

**RIMT UNIVERSITY MANDI GOBINDGARH  
PUNJAB**



**RIMT**  

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**UNIVERSITY**

**Study Scheme & Syllabus**

**For**

**M.Ed.**

**(First to Fourth Semester)**

**Syllabi Applicable For Admissions in 2017 Onwards**

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## **SECTION 1**

### **VISION & MISSION OF THE UNIVERSITY**

#### **VISION**

To become one of the most preferred learning place a centre of excellence to promote and nurture future leaders who would facilitate in desired change in the society.

#### **MISSION**

- To impart teaching and learning through cutting edge technologies supported by the world class infrastructure
- To empower and transform young minds into capable leaders and responsible citizens of India instilled with high ethical and moral values
- To develop human potential to its fullest extent and make them emerge as world class leaders in their professions and enthuse them towards their social responsibilities.

## **SECTION 2**

## **VISION & MISSION OF THE DEPARTMENT**

### **VISION**

To enable the teacher trainees discover their special talent and develop self confidence for better adjustment

To aspire teacher trainees to contribute in Nation building

To help them to become ethical, civic minded and committed leaders

To enable them to become catalysts in the never ending process of education.

### **MISSION**

- To enable teacher trainees to be exemplary teachers, leaders and models for the society who are caring, committed, competent, efficient and resilient teachers. The institution also instills in them confidence and will to serve the cause of teaching and humanity.

## **SECTION 3**

### **ABOUT THE PROGRAM**

The two year program aims at preparing teacher-educators and educational administrators/managers with a national, regional as well as a global vision of education and to equip them with the sound knowledge of teaching-learning process, state-of-the-art educational technology along with ICT, applicable in the practice of education and enabling them to handle the growing needs of the 21st century. It also aims at preparing educational scientists and practitioners who can generate knowledge of pedagogy on the lines of the scientific method of inquiry and develop the critical and creative mind that can identify gaps in knowledge and find solutions to the problems concerning the theory and practice of education.

## SECTION 4

### Program Educational Objectives(PEOs)

### Program Outcomes(Pos) and

### Program Specific Outcomes(PSOs)

#### PROGRAM EDUCATION OBJECTIVES (PEOs)

PEO1	Understand basic concepts and ideas of educational theory.
PEO2	Build understanding and perspective on the nature of the learner, diversity and learning.
PEO3	Analyze the structure of knowledge as reflected in disciplinary streams and subjects.
PEO4	Develop an understanding of the concept of assessment and its practices.

#### PROGRAM OUTCOMES (POs)

<b>PO 1</b>	<b>Research Skills:</b> Understand different research methods, Equipping scholars with relevant tools and techniques, Data collection and analysis by using statistical measures, use of conceptual understanding in practical research work and writing a research report.
<b>PO 2</b>	<b>Life Long Learning:</b> Identify the educational opportunities for academic development and life long learning.
<b>PO 3</b>	<b>Analytical And Interpretative Skills:</b> Enhance the analytical and interpretation skills of data, Scholars are well trained in using statistical measures, softwares (SPSS) (MS EXCEL) etc.
<b>PO 4</b>	<b>Leadership And Management Skills:</b> The course focuses on formulating and implementing leadership and management skills. The course will provide the students with a systematic framework for understanding the school management and its different strategies.
<b>PO 5</b>	<b>Decision Making Skills:</b> Enable them to solve various problems of school management and classroom management.

<b>PO 6</b>	<b>Use of Technology:</b> Understand the innovative technology and tools of ICT and their use in teaching learning environment. Use of ICT in research perspective, design and develop ICT integrated learning resources, analysis and interpretation of the research data with the help of ICT.
<b>PO 7</b>	<b>Curriculum Design:</b> Understand the basis, principles and process of curriculum development at primary and secondary level. Design and establish a conducive and inclusive learning environment for diverse learners.
<b>PO 8</b>	<b>Specialized Knowledge:</b> Apply the specialized knowledge of Philosophical, Sociological and Psychological basis of education to set the context of teaching profession.
<b>PO 9</b>	<b>Use of Life Skills:</b> Make use of 21 <sup>st</sup> century skills to deal with the present challenges in education and employment.
<b>PO 10</b>	<b>Work respectfully and collaboratively</b> with colleagues and community to ensure quality instructional programs for schools.

### **PROGRAM SPECIFIC OUTCOMES (PSOs)**

<b>PSO 1</b>	Understand the social structure, multiculturalism, socialization and social and education equity. Reform and revamp of teacher education in India. Get involved with the various activities and system of teacher education.
<b>PSO 2</b>	Understand the historical political and economy aspect of education, learn to apply various research methods and academic writing for educational research. ICT for research and innovative teaching method.
<b>PSO 3</b>	Understand about various philosophies and their role in education. Expose the aims, learning strategies, discipline and experiences of education. Inculcate the entrepreneurship skills and self development.

**SECTION 5****Curriculum / Scheme with Examination Grading Scheme**

Sr. No	Name of School	Course	Branch	Batch onward s	Pas s%	Minimum Requirement	Grade Table			
							Marks Range	Grade	Grade Point	Qualitative Meaning
1	School of Education	M.Ed	Education	2017	40%	25%	80-100	O	10	OUTSTANDING
							70-79	A+	9	EXCELLENT
							60-69	A	8	VERY GOOD
							55-59	B+	7	GOOD
							50-54	B	6	ABOVE AVERAGE
							45-49	C	5	AVERAGE
							40-44	P	4	PAS



## SECTION 6

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		<b>AB</b>	<b>0</b>	Abs ent

## SYLLABUS

## SEMESTER-I

## Detailed Syllabus with Course Outcomes

**Semester: I** (*Pass %age will be 40% in each paper*)

Subject		Contact			Credit	Evaluation Scheme					Exam Duration (Hours)
		Hours/Week				(% of Total Marks)					
Code	Title	L	T	P		CWA	LWA	MTE	ETE	Total	
101	Philosophy of Education	4	0	0	4	18	---	12	70	100	03hrs
102	Psychology of learning & development	3	0	1	4	10	20	10	60	100	03hrs
103	Educational Studies	4	0	0	4	18	---	12	70	100	03hrs
104	Introduction to research methodology	4	0	0	4	18	---	12	70	100	03hrs
Total					16	400					

CWA Class work Assessment

LWA Lab work Assessment

MTE Mid Term Exam

ETE End Term Exam

**Note: For Evaluation scheme see ordinance number 8 “Regulation for Academic Evaluation” RIMT University.**

## Semester: II

Subject		Contact Hours/Week			Credit	Evaluation Scheme (% of Total Marks)					Exam Duration
Code	Title	L	T	P		CWA	LWA	MTE	ETE	Total	(Hours)
201	History and Political Economy of Education	4	0	0	4	18	---	12	70	100	03hrs
202	Sociology of Education	4	0	0	4	18	---	12	70	100	03hrs
203	Curriculum Studies	4	0	0	4	18	---	12	70	100	03hrs
204	Teacher Education	4	0	0	4	18	---	12	70	100	03hrs
Total		16				400					

CWA Class work Assessment

LWA Lab work Assessment

MTE Mid Term Exam

ETE End Term Exam

**Note: For Evaluation scheme see ordinance number 8 “Regulation for Academic Evaluation” RIMT University.**

**Semester: III** (*Pass %age will be 40% in each paper*)

Subject		Contact Hours/Week			Credit	Evaluation Scheme (% of Total Marks)					Exam Duration
Code	Title	L	T	P		CWA	LWA	MTE	ETE	Total	(Hours)
301	Educational Research and Statistics	4	0	0	4	18	---	12	70	100	03hrs
302	Professional Development of Teachers	4	0	0	4	18	---	12	70	100	03hrs
303	Educational Administration and Management	4	0	0	4	18	---	12	70	100	03hrs
304	Guidance and Counseling	4	0	0	4	18	----	12	70	100	03hrs
	Inter personal skills				Non - Credent ial Subject s						
	Diversified & Comprehensive Education										
	Engagement with Community										
	<b>Total</b>	<b>16</b>					<b>400</b>				

CWA          Class work Assessment

LWA          Lab work Assessment

MTE          Mid Term Exam

ETE          End Term Exam



**Note: For Evaluation scheme see ordinance number 8 “Regulation for Academic Evaluation”  
RIMT University.**



**Semester: IV** (*Pass %age will be 40% in each paper*)

**Specialization** (opting for three papers with secondary Education as specialization)

Subject		Contact Hours/Week			Credit	Evaluation Scheme (% of Total Marks)					Exam Duration (Hours)
Code	Title	L	T	P		CWA	LWA	MTE	ETE	Total	
401	Educational Policy and Issues	4	0	0	12 Credits For any 03 subjects	18	---	12	70	100	03hrs
402	Life Skills Education	4	0	0		18	---	12	70	100	03hrs
403	Inclusive Education	4	0	0		18	---	12	70	100	03hrs
404	Trends in Educational Technology	4	0	0		18	---	12	70	100	03hrs
	Dissertation (i) External				3					70	
	(ii) Internal				1					30	
	<b>Total</b>				<b>16</b>					<b>400</b>	

CWA Class work Assessment  
 LWA Lab work Assessment  
 MTE Mid Term Exam  
 ETE End Term Exa



**SUBJECT TITLE:** PHILOSOPHY OF EDUCATION

**SUBJECT CODE:**101

**SEMESTER :** I M.Ed.

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	0	0	4

**Internal Assessment : 30**

**End Term Exam : 70**

**Duration of Exam : 3Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

On completion of this course the students will be able to:

- Understand the philosophical foundations of education.
- Acquaint him/her with different schools of thoughts on education and draw generalizations.
- Understand the theories and ideas of different educational thinkers.
- Understand the theoretical basis of present day educational system.

