevail.
- A candidate, who desires to appear in examinations under these ordinances, shall have to submit his/her application after completing all said activities on a prescribed form and that up to a prescribed last date. The candidate shall have to submit application for both years.

1.3 The Mode of Examination:

- The mode of examination prevailing at present is that of semester system.
- Students shall be allowed to appear for Back/Improvement examination in four papers only in a academic session.
- A student can complete M.Ed. course in a maximum of Four years from the date of admission in the course.

1.4 Programme Outcomes (Pos):

After completing this programme students will be able to: -

- Prepare Professional personnel required for Staff College of education at the pre-primary and secondary levels.
- Prepare professionals, administrators and supervisors for the various positions of responsibility in Educational Institutions, Department of Education and Educational Planning and Supervisory Educational Services.
- Use learner centered teaching methods as such and with modification in future.
- Develop an understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum.
- Identify the challenging and overcoming gender inequalities in school, classroom, curricula, textbook, social institutions etc.
- Enable student-teachers to integrate and apply ICT in facilitating teaching-learning process and in school management.
- Systematize experiences and strengthening the professional competencies of student-teachers.
- 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.
- 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.

1.6 Course Structure of M.Ed.

The course structure of M.Ed. two years programme is divided into three major categories as Perspectives (Core), Practicum and Research. The structure is represented as below-

Study and Evaluation Scheme
Programme: M.Ed. (Master of Education)

| S. N. | Paper Code | Title of the Paper | Credits | Period | | | Evaluation Scheme | | |
|---|------------|---|-----------|--------|---|----|-------------------|----------|-------------|
| | | | | L | T | P | Internal | External | Total |
| SEMESTER –I | | | | | | | | | |
| 1. | MED111 | Philosophical Perspectives of Education | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| 2. | MED112 | Psychology of Learning and Development | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| 3. | MED113 | Introductory Methods of Educational Research | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| 4. | MED114 | Curriculum Development | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| Practicum | | | | | | | | | |
| 5. | MED151 | School Observation | 2 | -- | 1 | 4 | 50 | -- | 50 |
| 6. | MED152 | Academic Writing and Communication Skill | 2 | -- | 1 | 4 | 50 | -- | 50 |
| | | | 20 | | | | | | 500 |
| SEMESTER –II | | | | | | | | | |
| 1. | MED211 | Advanced Methods of Educational Research | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| 2. | MED212 | Educational Studies and System | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| 3. | MED213 | Educational Technology and ICT | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| 4. | MED214 | Human Rights and Value Education | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| Practicum | | | | | | | | | |
| 5. | MED251 | Self-Development | 2 | -- | 1 | 4 | 50 | -- | 50 |
| 6. | MED252 | Internship in Teacher Education Institutions | 2 | -- | 1 | 4 | 50 | -- | 50 |
| | | | 20 | | | | | | 500 |
| First Year Total | | | 40 | | | | | | 1000 |
| SEMESTER –III | | | | | | | | | |
| 1. | MED311 | Historical and Political Perspectives of Education | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| 2. | MED312 | Perspective, Research and Issues in Teacher Education | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| 3. | MED313 | Testing, Measurement and Evaluation in Education | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| Stage Specific Specialization (any one of the following) | | | | | | | | | |
| 4. | MED314 | Administration and Management of Elementary Education in India | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| | MED315 | Aspects, Planning & Management at Secondary & Senior Secondary Level of Education | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| Practicum | | | | | | | | | |
| 5. | MED351 | Preparation of Synopsis | 2 | -- | 1 | 4 | 50 | -- | 50 |
| 6. | MED352 | Field Based Administration of Research Tools | 2 | -- | 1 | 4 | 50 | -- | 50 |
| | | | 20 | | | | | | 500 |

| SEMESTER –IV | | | | | | | | | |
|---|--------|---|-----------|----|---|----|----|-----|-------------|
| 1. | MED411 | Educational Management, Administration and Leadership | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| 2. | MED412 | Socio-Economic Perspectives of Education | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| Stage Specific Specialization (any one of the following) | | | | | | | | | |
| 3. | MED413 | Issues & Curricular Concerns at Secondary and Senior Secondary Level of Education | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| | MED414 | Issues & Curricular Concerns at Elementary Level of Education | 4 | 4 | 1 | -- | 30 | 70 | 100 |
| Practicum | | | | | | | | | |
| 4. | MED451 | Seminars and workshop | 2 | -- | 1 | 4 | 50 | -- | 50 |
| Research | | | | | | | | | |
| 5. | MED452 | Dissertation & Viva-Voce | 6 | 1 | 2 | 6 | 50 | 100 | 150 |
| | | | 20 | | | | | | 500 |
| | | Second Year Total | 40 | | | | | | 1000 |
| First Year Total | | | 40 | | | | | | 1000 |
| Second Year Total | | | 40 | | | | | | 1000 |
| TOTAL DEGREE MARKS | | | 80 | | | | | | 2000 |

Note:

