



PERIYAR UNIVERSITY
PERIYAR PALKALAI NAGAR
SALEM - 636 011

DEPARTMENT OF EDUCATION

CURRICULUM FRAMEWORK FOR TWO YEAR
MASTER OF EDUCATION (M.Ed.,) PROGRAMME

(SEMESTER PATTERN)

Under Choice Based Credit System
and
Outcome Based Education [OBE]
Regulations and Syllabus

(Effect from the Academic Year 2018-2019 onwards)

Introduction

The National Policy on Education (1986) has clearly stated the need for restructuring the system of teacher education which will pave way for Quality improvement in teacher education. Keeping this in mind, the Department of Education, Periyar University has designed two year **Master Degree Programme in Education (M.Ed.,)** in the field of teacher education which aims at preparing teacher educators and other education professionals, including curriculum developers, educational policy analysts, educational planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to the award of M.Ed., degree.

It is planned to offer the programme under the **Choice Based Credit System**, so that the students are free to choose courses of their interest and earn credits in accordance with their aptitude. The M.Ed., curriculum consists of 10 Core Courses, 10 Specialized Courses and also 4 Supportive Courses. The students have the freedom to choose any one supportive course from a number of supportive courses which are offered by other departments. The candidate has to select a dissertation of their choice and submit the report at the end of the fourth semester. Further, the students have to do the practicum during the Inter- Session Breaks (ISB) of each semester. The supportive courses for the other department students will be offered by the Department of Education during the even semester's i.e. second and fourth semester.

Objectives of the Curriculum

The curriculum enables the students to:

- Create awareness on various aspects and issues of education.
- Develop national and international perspective about educational theory and practice among different educational system.
- Develop knowledge and understanding about the advanced levels of philosophical, sociological and psychological bases of education.
- Understand the trends in teacher education and to develop knowledge and understanding of educational management and administration.

- Develop knowledge and understanding of some specialized areas of elementary / secondary and higher secondary education and develop critical thinking pertaining to issues related to education.
- Orient the students on the modern trends of educational technology and their application in educational system.
- Enhance the necessary competencies to provide better inclusive classroom environment to accommodate various categories of the students.
- Develop competencies to conduct research in emerging areas of teacher education.
- Develop knowledge and understanding of the process of educational research.

Eligibility

Candidates seeking admission to M.Ed., programme should have obtained at least 50% marks or an equivalent grade in the following programmes.

- i. B.Ed.,
- ii. B.A., B.Ed., / B.Sc., B.Ed.,
- iii. B.El.Ed.,
- iv. D.El.Ed., with an undergraduate degree with 50% marks in each.

5 % relaxation in marks to be given for the students belongs to Scheduled Caste/Scheduled Tribe. Admission will be made on the basis of marks obtained in the qualifying examination and entrance examination.

Duration of the Programme

The duration of M.Ed., Programme is of two year with four semesters. There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The minimum required attendance for the students shall be 80% for theory courses and practicum, and 90% for field immersion attachment/internship.

Medium of Instruction

The medium of instruction is English.

Courses of Study

- A. Core Courses
- B. Specialization Courses
- C. Supportive Course
- D. Field Immersion / Attachment / Internship
- F. Research Leading to Dissertation

SEMESTER - I

Core Courses

1. Education as a Field of Study
2. Philosophical & Sociological Foundations of Education
3. Advanced Educational Psychology
4. Education System in India
5. Communication and Expository Writing

Field Immersion / Attachment / Internship

1. Self-Development: Yoga and Life Skills

SEMESTER - II

Core Courses

1. Perspectives Issues and Research in Teacher Education
2. Curriculum Development
3. Methods of Educational Research
4. Educational Technology

Field Immersion / Attachment / Internship

1. Dissertation – a) Review of Literature & Preparation of a Research Proposal
2. Internship in a Teacher Education Institution

SEMESTER - III

Core Courses

1. Guidance and Counselling
2. Statistics in Educational Research
3. Edumetry

Specialization Courses (Select any one)

1. Elementary and Secondary Education
2. Information and Communication Technology in Education
3. Educational Administration and Management

Field Immersion / Attachment / Internship

1. Internship (Related to Specialization)
2. Dissertation
 - a) Preparation of Research Tool and Standardization
 - b) Field Trip Report

SEMESTER - IV

1. Inclusive Education
2. Higher Education

Specialization Courses (Select any one)

1. Comparative Education
2. Pedagogy of Teaching
3. Instructional Technology

Dissertation and Viva-voce

The dissertation shall be a core course with 9 credits. It is mandatory for all the students and each student is required to select a relevant problem for dissertation, preferably from the area of specialization under the guidance of a faculty member – Research Colloquium and Viva-voce Examination are compulsory. A total of 4 copies of the dissertation have to be submitted at the end of the fourth semester as specified by the Controller of Examinations. The dissertation

carries 200 marks which includes 100 marks for internal and 100 marks for external examination. The members of the Viva-voce Examination are the Head of the Department as Convener / Chairman, Internal supervisor/ guide and one more senior faculty member from the department or External member.

Supportive Courses for other Department Students

1. Teaching Techniques
2. Value Education
3. Women Education

Credit System

Choice Based Credit System (CBCS) has been adopted for M.Ed., programme. The students have to complete 90 credits for successful completion of the M.Ed., programme.

M.Ed - CREDITS AND MARKS DISTRIBUTION
Semester – I

Course No	Name of the Course	Course Code	Instructional Hours (per week)		Credits	Marks		
			Theory	Internal Practical		IA	EA	Tot
1.	Education as a Field of Study	18MEDC01	4	2	4	25	75	100
2.	Philosophical & Sociological Foundations of Education	18MEDC02	4	2	4	25	75	100
3.	Advanced Educational Psychology	18MEDC03	4	2	4	25	75	100
4.	Education System in India	18MEDC04	4	2	4	25	75	100
5.	Communication and Expository Writing	18MEDC05	4	2	4	25	75	100
6.	Self- Development: Yoga and Life Skills	18MEDI01	--	--	2	50	--	50
Total			20	10	22	175	375	550

Semester – II

Course No	Name of the Course	Course Code	Instructional Hours (per week)		Credits	Marks		
			Theory	Internal Practical		IA	EA	Tot
1.	Perspectives in Teacher Education	18MEDC06	4	2	4	25	75	100
2.	Curriculum Development	18MEDC07	4	2	4	25	75	100
3.	Methods of Educational Research	18MEDC08	4	2	4	25	75	100
4.	Educational Technology	18MEDC09	4	2	4	25	75	100
5.	Supportive Course (Other Dept)	Other	4	--	3	25	75	100
ISB*- II: Practicum								
Dissertation								
01.	Review of Related Literature & Preparation of a Research Proposal	18MEDI02	2	--	2	50	--	50
02	* Internship in a TEI	18MEDI03	4	--	4	100	--	100
Total			26	8	25	275	375	650

* Students have to undergo four week internship in a Teacher Education Institution.

Semester – III

Course No	Name of the course	Course Code	Instructional Hours (per week)		Credits	Marks		
			Theory	Internal Practical		IA	EA	Total
Core courses								
01	Guidance and Counselling	18MEDC10	4	2	4	25	75	100
02	Statistics in Educational Research	18MEDC11	4	2	4	25	75	100
03	Edumetry	18MEDC12	4	2	4	25	75	100
Specialization Courses (Students have to Choose any one specialization)								
01	Elementary & Secondary Education	18MEDE01	4	2	4	25	75	100
02	Information and Communication Technology in Education	18MEDE02						
03	Educational Administration and Management	18MEDE03						
ISB*- II: Practicum								
01	Internship ** (Relation to Specialization)	18MEDI04	--	--	4	100	--	100
Dissertation								
02	Preparation of Research Tool and Standardization	18MEDI05	--	--	2	50	--	50
03	Field Trip Report@	18MEDI06	--	--	--	50	--	50
	Total		16	8	22	300	300	600

** The students have to undergo four week internship related to their specialization (4 weeks= 21 days including holidays)

@ The students have to undergo Field trip related to Educational oriented institution & submit report

Semester – IV

Course Code	Name of the Course	Course Code	Instructional Hours (per week)		Credits	Marks		
			Theory	Internal Practical		IA	EA	Total
01	Inclusive Education	18MEDC13	4	2	4	25	75	100
02	Higher Education	18MEDC14	4	2	4	25	75	100
Specialization Course (Students here to Choose Specialization)								
03	Comparative Education	18MEDE04	4	2	4	25	75	100
	Pedagogy of Teaching	18MEDE05						
	Instructional Technology	18MEDE06						
Practicum								
04	Dissertation and Viva- voce	18MEDI07	-	-	9	100	100	200
	Total		12	6	21	175	325	500

Grand Total: 2300 Marks

Supportive Courses for Other Department Students

Course No	Name of the course	Course Code	Instructional Hours (Per Week)		Credits	Marks		
			Theory	Internal		IA	EA	Total
01	Teaching Techniques	18MEDS01	3	1	3	25	75	100
02	Value Education	18MEDS02	3	1	3	25	75	100
03	Women's Education	18MEDS03	3	1	3	25	75	100

Internal Assessment

The following procedure shall be adapted to award internal marks of 25

- | | | |
|---------------------------------------|---|----------|
| i. Assignment Preparation | - | 05 marks |
| ii. Seminar Presentation | - | 05 marks |
| iii. Internal Test | - | 10 marks |
| iv. ECA (Extra Curricular Activities) | - | 05 marks |

.Semester	CORE Paper (Credits)	INTERNAL Paper (Credits)	ELECTIVE Paper (Credits)	Supportive & Dissertation Paper (Credits)	Total Paper (Credits)
I Semester	5 (20)	1 (02)	--	--	06 (22)
II Semester	4 (16)	2 (06)	--	Supportive 1 (03)	07 (25)
III Semester	3 (12)	3 (06)	1/3 (4)	--	07 (22)
IV Semester	2 (08)	--	1/3 (4)	D1(9)	04 (21)
Credits	(56)	(14)	(08)	(12)	90

Semester	Credits	INTERNAL Marks	EXTERNAL Marks	TOTAL Marks
I Semester	22	175	375	550
II Semester	25	275	375	650
III Semester	22	300	300	600
IV Semester	21	175	325	500
Credits/ Marks	90	925	1375	2300

Courses

A master degree program consists of a number of courses. The term course is used to indicate a logical part of subject matter of the program. The details of credit are as follows:-

Core courses : 56 Credits
Specialization courses : 08 Credits
Supportive courses : 03 Credits
Practicum (Compulsory) : 12 Credits
Project Work & Viva-Voce : 09 Credits
Self-Development & Yoga : 02 Credits

Total 90 Credits

Note 1: Human Rights Education (Compulsory)

06PHR01 - Human Rights Education is a common compulsory course for all the P.G. students including M.Ed. There is no credit for this course.