**(B) CONTENTS OF SYLLABUS**

Sr. No.	Content	Contact Hours/week
<b>UNIT-I</b>	<ul style="list-style-type: none"> <li>• Philosophy of education: nature, scope and functions. Relationship between philosophy and education.</li> <li>• Branches of philosophy: metaphysics and education, epistemology and education, axiology and education.</li> </ul>	<b>05 hours per week(12 weeks)</b>
<b>UNIT-II</b>	<ul style="list-style-type: none"> <li>• Critical analysis of educational thoughts of great educators: Swami Vivekananda, M.K. Gandhi, Sri Aurobindo Ghosh, Sri Rabindra Nath Tagore</li> </ul>	
<b>UNIT-III</b>	<ul style="list-style-type: none"> <li>• Western schools of philosophy (Idealism, Naturalism, Pragmatism, Existentialism, Maxism) with special reference to the concepts of reality, knowledge and values, their educational. implications for aims, contents and methods of education.</li> </ul>	



<b>UNIT-IV</b>	<ul style="list-style-type: none"><li>• Indian schools of philosophy ( Sankhya, Vedanta, Buddhism, Islamic traditions) with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of education</li></ul>	

**Sessional Work (any one of the activities)**

- 1) Case study of a school/ college/ university w.r.t. philosophical aspects of learning.
- 2) Critical appraisal of a thinker/book in terms of philosophy of life, values and ethics.
- 3) Observations of a group of community members on socio-political conditions of country in a group discussion or critical review of a newspaper article on a current social issue of concern on girl child/ women and marginalized section of society.

**4) BOOKS RECOMMENDED:**

1. Ansari, S.H. (2003). Philosophical Foundations of Education. New Delhi: Sanjay Parkashan.
2. Black, N. et al. (2003) Philosophy of Education. UK: Blackwell Publishers.
3. Broody, H.S. (1955) Building a philosophy of education, New Delhi: Prentice Hall of India.
4. Brubacher, J.S. Modern philosophies in education.
5. Chaube, S.P. (2007). Foundations of education, New Delhi: Vikas Publishing House.
6. Dewey, J (1916/1966). Democracy and education. An introduction to the philosophy of education, New York: Free Press.
7. Gnanakan, Ken (2011). Integrated learning, New Delhi: Oxford University Press.
8. Gupta, S., & Singh, A. (Eds.). (2008). Value based education: dimensions and directions. Mandi Gobindgarh , Punjab: Desh Bhagat Group of Institutions.
9. Kabir, H. (1962). Indian philosophy of education, New Delhi: Asia publishing House.
10. Pathak, Avjit (2004). Social implications of schooling: knowledge, pedagogy and consciousness. Noida: Rainbow Publishers.
11. Pathak, R.P (2012). Philosophical and Sociological Principles of Education,,New Delhi;Pearson





12. Pring, R (2004). Philosophy of Education- Aims, Theory, Common Sense and Research, New York : Continuum.
13. Rajput, J.S. (2006). Human Values and Education. New Delhi: Pragun Publications.
14. Ross, James (1966). Ground Work of Educational Theory , Geogre G. Harreap and Co.Ltd., London.
15. Sarup, Madan(1978). Marxism and Education, London: Routledge & Kegan Paul.
16. Taneja, V.R. (1998). Educational Thought and Practice. New Delhi :Sterling Publishers Pvt. Ltd.
17. Nandra, I.D. & Parmjit Kaur (2015). Philosophical perspective in Education. Twenty First Century Publications

**(D) EVALUATION:**

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A and B and the entire section C is compulsory.



**SUBJECT TITLE:** PSYCHOLOGY OF LEARNING AND DEVELOPMENT

**SUBJECT CODE:** 102

**SEMESTER :** I M.Ed.

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	0	1	4

**Internal Assessment: 20**

**Practical:20**

**End Term Exam: 60**

**Duration of Exam: 3Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

On completion of this course the students will be able to;

- a) Understand the nature of learners.
- b) Apply the principles of Educational Psychology in the classroom situation.
- c) Enhance their mental health and personality.
- d) Administer Psychological tests.

**(B) CONTENTS OF SYLLABUS:**

Sr. No.	Content	Contact Hours/week
<b>UNIT-I</b>	i. Educational Psychology: Concept, scope and its contribution. Methods: Experimental, case-study and observation.  ii. Motivation: Concept, types and strategies. Achievement motivation-Maslow's Concept	<b>05 hours per week(12 weeks)</b>
<b>UNIT-II</b>	iii. Learning: Concept and process, theories of Skinner, Pavlov and Gagne's hierarchy.  iv. Individual Differences and causes of inter and intra-individual differences, Intelligence: concept, theories of Spearman, Gardner and Guilford. Controversies in Intelligence testing, emergence of social and emotional intelligence	
<b>UNIT-III</b>	v. Personality: Concept, development and theories: Allport, Freud's and Big Five Model, personality assessment by subjective,	



	<p>objective and projective techniques.</p> <p>vi. Mental Health: Concept, criteria for good mental health, issues and problems related to mental health. Strategies of promoting mental health of students and teachers.</p>
<b>UNIT-IV</b>	<p>vii. Conflict: Concept and types, conflict as a barrier in decision-making process. Stress: Concept, causes and coping. Defense Mechanism.</p> <p>viii. Creativity: Concept, dimensions and identification of creative children, educational programmes for nurturing creativity</p>

**(C) BOOKS RECOMMENDED:**

- i. Aggarwal, J.C. (2006). Psychology of Learning and Development. New Delhi: Shipra Publications.
- ii. Anastasi, A. and Susana U. (2010). Psychological Testing. New Delhi: PHI Learning .
- iii. Bower, G.H. and Hilgard, E.R. (1981). Theories of Learning. New Jersey: Prentice Hall Inc. Englewood Cliffs.
- iv. Gray, C., and MacBlain, S. (2012). Learning theories in childhood. Sage.
- v. Strenberg, Robert J. (Ed.). (2008). Handbook of creativity. New York: Cambridge University Press.
- vi. Tomar, Monika and Kumari, Sarita (2005). Educational Psychology. New Delhi: Shree Publishers and Distributors.
- vii. Woolfolk, A. (2006). Educational Psychology. New Delhi: Pearson Publications.
- viii. Welton, J. (2004). Psychology of Education. New Delhi: Sangeeta Publication.
- ix. Laak, J.F.J., Gokhale, M., & Desai, D. (Ed.). (2013). Understanding psychological assessment: A primer on the global assessment of the client's behavior in educational and organizational setting. New Delhi: Sage
- x. McLaughlin, C., and Holliday, C. (2013). Therapy with children and young people: Integrating counseling in schools and other settings. Sage
- xi. O'Reilly, M., and Parker, N. (2014). Doing mental health research with children and adolescents: A guide to qualitative methods. Sage



**(D) EVALUATION:**

Theory Examination (External)	60 Marks
Practical	20 Marks
Internal Assessment	20 Marks
Performance in house examination	10Marks
Seminars	10 Marks

**INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 2 marks each which will cover the entire syllabus uniformly and carry 20 marks in all.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.



**SUBJECT TITLE: EDUCATIONAL STUDIES**

**SUBJECT CODE: 103**

**SEMESTER : I M.Ed.**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	0	0	4

**Internal Assessment : 30**

**End Term Exam : 70**

**Duration of Exam : 3Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

On completion of this course the students will be able to:

- Have a general view of the field of education.
- Develop foundational perspectives on education.
- Explore education system in India.
- Understand various types of institutions in India.
  
- Understand the contemporary concerns of education policy and practice.