- The students whose attendance were 75 % (theory) and 90% (Practicum) and above and failed to take examination in that year will be given chance in the next year only once. However, this should not affect the intake of fresh students in respective courses on the basis of seats available for that particular year.
- The external marks in each theory paper will be based upon the marks obtained in the semester examinations conducted by the University. The internal marks in each theory paper will be awarded to the student based upon his/ her performance in the internal tests, assignments, paper presentations and other co-curricular activities.
- School observation will be of maximum 50 marks which will be evaluated internally on the basis of the report presented by the student of the observation done by him/her of the B.Ed. pupil teachers.
- Field Based Activities will be of maximum 50 marks which will be evaluated internally on the basis of an analytical report (qualitative/quantitative) of any educational issue in the surrounding of the student.
- School observation will be of minimum 02 weeks full time activity in the educational institution imparting knowledge to the Secondary level. This observation will be supervised by the faculty of the concerned teacher education institutions. It will be of maximum 50 marks.
- Dissertation Synopsis will be of maximum 50 marks. The M.Ed. student will develop a synopsis for the dissertation in the III semester (Second year) which he/she will be pursuing and completing in the same semester for the fulfillment of the M.Ed. 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.
- Internship in Teacher Education Institution will be of minimum 02 weeks full time activity. It will be of maximum 50 marks and will be a sort of attachment of the M.Ed. student with a Teacher Education Institution engaged in pre-service and/or in-service teacher education programme.

- Seminar and workshop will be of maximum 50 marks and will involve the participation of the student in a seminar and/or workshop organized by the concerned Teacher Education Institution on a relevant topic.
- Viva Voce which will be of maximum marks 100 that will be conducted by the external examiner (100 marks) appointed by the University and internal examiner (50 marks) will be based on the Dissertation submitted by the student before the conduction of examination of the IV semester (second year).

1.7 Conduct of Examinations:

- The examination for two year M.Ed. shall be held every semester on such dates as may be fixed by the Department/University.
- A candidate shall be eligible to appear in the examination that has pursued the prescribed course of studies in the department and has completed all the activities related to field engagement as prescribed for each semester.
- The examination at the end of the course shall be both in theory and dissertation. A candidate shall be required to pass theory examinations and dissertation separately.
- The minimum pass marks in each theory subjects (including sessional marks) is 35%.
- The minimum pass marks in practical examination/ comprehensive viva/ project is 50%.
- The minimum 45 % marks in the aggregate of particular academic year inclusive of both semester of that academic year.
- Classification of results (Theory as well as Practical/Field engagement) –60% and above - First Division, 45% and above but below 60% - Second Division (A candidate shall be promoted to second year only when he/she has passed the first year examinations.)
- A student of M.Ed. course, who has completed all the desired activities/internal tests/attendance etc. throughout the year but could not appear in the examination or appeared in the examination but failed in more than one papers, may be allowed to appear in the examination of next year as an ex-student.
- In case of any obscurity, the general provision of the university shall prevail.
- Mark sheet and Degree shall be awarded as Master of Education.

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)
SEMESTER- I

External: 70
Internal: 30
Total: 100

MED111- 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.
- 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.

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.

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 Jainism.

Unit-IV:

Educational Thoughts of Indian Thinkers: -Mahatma Gandhi, Swami Vivekananda, Sri Aurobindo, Ravindra Nath 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:

- Know the meaning of philosophy and philosophical perspectives of education.
- Comprehend the nature and functions of philosophy of education.
- Logically analyze, interpret and synthesize various concepts, proposition and philosophical assumptions about educational phenomena.
- Understand and use philosophical methods in studying educational data.
- Develop philosophical insight for resolution of educational issues.
- Critically appraise contributions of great educators to education and society.
- Be able to compare (partially and holistically) concepts of education between/ among various philosophical schools/traditions.

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DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)
SEMESTER- I

External: 70
Internal: 30
Total: 100

MED112 – PSYCHOLOGY OF LEARNING AND DEVELOPMENT

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
- To understand individual difference and pupils’ readiness towards learning

Course Content:

Unit I: Nature and Scope of Education Psychology

- Nature and scope of educational psychology.
- Relevance of educational psychology for theory and practice of education.
- Schools of psychology.
- Methods of educational psychology - observation , experimental , differential: longitudinal and cross sectional

Unit II: Psychology of Development

- Development –concepts, stages, factors influencing development
- Areas of development :
- Cognitive development: concepts and development of thinking and problem solving, Piaget and Vygotsky’s theories
- Affective development: concept and development of attitudes, interests and values, Erikson and Kohlberg’s
- Psychomotor development: development of skills and objectives, Havighurst’s Developmental Tasks
- Language development with reference to syntax and structure : theory of Chomsky on language development

UNIT-III: Nature of Human Learning and Cognitive Development

- The Behaviourist Perspective: Classical and Operant Conditioning
- The psychometric perspective : Guilford’s structure of intellect model
- The Piagetian and Neo-Piagetian perspective
- The Cognitive Information processing perspective- Sternberg’s Triarchic Theory
- The Social- Cognitive Perspective (Albert Bandura)

- The Contextualist Perspective (Vygotsky, Bruner and Gardner)

Unit IV: Individual Differences

- Concept and determinants of individual differences
- Learning styles
- Educational implications of individual differences

Field-based Activities

Undertake any one of the following activities:

- Prepare a learner's portfolio
- Do a cross-sectional study to understand stages of development of an individual.
- Study and compare four learners with emphasis on their learning styles.

Course Outcomes (COs):

After going through this course the students will be able:

- To enable the students
- To understand the psychological orientation to education.
- To develop an understanding about theories of learning
- To develop an understanding about learners' cognitive, thinking and learning styles.
- To develop an understanding about learners' development and the characteristics associated with it.
- To develop an understanding of classroom as social group and Group processes.
- To develop an understanding of concept, models and types of Intelligence
- To develop an understanding of concept, models and types of Meta-cognition.
- To develop an understanding of theories of personality and its measurement

References:

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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)
SEMESTER- I

External: 70
Internal: 30
Total: 100

**MED113 - INTRODUCTORY METHODS IN EDUCATIONAL
RESEARCH**

Course Objectives –

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

- Understand the concept of research and educational research.
- Understand the types and methods of educational research,
- Understand the steps involved in educational research,
- Review the educational research articles
- Understand the use of different tools and techniques in educational research
- Understand the role and use of statistics in educational research
- Develop a research proposal.