Note 2: Add on course

Select two online course from **SWAYAM** portal as on add on course during I & II semester there is No credit for the course.

Mark Statement

The Mark Statement will contain the following:

- a) The title of the course taken
- b) The credit associated with the course
- c) The total credits earned by the students
- d) The grade obtained in each course
- e) Grade point average
- f) The grade obtained by the students

On successful completion of the M.Ed., programme a candidate will be declared to have passed in the following categories based on the Cumulative Grade Point Average (CGPA) of all the courses expressed in grades.

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0 -10.0	O	Outstanding
80-89	8.0 -8.9	D+	Excellent
75-79	7.5 -7.9	D	Distinction
70-74	7.0 -7.4	A+	Very Good
60-69	6.0 -6.9	A	Good
50-59	5.0 -5.9	B	Average
00-49	0.0	U	Reappear
ABSENT	0.0	AAA	ABSENT

Section	Approaches	Mark Pattern	K Level	CO Coverage
PART- A	One Word (Answer all the Questions)	20 x 1= 20 (Multiple Choice Questions)	K1, K2, K3	
PART- B	100 to 200 Words (Answer any three out of Five questions)	03 x05 =15 (Analytical Type Questions)	K4	
PART- C	500 to 1000 Words (Essay Questions)	05 x 08=40 (Essay Type Questions)	K1, K2, K3,K4	

For the Entire Programme

CGPA	Grade	Classification of Final Result
9.5 – 10.0	O ⁺	First Class with Exemplary
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D ⁺⁺	First Class with Distinction
8.0 and above but below 8.5	D ⁺	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A ⁺⁺	First Class
6.5 and above but below 7.0	A ⁺	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B ⁺	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

**PERIYAR UNIVERSITY
SALEM 636 011.
TEMPLATE FOR OBE ELEMENTS**

Name : Department of Education

Academic Programme offered: M.Ed (Master of Education)

OBE Elements for M.Ed Programme

Programme Specific Qualifications Attributes

PSQA Vs Core Attributes Mapping

	CA1	CA2	CA3	CA4	CA5	CA6	CA7
Knowledge (K1)	✓	✓	✓			✓	✓
Understanding (K2)	✓	✓	✓			✓	✓
Application (K3)		✓	✓		✓	✓	
Analytical (K4)		✓			✓	✓	✓
Evaluation (K5)		✓	✓	✓		✓	✓
Synthesis (K6)	✓	✓	✓	✓	✓		✓

Programme Educational Objectives (PEOs)

PEO1: To acquire knowledge of Education to familiarize with Indian Education system.

PEO2: To utilize the acquired educational knowledge and perspectives to conduct the Quantitative and qualitative educational research

PEO3: To design educational experts with hands on training on educational issues and Developmental programmes.

PEO4: To shape socially committed citizens by imbibing and practicing of educational Knowledge for educational transformation

PEO5: To prepare professional for educational transformation institutions as well as developmental organizations by demonstrating academic and administrative skills

Programme outcomes (POs)

PO1: Having the ability to understand the educational concepts and theories and apply the same in the work environment.

PO2: Gain the knowledge on nuances of educational research methodology and its applications on society.

PO3: To acquaint a sense of ecological consciousness in terms of sustainable development.

PO4: Inculcate managerial skills to execute developmental programmes of educational society

PO5: Apply the knowledge's of rural & urban society for nation building activities.

PO6: Get Sensitization on gender issues to achieve gender parity in educational aspects.

PO7: Develop social engineering skills to resolve the educational pathologies.

PO8: Acquire knowledge on health and sanitation through educational understanding.

PO9: Gain the knowledge by reciprocally connecting class room and rural educational society through the village extension activities.

Programme Specific Outcomes (PSOs)

PSO1: Impart knowledge and skills of educational aspects and apply the competencies for the educational needs.

PSO2: Develop skills and ability to crack subject oriented competitive examinations like NET, SET as well as Public Service Commission's like UPSC and TNPSC.

PSO3: Demonstrate analytical skills to analyse and resolve the educational goals into our life.

PSO4: Gain knowledge and ability through sociological extension programmes to uplift the livelihood of downtrodden communities.

PSO5: Build up just society with the values of social integration and social harmony through educational understanding.

PEO Vs PO

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
PEO1	✓	✓	✓	✓		✓			✓
PEO2	✓	✓	✓	✓	✓	✓		✓	✓
PEO3	✓	✓		✓	✓	✓			

PO Vs GA

	GA1	GA2	GA3	GA4	GA5	GA6	GA7
PO1	✓	✓		✓	✓	✓	✓
PO2	✓	✓	✓	✓	✓	✓	✓
PO3	✓	✓	✓	✓	✓	✓	
PO4	✓	✓	✓	✓	✓	✓	✓
PO5		✓	✓	✓	✓		✓
PO6	✓	✓	✓		✓	✓	✓
PO7				✓	✓		✓
PO8					✓		✓
PO9	✓	✓	✓		✓	✓	✓

FIRST SEMESTER –CORE-I

Template for Course Syllabus

Course Code & Title	(CORE: 1) 18MEDC01 - EDUCATION AS A FIELD OF STUDY		
Class	M. Ed	Semester	I
Cognitive Level	K-1: K2:, K3: K-4: K-5		
Course Objectives	<ol style="list-style-type: none"> 1. To understand the nature of education as a discipline of study. 2. To examine issues related to education as interdisciplinary knowledge. 3. To understand the socio- cultural context of education. 4. To know the political context of education. 5. To discuss the emerging dimensions of school and teacher education. 		

UNIT	Content	No. of Hours
I	<p>Theoretical Perspectives of Education as a Discipline: Education as a discipline: Meaning, concepts, principles, types, theories, assumptions; Contexts related to issues: School, curriculum, syllabus, textbooks, assessment, and teaching-learning process and their linkage to pedagogy and practices; Education structure: primary, secondary and higher secondary-Content knowledge linking pedagogical knowledge – School knowledge with life outside the school.</p>	20 Hours
II	<p>Education as Interdisciplinary Knowledge: Interdisciplinary nature of education: relationships with other disciplines subjects such as philosophy, psychology, sociology, management, economics and anthropology-Contribution of science and technology to education and challenges ahead-Dynamic relationship of education with political process.</p>	20 Hours
III	<p>Socio-cultural Context of Education: Social purpose of education- Understanding contemporary Indian society with</p>	20 Hours

	reference to multilingual, multicultural, entrepreneurial mindset, gender, equity, poverty, diversity, human rights, rights of the child- Constitutional provisions of education- Equality in educational opportunity	
IV	Political Context of Education: Multiple school contexts- Schools affiliated to different boards -Changing role of personals in school management: teachers, headmasters and administrators-Need for nurturing learners-friendly school environment - School as site of curricular engagement - Teacher's autonomy and academic freedom-School as an agent for social change.	20 Hours
V	Support System of Education: Principles and guidelines in organizing the support systems-Role and involvements: Ministry, other government agencies and academic institutes- Issues related to control and autonomy-Participation of different stakeholders in school education: role of media and its use of technology, NGOs, civil society, teacher organization-family and community-Monitoring and evaluation of schools -Development of learning resources.	20 Hours
References	<p>Text Books:</p> <ul style="list-style-type: none"> ● Aggarwal, J C (2006). <i>Theory and Principles of Education</i>. New Delhi: Vikas Publishing House Pvt Ltd. ● Arulsamy, S & Subbhuraam, C V (2011). <i>Philosophical and Sociological Perspectives on Education</i>. New Delhi: Neelkamal Publications Pvt Ltd. ● Ayodhya, P & Dash, B N (2012). <i>Foundations of Education</i>. New Delhi: Neelkamal Publications Pvt.Ltd <p>References:</p> <ul style="list-style-type: none"> ● Brembeck, C. S (1986). <i>Social foundations of education: a cross-cultural approach</i> New York: John Wiley and Sons ● Burns, H. W (1993). <i>Education and the development of nations</i>. Syracuse: University Press ● Foster, P. J (1985). <i>Education and social change</i>. London: Routledge and Kegan Paul 	

	<ul style="list-style-type: none"> ● Ottaway, A.K.C (1982). <i>Education and society revised edition</i>. London: Routledge and Kegan Paul, 1962. ● Taneja, V R & Taneja, S (2006). <i>Educational Thinkers</i>. New Delhi: Atlantic Publishers & Distributrs Pvt Ltd.
Course Outcomes	<p>After studying these chapters</p> <p>CO 1. Students will be able to explain the theoretical perspectives of education as a discipline.</p> <p>CO 2. Students can understand the education as interdisciplinary knowledge.</p> <p>CO 3. Students will be able to analyze about social purpose of education and equality in educational opportunity</p> <p>CO 4. Students will be able to discuss the political context of education and multiple school contexts.</p> <p>CO 5. Students will be able to highlight the principles and guidelines in organizing the support systems.</p>