**CONTENTS OF SYLLABUS:**

Sr. No.	Content	Contact Hours/week
<b>UNIT-I</b>	i. Meaning and Nature of Education: Indian and Western Concepts, Scope of Education as a practice and as a field of study, Types of Education: Formal, Informal and Non-formal Education. ii. Aims of Education: Factors determining aims of education, Individual and Social aims of education.	05 hours per week(12 weeks)
<b>UNIT-II</b>	iii. Reading and Understanding Educational Texts: a) Maria Montessori: The Secret of Childhood b) On Education by Bertrand Russell c) Paulo Freire: Pedagogy of the Oppressed iv. d) Ignited minds: unleashing the power within India by A.P.J. Abdul Kalam.	
<b>UNIT-III</b>	v. Vision of Education in Independent India vis-à-vis the national ideals of democracy, secularism, equality and social justice. Aims of education in India as recommended by Education Commission (1964-66) and National Policy on Education (1986). vi. Nature and functions of University Grants Commission (UGC),	



	National Council of Educational Research and Training (NCERT), National Council for Teacher Education (NCTE), Central Board of Secondary Education (CBSE), State Council of Educational Research and Training (SCERT) and District Institute of Education and Training (DIET).	
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**UNIT-IV**

- vii. Contemporary concerns of Education Policy and Practice: Education for All: International Initiatives and their implications for universalization of elementary education in India, Right to Education Act 2009.
- viii. Emerging issues in education: Globalization of Education, Community participation in education, Private-Public Partnership in education; Educational Programmes, their objectives and implementation: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Rashtriya Uchchar Shiksha Abhiyan (RUSA).

**SESSIONAL WORK (any one of the activities)**

- i) Critical review of a recommended book/script written by a scholar/thinker/government document to reflect on educational development of a nation or state.
- ii) Identification of educational practices by an institution to address the betterment of living conditions of marginalized sections of society.
- iii) Success story of learner/institution/programme in overcoming barriers to inclusive education.

**(B) BOOKS RECOMMENDED**

- i. Aggarwal, J.C. (2005). Recent Developments and Trends in Education. Delhi: Shipra Publications.
- ii. Dewey, J. (1916/1966). Democracy and Education: An Introduction to the Philosophy of Education, New York: Free Press.
- iii. Dharmpal (1983). The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century. Delhi: Biblia Impex.
- iv. Drèze, J., and A.K. Sen (1995). Basic Education as a Political Issue, Journal of Educational Planning and Administration, 9 (1) (January): 1-26.
- v. Ghosh, S. (2009). Education in Emerging Indian Society: The Challenges and Issues. new Delhi: PHI Learning Private Limited.
- vi. Government of India (1950). Constitution of India. New Delhi.
- vii. Government of India (1985). The Challenge of Education. New Delhi, Ministry of Human Resource Development (Mimeo).
- viii. Government of India (1986). National Policy on Education 1986. New Delhi: Ministry of Human Resource Development.
- ix. Government of India (1992). National Policy on Education 1986 (Revised). New Delhi: Ministry of Human Resource Development.



- x. , J.P. (1965). Educational Planning in India. New Delhi: Allied Publishers. Government of India (2001). National Human Development Report 2001. New Delhi: Planning Commission.
- xi. Ramachandran, V. and Ramkumar, V. (2011). Education in India. New Delhi: National Book shop.
- xii. Prakash, Ved and Biswal, K. (2012). Perspectives on Educational Development: Revisiting Education Commission and After. New Delhi: NUEPA.
- xiii. Barlett, S., & Burton, D. (2012). Introduction to education studies (3rd edition). Sage. 3.
- xiv. Dreze, J. & Sen, A. (2013). An Uncertain Glory: India and Its Contradictions. New Delhi, India: Penguin, Allen Lane.
- xv. Curtis, W., Ward, S., Sharp, J., and Hankin, L. (2013). Education Studies: An issue based approach (3rd ed.). Sage.
- xvi. [http://en.wikipedia.org/wiki/Education\\_in\\_India](http://en.wikipedia.org/wiki/Education_in_India)
- xvii. <http://www.expatarrivals.com/india/education-and-schools-in-india>
- xviii. <http://mhrd.gov.in/rmsa>
- xix. <http://www.rmsaindia.org/en/>

### **(C) EVALUATION**

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	06 Marks
b) Sessional work	12 Marks
c) Seminars	12 Marks

### **(D) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 2 marks each which will cover the entire syllabus uniformly and carry 20 marks in all.

### **(E) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.





**SUBJECT TITLE: INTRODUCTION TO RESEARCH METHODOLOGY**

**SUBJECT CODE:104**

**SEMESTER : I M.Ed.**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	0	0	4

**Internal Assessment : 30**

**End Term Exam : 70**

**Duration of Exam : 3Hrs**

**(A) OBJECTIVES AND OUTCOME OF**

**COURSE:** On completion of this course the students will be able to:

- Define research problem and understand its meaning.
- Understand the meaning and importance of statistics.
- Sharpen the abilities of analyzing information, critically examining research in education.
- Prepare synopsis and documentation of research in the form of research report.

**(B) CONTENTS OF SYLLABUS:**

Sr. No.	Content	Contact Hours/week
UNIT-I	<ul style="list-style-type: none"> <li>• Educational Research: Meaning, Characteristics, Nature, Need and Scope of Educational Research. Types of Research: Basic, Applied and Action Research.</li> <li>• Formulation of Research Problem: Selection of Research Problem, Area of Research, Identification and Statement of research problem, Survey of related literature, preparation of research proposal.</li> </ul>	05 hours per week(12 weeks)



<b>UNIT-II</b>	<ul style="list-style-type: none"><li>• Hypothesis: Definition, Characteristics, Types of Hypothesis and Type I and type II errors.</li><li>• Sampling: Concept of population and sample, Characteristics of good sample, Types of sampling: Probability and Non-Probability Sampling.</li></ul>
<b>UNIT-III</b>	<ul style="list-style-type: none"><li>• Meaning and Importance of statistics, Measurement of Central Tendency and Graphical Representation of Data: Histogram, Frequency Polygon, Cumulative Frequency Curve, O give, Pie Diagram.</li><li>• Normal probability Curve, Skewness and kurtosis.</li></ul>
<b>UNIT-IV</b>	<ul style="list-style-type: none"><li>• Measures of variability: Range, Quartile Deviation, Standard Deviation.</li><li>• Non-Parametric statistics: Chi-Square test. Parametric test: t-Test.</li></ul>

**SESSIONAL WORK (any one of the activities)**

1. Review and bibliography writing of different types of research papers/articles/reports/thesis/e-material
2. Formulation of objectives and hypotheses of one research problem (elementary/secondary stage/socially disadvantaged groups).
3. Preparation of a research design explaining use of descriptive statistics and one of the inferential statistics techniques.

**(C) BOOKS RECOMMENDED:**

1. Best, J.W. and Khan, James V.(2006).Research in Education(10<sup>th</sup> Edition).New Delhi :PHI publishers.
2. Guilford, J.P.(1965).Fundamental Statistics in psychology and education. New York: McGraw Hill Book Co.
3. Johnson, P.O (1961).Statistical Methods in research, New Jersey: Prentice Hall.
4. Kothari,C.R (1990).Research Methodology: Methods and Techniques(2<sup>nd</sup> Ed.).New Delhi: Vishwa Prakshan.
5. Koul, Lokesh (2009).Methodology of Educational Research(4<sup>th</sup> Ed.).New Delhi: Vikas Publishing House Pvt. Ltd.
6. Mangal,S.K. (1987).Statistics in psychology Education. New Delhi: Tata McGraw Hill Publishing Co. Ltd.



7. Sharma, Yogendra K. (2011). Methodology and Techniques of Educational Research. New Delhi: Kanishka Publishers and Distributors.
8. Singh, Kanwarjit (2012). Methodology of Educational Research. New Delhi: Lotus Press.

**(D) EVALUATION:**

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.



## **SYLLABUS**

### **SEMESTER-II**



**SUBJECT TITLE:** HISTORY AND POLITICAL ECONOMY OF EDUCATION

**SUBJECT CODE:** 201

**SEMESTER :** II M.Ed.

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	0	0	4

**Internal Assessment : 30**

**End Term Exam : 70**

**Duration of Exam : 3Hrs**

**(C) OBJECTIVES AND OUTCOME OF COURSE:**

On completion of this course the students will be able to:

- Understand the philosophical, historical and contemporary thought on education.
- Familiarize the key concepts of social change and human cultural perspectives.
- Familiarize with key concept of economic and political developments in India.
- Understand the development of education in India in comparative perspective.