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 India

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.

Unit III: – Sampling

- Concept of population and sample
- Characteristics of a good sample
- Methods of sampling – probability and non- probability
- Errors in sampling

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, sociometric 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).

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 (COs):

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.
- Explain and describe the meaning of Scientific Method, Scientific Inquiry, Paradigm, Theory and their implications for educational research.
- 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

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Website Sources:

- www.psychologydiscussion.net
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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)
SEMESTER- I

External: 70
Internal: 30
Total: 100

MED114 -CURRICULUM DEVELOPMENT

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 to assess the relevance of curriculum practice in the context of learner's development in socio cultural context and advancement of knowledge system.
- To develop skills of learners to design curriculum outline for a school programme.

Course Contents

UNIT I: Curriculum

- Curriculum: Nature, meanings and elements.
- Types of curriculum (teacher centered, subject centered, child centered, disciplinary, interdisciplinary, trans disciplinary)
- 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
- Instructional Strategies
- Course material and resources
- Assessment and evaluation strategies
- Modification and resetting of objectives

UNIT III: Approaches and assessment of curriculum

- Approaches to curriculum: Behaviouristic, cognitivist and constructivist
- Support system and management of curricular practices
- Curricular reforms
- Assessment of institutional practices related to curriculum
- Curricular evaluation and management: Formative and summative, individual and group, assessment by teachers, self, peer, external expert and bodies.

UNIT IV: Curriculum from different perspectives

- Models of Curriculum: Inductive and deductive models, Hilda Taba Model
- Evaluation strategies of curricular goals, methods and content
- 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:

- Be acquainted with basic concept of curricular content of various courses and its contribution to education.
- Develop understanding of basic principles of curriculum design and construction.
- Develop and evaluate a model curriculum when required.
- Be oriented towards latest issues, trends and researches in area of curriculum construction.

References:

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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)
SEMESTER- I

External: 00
Internal: 50
Total: 50

MED-151 -SCHOOL OBSERVATION (PRACTICUM)

Course Objectives –

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

By observing classrooms, the student volunteers can observe teachers, students, and the classroom environment. They can see teaching and disciplinary methods firsthand. The teacher and students in the class may also benefit from the student volunteer if the volunteer becomes an active member of the class by doing such things as preparing their own lessons and building relationships with the students.

Course Content-

School observation will be of maximum 50 marks which will be evaluated internally on the basis of the report presented by the student of the observation done by him/her of the B.Ed. pupil teachers at the time of their practice teaching. School observation will be minimum 02 weeks full time activity in the educational institution imparting knowledge to the Secondary level. This observation will be supervised by the faculty of the concerned teacher education institutions. It will be of maximum 50 marks.

Course Outcomes (COs):

After going through this course the students will be able:

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

Website Sources:

- www.thefreedictionary.com
- www.edu.ttu.edu
- www.open.edu

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)

SEMESTER- I

External: 00
Internal: 50
Total: 50

MED152- ACADEMIC WRITING AND COMMUNICATION SKILL

Course Objectives:

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

- Listen, converse, speak, present and explain ideas in groups and before an audience.
- Use ICT in effective communication.
- Understand about writing skills and enhance their expository writing skills.
- Implement their knowledge of communication in classroom discussion and in daily life.
- Use virtual spaces for e-learning/blended learning.

Communication skills:

Meaning, concept and components of effective communication. Strategies of effective communication. Role and usage of ICT in effective communication. Development of pre-academic skills (pre-reading, pre-writing and pre-presentation)

Expository writing:

Meaning, concept, Types and indicators for effective expository writing. Listening skills: meaning, concept and importance of listening skills. Academic listening-(lecturing) listening to talk and presentation. Asking for and giving information, giving instruction, listening and observing tone/mood and attitude at the other end, handling the situations especially trouble shooting, teleconferencing, tele-interviews handling.

Practicum (any one of the following):

- Workshop on establishing Language lab.
- Workshop on Development of Expository Writing skills.
- Workshop on Communication skills.

Note: - Mode of transaction of this course will be workshop.

Course Outcomes:

After going through this course the students will be able:

- To enable the students to understand and develop a good academic writing style
- To enhance their ability to listen, converse, speak, present, explain and exposit ideas in groups and before an audience

- To train them in effective presentation styles using available ict resources.

References:

- www.ugc.ac.in
- www.ncte-india.org
- www.ngu.ac.in
- www.education.nic.in
- www.scribid.com
- HNGU Handbook-I
- HNGU Handbook-II

Website Sources:

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

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)
SEMESTER- II

External: 70
Internal: 30
Total: 100

MED211- 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.
- Use computers for data analysis.
- 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.

Unit III:

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

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.

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:

- Identify a research problem and develop research questions.
- Write a review of the literature and draw meaningful inferences.
- Explain and describe the meaning of Scientific Method, Scientific Inquiry, Paradigm, Theory and their implications for educational research.
- 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 an understanding of principles of data analysis and interpretation
- Develop the vision to carry out qualitative and quantitative research.
- Apply important qualitative and quantitative statistical techniques for analyzing and interpreting research data.
- Use computers to code and analyze data.