FIRST SEMESTER –CORE-II

Course Code & Title	CORE: II: 18MEDC02 PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION		
Class	M.Ed., I Year	Semester	1
Cognitive Level	1) Knowledge 2) Comprehension 3) Analysis		
Course Objectives	The course will enable the students to: 1) Describe the interrelationship between philosophy and education. 2) Summarize the educational implications of different Western philosophies such as naturalism, pragmatism etc. 3) Relate the educational thoughts of Indian thinkers to the current educational scenario in India. 4) Explain the interdependence between education and other social sub-systems. 5) Analyze the constraints of social change in India such as caste, religion, language etc.		
Unit	Content		No. of Hours
I	Introduction to Philosophy: Meaning, definitions and significance of philosophy – Brief historical review of the philosophy – scope of philosophy – Major divisions of philosophy: metaphysics, epistemology, and axiology – Interrelationship between philosophy and education – Philosophical attitude and philosophical methods.		22
II	Western Philosophies and Education: Naturalism – Idealism – Pragmatism – Realism – Extentionalism – Humanism – Eclectism- Fundamentalism and their implications of education. Bhavad Gita, bible and quran and their implications on Indian and Global education system – Aims of education and philosophical values of education.		22

III	Educational thoughts of Indian Thinkers: Gandhi, Vivekananda, S.Radhakrishnan, Rabindranath Tagore, Aurobindo, J. Krishnamoorthy, Abulkalam Azad and A. P. J. Abdul Kalam.	22
IV	Education and Society: Education as a process of socialization: Enculturation and acculturation - Education as a social sub system: its characteristics - Interrelationship between Education and other Social sub-systems: Family, community, economy, political system and religion - Social organizations, social groups and social stratification: Characteristics and influencing factors - Social mobility and education- Social equity and equality of educational opportunities with special reference to India - Education for socially and economically disadvantaged sections of the society.	22
V	Education and Social Change: Meaning, nature and factors determining social change - Constraints of social change in India: Caste, ethnicity, class, language, religion and regionalism -Views on process of social change: Structural functionalism and conflict theories - Education as an instrument of social change - Role of education in a changing society with specific reference to Indian society - Education and modernization.	22
Internal Practical	1) Analyze the educational philosophy of any one Indian philosopher. 2) 2. Analyze the educational thoughts of any one Indian Social-reformer	10
Reference	Aggarwal, J. C. (2008). <i>Philosophical and sociological perspectives on education</i> . New Delhi, Shipra Publications. Amaldass, A. (2001). <i>Introduction to Philosophy</i> . Chennai: Satya Nilayam Publications. Arulsamy, S. (2011). <i>Philosophical and sociological perspectives on Education</i> . Hyderabad: Neelkamal Publications Private Limited. Arulsamy, S. (2014). <i>Philosophical and sociological perspectives on education</i> . New Delhi: Neelkamal Publications Private Limited. Ballantine, J. H., & Spade, J. Z. (2011). <i>Schools and society: A sociological approach to</i> Bell, R. R. (2011). <i>The sociology of education</i> . Delhi: Surjeet Publications. Bhatia, K. (1992). <i>The philosophical and sociological foundations of education</i> . Delhi:	

	<p>Doaba House.</p> <p>Bhattacharya, S. (2006). <i>Sociological foundations of education</i>. New Delhi: Atlantic Publishers</p> <p>Chandra, S. S., & Sharma, R. K. (2004). <i>Sociology of education</i>. New Delhi: Atlantic Publishers & Distributors.</p> <p>Chandra, S. S., & Sharma, R. K. (2006). <i>Philosophy of Education</i>. New Delhi: Atlantic Publishers and Distributors.</p> <p>Chaube, S. P., & Chaube, A. (2007). <i>Philosophical and Sociological Foundations of Education</i>. Agra: Vinod Pustak Mandir.</p> <p>Chaube, S. P., & Chaube, A. (2008). <i>Foundations of education</i>. New Delhi: Vikas Publishing House.</p> <p>Dash, B. N. (2008). <i>Philosophical and Sociological Basis of Education</i>. New Delhi: Dominant Publishers and Distributors.</p> <p>John, S. Brubacher. (2006). <i>Modern philosophies of Education</i>. Delhi: Surjeet publications.</p> <p>Johri, P. K. (2005). <i>Philosophical Foundation of Education</i>. New Delhi: Anmol Publications Private Limited.</p> <p>Kamal, S. Srivastava & Sangeeta Srivastava. (2013). <i>Great philosophers and thinkers on Education</i>. New Delhi: APH Publishing Corporation.</p> <p>Kundu, A. (2012). <i>Sociological theory</i>. New Delhi: Dorling Kindersley Private Ltd.</p> <p>Mathur, S. S. (1966). <i>A sociological approach to Indian education</i>. Agra: Vinod Pustak Mandir.</p> <p>Pal, O. B. (2011). <i>Sociological foundations of education</i>. New Delhi: APH Publishing Corporation.</p> <p>Pandey, R. S. (2006). <i>Educational thoughts</i>. Delhi: Adhyayan Publishers and Distributors.</p> <p>Pathak, R. P. (2009). <i>Philosophical and sociological foundations of education</i>. Delhi: Kanishka Publishers.</p> <p>Promila Sharma. (2005). <i>Philosophy of Education</i>. New Delhi: APH Publishing</p>
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	<p>Corporation.</p> <p>Siddiqui, M. H. (2008). <i>Philosophical and sociological foundations of education</i>. New Delhi: APH Publishing Corporation.</p> <p>Singh, C. P. (2014). <i>Indian education in emerging society</i>. New Delhi: Lotus Press Publishers</p> <p>Singh, Y. K. (2012). <i>Sociological foundations of education</i>. New Delhi: APH Publishing Corporation.</p>
<p>Course Outcomes</p>	<p>After completion of the course, the students can able to:</p> <ol style="list-style-type: none"> 1) Describe the interrelationship between philosophy and education. 2) Summarize the educational implications of different Western philosophies such as naturalism, pragmatism etc. 3) Relate the educational thoughts of Indian thinkers to the current educational scenario in India. 4) Explain the interdependence between education and other social sub-systems. 5) Analyze the constraints of social change in India such as caste, religion, language etc.

FIRST SEMESTER –CORE-III

Course Code & Title	CORE: III 18MEDC03 ADVANCED EDUCATIOANAL PSYCHOLOGY		
Class	M.Ed (2yrs) Education	Semester	I
Cognitive Level	K1 - K6		
Course Objectives	<ul style="list-style-type: none"> • To know the fundamentals of educational psychology. • To develop an insight into various theories of learning to improve teaching – learning process. • To understand the significance of intelligence and creativity for learning. • To understand the dynamics of personality development. • To understand the concept of adjustment and mental health and its applications in life 		

UNIT	Content	No of Hours
I	Fundamentals of Educational Psychology: Definition - Nature of psychology - Concept - Scope and importance of educational psychology – Branches of psychology - Human developmental stages: Piaget and Ericson - Influence of major glands and nervous system on human development and behaviour – Educational psychology as a science – Relevance of educational psychology to the teacher. (K1,K2,K3)	20 Hours
II	Learning Process: Motivation and learning – Maslow’s theory of motivation - Theories of behavioural perspectives on learning: Thorndike, Pavlov, Skinner and Hull – Cognitive views of learning: Tolman, Gestalt and Ausubel - Gagne’s conditions of learning - Transfer of learning. (K1,K2,K3,K4,K45,K6)	20 Hours
III	Intelligence and Creativity: Intelligence: Meaning and concept - Theories of intelligence: Spearman, Thorndike, Guilford, and Cattell - Multiple intelligence– Emotional Intelligence - Social Intelligence - Measurement of intelligence:	20 Hours

	Intelligent Quotient, Emotional Quotient, Social Quotient - Types of intelligence tests - Creativity: Nature and characteristics – Fostering creativity among the learners – Cognition and Meta cognition: Meaning, concept and significance. (K1,K2,K4,K6)	
IV	Personality Development : Dynamics of personality – Biological, sociological and cultural determinants of personality - Theories of personality: Allport, Eysenck and Freud - Assessment of personality: Questionnaire, inventories and projective techniques – Personality disorders. (K1,K2,K3,K4,K5)	20 Hours
V	Adjustment and Mental Health: Meaning and concept of adjustment – Adjustment problems - Frustration, conflicts and anxiety: Meaning and management - Stress and coping strategies - Defense mechanisms - Common forms of neuroses, psychosis and somatic disorders - Mental health – Meaning and concept- Identification of mental health problems - Factors influencing mental health - Mental hygiene- Principles of mental hygiene – School and classroom practices for enhancing adjustment and mental health. (K2,K4,K6)	20 Hours
References	<ul style="list-style-type: none"> • Bigge, M.L. (1982). <i>Learning Theories for Teachers (4th Ed.)</i>. New York : Harper and Row publications • Chauhan S.S. (2004). <i>Advanced Educational Psychology</i>, New Delhi: Vikas Publishing House Pvt. Ltd. • Dandapani, S. (2001). <i>A Textbook of Advanced Educational Psychology (2nd Ed.)</i>. New Delhi: Anmol Publications Private Limited. • Fontana, D. (1995). <i>Psychology for Teachers (3rd Ed.)</i>, The British Psychological Society, London: The Macmillian in association with BPS books. • Mangal, S.K. (2013). <i>Advanced Educational Psychology (Second Edition)</i>. New Delhi: PHI Learning Pvt. Ltd. 	