**(D) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	<ul style="list-style-type: none"> <li>• Conceptualizing Education and Development, Philosophical, Historical and Contemporary Thoughts on Education related to:               <ol style="list-style-type: none"> <li>a) Work Education and Swaraj: works of M.K. Gandhi</li> <li>b) Democracy and Education: works of John Dewey</li> <li>c) Capability and social Welfare Perspective: Works of Amartya Sen.</li> </ol> </li> </ul>	05 hours per week (12weeks)
UNIT-II	<ul style="list-style-type: none"> <li>• The development of education in India in comparative perspective: Educational development across the states in India, Developed and developing countries with special focus on issues like Universalizing Elementary Education, Role of state and private sectors, Process related to the role of Educational transformation in National Development.</li> </ul>	
UNIT-III	<ul style="list-style-type: none"> <li>• Economic Development: Key concepts such as Human Capital Formation, Poverty and Income Inequalities, Human Development Index Political Perspective; Political perspective of education would reflect on the intricate</li> </ul>	



	relationship between education and political.	
UNIT-IV	<ul style="list-style-type: none"> <li>• Social Change and Cultural Perspective: Key concepts related to social change such as Stratification, Inclusive Society and the Individual, Social Inequality, Gender, Issues,</li> <li>• Social and culture basis of Educational planning. Education as in instrument of Social Change. Equalization of Educational opportunities. Human Rights (Right to Development) and Peace Education.</li> </ul>	

**SESSIONAL WORK (any one of the activities)**

- Critical review of a document with a focus on gender and social equity.
- Case study of a differently abled child /adult.
- Comparative study of India and one developed nation on universalization of elementary education/curriculum at secondary stage/adult education programmers.

**(F) BOOKS RECOMMENDED:**

- (F) Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- (G) Apery, V. (1987). Population, Economic and Politics. Moscow: Progress Publishers.
- (H) Basu, Aparna (1972). Essays in the History of Indian Education. New Delhi: Concept.
- (I) Benn, M. (2011). Schools wars: The battle for Britain's education. London: Verso.
- (J) Bhaduri, A. (2010). Essays in the Reconstruction of Political Economy. New Delhi: Aakar Books.
- (K) Chalam, K.S. (2011). Economic reforms and social exclusion: Impact of liberalization on marginalized groups in India. New Delhi: Sage.
- (L) Ghosh, S.C. (2013). The History of Education in Modern India 1757-2012 (4th Edition). New Delhi: Orient BlackSwan.
- (M) M Carnoy, D Rhoten (2002). What Does Globalization Mean for Educational Change? A Comparative Approach, Comparative Education Review.
- (N) Mukerji, S.N (1961). History of Education in India (Modern Period). Baroda: Acharya Book Depot. 10. Mukerji, S.N (1964). Education in India - Today and Tomorrow.
11. Narullah, S. and Naik, J.P (1951). A History of Education in India. Bombay: Macmillan.
12. Pandey, R.S. (2013). Education in Emerging Indian Society. Agra: Aggarwal Publications.
- (B) Prakash, Ved and Biswal, K. (2012). Perspectives on Educational Development: Revisiting Education Commission and After. New Delhi: NUEPA.
14. Ramachandran, V. and Ramkumar, V. (2011). Education in India. New Delhi: National Book Trust.
15. Santhakumar, V. (2011). Economic analysis of institutions: A practical guide. New Delhi: Sage.



16. Tilak, Jandhyala B.G (2013). Higher Education in India: In search of Equality, Quality and Quantity. New Delhi: Orient Blackswan Pvt. Ltd.

17. Vaizey, John (1962): Economics of Education. London: Faber & Faber.

18. West, E.G. (1965). Education and the State: A Study in Political Economy. London: Institute of Economic Affairs. [2nd Edition].

19. World Bank (1986). Financing Education in Developing Countries. Washington DC.

20. Ziderman, A. & D. Albrecht: Financing Universities in Developing Countries.

**(C) EVALUATION:**

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 Marks

**5) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

**6) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A and B and the entire section C is compulsory.



**SUBJECT TITLE: SOCIOLOGY OF EDUCATION**

**SUBJECT CODE: 202**

**SEMESTER : II M.Ed.**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	0	0	4

**Internal Assessment: 30**

**End Term Exam: 70**

**Duration of Exam: 3Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

On completion of this course the students will be able to;

1. Understand the concept and nature of Sociology of Education.
2. Comprehend the role of various social factors in Education.
3. Analyze the factors responsible for social change.
4. Understand the role of Education in cultural change.
5. Understanding the new developments in the society and their impact on education.

**(G) CONTENTS OF SYLLABUS**

Sr. No.	Content	Contact Hours/week
<b>UNIT-I</b>	i. Sociology of Education: Concept, nature and scope ii. Relationship between Education and Society in terms of Economy, Polity and Religion.  iii. Relationship between Social Stratification and Education: Social Reproduction, Social Inclusion. Educational Inequality in the Indian Society.	<b>05 hours per week(12 weeks)</b>
<b>UNIT-II</b>	iv. Education and the processes of Social and Cultural change. v. Contribution of following Social Thinkers to education: a. Emile Durkheim. b. Ivan Illich.	
<b>UNIT-III</b>	vi. Sociology of School Knowledge, Social Construction of Indian	





	Society, NCERT Science textbooks, Use of English as medium of instruction; use of technology in education.	
<b>UNIT-IV</b>	vii. Education and Modernisation: Concept and Characteristics of Modernisation, Role of Education in Modernisation with special reference to Indian Society. viii. Education in a Globalised Society: Internationalization, Privatisation and Commercialisation of Education, Implications for Indian Society.	

**SESSIONAL WORK (any one of the activities)**

- i). A study of government/non-governmental agency working in the social sector.
- ii). Trend analysis of shift in value pattern of youth/adults in the context of LPG.
- Iii). Critical appraisal of a social thinker/thought for its educational implications.

**(C) BOOKS RECOMMENDED:**

1. Aikara, Jacob: Education: Sociological Perspective. Jaipur: Rawat Publications.
2. Arum, R., & Beattie, I.R. (2014). The structure of schooling: Readings in the sociology of education (3rd edition). Sage.
3. Avijit Pathak: Social Implications of Schooling. New Delhi: Aakar Books.
4. Bhattacharya, Srinibas (2000). Sociological Foundations of Education. New Delhi: Atlantic Publishers and Distributors
5. Bhattacharya, Srinibas (2000). Sociological Foundations of Education. New Delhi: Atlantic Publishers and Distributors.
6. Bhavinds, P.V. & Sabu, S. (2014). Sociological Perspectives on Education. New Delhi: APH Publishing Corporation.
7. Cook and Cook (1980). Sociological Approach to Education, London: McGraw Hill.
8. Friere, Paulo (1972). Pedagogy of the Oppressed, Harmond worth: Penguin.
9. Gandhi, M.K (1962). The Problem of Education, Ahmadabad: Navajivan Publishing House.
10. Hurn, C.J. (1993). Limits and Possibilities of Schooling: An Introduction to the Sociology of Education. Boston: Allyn and Bacon.
11. Indira, R. (Ed.). (2012). Themes in sociology of education. New Delhi: Sage.



12. Karabel and A.H. Halsey (Eds.): Power and Ideology in Education. New York: Oxford University Press.
13. Friere, Paulo (1972). Pedagogy of the Oppressed, Harmond worth: Penguin.
14. Gandhi, M.K (1962). The Problem of Education, Ahmadabad: Navajivan Publishing House.
15. Govinda, R. (Ed.): Who Goes to School? : Exploring Exclusion in Indian Education, New Delhi: Oxford.
16. .Hasley, A.H.; Floud Jeen and Anderson C., Arnold (1969). Education, Economy and Society, New York: The Freeman's Press.

**(D) EVALUATION:**

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
Performance in house examination	6 Marks
Sessional work	12 Marks
Seminars	12 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 2 marks each which will cover the entire syllabus uniformly and carry 20 marks in all.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.



**SUBJECT TITLE:** CURRICULUM STUDIES

**SUBJECT CODE:** 203

**SEMESTER :** II M.Ed.

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	0	0	4

**Internal Assessment : 30**

**End Term Exam : 70**

**Duration of Exam : 3Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

On the completion of this course the students will be able to :

- Understand the meaning and nature of curriculum.
- Understand different approaches to curriculum development.
- Understand the role of the teacher in the transaction and evaluation of curriculum.
- Understand the recent development in the field of curriculum development.

**(B) CONTENTS OF SYLLABUS:**

Sr. No.	Content	Contact Hours/week
<b>UNIT-I</b>	<ul style="list-style-type: none"> <li>• <b>Curriculum:</b> - Meaning, Nature, Aims and Objectives, Need, Differences between curriculum and syllabus, Types of curriculum: - Knowledge based, Activity based, Experiences based, Skill based.</li> </ul>	
<b>UNIT-II</b>	<ul style="list-style-type: none"> <li>• <b>Curriculum Development:-</b> Principles, Different approaches of Learner curriculum development:- Subject centered, centered. Factors affecting curriculum development, Role of organizations like NCERT, SCERT, UGC and NCTE .</li> </ul>	5 hours per Week (12 weeks)
<b>UNIT -III</b>	<ul style="list-style-type: none"> <li>• <b>Implementation of Curriculum:</b> Role of teacher in developing, transacting and evaluating curriculum.</li> </ul>	



Hidden curriculum: Meaning ,components ,and characteristics.