Reference:

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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)
SEMESTER- II

External: 70
Internal: 30
Total: 100

MED212 –EDUCATION STUDIES AND SYSTEM

Course Objectives:

The purpose of this course is to expose the student:

- To understand the nature of education as a discipline and area of study.
- To examine issues related to education as interdisciplinary knowledge.
- To examine the theories and basic concepts of education drawn from different disciplines.
- To examine the concerns of eminent educators regarding vision of school education.
- To reflect on the multiple contexts in which the schools are working.
- To discuss the emerging trends of school education.

Unit I: Theoretical Perspectives of Education as a Discipline

- Critical analysis of education as a discipline and area of study.
- Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, such as- schooling, curriculum, syllabus, text books, assessment, teaching-learning process
- Need for developing a vision of school education.
- Emerging dimensions of school education.

Unit II: Education as Interdisciplinary Knowledge

- Interdisciplinary nature of education; relationships with disciplines and subjects such as philosophy, psychology, sociology, management, economics, and anthropology.
- Dynamic relationship of education with the social and political process.
- Contribution of science and technology to education.
- Issues related to planning, management and monitoring of education.

Unit III: Support System of Education

- Support systems of education: Ministry and other government agencies, academic institutes, NGOs, civil society groups, teacher organization, family and local community.
- Different stakeholders in education- participation, role and involvements.
- Issues related to control and autonomy in education.
- Role of media and technology in promotion of education.

Unit IV: Changing Contexts of School Education

- Multiple schools context- rural/urban, tribal, schools affiliated to different boards.
- School as sites for curricular engagement, struggle and social change.

- Changing role of personals in school management: teachers, headmaster, and administrators, Teachers autonomy and academic freedom.
- Monitoring and evaluation of schools.

Field-based Activities

- Study the school education systems of USA, England and Singapore and prepare a research note to highlight the similarities and differences of these educational systems.

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.
- Explain and describe the meaning of Scientific Method, Scientific Inquiry, Paradigm, Theory and their implications for educational research.
- Encompass education as social phenomena, practice and field of study.
- Orient the students to the institutions, systems and structures of education in India and world.

References:

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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)
SEMESTER- II

External: 70
Internal: 30
Total: 100

MED213- EDUCATIONAL TECHNOLOGY AND ICT

Course Objectives:

The purpose of this course is to expose the student:

- To develop an understanding of the nature and scope of educational technology.
- To develop an awareness about the recent innovations and future perspectives of education technology.
- To acquaint with the challenges and opportunities emerging in integrating new technology in educational processes.
- To select, use and produce instructional material and media effectively.
- To develop the ability for critical appraisal of the audio-visual media.
- To become good practitioner of educational technology.

Course Content:

UNIT I: Understanding Educational Technology

- Educational technology: concept and approaches
- Educational technology: present trends and futuristic vision.
- Major institutions of educational technology in India – CIET, IGNOU, SIET, NIOS, Consortium for educational Communication (CEC).
- Recent trends of research in educational technology.

UNIT II: Educational Technology for Teaching-Learning Purposes

- Modalities of teaching: teaching, training, instruction, conditioning, indoctrination.
- Stages of teaching: pre- active, interactive and post- active.
- Teaching at different levels: memory, understanding and reflective.
- Organizing teaching and learning by using educational technology: Open Educational Resources (OER), Massive Open Online Courses (MOOCs)

UNIT III: Technologies in Education

- Synchronous and asynchronous media for formal and non formal educational settings.
- Technology supported instruction: meaning, characteristics, uses, advantage, and disadvantages.
- Online technologies in education: concept, types and uses.
- Emerging technologies in education: blended learning, mobile learning, flipped learning

UNIT IV: Distance Education

- Distance education: concept, methods and techniques.
- Offering distance education: student support services and evaluation strategies.

- Distance education in India: changes and challenges.
- Virtual Universities.

Field-based Activities

- Prepare a power point presentation of 15 slides on any topic of your choice by using pictures, animation, and graphics and give its presentation.

Course Outcomes:

After going through this course the students will be able:

- To enable the learner to understand the role of educational technology in education
- To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
- To enable the learner to understand ICT and its applications in Education
- To make the learner familiar with new trends, techniques in education along with e-learning.
- To enable the learner to become a good practitioner of Educational technology and e-learning.

References:

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Website Sources:

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- www.worldbank.org

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)

SEMESTER- II

External: 70
Internal: 30
Total: 100

MED214 -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 rights
- Understand the concept of values
- Understand the importance of value education
- Understand the role of teachers in promoting value education

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 rights.

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.

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:

- Apply effective written and oral communication skills to business and legal situations.
- Analyze the global legal environment.
- Students will graduate with the ability to analyze complex problems, find and deploy a variety of legal authorities, and communicate effectively in a variety of settings.
- Use critical thinking skills in business situations.
- Apply an ethical understanding and perspective to business situations.

References:

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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)

SEMESTER- II

External: 00
Internal: 50
Total: 50

MED251 –SELF- DEVELOPMENTS (PRACTICUM)

Course Objectives:

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

- Understand what they are and what they want to be?
- Take responsibility for self- development, self-exploration and self-evolution.
- Know oneself and through that knowing surroundings (including human and other living Beings.
- Recognize one’s relation with every individual unit in existence and fulfilling the expectations and needs.
- Know human conduct, human character and to live accordingly.
- Develop skills essential for self-appraisal.
- Appreciate relations, co-existence and harmony.