	<ul style="list-style-type: none"> • Kundu, C.L & Tutoo, D.N (2005). <i>Educational Psychology</i>. New Delhi: Sterling Publishers Pvt. Ltd. • Yogendra Sharma, K. (2004). <i>Text book of Educational Psychology</i>. New Delhi: Kanishka publishers and distributors. • Rajamanickam, M. (2000). <i>Modern General Psychology</i>. Agra: H P Bhargava Book house. • Brijesh Upadhyya, & Yogesh kumar singh (2007). <i>Educational Psychology</i>. New Delhi: APH Publishing Corporation. • Sharma R.N & Sharma R.K (2009). <i>Educational Psychology</i>. New Delhi: Atlantic Publishers and Distributors Pvt. Ltd. • Aruna Mohan G. (2012). <i>Educational Psychology</i>. New Delhi. :Neelkamal Publications Pvt. Ltd. • Chaube S.P & Akhilesh Chaube. (2011). <i>Educational Psychology</i>. New Delhi: Neelkamal Publications Pvt. Ltd. • Lawrence Pervin A. & oliver John P. (2001). <i>Personality theory and Research</i> (8th Ed.) New York: Library of Catalog in Publication Data. • Urmilla Bhargava & Usha Bhargava. (2008). <i>Educational Psychology</i>. Agra: Vibhore Gyan Mala.
<p>Course Outcomes</p> <p>CO1</p> <p>CO2</p> <p>CO3</p> <p>CO4</p> <p>CO5</p>	<p>The learner after studying these units will be able to</p> <p>Explain the influence of major glands in the development, behavior and the need of Psychology for a teacher;</p> <p>Describe about the behaviouristic and cognitive learning processes;</p> <p>Discuss the basic concepts of intelligence and creativity and foster it among the learners;</p> <p>Describe the nature of personality and its assessment techniques;</p> <p>Explain about mental health and application of adjustment in classrooms.</p>

FIRST SEMESTER –CORE-IV

Course Code & Title	CORE: III -18MEDC04 EDUCATION SYTEM IN INDIA		
Class	M.Ed.,	Semester	I
Cognitive Level	K1,K2,K3,K4,K5,K6		
Course Objectives	<ol style="list-style-type: none"> 1. To develop the understanding of nature and characteristics of Vedic, Jaina and Buddhist system of education in ancient India 2. To orient the students about the emergence of Islamic system of education in India during the medieval time. 3. To enable the students to understand the status of education in India during British rule and the impact of English system of education on Indian society. 4. To create necessary knowledge about different commissions, committees, policies and Programmes on education after independence 5. To sensitize the students on the current problems and issues in Indian education system at different level 		

UNIT	Content	No. of Hours
I	Education in Ancient India Vedic, Jaina and Buddhist system of education: Characteristics, aims and objectives, curriculum, methods of teaching, role of the teacher and teacher-pupil relationship – Ancient centres of learning - Status of women’s education in ancient India.	20
II	Education in Medieval India Advent of the Islam - Education system under the Delhi sultanate and Mughals – Islamic system of education: Aims and objectives, curriculum, methods of teaching, role of the teacher and teacher-pupil relationship - Medieval centres of learning and types of educational institutions- Status of women’s education in medieval period.	20
III	Education in British India The English invasion to India -Missionary’s activities - Charter Act of 1813 – Bengal Renaissance - Indian educational reformers - Macaulay’s Minutes (1835) - Bentinck’s resolution(1835) – Wood’s Dispatch (1854) –Hunter commission (1882) – Lord Curzon’s educational reforms- National education movement- Gokahle’s bill on primary education (1910-1912) -Calcutta university commission (1917) - Hartog committee (1929) - Government of India Act(1935) - Basic education (1937) - Sargent report (1944) - Impact of English system of education on Indian society.	20
IV	Education in Independent India	

	Constitutional provisions for education - Education commissions and committees: University Education Commission (1948-49), Secondary Education Commission (1952-53), Indian Education Commission (1964-66), Eswarbhai Patel committee (1978), New Educational Policy (1986), Yashpal committee reports on Learning without burden (1993) and National knowledge commission (2005), Muthukumar committee on Equitable education in Tamil Nadu (2006) Renovation and rejuvenation of higher education (2008) and J.S.Verma commission on teacher education (2012) - Educational policies and programmes: National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009), RTE Act (2009), Operation Blackboard (1987), District Primary Education Programme (1994), Sarva Shiksha Abhiyan (2001), Rashtriya Madhyamik Shiksha Abhiyan (2009) and Rashtriya Uchchar Shiksha Abhiyan (RUSA) (2013).	20
V	Problems and Issues in Indian Education System Universalisation of elementary education - Medium of instruction - Vocationalisation of education - Education for girls - Education for weaker sections- Equality of educational opportunities - Alternative schooling - Education for human values - Privatisation of education - Quality control in higher education - inclusive education.	20
References	<ol style="list-style-type: none"> 1. Aggarwal, J. C. (2010). <i>Landmarks in the history of modern Indian education</i> (7th ed.). New Delhi, India: Vikas Publishing House. 2. Altekar, A. S. (2001). <i>Education in ancient India</i>. New Delhi, India: Gyan Books. 3. Chaube, S. P. (1999). <i>Education in ancient and medieval India</i>. New Delhi, India: Vikas Publishing House. 4. Dash, B. N. (2010). <i>Development of educational system in India</i>. New Delhi, India: Dominant Publishers and Distributors. 5. Jayabalan, N. (2007). <i>Problems of Indian education</i>. New Delhi, India: Atlantic Publishers. 6. Ministry of Human Resource Management. (2013). <i>Rashtriya uchchar shiksha abhiyan</i>. New Delhi, India: Author. 7. Mookerji, R. K. (2011). <i>Ancient Indian education: Brahmanical and Buddhist</i>. New Delhi, India: Motilal Banarsidass Publishers. 8. National Council for Teacher Education. (2009). <i>National curriculum framework for teacher education</i>. New Delhi, India: Author. 9. National Council of Educational Research and Training. (2005). <i>National curriculum framework</i>. New Delhi, India: Author. 10. Pitroda, S. (2009). <i>Report to the nation</i>. New Delhi, India: National Knowledge Commission, Government of India. 11. Rahman, S. Z. (2005). <i>Education under Islam</i>. New Delhi, India: Reference Press. 12. Rao, V. V., & Rao, D. B. (2004). <i>Problems of education</i>. New Delhi, India: Discovery Publishing House. 	

	<p>13. Rather, A. R. (2004). <i>Development of education system in India</i>. New Delhi, India:Discovery Publishing House.</p> <p>14 .Sharma, K. S. (2010). <i>Survey of educational documents (2 volumes)</i>. New Delhi, India:Vista International Publishing House.</p> <p>15. Sharma, R. N., & Sharma, R. K. (2004). <i>Problems of education in India</i>. New Delhi,India: Atlantic Publishers and Distributors.</p> <p>16 .Sharma, S. R., Ratho, T. N., & Sharma, K. K. (2011). <i>History and development of education in modern India (6 volumes)</i>. New Delhi, India: Sarup Book PublishersPrivate Limited.</p> <p>17. Verma, J. S. (2012). <i>Report on teacher education</i>. New Delhi, India: National Councilfor Teacher Education.</p> <p>18. Yashpal. (1993). <i>Learning without burden</i>. New Delhi, India: Department of School Education and Literacy, Government of India.</p> <p>19. Yashpal. (2008). <i>Renovation and rejuvenation of higher education</i>. New Delhi, India:Department of Higher Education, Government of India.</p>
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Course Outcomes	On completion of the course,
CO	1. Students will be able to remember the different system of education in ancient India such as Vedic, Jainism and Buddhism education and simply recall the characteristics, aim and methods of teaching of their educational system. Also compare the ancient system of education with our recent trends of education
CO	2. Students will describe the education system in medieval India and classify the educational system with different dynasty of Mughal emperors.
CO	3. Interpret the British education system and examine the positive features of the system for our further growth of the Indian education.
CO	4. To select the best system of education in independent India and formulate the new educational policy for the betterment of the society.
CO	5. Locate the problems and issues of Indian education system and solve the problems of education.

FIRST SEMESTER –CORE-V

Course Code & Title	CORE: 5- 18MEDC05 - COMMUNICATION AND EXPOSITORY WRITING		
Class	M.Ed	Semester	I
Cognitive Level	K-1: K-2: K-3: K-4: K-5		
Course Objectives	<ol style="list-style-type: none"> 1. To listen, converse, speak, present and explain ideas in groups and before an audience. 2. To use ICT in effective communication. 3. To understand about writing skills and enhance their expository writing skills. 4. To implement their knowledge of communication in classroom discussion and in daily life. 5. To discuss the emerging dimensions of Communication and Expository Education. 		

UNIT	Content	No. of Hours
I	Communication Skills: Meaning, concept and components of effective communication, Strategies of effective communication, Role and usage of ICT in effective Communication. Types: Verbal, Nonverbal and Visual Communication. Communication Cycle.	20 Hours
II	Academic Skills: Development of pre-academic skills (pre-reading, pre-writing and pre-presentation) Effective Study Skills, Rehearsal and rote learning, Reading and listening, Flashcard training, Keywords, Visual imagery, Acronyms and mnemonics and Spacing.	20 Hours
III	Expository Writing: Meaning, concept, Types and indicators for effective expository writing. Writing skills: meaning, concept and importance of writing skills, writing in an appropriate style, tone and format to the writer's purpose and audience, Plagiarism knowledge.	20 Hours
IV	Listening Skills: Academic listening- Listening skills and presentations, giving information, giving instruction, observation skills. Types- Discriminative listening, Comprehension listening, Critical listening, Biased listening, Evaluative listening, Appreciative listening, Sympathetic listening and Empathetic listening.	20 Hours
V	Academic Writing: Introduction to the Writing Process, Selection of topic, thesis statement, developing an abstract of a paper, introductory, developmental, transitional and concluding paragraphs, linguistic, unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing. Writing in one's own words: Summarizing and Paraphrasing and Citing Resources. Features of academic writing - Complexity, Formality, Precision,	20 Hours