- UNIT -IV**
- **Evaluation of Curriculum:** - Need for continued evaluation of curriculum, Methods of curriculum evaluation, process of curriculum evaluations

- **Recent development and trends In Curriculum designing:-** National Curriculum Framework-2005 and National curriculum Framework for Teacher Education-2009, Lifelong learning.

**SESSIONAL WORK (any one of the activities)**

2. Critical appraisal of curriculum (Science/Social-Science/Mathematics/Languages) either at elementary/Secondary stage of school education.
3. Developing Curriculum for a school subject for a class (1-8/9-10/11-12).
4. Developing of a plan for curriculum evaluation for a school subject at elementary/Secondary stage.

**(C) BOOKS RECOMMENDED**

- (C) Balasubramaniam. P.S and Vimala E.P. Kumar. Teacher Education.
- (D) Bansal, N.K (2003). Teacher Education Programmes in India and France compared. University Mews, 41(33), 9.
- (E) Bhatia , S.C (1991), Curriculum Development in population education. University of Delhi: Population Education Resources Centre.
- (F) CIET (2006). The process of making National Curriculum Framework-2005. A video documentary both in Principles of curriculum Planning and Development. CIET, NCERT, New Delhi.
- (G) CIET (2007), Curriculum Syllabus and Textbooks: an audio interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 process, NCERT, New Delhi.
- (H) Champman, T.K., and Hobbel. N. (2010). Social justice pedagogy across the curriculum: The practices of freedom. New York: Routledge.
- (I) Dash, B.N. (2007). Curriculum planning and Development. New Delhi: Dominant Publications.
- (J) Ediger, M and Rao, D.B. (2006). Issues in School Curriculum. DPH, New Delhi.
- (K) Fehr, M.C and Fehr, D.E. (2010). Teach boldly: Letter to teachers about contemporary issues in education.



- (L) Handa, Anupam and Kumar, Naresh (2013). Teacher Education. Patiala: Twenty First Century Publications.
- (M) Srivastva H.S., (2010). Curriculum & Methods of Teaching, Shipra Publications Delhi.
- xii Sharma R.A., (2014) Curriculum Instructions & Evaluation. R. Lall Book Depot Meerut.
- xiii Kalaiyarasan G., (2015) Curriculum Development, APH Publishing Corporation New Delhi.
- xiv Nandra I. (2016). Knowledge of Curriculum. Twenty first Century Publications, Patiala.
- xv Yadav S.G. (2016). Knowledge of Curriculum. Delhi Palagen International.

#### **(D)EVALUATION**

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	06 Marks
b) Sessional work	12 Marks
c) Seminars	12 Marks

#### **A INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

#### **B INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt two questions each from the sections A and B and the entire section C is compulsory.



**SUBJECT TITLE:** TEACHER EDUCATION

**SUBJECT CODE:** 204

**SEMESTER :** II M.Ed.

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	0		4

**Internal Assessment : 30**

**End Term Exam : 70**

**Duration of Exam : 3Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

On completion of this course the students will be able to:

- a) Familiarize with teaching profession and teacher education.
- b) Gain insight into the functions of agencies regulating teacher education in India.
- c) Know the different strategies of professional development of teachers.
- d) Understanding the criteria of selection and appointment of teachers.
- e) Understanding the innovations and new trends in teacher education.

**(B) CONTENTS OF SYLLABUS**

Sr. No.	Content	Contact Hours/week
<b>UNIT-I</b>	(i) Teacher Education- Historical background, concept, nature, objectives at different levels.  (ii) Concept of teaching as a profession, professional ethics of teachers, Teacher accountability and performance appraisal of teachers.	05 hours per week (12 weeks)
<b>UNIT-II</b>	(iii) Role and functions of different agencies of Teacher Education: National Council of Teacher Education, National Council for Educational Research and Training, State Council For Educational Research and Training, District Institute of Education and Training, Colleges of Teacher Education, Institute of Advanced Studies in Education	



	(I.A.S.E.).	
<b>UNIT-III</b>	(iv) Strategies of Professional Development: workshops, seminars, symposium, panel discussions, conferences self-study, extension lectures, refresher courses, research colloquium. (v) Selection, appointment of teachers and induction programmes for teachers.	
<b>UNIT-IV</b>	(vi) Pre-service and In-service Teacher Education: Importance and objectives, critical review of training agencies (DIET, NCERT, NCTE, Colleges of teacher education). (vii) Innovation in teacher education: meaning, nature and strategies.	



**SESSIONAL WORK (any one of the activities)**

- i) Critical appraisal of teacher education programme (ETT/B.Ed./M.Ed.) being implemented in a teacher education institution.
- ii) Evaluation of an in-service training programme for school teachers.
- iii) Attitudinal survey of teacher trainees.

**(B) BOOKS RECOMMENDED:**

- i. Balasubramaniam, P.S. and Vimala E.P. Kumar. *Teacher Education*.
- ii. Bansal, N.K. (2003). *Teacher Education Programmes in India and France compared*.
- iii. University News, 41(33), 9.
- iv. Handa, Anupam and Kumar, Naresh (2013). *Teacher Education*. Patiala: Twenty First Century Publications.
- v. Jawanda, J.S. *In-service Teacher Education*.
- vi. NCERT: *Second All India Survey of Teacher Education*.
- vii. NCTE (2009/10). *National Curriculum framework for Teacher Education: Towards*
- viii. *Preparing Professional and Humane Teacher*. New Delhi: NCTE.Pire, E.A. Better Teacher Education.
- ix. Ramachandran, V. and Ramkumar, V. (2011). *Education in India*. New Delhi: National Book Trust.
- x. Saxena, Mishra and Mohanty: *Teacher Education*, Meerut, R. Lall Book Depot. Shanna, R. A. *Teacher Education*.
- xi. Singh, Yogesh Kumar & Nath, Ruchika (2005). *Teacher Education*. New Delhi: APH Publishing Corporation.
- xii. Radha M.(2013), *Teacher Education*, Delhi, PHI Learning Pvt. Ltd.
- xiii. Garg I.(2014), *Teacher Education*, New Delhi, A.P.H. Publishing Corporation.
- xiv. Namarta (2014), *Teacher Education*, Meerut, R. Lall Book depot.
- xv. Saxena N.R. Mishra B.K.(2015) Meerut, R.Lall Book Depot.

**(C) EVALUATION:**

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 Marks

**(D) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 2 marks each which will cover the entire syllabus uniformly and carry 20 marks in all.

**• INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.





## **SYLLABUS**

### **SEMESTER-III**



**SUBJECT TITLE:** PAPER-IX: EDUCATIONAL RESEARCH AND STATISTICS

**SUBJECT CODE:** 301

**SEMESTER:** III M.Ed.

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	0	0	4

**Internal Assessment : 30**

**End Term Exam : 70**

**Duration of Exam : 3Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

On completion of this course the students will be able to:

- To understand different types of education research- quantitative and qualitative.
- To apply statistics to analyze data in quantitative research- descriptive and experimental.
- To understand the different research methodologies.
- Gain insight and reflect upon various issues and problems of educational research.
- Select and conduct the statistical of data by applying the statistics suitable for the problem.
- To prepare synopsis and documentation of research in the form of research report.

**(B) CONTENTS OF SYLLABUS:**

Sr. No.	Contents	Contact hours/Week
UNIT-I	i. Educational Research : Meaning, Characteristics, Types, Merits and Limitation ii. Tools : Characteristics of good tool, Meaning and methods of reliability and validity iii. Psychological tests : Questionnaire, rating scales, attitude scale , Techniques : Observation and Interview	05 hours per week(12 weeks)
UNIT-II	iv. Research Methods : Historical method –Meaning ,importance and process, Descriptive method – Meaning , Types, importance and steps , Experimental method – Experimental and control group ; variables ; controlling extraneous variables ; Experimental validity and Experimental designs v · Data collection : Sampling : the sample size ; sampling error ; representativeness of the sample ; access to the sample ; sampling strategy to be used	



	v i.	Writing research report					
<b>UNIT-III</b>	vii.	Scales	of	measurement:	measures	of central	tendency and
	variability, Graphic representation of data, normal distribution and						



	measures of Skewness and Krutosis, Percentiles and quartiles	
measures of <b>UNIT-IV</b>	Correlation. viii. Analysis of Variance ( ANOVA) ,Analysis of Co–Variance , Chi square, Parametric or non Parametric test  4. Testing Statistical significance: standard error, T- Test , One tailed test.	