Course Content:-

Themes such as gender, society and education, differently challenged abilities, psycho-social dimensions of exclusion and inclusive education. Concept of integrated personality and processes of its harmonious development. Mental and physical well-being (through modalities such as Yoga workshops for at least once in a week), Life skills in our daily life. Happiness, harmony: within me and with, others: society, nature, existence. Realization, understanding, desiring, thinking, *Shanti, Santosh, Anand*. Prosperity. Human Values:- *Swatantrata, Swarajya, Moksha*.

Concept of self: Self-concept and self-esteem Understanding and analysis of your own Strength, Scope for development, weakness, and threats: constructive utilization towards self-development. Concept of intelligence (multiple intelligence), emotional intelligence, spiritual intelligence. Prayer, Meditation (as anti-dote to stress management) & Mental Piece. Interaction with theatre personality/musician/artist. Conducting theatre workshop Maslow's Need Hierarchy Theory and Self-actualization.

Practicum (any one of the following):

- Workshop on self-development mechanism.
- Workshop on corporate living.

Course Outcomes:

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

- Develop a holistic and integrated perspective about oneself –the self as a person and as a professional.

- Develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth.
- Develop social relational sensitivity and fair, tolerant and just perspectives about various issues.
- Develop effective communication skills, including the ability to listen and observe
- Build resilience within to deal with conflicts at different levels to ensure mental and physical wellbeing
- Develop the habit to inculcate in self reflection leading to self development.

Website Sources:

- www.bdu.ac.in
- www.apa.org
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IFTM UNIVERSITY, MORADABAD
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M.Ed. (Master of Education)

SEMESTER- II

External: 00
Internal: 50
Total: 50

MED252- INTERNSHIP IN TEACHER EDUCATION INSTITUTIONS
(PRACTICUM)

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 02 weeks full time activity. It will be of maximum 50 marks and will be a sort of attachment of the M.Ed. student with a Teacher Education 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:

- To acquaint teacher- interns about administrative and managerial practices in schools at various levels
- To provide experience to M.Ed. interns regarding supervision of practice teaching
- To develop the capability among interns to do case analysis of schools at various levels

- 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

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)

SEMESTER- III

External: 70

Internal: 30

Total: 100

**MED311 - 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.
- Acquaint the different educational plans and policies
- Awareness about the education in international perspectives

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.

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 Uchchar 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.

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:

- Provide an exposure to the historical development of the education system in India.
- Draw from the historical perspectives, the course would attempt to provide an understanding of the linkage between colonial political factors and forces which shaped modern institutional development of education.
- Provide an exposure to the political perspective and transformative role of education.
- Drawing from the theoretical and philosophical perspectives, the course would attempt to provide an understanding of the linkage between education, state and democracy, role of education in citizenship building and in expanding the realm of freedom, rights, claims and entitlements.
- Provide an exposure to the issues of educational planning in its political perspectives and methods, modes of educational planning and issues in financing of education.

References:

- 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.
- Mukherjee, R.K. (2011). Ancient Indian Education, New Delhi: Moti Lal Banarasi Das Publishers Pvt. Limited.
- 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.
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Website Sources:

- www.bdu.ac.in
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- www.open.edu
- www.ed.gov
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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)

SEMESTER- III

External: 70

Internal: 30

Total: 100

**MED312- PERSPECTIVE, RESEARCH AND ISSUES IN TEACHER
EDUCATION**

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:

- Students will be able to understand Perspectives & Policies of Teacher Education Programmes with reference to –
Approaches
Policies
- Structure, Management of Teacher Education & factors influencing quality of Teacher Education
- Students will be able to review the researchers conducted on effectiveness of teacher education programme & analyze its trends
- Students will be able to know about various challenges in professional development of teachers & partnership involve in secondary teacher education

References:

- 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.academicjournal.in

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)
SEMESTER- III

External: 70
Internal: 30
Total: 100

**MED313 – TESTING, MEASUREMENT AND EVALUATION IN
EDUCATION**

Course Objectives:

The purpose of this course is to expose the student:

- To understand the meaning of testing, measurement and evaluation.
- To understand the general principles of test constructions.
- To understand the interpretation of test scores.
- To plan, prepare, to administer and execute the teacher made test.
- To Understand the concept of Grading system.

Course Content:

Unit I: Concept, Theories and Practices of Testing

- Meaning and Concept of testing.
- Origin and development.
- Indian contribution.
- Need and uses of testing.
- Types of Tests
 - Psychological
 - Teacher made test, Standardized test
 - Reference test- Criterion reference test/Norm reference test.
 - Diagnostic test
- Criteria of good test
 - Reliability, Validity, Objectivity, discriminative power adequacy, usability
- Standardization of test-norms.
- Planning of different types of test.
- Steps of Construction, Administration and execution of different types of teacher made test.

Unit III: Tests relating to teacher behavior and teaching situation

- Testing of teacher effectiveness.
- Testing of teacher process.
- Testing of educational environment.
- Factors influencing test scores: psychological factors, environmental factors.

Unit III: Statistical Concept in testing

- Assessment of different tests.
- Test scores and their transformation – Z – scores, T-scores, Stannie Scores, Percentiles.

- Interpretation of Test Scores, qualitative and quantitative.
- Item analysis and improvement of test.

Unit IV: Measurement and Evaluation

- Concept of measurement and evaluation with reference to educational process.
- Functions of measurement and evaluation in education.
- Measurement of different aspects of an individual: Attitude, Intelligence, Interest, aptitude, motivation, personality values, creativity.
- Evaluation: CCE, formative and summative evaluation; non- referenced and criterion reference evaluation, evaluation of school experience/internship programmes.
- Scaling methods: ordinal, nominal, interval, ratio, rating.
- Grading: Meaning and importance, procedure of grading system, functions of grade.