	Objectivity, Explicitness, Accuracy, Hedging and Responsibility.
References	<p>Text Books:</p> <ul style="list-style-type: none"> • Agarwal. J.C. (2014). Teacher Education in a Developing Society. Fifth Edition. Noida : Vikas Publishing House. • Burack, A.S.(1962) The Writer Handbook: The written INC, 75(12), Boston • Dash, B.N. (2007). A New approach to Teacher Education in the Emerging Indian Society. New Delhi: Neelkamal Publications. • Sabu, (2013). Teacher Education in the new Millenium. New Delhi: A.P.H. Publication Corporation. • Singh, U.K & Sudharshan. K.N. (2003). Teacher Education. New Delhi: Discovery Publishing House. <p>References:</p> <ul style="list-style-type: none"> • Boulton, Marjorie (2015). The Anatomy of Drama, Routledge. • Bowles, Borden (2010). Creative Writing, Cengage Learning; 6 (Ed) • Burnett, Hallie (1992). On Writing the Short Story Harper & Row. • Dev, Anjana, Annadha Marwah, Swati Pal (2008). Creative Writing A Beginner's Manual, Asia-Pacific Holdings Private Limited • Geoffrey Ashe (1972). The Art Of Writing Made Simple, W.H. Allen & Co Ltd • Jagannath Mohanthy, (2003). Teacher Education. New Delhi: Deep & Deep Publication Pvt Ltd. • Khan,M.S (2013). Teacher Education in and Abroad. New Delhi: A.P.H. Publication Corporation. • Mahesh Bhargava & Haseen Taj. (2008). Horizon of Teacher Education. Agra: Rakhi Prakashan. Manual, New Delhi: Pearson Longman, 2009. • Marden, Orison (1914). Hints for young Writers, N.Y: Thomas & Crowell Co.
Course Outcomes	<p>After studying these chapters</p> <ul style="list-style-type: none"> CO 1. Students will be able to explain the communication skills of Teacher education. CO 2. Students can understand the listening skills as communication skills in teacher education. CO 3. Students will be able to analyze the writing skills and enhance their expository writing skills. CO 4. Students will be able to discuss the knowledge of communication in classroom discussion and in daily life. CO 5. Students will be able to highlight the emerging dimensions of Communication and Expository Education.

SECOND SEMESTER –CORE-VI

Course Code & Title	CORE: V1 - 18MEDC06 - PERSPECTIVES IN TEACHER EDUCATION		
Class	M. Ed	Semester	II
Cognitive Level	K-1: K-2;, K-3:;,K-4 K-5		
Course Objectives	<ol style="list-style-type: none"> 1. To make them to aware of innovations in teacher education 2. To acquaint them on the practice teaching. 3. To acquaint them on with the problems and issues in teacher education. 4. To know about the emerging areas of research in teacher education. 5. To acquaint the students with recent trends in teacher education. 		

UNIT	Content	No. of Hours
I	Innovations in Teacher Education: Innovations in curriculum development – Innovation in evaluation process – Approaches to teaching competency based teacher education – Integrated approach – Student centered - Teacher Centered - System Approach of Teacher Education- Barriers of innovations in Teacher Education.	20 Hours
II	Practices in Teaching: Concept, principle and objectives of practice teaching - Teacher preparation programme at primary, secondary and collegiate Levels – Evaluation of practice teaching system, preparation of professional personnel- Internship.	20 Hours
III	Problems and Issues in Teacher Education: Selection of teacher trainees and relation issues–Assessing teacher effectiveness, Demand and supply of qualified teachers. Identification of teachers’ behaviour – Bridging gaps between school and training college - Content competency of teachers – Para teacher.	20 Hours
IV	Research in Teacher Education: Need of research in teacher education – Action research for quality improvement. Areas of	20 Hours

	research: Teaching effectiveness, Criteria of admission, modification of teacher behavior and school effectiveness, preparing teacher for special schools and inclusive schools.	
V	Recent Trends in Teacher Education: Competency based teacher education – Instructional technology - Pedagogy of education – Development of teaching competence – NCF (2009), Varma Committee report (2012) – NCTE new regulations (2014)-Responsibilities of the teachers- Teaching as a professional renewal of teachers: In-service programme, orientation programme, refresher course, seminars, workshops –Integrating Technology in Teacher Education.	20 Hours
References	<p>Text Books:</p> <ul style="list-style-type: none"> • Bansal, A. (2004). <i>Teacher education: Principle, theory & practice</i>. Jaipur: Sublime Publications. • Duggal, S. (2005). <i>Educating the Teachers</i>. New Delhi: Atlantic Publishers & Distributors. • Garry, F.H. (2005). <i>The missing links in teacher education design</i>. Netherland: Springer. • Mangla, S. (2002). <i>Teacher Education – Trends and strategies</i>. New Delhi: Sage Publishers. • Mete, J., & Mondal, A. (2013). <i>Teacher education</i>. New Delhi: A.P.H. Publishing Corporation. <p>References:</p> <ul style="list-style-type: none"> • Mohanty, J. (2003). <i>Teacher education</i>. New Delhi: Deep & Deep Publication Pvt. Ltd. • Panda, B.N.,& Tewari, A.D. (2009). <i>Teacher education</i>. New Delhi: A.P.H. Publishing Corporation. • Rao, D. (2003). <i>Teacher in a changing world</i>. New Delhi. • Rao, R. (2004). <i>Methods of teacher training</i>. New Delhi: Discovery Publishing House. • Rao, V.K. (2007). <i>Understanding teaching and learning</i>. New Delhi: Commonwealth Publishers. • Sharma, S.P. (2003). <i>Teacher education</i>. New Delhi: Kanishka Publications (Pvt) Ltd. • Singh, U.K & Sundershan, K.N. (2003). <i>Teacher education</i>. New Delhi: Discovery Publishing House. • Singh, Y.K. (2013). <i>Teacher education</i>. New Delhi: A.P.H. Publishing Corporation. • Venkataiach, N. (2011). <i>Teacher education</i>. New Delhi: A.P.H. 	

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Course Outcomes	The student after studying these chapters will be able to
CO	1. Remember the Innovations in curriculum development and evaluation process.
CO	2. Illustrate the knowledge of the basic concept, principle and objectives of practice teaching.
CO	3. Express the knowledge of demand and supply of qualified teachers and Para teacher.
CO	4. Analysis critically the need of research in teacher education and action research for quality improvement
CO	5. Describe about different committee reports and the uses of technology in teacher education

SECOND SEMESTER –CORE-VII

Course Code & Title		CORE -VII 18MEDC07 -CURRICULUM DEVELOPMENT	
Class		M.Ed., I Year	Semester
			2
Cognitive Level		1) Knowledge 2) Comprehension 3) Analysis 4) Synthesis 5) Evaluation	
Course Objectives		The course will enable the students to: 1) State the basic concepts of curriculum. 2) Discuss the role of National Curriculum Framework, 2005 in designing and developing the school education curriculum. 3) Analyze the merits and demerits of various approaches to curriculum development. 4) Design a curriculum at different levels of school education such as primary education, secondary education and higher secondary education. 5) Evaluate school education curriculum on the basis of established principles of curriculum evaluation.	
Unit	Content		No. of Hours
I	Introduction to Curriculum: Curriculum: Meaning, concept and scope - Components of curriculum: Objectives, content, learning experiences and evaluation system - curriculum, syllabus and textbooks: Selection and organization of subject matter – Philosophical, sociological and psychological bases of curriculum.		22
II	History of Curriculum Development: Curriculum development: Meaning and concept - Procedure for curriculum development System analysis for curriculum development - Suggestions and recommendations in curriculum development as per Kothari Commission, National Policy on Education and National Curriculum Framework - Curriculum and its relationship with vision of teacher education.		22

III	Approaches and Models of Curriculum: Students centered, teacher centered, subject centered, activity centered, community centered, integrated and interdisciplinary approach in curriculum- Relevance, flexibility and quality in curriculum. Models of curriculum: Tylers and Hilda Taba - Criteria for selecting a model – Integration of values and health needs of children - Infusion of environment related knowledge.	22
IV	Curriculum Designing Concept and principles of curriculum designing- Curriculum construction and steps involved - Designing curriculum at different levels of education - Organization of curriculum by subjects - Co-relation of different subjects - Support materials and their productions – Methodology of curriculum transaction at different stages of education.	22
V	Curriculum Evaluation and Change Concept, nature and types of curriculum evaluation – Importance of curriculum evaluation - Assessment and evaluation curriculum materials at different stages - Curriculum improvement - Need for curriculum change - Strategies for curriculum change - Researching in curriculum areas.	22
Internal Practical	1) Review of a school text book. 2) A comparative study of two syllabi equitable education and CBSE.	10
Reference	Aggarwal, Deepak (2007). <i>Curriculum development: Concept, Methods and Techniques</i> , New Delhi: Book Enclave Belting. P.E & Belting, N .M. (2007). <i>The Modern High School Curriculum</i> . New Delhi: Cosmo Publications. Dash, B.N. (2010). <i>Curriculum Planning</i> . New Delhi: Rasat Publications. Joseph, P.B. (2000). <i>Cultures of Curriculum (Studies in Curriculum Theory)</i> , New York: Teacher College Press. Khan M.Abbas (2007). <i>Teacher’s Hand Book of Curriculum Management</i> , New Delhi: Anmol Publications Pvt. Ltd.	