**Sessional Work (any one of the activities)**

- i. Review and bibliography writing of five different types of research papers/ articles/reports/theses
- (E) Formulation of objectives and hypotheses of one research problem(elementary/secondary stage)
- iii. Review of research report.

**B BOOKS RECOMMENDED**

- a) Best, J.W. and Kahn, James V. (2006). Research in Education (10th Edition). New Delhi: PHI Publishers.
- b) Ellis, L. (1994). Research Methods in Social Sciences. Madison: Brown and Benchmark.
- c) Guilford, J.P. (1965). Fundamental Statistics in Psychology and Education. New York: McGraw Hill Book Co.
- d) Johnson, P.O. (1961). Statistical Methods in Research, New Jersey: Prentice Hall.
- e) Kendall, G.M. (1982). Dictionary of Statistical Terms, London: Longman.
- f) Kerlinger, Fred N. (1973). Foundation of Behavioural Research, New York: Rinehart Winston.
- g) Kish, L. (1967). Survey Sampling, New York: John Wiley.
- h) Korin, B.P. (1977). Introduction to Statistical Methods, Cambridge: Intercrop Pub.
- i) Kothari, C.R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International Pvt. Ltd. Publishers.
- j) Koul, Lokesh (2009). Methodology of Educational Research (4th Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
- k) Kubiszyn, T. & Borich, G. (2003). Educational Testing and Measurement: Classroom Application and Practice (7th edition). New York: John Wiley and Sons.
- l) Kumar, R. (2006). Research Methodology: A Step-by-Step Guide for Beginners. New Delhi: Pearson Publication.
- m) Lindvall, C.M.(1976). Testing and Evaluation-An Introduction. New York: Harcourt, Brace Javanavich.
- n) Panneerselvam, R. (2011). Research Methodology. India: PHI Publishers.
- o) Sharma, T.R. (1983). Measurement and Evaluation (Punjabi). Chandigarh: Punjab State University Text Book Board.



- a Singh, Kanwarjit (2012). Methodology of Educational Research. New Delhi: Lotus Press.
- b Singh, Pritam (2005). Handbook of Measurement and Evaluation. New Delhi: Doaba House.
- c Thomas, G. (2013). Case study methods in education. sage.

## **B EVALUATION**

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	06 Marks
b) Sessional work	12 Marks
c) Seminars	12 Marks

## **(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 2 marks each which will cover the entire syllabus uniformly and carry 20 marks in all.

## **(E) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.



**SUBJECT TITLE:** PAPER- X: PROFESSIONAL DEVELOPMENT OF TEACHERS

**SUBJECT CODE:** 302

**SEMESTER:** III M.Ed.

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	0	0	4

**Internal Assessment : 30**

**End Term Exam : 70**

**Duration of Exam : 3Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

On completion of this course the students will be able to:

- Understand the concept of teacher effectiveness, professionalism, and commitment with ethics in teaching profession.
- Familiarize with the recommendations of different commissions and reports on preparation and professional development of teachers.
- Reflect on the issues, problems and concerns in teacher education.
- Develop understanding of various avenues of teacher's professional development.
- Develop professional attitudes, values and interests needed to function as a teacher educator.
- Understand the pedagogical issues in different innovative teacher education programmes (both pre-service and in-service) in the wake of NCF-TE (2009).
- Develop understanding of challenges and concerns for qualitative improvement in teacher education programmes for achievement of goals of universal school education.

Sr. No	Contents	Contact Hours/ Weeks
<b>UNIT-I</b>	i) Teacher Development – Concept, Factors influencing teacher development – personal, contextual.  ii) Approaches to professional development – self-directed development, cooperative or collegial development, change-oriented staff development.	05 hours per week(12 weeks)
<b>UNIT-II</b>	iii) Teacher Professionalism, Developing Professionalism, Professional Ethics and Professional Code of Ethics for Teachers.  iv) Commitment and competencies of teachers: Issues of Social status, service conditions, promotions, transfers, pre-service and	



	in-service training, administrative and professional supervision.	
<b>UNIT-III</b>		
	v) Teacher Effectiveness: Meaning and Components of Teacher Effectiveness. (vi) Professional Development of Teachers: Recommendations of National Commission on Teachers (1983-85), National Curriculum Framework 2005 and National Curriculum Framework for Teacher Education -2009.	
<b>UNIT-IV</b>	vii) Innovative programmes of Teacher Education: Four year integrated programme of Secondary Teacher Education (Vedchichi), Hoshangabad Science Teaching Programme, The Anweshana Experience (Banasthali Vidyapith). viii) Challenges in professional development of teachers: Quality of teacher education programmes, Relevance to school education.	

**Sessional Work (any one of the activities)**

- (A) A review of a research article in teacher education and write implications for Practitioner.  
(B) A review of a newspaper/magazine write-up about teachers' status at secondary/elementary stage and teaching learning process- a reflection on teacher education programmes.

**(B) BOOKS RECOMMENDED:**

1. Ashmore, L., & Robinson, D. (2014). Learning, Teaching and Development: Strategies for Action. Sage.
2. Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.
3. Cheng, Y., C., Ching MOK, M., & Tsui, K.T (Eds.) (2001). Teaching Effectiveness and Teacher Development: Towards A New Knowledge Base. Hong Kong: Hong Kong Institute of Education and Kluwer Academic Publishers
4. Cooke, B.L. and Pang, K.C (1991). Recent Research on Beginning Teachers : Studies of Trained and Untrained Novices. Journal of Teaching and Teacher Education, 7(1), 93-110.
5. Daresh. John C (1987). Research Trends in Staff Development and In-service Education. Journal of Education for Teaching, 13(1), 3-11.
6. Singh U.K and Sudershan K.N (2005): Teacher Education. Discovery Publishing House, New



7. Srivestava, G.N. Prakash (2004) Perspectives in Teacher Education Concept Publishing House, Delhi India.
8. Tomar Monica and Scrita (2007) Teacher Education: Making education effective. Isha Books, New Delhi. Delhi.
9. Fullan, M (1982). The Meaning of Educational Change. New York: Teachers College Press.
10. Khora, Sthabir (2011). Education and Teacher Professionalism, Jaipur: Rawat Publications.
11. Devedi, Prabhakar (1990): Teacher Education – a Resource Book, New Delhi, N.C.E.R.T.
13. Chaurasia, G. (1976): New Era in Teachers Education. New Delhi.
14. NCTE (2010). National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher. New Delhi: National Council for Teacher Education. 33
15. Sharma M. C. and Sharma, A. K (eds) (2003). Discrimination based on Sex, Caste Religion And Disability Addressing Through Educational Interventions, A Handbook for Sensitizing Teachers and Teacher Education, NCTE and Human Rights Commission.
16. Veenman, S., Tulder, M. Van and Voeten, M (1994). The Impact of In-service Training on Teacher Behaviour. Teaching and Teacher Education, 10(3), 303-17.
17. Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.

## **7) EVALUATION:**

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
a) Performance in house examination	6 Marks
b) Sessional work	12 Marks
c) Seminars	12 Marks

## **(D) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 2 marks each which will cover the entire syllabus uniformly and carry 20 marks in all.

## **(E) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.





**SUBJECT TITLE:** PAPER- EDUCATIONAL ADMINISTRATION AND MANAGEMENT

**SUBJECT CODE:** 303

**SEMESTER:** III M.Ed.

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	0	0	4

**Internal Assessment: 30**

**End Term Exam: 70**

**Duration of Exam: 3Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

On completion of this course the students will be able to;

- Understanding the meaning concept, and scope of educational administration and management.
- Understanding and appreciate the role of different agencies in educational administrations.
- Identify the problems of educational administration in India.
- Understand human resource development and staff development.
- Analyze educational management at different levels.

Sr. No.	Contents	Contact
<b>UNIT-I</b>	<ul style="list-style-type: none"> <li>• Educational administration:- meaning, need scope, functions, aims and principles of educational administration</li> <li>• Role of the following in effective institutional Administration: (1) Management(2) Teachers (3) Guardian</li> </ul>	<b>05 hours per week(12 weeks)</b>
<b>UNIT-II</b>	<ul style="list-style-type: none"> <li>• Role of MHRD, UGC, NUPEA, and NCTE in educational administration.</li> <li>• Problems of Indian educational administration, ways and means to tackle the various administrative problems.</li> </ul>	
<b>UNIT-III</b>	<ul style="list-style-type: none"> <li>• Educational Management: Meaning, scope, principles of educational management.</li> <li>• Types of educational Management: - Autocratic, democratic, Lassie-Fair supervision</li> </ul>	
<b>UNIT-IV</b>	<ul style="list-style-type: none"> <li>• Strategies for efficient management: - Motivation, Job Satisfaction, Conflict management</li> <li>• Human resource management: -concept, need, principles and</li> </ul>	



	scope <ul style="list-style-type: none"><li>• Staff development:- need, objectives, importance, process and skill development</li></ul>	
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**SESSIONAL WORK (any one of the activities)**

- 1.Prepare an evaluator report on any one advisory body of education-university grant commission/ NCTE.
- 2.Prepare a report on educational management of a school/college at Secondary/Senior Secondary level.  
Assessment of motivation level /job satisfaction among teachers in any educational institution.