Field-based Activities:

- Prepare an Attitude Scale, administer it on at least 30 people and discuss the results.

Course Outcomes:

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

- Develop an understanding of principles of quantitative and qualitative methods.
- Develop an understanding of principles of data analysis and interpretation.
- Develop the vision to carry out qualitative and quantitative research.
- Apply important qualitative and quantitative statistical techniques for analyzing and interpreting research data.
- Use computers to code and analyze data.
- Develop the vision to CCE, formative and Summative evaluation system.

References:

- Dandekar, W. N., & Rajguru, M. S. (1988). *Introduction to psychological testing and statistics*. Bombay: Sheth Publishers.
- Freeman, F. S. (1964). *Theory and practices of psychological testing*. New York: Henry Holt & Co.
- Lindeman, R. H. (1971). *Educational measurement*. Bombay: D. B. Taraporevala Sons & Co.
- Marshall, J. C. (1971). *Classroom test construction*. USA: Addison-Wesley Pub. Co., Reading, Mass.
- Micheels, W. J. (2015). *Measuring educational achievement*. New Delhi: Gyan Books Pvt. Ltd.
- Remmers, H. R., & Rummel, G. (1967). *A practical introduction to measurement and evaluation*. New Delhi: Universal Book Stall.
- Sali, V. Z. (1982). *Principles and techniques of unit testing*. New Delhi: National Publishing House.
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Website Sources:

- www.ncbi.nlm.nih.gov
- www.apa.org
- www.investopedia.com
- www.open.edu
- www.ed.gov
- www.epi.org

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)
SEMESTER- III

External: 70
Internal: 30
Total: 100

**MED314 -ADMINISTRATION AND MANAGEMENT OF ELEMENTARY
EDUCATION IN INDIA**

Course Objectives:

The purpose of this course is to expose the student:

- To sensitise the student teachers with the need and relevance of Elementary Education as a basic foundation stage.
- To reflect on the various concerns of Elementary Education including Access, Enrolment, Retention & Achievement
- To gain insight into factors promoting the Universalisation of Elementary Education
- To develop a critical outlook towards measures taken for the achievement of quality at the Elementary Education stage
- To appreciate the significance of policies and programmes launched for Universalisation of Elementary Education.

Course Content:

Unit I:

Elementary Education: Concept and Provisions: Meaning and Scope of Elementary Education, Constitutional Provisions to achieve UEE (Including RTE and its critique). Government Policies and Steps for UEE since Independence: Recommendations of Kothari Commission, NPE 1986, PoA 1992 Relevance of MDGs (Millennium Development Goals) with respect to UEE in India.

Unit II:

Programmes and Initiatives to achieve UEE in India: District Primary Education Programme: Aim, Objectives, Strategies, Achievement. Relevance of 73 rd and 74th constitutional amendment w.r.t. empowerment of PRIs. Sarva Shiksha Abhiyan: Programme, Objectives, Interventions with respect to Access, Enrolment, Retention and Achievement Monitoring, Research, Evaluation of specific schemes like Mid- Day Meals, Operation Black board, and Establishment of VECs in India. Recommendations of the 12th Five Year Plan on Elementary Education (Including the critiquing of the same with respect to allocated budget and Programme Interventions).

Unit III:

Elementary Education in School: Issues and Concerns: Availability and Management of Resources:- Physical Resource Management – Management of the School plan, - Human Resource Management – Management of the School Staff, Delegation of Roles and Responsibilities (Need and Relevance), Democratic Decision Making: Need and

Purpose, Financial Resource Management: Process and Procedure including Zero Budgeting and Performance Budgeting. School Effectiveness: Parameters and Quality concern – Role of the School, Head and Teachers in creating a Joyful learning environment. Problems of Wastage and Stagnation in School: Concept and Remedies. School Supervision: Need, Purpose; Role of Head, Teachers, Staff, PTAs, SMCs, MTAs and Students in Supervision.

Unit- IV

Elementary Education: Research and Innovation: Launch of Innovative Programmes to strengthen Elementary Education: Hoshangabad Vigyan Project, B. El. Ed. Programme, D. El. Ed. Laadli scheme, Financing of Education in India (Centre- State Relationship, Mobilisation of Resources): Perspective from Research Findings Critical Action Research Areas in School and the Classroom with respect to Elementary Education.

Course Outcomes:

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

- Be familiar with the concept of school as a social system and as an organization
- Understand Indian school structure and its specific characteristics
- Visualize the administrative mechanism to effectively operate schools in the country
- Identify and comprehend the role of various agencies like CABE, NCERT, SCERT, DIETs in functioning of schools at different levels
- Comprehend the essential components of a school, their role and significance

Reference:

- Montreal 2015. UNESCO Publication.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Hayes, Denis (2008): Elementary Teaching Today: An Introduction. Routledge Publications.
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- Mohanty, J. N. (2002): Elementary and Elementary Education. Deep & Deep Publications, New Delhi.
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- NCERT (2005): National Curriculum Framework, New Delhi.
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- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: Apractical guide. David Fultan Publishers.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- The Study of Elementary Education – A Source Book, Volume I & II, 1984.
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Website Sources:

- www.ncbi.nlm.nih.gov
- www.apa.org
- www.investopedia.com
- www.open.edu
- www.ed.gov
- www.ignited.in

IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)
SEMESTER- III

External: 70
Internal: 30
Total: 100

**MED315- ASPECTS, PLANNING & MANAGEMENT AT SECONDARY &
SENIOR SECONDARY LEVEL OF EDUCATION**

Course Objectives:

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

- Acquaint themselves with the need, scope and purpose of educational planning in terms of national and community needs.
- Determine and implement objectives of planning on the basis of individual needs of the students.
- Develop the skills in planning and implementing conventional administrative procedures.
- Develop the skills and attitudes to utilize human energy in getting the maximum work done.
- Understand the recommendations of different education commissions regarding secondary education commissions.
- Know different programmes and policies for realizing the constitutional obligations related to secondary education in India.
- Develop an idea about the structure of secondary education in India.