	<p>Mridula Pandey (2007). <i>Concept of Curriculum Planning</i>, New Delhi: Rasat Publications.</p> <p>Marlow Ediger and D.Bhaskara Rao (2003). <i>Philosophy and Curriculum</i>, New Delhi: Discovery Publications.</p> <p>Mamidi. Malla Reddy & Ravishankar, S. (1984). <i>Curriculum development and Educational Technology</i>, New Delhi: Sterling Publishers Pvt. Ltd.</p> <p>Mrunalini, T. (2007). <i>Curriculum Development</i>, New Delhi: Neelkamal Publications Pvt. Ltd.</p> <p>NCERT. (2000). <i>National Curriculum Framework for School Education</i>, New Delhi.</p> <p>NCERT. (2005). <i>National Curriculum Framework-2005</i>, New Delhi.</p> <p>Promila Sharma. (2014). <i>Curriculum Development</i>, New Delhi: APH Publications.</p> <p>Srivastava & Sarita Kumeni, D.S. (2012). <i>Curriculum and Instruction</i>, New Delhi: ISHA Books Publishers.</p> <p>Vashist S.R. (2004). <i>Secondary School Curriculum</i>, New Delhi: Anmol Publications Pvt. Ltd.</p>
<p>Course</p> <p>Outcomes</p>	<p>After completion of the course, the students can able to:</p> <ol style="list-style-type: none"> 1) State the basic concepts of curriculum. 2) Discuss the role of National Curriculum Framework, 2005 in designing and developing the school education curriculum. 3) Analyze the merits and demerits of various approaches to curriculum development. 4) Design a curriculum at different levels of school education such as primary education, secondary education and higher secondary education. 5) Evaluate school education curriculum on the basis of established principles of curriculum evaluation.

SECOND SEMESTER –CORE-VIII

Course Code & Title	(CORE: VIII) 18MEDC08 METHODS OF EDUCATIONAL RESEARCH		
Class	M.Ed (2yrs) Education	Semester	II
Cognitive Level	K1 - K6		
Course Objectives	<ul style="list-style-type: none"> ▪ To Introduce the basic concepts of Educational Research. ▪ To acquire knowledge on different methods of educational research. ▪ To know the significance of literature scanning in research. ▪ To acquire knowledge on various research designs in research. ▪ To understand the importance of statistics in educational research. 		

UNIT	Content	No of Hours
I	Introduction to Educational Research: Research- Concept, definition, characteristics, scope, need and importance – Educational Research: Objectives, steps, nature and purpose – Emerging areas in educational research – Recent trends in educational research. (K2,K4)	16 Hours
II	Methods of Educational Research: Approaches: Qualitative, Quantitative and Mixed – Methods: Historical, Descriptive, Experimental, Ethnographical, Case study, Socio-metric and content analysis. (K1,K2,K3)	16 Hours
III	Literature Scanning: Review of Related Literature: Objectives, need, significance and process –difference between related literature and research studies–resources for Literature scanning: ERIC, INFLIBNET, and SHODHGANGA –Format of citations. (K2)	16 Hours
IV	Research Design: Research design: Meaning, concept, need and importance– Types: survey Design, experimental: pre and post experimental design, quasi-experimental design and factorial design variables: Dependant, independent and intervening – Population and sample– Types of sampling – probability and non-probability – sampling error – Characteristics of good sampling – hypothesis: meaning, definition, need and importance– types – sources and formulation of hypothesis– hypothesis testing. (K1,K2,K3,K6)	16 Hours

V	<p>Introduction to Statistics: Meaning, Concept, Need and Importance of Statistics - Characteristics of Statistics; Data: Types of Data - Data Processing - Problems in Processing - Organization and analysis of qualitative data - Organization, presentation and analysis of quantitative data - Graphical representation of Data: Frequency Distribution – Data types: Nominal, Ordinal, Interval and Ratio; Types of Analysis – Measures of Central Tendency – Measures of Dispersion - Normal Probability Curve and its Applications. (K2,K4,K5)</p>	16 Hours
References	<ul style="list-style-type: none"> ● Anastasi, Anne (1961). <i>Psychological Testing</i>. New York: The Macmillan Allen Rubib and Earl Babbie. (2010). <i>Essentials research methods for social work</i>. , United States: Brooks Cole Cengage Learning. ● Best, John. (2003). <i>Research in Education (VI th Ed)</i>. New Delhi, India: Prentice Hall of India Publication. ● Burke Johnson and Larry Christension (2008). <i>Educational Research</i>. London: Sage Publications. ● Corey, S.M. (1953). <i>Action Research to Improve School Practices</i>. New York: Teachers College, Columbia University. ● Frederick, J Gravertter and Lori Ann, B, Forzano (2009). <i>Research methods for the behvaioural Sciences</i>. United States: Wordsworth language learning. ● Gay, L.R. (2000). <i>Educational Research</i>. USA: USA Publications. ● Gourang Charan Nanda Pratap & Keshari KhatoI (2005). <i>Fundamentals of Educational Research & Statistics</i>. New Delhi, India: Kalyani Publishers. ● John, W. Cresswell. (2009). <i>Research Design</i>. London: Sage Publications. ● Joseph, C. Mukalel (1998). <i>Creative Approaches to Class Room Teaching</i>. New Delhi, India: Discovery Publishing House. ● Kothari, C.R (2011). <i>Research Methodology, Models and Techniques</i>. New Delhi, India: New Age International (P) Limited. ● Mishra, R.C. (2005). <i>Management of Educational Research</i>. New Delhi, India: APH Publications. 	

Course Outcomes	The learner after studying these units will be able to
CO1	Knowledge on the concepts of need of educational Research with recent trends;
CO2	Describe about the various methods of research in education;
CO3	Discuss the need and importance of literature scanning in educational research;
CO4	Describe how to formulate research design in educational research;
CO5	Explain about statistics and its applications to educational research.

SECOND SEMESTER –CORE-IX

Course Code & Title	CORE: 09. 18MEDC09 – EDUCATIONAL TECHNOLOGY		
Class	M.Ed	Semester	II
Cognitive Level	K-1: K-2: K-3: K-4: K-5		
Course Objectives	<ol style="list-style-type: none"> 1. To acquire knowledge on fundamental aspects of educational technology 2. To understand the components of communication technology 3. To inculcate interest in applying the principles of educational technology. 4. To equip them in various instructional techniques using educational technology. 5. To acquire knowledge on recent trends in educational technology. 		

UNIT	Content	No. of Hours
I	Educational Technology: Meaning and Concept, Scope & Significance, Training Strategies: Demonstration, Programmed Learning, Development of programmed instruction materials linear and branching, Interaction Analysis, Simulation and Micro Teaching.	20 Hours
II	Concept of Teaching: Meaning, Definition & Characteristics; Levels of Teachings- Stages of Teachings, Teaching Learning materials cone of experience (Edger dale). Multi-Sensory Instruction – Advantages, Teaching Methods, Teaching Strategies & Techniques, Concept, Types, Various strategies for developing Thinking.	20 Hours
III	Innovations in Teaching-Learning: System Approach, Personalized Instructional System, Co-operative learning- Language Laboratory. Models of Teaching: Concept, Fundamental Elements of Models of teaching, Types of Teaching Model. Glaser’s basic Teaching Model, Inquiry Training Model, Mastery Learning Model, Concept Attainment Model.	20 Hours
IV	Communication Technology: Meaning and Concept, Models of Communication, Classroom Communication - Concept of Telecommunication and Satellite-communication - Teleconferencing, Video Conferencing. Introduction to computers: Input and Output devices, MS Office-2003 onwards (Word, Excel, MS Access, PowerPoint, Paint). Computer care- Viruses, Security and maintenance, Uses and Applications of computer.	20 Hours
V	Networking: Internet and its Working -www, Educational website, E-mail, E-learning and Virtual Classrooms, Multimedia- Meaning, Concept, Required Software, and use in education. Technological evolution in Education –EMMRC, Countrywide Classrooms and SWAYAM - Use of Social Media networks in Education.	20 Hours

References	<p>Text Books:</p> <ul style="list-style-type: none"> • Jaganath Mohanty. (2003). <i>Modern Trends in Educational Technology</i>. Hyderabad : Neel Kamal Publications Private Limited. • Koul, L. (2007). <i>Methodology of Educational Research</i>, New Delhi: Vikas Publications Pvt. Ltd. • Kumar, K.L. (1996). <i>Educational Technology and Communication Media</i>, Cuttack: Nalanda. • Mehra, Vandana (2004) <i>Educational Technology</i>, New Delhi: S.S. Publishers. • Mohanty, J. (1992). <i>Educational Technology</i>, New Delhi: Deep and Deep Publication. • Rajasekar, S. (1997). <i>Educational Computing and Computers in Education</i>, Hyderabad: Neelkamal Publishers. • Tarachand & Pakuja, N.P (2004). <i>Essentials of Instructional Technology</i>, New Delhi : Anmol Publishers Pvt Ltd. • Vanaja, M. (2006). <i>Educational Technology</i>, Hydarbad : Neelkamal Publishers. • Varma, R (2004). <i>Modern Trends in Educational Technology</i>, New Delhi: Anmol Publishers Pvt Ltd. • Venkataiah, N (2004). <i>Educational Technology</i>, New Delhi: APH Publishing Corporation, DaryaGanj. <p>References:</p> <ul style="list-style-type: none"> • Abdul Mannan Bagulia. (2005). <i>Modern Education- Audio Visual Aids</i>, New Delhi. Anmol Publishing Co. • Kasturiranjana, K. (1995). Valedictory address in the seminar on Technologies for Education Networking, New Delhi: IGNOU. • Kulkarni, S.S. (1986). <i>Introduction to Education Technology</i>, New Delhi: Oxford & IBH Publishing Co. • McMillan, J.H. & Schumacher, S. (1989). <i>Research in Education: A Conceptual Introduction</i>, New York: Harper & Collins. • Mukhopadhyaya, M. (2005). <i>Education Technology Knowledge Assessment</i>, New Delhi: Shipra Publications. 										
Course Outcomes	<p>After studying these chapters</p> <table border="0"> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td>1. Students will be able to acquire knowledge on fundamental aspects of educational technology</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td>2. Students will be able to understand the components of communication technology</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td>3. Students will be able to inculcate interest in applying the principles of educational technology.</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td>4. Students will be able to equip them in various instructional techniques using educational technology.</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td>5. Students will be able to acquire knowledge on recent trends in educational technology.</td> </tr> </table>	CO	1. Students will be able to acquire knowledge on fundamental aspects of educational technology	CO	2. Students will be able to understand the components of communication technology	CO	3. Students will be able to inculcate interest in applying the principles of educational technology.	CO	4. Students will be able to equip them in various instructional techniques using educational technology.	CO	5. Students will be able to acquire knowledge on recent trends in educational technology.
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THIRD SEMESTER –CORE-X

Course Code & Title	(Core: X) 18MEDC10 - GUIDANCE AND COUNSELLING		
Class	M. Ed	Semester	III
Cognitive Level	K-1: K;2:.K:4 K:5		
Course Objectives	<ol style="list-style-type: none"> 1. Develop understanding the concept of guidance. 2. Get acquainted with process and techniques of counseling. 3. Develop an insight into guidance and counseling tools. 4. Know and aware about the guidance programmes. 5. Understand the guidance and counseling of exceptional children. 		