**(C)BOOKS RECOMMENDED:**

- 1.Dash B.N., School Organization, Administration and management, Neel kamal Publication Pvt. Ltd. New delhi, (2004)
- 2.Jagannath Mohanthy, Educational Administration supervision and school management, Deep & deep publishers (2004)
- 3.Kochhar S.K., Secondary School Administration, Vichara Sahithya Pvt. Ltd. Bangalore (1971)
- 4.N.P.Rao: Education and Human Resource Management, APH Pub. Corp., New Delhi 1996
- 5.NolanderChristapher: Managing Human Resources, T.R. Publications Winterton Jonathana (Pvt.), Ltd. Madras
- 6.Panda. U.N.: School Management, D.K. Publishers(P) Ltd., New Delhi 1989.
- 7.Pandya. S.R. Administration and Management of Education, Himalaya Publishing House, New Delhi.
- 8.Parti. R. Vasanthi: Education in India, Indian Institute of Counselling, New Delhi 2000.
- 9.Baldev Mahajan & Khullar K.K., Educational Administration in Central Government, Vikas Publishing House, (2000)
- 10.Bhat K.S. &Ravishankar S, (1985) Administration of Education, Seema Publishers



- 11)Gupta L.D., Educational Administration, Oxford and IBH Publishing Co., New Delhi, (1986)
- 12) Sharma. O.P —Administration of Education Boards in India|| s. B. Nangia, Ashish publishing House, 8/81 Pubjabi Bagh. New Delhi
- 13)Suresh Bhatnagar, 1985-86, —Indian Education To-day of Tomorrowl, International publishing House, Meerut, U.P.
- 14)Aggarwal, J.C. (1994). Educational Administration Management and Supervision, Principles and Practices. New Delhi. 22  
Vashisht, S.R.(ed.) (1994). School Administration. New Delhi: Anmol Publications
- 15)Mathur, S.S. (1990). Educational Administration and Management, Ambala: Indian Publication

16.Kochhar, S.K.  
(1990). Secondary School Administration, Jalandhar, University Publishers.

**(D) EVALUATION:**

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
Performance in house examination	6 Marks
Sessional work	12 Marks
Seminars	12 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A and B and the entire section C is compulsory.



**SUBJECT TITLE:** GUIDANCE AND COUNSELLING

**SUBJECT CODE:** 304

**SEMESTER :** III M.Ed.

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
3	0	1	4

**Internal Assessment : 40**

**End Term Exam : 60**

**Duration of Exam : 3Hrs**

**B OBJECTIVES AND OUTCOME OF COURSE:**

On completion of this course the students will be able to:

- To acquaint him/her with the concept and techniques of guidance and counselling.
- Understand the process involved in guidance and counselling.
- To familiarize with testing and non-testing techniques.
- To evolve the skill of administration and interpretation of psychological tests.
- Apply the technique of guidance and counseling in real situations.
- To acquaint him/her with recent trends of guidance and counseling in India.

Sr. No	Contents	Contact Hours/Week
<b>UNIT-I</b>	<ul style="list-style-type: none"> <li>• Guidance: Concept, assumptions, objectives, need; Types: educational, vocational and personal; Philosophy and principles of guidance and counselling.</li> <li>• Guidance and counseling for underachievers and dropouts.</li> <li>• Testing and non- testing techniques; Intelligence,</li> </ul>	<b>05 hours per week(12 weeks)</b>



	<p>aptitude, interest, personality, adjustment — their nature and assessment</p>	
<b>UNIT-II</b>	<ul style="list-style-type: none"> <li>• Non-testing techniques: Case Study, Observations,</li> <li>• Guidance Services: Individual information service, counseling service, placement and follow-up services.</li> <li>• Organization and setting up of the school guidance programme. Role of Head, counselor, teacher, psychologist, administration and community in guidance and counseling.</li> </ul>	
<b>UNIT-III</b>	<ul style="list-style-type: none"> <li>• Counselling: Concept, approaches — directive, non-directive, eclectic.</li> <li>• The Counselling Process : Initiating Counselling, establishing structure ,attending behavior,termination of counseling</li> <li>• Theories of counseling; centered theories ,emotional behaviour therapy ,reality theory.</li> </ul>	
<b>UNIT-IV</b>	<ul style="list-style-type: none"> <li>• Qualities and training of a counsellor.</li> <li>• Guidance and counseling of students with special needs.</li> <li>• Recent trends in guidance and counseling for Schooling.</li> </ul>	

**Practicum (A minimum of three practical to be performed.)**

1. Study of an adolescent for guidance.
  2. Adjustment Inventory administration
  3. Interest Inventory administration.
  4. Personality inventory administration
  5. Report of a visit to the local employment exchange.
  6. Preparation of a blue print for setting up a school guidance programme.
- Note:** Performance of anyone practical to be evaluated by the internal examiner out of 20marks.



**(B) BOOKS RECOMMENDED:**

1. Aggarwal, J .C. (1989). *Educational, Vocational Guidance and Counselling*. Delhi: Doaba House.
2. Bruce, Shetzer and Stone (1976).*Fundamentals of Guidance*. Houghton: Mifflin Co.
3. Chauhan, S.S. (1982). *Principles and Techniques of Guidance*. New Delhi: Vikas Publishing House.
4. Gibson, R. L. and M. H. Mitchell (2014).*Introduction to Counselling and Guidance*. New Delhi: PHI Pvt. Ltd.
5. Jones, Arthur J. (1970). *Principles of Guidance*. New York: McGraw Hill Co.
6. Kochhar S.K. (1989). *Guidance and Counselling in Colleges and Universities*. New Delhi: Sterling Publishers Pvt. Ltd.
7. Mathewson, R.H. Myers and George, E. (1976). *Principles and Techniques of Guidance*. New York: McGraw Hill Book Co.
8. Meenakshi (2003). *Guidance & Counselling*, KaliaParkashan.
9. Ohlsen, Merle M. (1977). *Group Counseling {2nd Ed}*. New York: Holt Rinehart and Winston.
10. Rao, S. N. and Prem Sahajpal (2013). *Counselling and Guidance*. New Delhi: McGraw Hill Education Pvt. Education.
11. Siddiqui, Mujibul H. (2014). *Guidance and Counselling*. New Delhi: APH Publishing Corporation.

**(C) EVALUATION:**

Theory Examination (External)	60 Marks
Practical	20 Marks
Internal Assessment	20 Marks
a) Performance in house examination	10 Marks
b) Seminars	10 Marks



**(D) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

**(E) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

## **SYLLABUS**

### **SEMESTER-IV**



**SUBJECT TITLE:** EDUCATIONAL POLICY AND ISSUES

**SUBJECT CODE:** 401

**SEMESTER:** IV M.Ed.

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	0		04

**Internal Assessment: 30**  
**End Term Exam: 70**  
**Duration of Exam: 3 Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

On completion of this course the student will be able to:-

- Understand the theoretical aspects of educational policy and planning.
- Understand the contextual framework for policy making in education.
- Explore various education policies and commissions.
- Develop the skill in planning and using a variety of administrative strategies.
- Understand the dynamic of pattern and utilization of financing of education at different stages of education

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
<b>UNIT-I</b>	<ol style="list-style-type: none"> <li>1. Theoretical Aspects of policy; Planning and implementation in social sector with specific reference to education. Need and Importance of educational policy. Main Determinants of educational policy and process of policy formulation.</li> <li>2. Frame work for policy making in education:-Centre -state relation and their impact on education policy formulation. Role of the national development council and central advisory board of education (CABE) policy formulation.</li> </ol>	05 Hours (12 weeks) 04 Hours per week+ 01 Lecture for Remedial teaching
<b>UNIT- II</b>	<ol style="list-style-type: none"> <li>3. Social Impact Assessment survey: Impact of development / social welfare schemes on human development-education, health and well being interdisciplinary survey studies on causes of low status of education in India.</li> <li>4. Evaluation of sarva shiksha Abhiyan, Midday meal scheme and other incentive schemes for elementary education , Impact of right to education, community participation in education etc.</li> </ol>	





<b>UNIT-III</b>	5. (a) Education Policies: National Policy on education (1986). (b) Janardhan Reddy Committee Report (1992) (c) Acharya Ram Murty Review Committee Report (1990). 6 Education Planning in Five Year Plans with focus on Expansion, equity and excellence in education with special reference to elementary education	
<b>UNIT-IV</b>	7 Planning and Finance : Principles determining the financial allocation and the actual pattern of financing. The overall Context of societal needs and Fiscal situations. 8. Policy Research: concept of policy Research, Analysis of Documents. (a) Research Surveys (b) Evaluation Studies: Impact Evaluation, Process evaluation.	