Course Content:

Unit I:

Introduction to Secondary & Senior Secondary Education: Meaning, aims, objective of secondary & Senior Secondary education, Purpose, function & Indigenous system of Secondary education, Secondary Education in India – Historical Perspective, pre and post-independence, Constitutional Provisions and centre-state relationship in India, Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Programme of Action, 1986, NPE, Ramamurti Review Committee, Janardhan Reddy Committee, Yashpal Committee, RMSA and NCF-2005. Constitutional provisions related to secondary education.

Unit II:

Institution Planning: Concept, scope and nature of Institution Planning. Need and importance of Institution Planning. Types of Institution Planning. Evaluation of Institutional Planning. Difference between inspection and supervision.

Unit III:

Principles and techniques of Educational Planning: Formulation of aims and objectives. Methods and techniques of planning. Approaches to Educational Planning: Social demand approach, Man-power approach, Rate of Return of Investment approach. Concepts: Optimal analysis, Input and output, Marginal analysis, Programming, Target and control figures, Tools for Planning. New approach to planning: Planning, Adoption, Execution.

Unit IV:

Educational Management: Meaning, Concept and need for management at secondary to senior secondary school level. Management at Nation: MHRD, CABE, NCERT. State, District, Sub-district level, Management of educational Institution at secondary school level, Type of Management, Effective management, Co-ordination, Supervision & Inspection. TQM in Education and Educational Administration, Recent Trends in Research and Innovation in the field of Educational Management.

Course Outcomes:

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

- Enable the students to comprehend and critically examine the changes in policies and practices in secondary level curriculum in Independent India.
- Enable the students to analyze the policies and practices in secondary level curriculum after independence with regard to national aspirations (Indian Constitution).
- Enable the students to compare the policies and practices in secondary level curriculum of South East Asian countries, (China, Japan), European countries (Norway) and USA.
- Analyze the status of secondary education in India
- Trace out the prevailing hindrances in universalization and quality sustainance.

References:

- Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education.
- Govt. of India (1953) Report of Secondary Education Commission, New Delhi
- Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
- Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi.
- Mohanty Jagannatu, (1990), "Educational Administration, supervision and school Management, Deep & Deep Publications F-159, Rajouri Garden, New Delhi-110027.
- Mudhopadyay, Sudesh and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.
- *vk; 7] ekgu yky (2014) **'ks{k d iz kkl u , oa i cu/ku**] fou; j[kstk c/o vkj0 yky0 ifcy'kl l , .M MLVnc; wI § ejBA
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Website Sources:

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

IFTM UNIVERSITY, MORADABAD
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M.Ed. (Master of Education)
SEMESTER- III

External: 00
Internal: 50
Total: 50

MED351 -PREPARATION OF SYNOPSIS (PRACTICUM)

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:

Dissertation Synopsis will be of maximum 50 marks. The M.Ed. student will develop a synopsis for the dissertation in the Third Semester (Second year) which he/she will be pursuing and completing in the next Semester for the fulfillment of the M.Ed. 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.

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
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- www.learningforallap.ca

IFTM UNIVERSITY, MORADABAD
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M.Ed. (Master of Education)
SEMESTER- III

External: 00
Internal: 50
Total: 50

MED352 - FIELD BASED ADMINISTRATION OF RESEARCH TOOLS
(PRACTICUM)

Course Objectives:

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

- Understand the various methods of preparation of research tools
- Understand the role and use of statistics in administration of research tools.
- Use the library, Internet services and other sources of knowledge for Educational research tools purposes.
- Select the appropriate statistical methods in administration of educational research tools.
- Use computers for administration of tools.

Course Content:

Field Based Administration of Tools will be of maximum 50 marks. It will involve the detailed knowledge of 05 Psychological Tools and the administration of 02 Psychological Tools in the field along with preparation of a file.

The Psychological Tools (any five) may be chosen from the following areas:

- Intelligence (IQ, EQ, SQ)
- Personality (Projective, Non-Projective)
- Learning (Laws of Learning, Transfer of Learning)
- Adjustment
- Aptitude

Course Outcomes:

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

- Identify a research tools and develop research tools.
- Describe characteristics of philosophical, psychological and sociological research tool and apply to educational research.
- Explain and adopt different strategies of administration research tools.

Website Sources:

- www.epdc.org

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

IFTM UNIVERSITY, MORADABAD
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M.Ed. (Master of Education)
SEMESTER- IV

External: 70
Internal: 30
Total: 100

MED411 - EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Course Objectives:

The purpose of this course is to expose the student:

- To 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.
- 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
- Development of modern concept of educational management
- Management at different levels-elementary, higher and higher secondary

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
- Measurement of leadership styles

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.