UNIT	Content	No. of Hours
I	Guidance: Concept of guidance - Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization - Types of guidance- Major guidance areas: Personal, Educational, Career, Social, Health, Marital and Family.	20 Hours
II	Counselling: Need, characteristics, principles of counselling - Types- Directive, non-Directive and eclectic approaches in counselling - Counselling therapies: Client Centered Therapy (Carl Rogers), Behavior therapy (B.F. Skinner) and Psychoanalytic Therapy (Sigmund Freud)-Qualities of counsellor - Relationship between guidance and counselling - Place of counselling in the total guidance programme.	20 Hours
III	Guidance and Conselling Tools: Tools: Intelligence tests, achievement tests, aptitude tests, personality inventories, interest Inventories and attitude Scales – Non-testing devices: Cumulative record card, sociometric techniques, case study, anecdotal record, autobiography, home visits, interview and observation - Presenting, analyzing, interpreting and reporting the data.	20 Hours
IV	Guidance Programme: Guidance at various levels of education - School Guidance: a collaborative effort of school and community -	20 Hours

	<p>Organisation of guidance programmes in schools- Types of guidance services: Orientation, information, individual inventory, counseling, placement, follow-up - Resources required for organizing guidance services - Role of principals and teachers in guidance programmes- Importance of guidance in educational institutions.</p>	
V	<p>Guidance and Counselling of Exceptional Students: Exceptional children: Meaning and Nature - Identification - Guidance and counselling of students with behavioural problems and underachievement - violence, bullying, drug abuse, truancy and dropout- nature of stress and its causes- consequences of stress - types of coping skills - Guidance for gifted, creative, physically and intellectually challenged students – Delinquency: Causes, identification and guidance - Promoting psychological well-being and peace through school based programmes.</p>	20 Hours
References	<p>Text Books:</p> <ul style="list-style-type: none"> ● Agrawal, J.C. (2000). <i>Educational Vocational Guidance and Counselling</i>, New Delhi: Daba House. ● Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). <i>Guidance and Counseling</i>, Vol. I: A Theoretical Perspective, New Delhi: Vikas Publishing house Pvt. Ltd. ● Chauhan S.S. (2001). <i>Principles and Techniques of Guidance (2nd ed.)</i>, New Delhi; Vikas Publishing house Pvt. Ltd. ● Daniel Gartrell (1998). <i>A Guidance Approach for the Encouraging Classroom (2nd Ed.)</i>, Delmar: Delmar Publishers. ● Dash B.N (2005) <i>Guidance Services in Schools</i>, New Delhi: Dominant Publishers and Distributors. <p>References:</p> <ul style="list-style-type: none"> ● Gibson, R.L. & Mitchell, M.H. (1986). <i>Introduction to Guidance</i>. New York: McMillan ● Glickman, C & Wolfgang, C. (1981). <i>Solving Discipline Problems: Strategies for Classroom Teachers</i>. Boston: Allyn and Bacon. ● Indira Madhukar (2005). <i>Guidance and counselling</i>, New Delhi; Authors Press India ● Kochhar S.K. (2006). <i>Guidance and Counselling in Colleges and University</i>, 	

	<p>New Delhi: Sterling Publishers Private Limited.</p> <ul style="list-style-type: none"> ● Robert L. Gibson and Marianne H. Mitchell (2014). <i>Introduction to Counselling and Guidance, (7th Ed.)</i>, New Delhi: PHI Learning Pvt. Ltd. ● Safaya B.N. (2002). <i>Guidance and counselling</i>, Chandigarh: Abhishek publications. ● Tamara E. Davis (2005). <i>Exploring School Counselling Professional Practices and Perspectives</i>, New York: Hooughton Mifflin Company.
<p>Course Outcomes</p>	<p>The student after studying these chapters will be able to</p> <ul style="list-style-type: none"> CO 1. Apply knowledge on concept, purpose of guidance and the types of guidance. CO 2. Understand the knowledge on counseling types and relationship between guidance and counseling CO 3. Illustrate the knowledge of guidance and counseling tools and non-testing devices CO 4. Categorize the guidance at various levels and Importance of guidance in educational institutions. CO 5. Identify the basic facts about guidance and counseling of students with behavioral problems and underachievement.

THIRD SEMESTER –CORE-XI

Course Code & Title	Core Course - XI: Statistics in Educational Research (Course Code: 18MEDC11)		
Class	M.Ed., II Year	Semester	3
Cognitive Level	1) Application 2) Analysis 3) Synthesis		
Course Objectives	The course will enable the students to: 1) Construct various types of research instruments for data collection. 2) Formulate and test hypotheses for various types of educational research process. 3) Compute various types of inferential statistical techniques such as t-test, ANOVA etc. and interpret the results. 4) Employ various types of descriptive statistical techniques such as Mean, Median, Standard Deviation etc. and interpret the results. 5) Write a research report such as journal paper writing, dissertation report writing etc.		
Unit	Content		No. of Hours
I	Tool Construction: Tool: Concept, meaning, need and importance. Type of tools – Scaling techniques - Standardization of a tool – Validity, reliability and item analysis		20
II	Hypotheses: Meaning and concept of hypothesis – Types of hypothesis - Tests of Hypothesis - Type I and Type II errors – Normal probability curve – One-tailed and two-tailed tests-Level of Significance		20
III	Inferential Analysis: Tests of significance-‘t’-test, ANOVA: One way and two way- Chi-square test- Uses of computer in data analysis: Excel and SPSS		20

IV	Descriptive Analysis: Descriptive analysis: Mean, median, mode and SD - Relative positions: Percentile and Quartile- Correlation: Rank and Co-efficient of correlation- Simple Regression analysis	20
V	Report Writing Meaning and principles – Different steps and styles in writing a report – Layout of the research report – References.	20
Internal Practical	1) Analyze the sample data using MS-Excel. 2) Prepare references in APA format for the books, journals, encyclopedia etc.	20
Reference	<p>Andy Field. (2005). <i>Discovering Statistics Using SPSS</i>. Second Edition. New Delhi: Sage Publications.</p> <p>Best, John.W. (2003). <i>Research in Education</i>. New Delhi: Prentice Hall of India Publication Pvt Ltd.</p> <p>Burke Johnson & Larry Christensen. (2008). <i>Education Research, Quantitative, Qualitative & Mixed Approaches (Third Edition)</i>. New Delhi: Sage Publications.</p> <p>Burke Johnson & Larry Christensen. (2012). <i>Education Research, Quantitative, Qualitative & Mixed Approaches (Fifth Edition)</i>. New Delhi: Sage Publications.</p> <p>Daniel Muijs. (2004). <i>Doing Quantitative Research in Education with SPSS</i>. New Delhi: Sage Publications.</p> <p>David C. Howell. (2010). <i>Statistical Methods for Psychology</i>. Seventh Edition. Singapore: Wadsworth Cengage learning.</p> <p>Dhir.R.C. & D.D. Sahoo. (2008). <i>Methodology of Educational Research Statistics and Pedagogical Skill Testing</i>. New Delhi: Kalyani Publishers.</p> <p>Gourang Charan Nanda Pratap & Keshari Khato. (2005). <i>Fundamentals of Educational Research & Statistics</i>. New Delhi: Kalyani Publishers.</p> <p>Henry E. Garrett. (2013). <i>Statistics in Psychology and Education</i>. New Delhi: Surjeet Publications.</p> <p>John E.Freunds. (2008). <i>Mathematical Statistics with Applications (Seventh Edition)</i>. New Delhi: Prentice- Hall of India Private limited.</p> <p>Joseph. F. Healey. (2010). <i>The Essentials of Statistics. A tool for Social Research</i>.</p>	

	<p>Second Edition. Singapore: Wadsworth Cengage learning.</p> <p>Kothari. C.R. (2011). <i>Research Methodology, Methods and Techniques</i>. New Delhi: New Age International (P) Limited Publishers.</p> <p>Mahesh Bhargava & Madhu Mathur. (2004). <i>Psychometrics & Statistical applications in Educational & Behavioural Sciences</i>. New Delhi: Sunrise Publications.</p> <p>Panneer selvam (2007). <i>Research Methodology</i>, New Delhi: Prentice- Hall of India Private limited.</p> <p>Rihard A. Johnson & Dean W, Wichern. (2006). <i>Applied Multivariate Stastical Analysis</i>. Fifth Edition. New Delhi: Prentice Hall.</p> <p>Sharma. R.N. (2012). <i>Statistical Techniques in Educational Research</i>. New Delhi: Surjeet Publications.</p> <p>Siddhu K.S. (2000). <i>Methodology of Research in Education</i>. New Delhi: Sterling Publishers.</p>
<p>Course Outcomes</p>	<p>After completion of the course, the students can able to:</p> <ol style="list-style-type: none"> 1) Construct various types of research instruments for data collection. 2) Formulate and test hypotheses for various types of educational research process. 3) Compute various types of inferential statistical techniques such as t-test, ANOVA etc. and interpret the results. 4) Employ various types of descriptive statistical techniques such as Mean, Median, and Standard Deviation etc. and interpret the results. 5) Write a research report such as journal paper writing, dissertation report writing etc.