### **SESSIONAL WORK**

Submission of Dissertation till 30<sup>th</sup> April

### **(C) BOOKS RECOMMENDED**

1. Best, J.W and Kahn J.V (1995) Research education New Delhi prentice hall of India Pvt. Ltd.
2. Craig, A.M (2015), introduction to educational Research New Delhi Sage Publication.
3. Bhusan S.(2009) Restructuring higher education in India New Delhi, Rawat Publication.
4. Aggarwal J.C (2005) Recent Development and trends in education Delhi, Shipra Publication.
5. Desjardins, Richard (2009) Research VS Research for education policy.
6. Acton ,Ashton(2013) Issues in teaching and education policy, Research topics scholarly editions.
7. Nuepa(2003) Globalization and challenges for Education ,New Delhi: Shipra Publication



**(D) EVALUATION:**

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	06 Marks
Written Assignments	12 Marks
Two mid Terms Exam	12 Marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, And C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 10 question of 3 marks in each which will cover the entire syllabus uniformly and carry 30 marks in all.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.



**SUBJECT TITLE:** LIFE SKILLS EDUCATION

**SUBJECT CODE:**402

**SEMESTER:** IV M.Ed

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	0	0	4

**Internal Assessment: 30**

**End Term Exam: 70**

**Duration of Exam: 3Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

On completion of this course the students will be able to;

- Understand the concept of core life skills and their types.
- Develop understanding of theories of life span development and wellness of society.
- Understand the role of elementary school in imparting life skills to children in the age-group 6-14 years.
- Explain the role of teacher education- pre-service and in-service in equipping Elementary School teachers to be professional and humane.

**(B) CONTENTS OF SYLLABUS:**

Sr. No.	Contents	Contact Hours/weeks
<b>UNIT-I</b>	<ul style="list-style-type: none"> <li>• Life Skills: Concept, importance and core life skills: Social and negotiation; Thinking &amp; coping skills.</li> <li>• Life Skills Training: Concept and Four-Stage Skills Model, life skills especially for children at risk.</li> <li>• Resilience: Concept, need and importance.</li> </ul>	05 hours per week(12 weeks)
<b>UNIT-II</b>	<ul style="list-style-type: none"> <li>• Theories of Life Span Development- Piaget's cognitive development theory.</li> <li>• Erick Ericson's psycho-social development theory.</li> <li>• Vygotsky's socio-cultural theory of development.</li> </ul>	
<b>UNIT-III</b>	<ul style="list-style-type: none"> <li>• Life Skills in Social Context: media influence, social harmony, national integration, differently disabled and vulnerable and marginalized groups.</li> <li>• Life skills in school settings at elementary level with special reference to children prone to exclusion and children at risk.</li> </ul>	



<b>UNIT-IV</b>	<ul style="list-style-type: none"><li>• Life skills training: - programmes for imparting skills Life skills.</li><li>• Challenges for achieving quality learning outcomes at elementary stage- Social and Negotiation Skills, Thinking Skills and Coping Skills.</li><li>• Life skills and wellbeing: implications from Positive psychology in childcare at elementary stage.</li></ul>	
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**SESSIONAL WORK (any one of the activities)**

- I. Develop a project on imparting core skills to young children.
- II. Observation of teacher's behavior in classroom interacting with children with adverse socio- economic background.
- III. Organizing a programme for imparting life skills for children at risk.

**(C) BOOKS RECOMMENDED:**

1. Hilgard, E, Atkinson, R C & Atkinson, R L (1976). Introduction to Psychology (6th Ed). New Delhi: IBH Publishing Co. Pvt Ltd.
2. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter- Agency Meeting Geneva: WHO
3. NESCO (2005). Quality Education and Life Skills: Darkar Goals.Paris: UNESCO. Santrock.
4. W.J., (2006). Adolescence (11th Edn.).New Delhi: Tata McGraw Hill Publishing Company.
5. NACO, USAID (2007), Life Skills Education tool kit for Orphans and Vulnerable children in India.
6. Ciccarelli Sandra .K. Meyer Glen, (2007). Psychology. New Delhi: Pearson Education Inc.
7. Baron.A.Robert, (2007). Psychology. New Delhi: Prentice-Hall of India Private Ltd.
8. RGNIYD. (2008). Facilitators Manual on Enhancing Life Skills. Tamil Nadu.
9. Baumgardner. R. Steve., Crothers.K. Marie. (2009). Positive Psychology. New Delhi: Dorling Kindersley India Pvt. Ltd.
10. Nair, .V. Rajasenan (2010). Life Skills, Personality and Leadership .Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
11. Nair, A. Radhakrishnan (2010). Life Skills Training for Positive Behaviour. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.



**(D) EVALUATION:**

External examination	70 marks
Internal assessment	30 marks
a) Performance in house examination	10 marks
b) Attendance	5 marks
c) Seminars	5 marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of the three sections A,B and C. Section A(UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have 4 questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A and B and the entire section C is compulsory .



**SUBJECT: TRENDS IN EDUCATIONAL TECHNOLOGY**

**SUBJECT CODE: 404**

**SEMESTER :IV M.Ed**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	0	0	4

**Internal Assessment : 30**

**End Term Exam : 70  
Duration of Exam : 3Hrs**

**(A) OBJECTIVES AND OUTCOME OF COURSE:**

To enable the student teachers to:

- Understand the meaning, scope, and importance of educational technology.
- Understand different kinds of mastery learning and models of teaching.
- Understand the concept and types of programmed learning.
- Understand the Concept, process and barriers of communication.
- Understand the concept and advantages of ICT.
- Understand the concept and advantages of e-learning.

**(B) CONTENTS OF SYLLABUS:**

Sr. No	Contents	Contact Hours/Week
UNIT-I	<ul style="list-style-type: none"> <li>Educational technology: concept, scope, importance, and types of educational technology.</li> <li>Teaching and learning: concept, nature, types, phases and levels of teaching, Relationship between Teaching and Learning</li> </ul>	05hours(12 weeks) 04 Hours per week + 01 lecture for remedial teaching
UNIT-II	<ul style="list-style-type: none"> <li>Teacher training techniques: Micro teaching-meaning, definition, characteristics, simulated teaching</li> <li>Teaching models: concept and kinds of teaching models, Inquiry Training Model(ITM), Taba's Inductive Model, Concept Attainment Model(CAM).</li> </ul>	
UNIT-III	<ul style="list-style-type: none"> <li>Communication: meaning, components of communication process, ways and means of effective communication.</li> <li>Programmed learning: concept, characteristics, principles and styles of programmed learning , types or kinds.</li> </ul>	
UNIT-IV	<ul style="list-style-type: none"> <li>Recent trends in educational technology.</li> <li>Information &amp; communication technology: Meaning, Concept, Advantages and disadvantages.</li> <li>E-learning: Concept, Advantages and drawbacks.</li> </ul>	



**SESSIONAL WORK (any one of the activities):**

1. Realistic focus on the good and bad of technology , and how to address both in the classroom.
2. Engaging with any Teaching Model.
3. Presentation of two lessons by using power point (at least 20 slides in each)

**(C) BOOKS RECOMMENDED:**

- 1) Walia.J.S (2015-16) Educational technology. Ahim Paul Publication, jalandhar.
- 2) Sethi.M (2015) Educational technology.21<sup>st</sup> century publication, Patiala.
- 3) Mangal.S.K ,uma mangal(2014).Essential of educational technology.PHI learning private limited,Delhi.
- 4) Thakur.A.S,Abhinav thakur(2013-14)Essential of educational technology. Agrawal publications,Agra-2.
- 5) Sharma.R.A(2013) Essential of educational technology.R.Lall Book Depot,Meerut.
- 6) Nandra.I.S(2009)Educational technology.21<sup>st</sup> century publication ,Patiala.
- 7) Sachdeva.M.S,chanchal kumar,kusum Sharma(2009)Essential of educational technology.21<sup>st</sup> century publication,Patiala.
- 8) Bhusan,A.&Ahuja,M,(1992)Educational technology.Vikas publication, Meerut.

**(D) EVALUATION:**

External examination	70 marks
Internal assessment	30 marks
a) Performance in house examination	10 marks
b) Attendance	5 marks
c) Seminars	5 marks

**(E) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of the three sections A,B and C. Section A(UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have 4 questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly.

**(G)INSTRUCTIONS FOR THE CANDIDATES:**

Candidates are required to attempt two questions each from the sections A and B and the entire section C is compulsory .