Unit IV: Specific Trends in Educational Management

- Total Quality Management
- Decision Making (Centralized and Decentralized)
- Management by Objectives
- Organizational Compliance
- Programme Evaluation and Review Technique (PERT)
- Participatory Management

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.

Course Outcomes:

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

- The student demonstrates knowledge in relevant significant domains in educational leadership and higher education, including areas such as historical, political, social, legal, and economic contexts in which educational systems operate.
- The student demonstrates proficiency in incorporating an understanding of issues relating to social justice, democracy, and equity into professional practice.
- The student demonstrates proficiency in critical and analytical thinking.
- The student demonstrates proficiency in oral communication skills.
- The student demonstrates proficiency in written communication skills.
- The student demonstrates an ability to use scholarly research to improve professional practice.

References:

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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)
SEMESTER- IV

External: 70
Internal: 30
Total: 100

MED412:- 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.
- 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, peer group 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).

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 change cultural 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 context.

Practicum- Any Two

- Critical analysis of one of the activity/ work of social thinkers
- Prepare a paper on any one social thinker.
- A brief view of any one educationist.

Course Outcomes:

After going through this course the students will be able:

- To acquaint students with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education.
- To enable students to understand how the 'Education' is embedded in social structure and culture.
- To enable students to understand education as a social institution and its complex linkages with other major social institutions.
- To enable students to understand educational problems and issues related to educationally excluded / disadvantaged groups, deriving out of intersections of gender, caste, class, culture, ethnicity, disability.
- To enhance capacities of students for the critical evaluation of the role of education in social change and for sociological reflection on educational issues.

References:

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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)
SEMESTER- IV

External: 70
Internal: 30
Total: 100

**MED413 –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.
- 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.
- Identify critical issues related to universalization of secondary education.
- 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.

Unit II:

Issues & Concerns: Challenges related to Universalization of Secondary Education, RMSA. Problems and Strategies of Alternative Schooling at Secondary school Stage. Challenges/strategies/intervention in relation to access, enrolment, dropout, achievement and equality of Educational opportunities. Problems of education for girls, disadvantaged and differently abled children and 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 of Education, Directorate, Inspectorate and NGO's.

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.

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.

Course Outcomes:

After going through this course the students will be able:

- To enable the students to comprehend and critically examine the changes in policies and practices in secondary level curriculum in Independent India.
- To enable the students to analyze the policies and practices in secondary level curriculum after independence with regard to national aspirations (Indian Constitution).
- To enable the students to compare the policies and practices in secondary level curriculum of South East Asian countries, (China, Japan), European countries (Norway) and USA.
- To analyze the status of secondary education in India.
- To trace out the prevailing hindrances in universalization and quality sustainance.
- To identify the issues and concerns in secondary education and qualitatively trace out the reasons and visualize their solutions.

References:

- Agrawal, J.C, (2005) “The Progress of Education in free India, “Man Singh Arya book Depot, 30 Naiwala, Karol bag, New Delhi-110005
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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)
SEMESTER- IV

External: 70

Internal: 30

Total: 100

**MED414–ISSUES & CURRICULAR CONCERNS AT ELEMENTARY
LEVEL OF EDUCATION**

Course Objectives:

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

- Understand various schemes & programmes 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 Gijju bhai 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 (NEGAE), 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:

- Be familiar with the concept of school as a social system and as an organization.
- Understand Indian school structure and its specific characteristics.
- Visualize the administrative mechanism to effectively operate schools in the country.
- Identify and comprehend the role of various agencies like CIBE, NCERT, SCERT, DIETs in functioning of schools at different levels.
- Comprehend the essential components of a school, their role and significance.
- Assessment in Elementary Education.
- Understand pedagogical analysis.

References:

- Agrawal, J.C, (2005) “The Progress of Education in free India, “Man Singh Arya book Depot, 30 Naiwala, Karol Bagh, New Delhi-110005.
- Chaube, Dr. S.P, (2011), “History and Problems of Indian Education “Agrawal Publications, Jyoti Block Sanjay place, Agra-2.
- National Curriculum Framework on school education, NCERT (2005).
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- Ronald C. Doll, (1978) “curriculum Improvement Decision Making and Process, Allyn and Bacon, Inc., 470, Atlantic Avenue, Boston, Massachusetts 02210.

Website Sources:

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IFTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)
SEMESTER- IV

External: 00
Internal: 50
Total: 50

MED451- SEMINAR AND WORKSHOP (PRACTICUM)

Course Objectives:

The purpose of this course is to expose the student:

- To meet curriculum requirements.
- To provide knowledge and develop skills.
- Provide fun, interactive and hands on opportunities to enhance learning.
- To cater for different learning styles and learning needs.
- To provide all the resources for an event to remember.
- To provide inclusive activities accessible to all.

Course Content:

Seminar and workshop will be of maximum 50 marks and will involve the participation of the student in a seminar and/or workshop organized by the concerned Teacher Education Institution on a relevant topic.

Course Outcomes:

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

- Meet curriculum requirements for the class.
- Knowledge and develop teaching and training skills.
- Understand fun, interactive and hands on opportunities to enhance learning.
- Understand cater for different learning styles and learning needs.
- Know all the resources for an event to remember.
- Understand inclusive activities accessible to all.

FTM UNIVERSITY, MORADABAD
DEPARTMENT OF EDUCATION
M.Ed. (Master of Education)
SEMESTER- IV

External: 100
Internal: 50
Total: 150

MED452 - DISSERTATION AND VIVA VOCE

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 – I in 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 marks 150. It will be conducted by the external examiner (100 marks) appointed by the University and internal examiner (50 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.