THIRD SEMESTER –CORE-XII

Course Code & Title	(CORE: XII) 18MEDC12 EDUMETRY		
Class	M.Ed (2yrs) Education	Semester	III
Cognitive Level	K1 - K6		
Course Objectives	<ul style="list-style-type: none"> • To acquire knowledge on measurement and evaluation. • To comprehend the different kinds of research instruments. • To know the types of tests and its construction. • To make them aware of the standardization of research instruments. • To understand the steps involved in the construction of a tool. 		

UNIT	Content	No of Hours
I	Introduction: Measurement and Evaluation - Concept, Scope, Need, Relevance and Limitations. Continuous and Comprehensive Evaluation. Item Formats – Multiple Choice, Yes/No, Completion, Matching, Interpretative Exercises Situational Items; Guidelines for item preparation. (K1,K2)	20 Hours
II	Tools of research: Kinds of instruments – Questionnaire, Opinionnaire, Check List, Inventory, Schedule, Attitude Scale, Aptitude Scale. Rating Scale, Score Card. (K2,K3,K4)	20 Hours
III	Test Construction: Test Construction - Characteristics of a good test –Norm Referenced Test and Criterion Referenced Test. Norms and Standard Scores. (K1,K2)	20 Hours
IV	Validity & Reliability: Reliability Methods – Split Half (Odd Vs Even/1 st half Vs 2 nd half), Spearman Brown Prophecy Formula, Test-Retest, Parallel / Alternative / Equivalent Forms, Rational Equivalence, Parallel Items; Validity – Types of Validity - Face and Content Validity, Item Validity, Construct Validity, Criterion Validity, Concurrent Validity, Predictive Validity, External Validity, Factorial Validity, Consistency Validity.(K1,K2,K3,K4)	20 Hours

V	Tool construction : Steps of Tool Construction - Planning, Dimensions, Aspects, Item Format, Preparation of Items, Pre-Try out, Try Out, Item Analysis, Final Tool, Establishment of Reliability, Validity , Norms and Standards. (K3,K4,K5,K6)	20 Hours
References	<ul style="list-style-type: none"> • Anastasi, Anne (1961). Psychological Testing. New York: The Macmillan Co. • Cronback, Lee J. (1961). Essentials of Psychological Testing. Tokyo: Harper International Ltd. • Downie, N.M. & Heath, R.W. (1984). Basic Statistical Methods. (5th Ed.). New York: Harper & Row. • Ebel, Robert L. (1965). Measuring Educational Advancement. New York: Mcgraw Hill. • Freeman, Franks. (1965). Theory and Practice of Psychological Testing. (3rd Ed.). Calcutta: Oxford And Ibh Publishing. • Garrett, Henry, E. & Woodworth, R.S. (1966). Statistics in Psychology And Education. (6th Ed.). Bombay: Vakils, Feffer & Simon's Pvt. Ltd. • Gronland, Norman. (1985). Measurement and Evaluation in Teaching. (5th Ed.). Collier-Mac Publication. • Guilford, J.P. (1954). Psychometric Methods. New Delhi: Tata Mcgraw Hill. 	
Course Outcomes	<p>The learner after studying these units will be able to</p> <p>CO1 Knowledge on the concepts of measurement and evaluation, CCE and Item formats;</p> <p>CO2 Describe about the kinds of research in the tools of research;</p> <p>CO3 Discuss the characteristics of a good test and different types of test;</p> <p>CO4 Describe how to establish reliability and validity of a tool;</p> <p>CO5 Explain about the steps in the construction of a tool.</p>	

THIRD SEMESTER – SPECIALIZATION COURSE – I

Course Code & Title	ELEMENTARY AND SECONDARY EDUCATION (18MEDE01)		
Class	M.Ed.,	Semester	III
Cognitive Level	K1,K2,K3,K4,K5,K6		
Course Objectives	1. Examine the development of primary education in India 2. Make them to understand the problem and challenges in secondary education 3. Understand various boards of higher education 4. Understand the interventions to solve the problems and issues relating school education 5. Know the recent trends in school education		

UNIT	Content	No. of Hours
I	Primary Education Introduction, scope, objectives of primary education-structure of primary education -recommendations of national basic education council- integrated approaches-decentralization of primary education, background of decentralization-conclusions various committees and commissions on primary education.	20
II	Secondary Education Introduction-structure & development- Kothari commission- 10+2+3 system- Education commissions-Mudaliyar commission- Acharya Narendra Dev commissions-Expansion of middles schools-challenges, strategies and intervention in relation to access enrolment ,dropout, achievement equality of educational opportunities - Problems and challenges related to universalisation of secondary education- Evaluation and examination problems- Purpose and importance of examination- defects in the prevailing system of examination- suggestions for improvement.	20
III	Higher Secondary Education Higher Secondary Education: Aims and objectives - Present context of higher secondary education - Type of Higher secondary boards: Samacheerkalvi - CBSE and ICSE – Vocational education: Basic education - work experience - socially useful product works- life oriented education- Importance of curricular development at higher secondary level- need for developing spiritual and moral	20

	values-Importance of In-service programmes for teachers.	
IV	Issues in School Education Meaning, scope of transitions - Conceptualization of educational transition and its impact on planning and preparation-Issues related to primary, secondary education and higher education understanding transitions through theoretical perspectives-wastage, stagnation and dropouts..	20
V	Recent trends in School Education CCE, ABL, ALM, SALM, BRC, SSA, RMSA roles-RTE act-Trimester system-Language lab and gardening- Need of values, health and physical education- Yoga- Sex education.	20
References	<ol style="list-style-type: none"> 1. Aggrawal D D (2010).History and Development of Elementary Education in India. NewDelhi: Sarup & sons. 2. Agrawal A K (2005) Development of Educational System in India. New Delhi: Anmol Publications. 3. Armstrong G D & Savage V T (1998) Teaching in the Secondary School. New Jersey Columbus: Prentice Hall 4. Linda Darling, H & John Bransford (2005). Preparing teachers for a changing world.John Wiley & Son Francisco. 5. Nayak A, K & Rao V, K (2014). Primary Education. New Delhi: APH Publishing corp 6.Rajesh Bhatia (2006).Fundamentals of Secondary education. New Delhi: Cyber Tech Publications. 7 Rao V K (1999) Handbook of Primary, Secondary and Higher Education. New Delhi: Rajat Publications. 8. Reddy R S (2006).Teaching methods in Secondary Schools. New Delhi: Rajat Publications. 9 Shivaprakasham M N (2003) Elementary Education in 21st Century. New Delhi: Rajat Publications. 10. Shubha Tiwari (2009) Education in India. New Delhi: Atlantic Publishers & Distributers(P) Ltd. 	
Course Outcomes	<p>On completion of the course,</p> <p>CO 1. To define the primary education system, simply recall the scope and objectives of primary education and list out the various commissions and committees related to primary education.</p> <p>CO 2. To describe the various commissions and committees on secondary education and discuss the various problems of secondary education related to access, enrolment, dropout, equality of educational opportunities , challenges related to universalization of secondary education, evaluation and examination problems</p> <p>CO 3. Explain the aims and objectives of higher secondary education, compare</p>	

	<p>the different types of boards and outline the importance of in-service programme for teachers for betterment of quality of Education</p> <p>CO .4. To solve the issues such as transition from primary to secondary, secondary to higher secondary, higher secondary to higher education and analyze the reason for wastages, stagnation and dropout in school education.</p> <p>CO 5. To develop and plan to follow the recent trends in school education such as CCE,ABL,ALM,BRC,SSA,RMSA etc., and evaluate the need of values, health and physical education, yoga and sex education in school education.</p>
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THIRD SEMESTER – SPECIALIZATION COURSE – II

Course Code & Title	(Specialization 02. 18MEDE02 – INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION		
Class	M.Ed	Semester	III
Cognitive Level	K-1: K-2: K-3: K-4: K-5		
Course Objectives	<ol style="list-style-type: none"> 1. To acquire knowledge on fundamental aspects of educational technology 2. To understand the components of communication technology 3. To inculcate interest in applying the principles of Information and Communication Technology 4. To equip them in various instructional techniques using Information and Communication Technology 5. To acquire knowledge on recent trends in Information and Communication Technology 		

UNIT	Content	No. of Hours
I	Educational Technology: Technology: Definition, meaning, concept and scope - Audio Visual Technology – System Technology- Concept Technology –Technology of Education - Technology in Education –Educational Technology as a system – Technological evolution in Education – AVRC, EMMRC, EDUSAT, Countrywide Classrooms- Role of Teacher, Students and Administration in implementation of educational technology.	20 Hours
II	Communication Technology in Education: Concept, Characteristics and elements- Types of Communication – Models of Communication – Classroom Communication – Types of Formal Communication – Communication network – Barriers of Communication – Factors affecting Communication – Mass media approach: Concept, functions and importance - Mass media and Education.	20 Hours
III	Information and Communication Technology in Education: Nature and scope – Power point presentation as a teaching tool – ICT and Instructional Strategies: Issues and challenges - Individualized instruction: Self Instructional Package – Learner Controlled Instruction (LCI), Personalized System of Instruction (PSI), and Computer Assisted Instruction (CAI).	20 Hours
IV	E-Content Development: e-Content: Meaning and Concept – Difference between e-Content and e-learning – Advantages of using e-Content – Multimedia elements of e-Content: Audio, Video and Animations. Phases of e-Content development: ADDIE Model.	20 Hours
V	Recent Trends in ICT in Education: MOODLE – MOOCs (Massive Operational Online Courses), Open Educational Resources -Virtual Classroom, Virtual Reality – M-learning, Blended learning, Flipped	20 Hours

	classroom, Cloud computing – Semantic Web - Use of Social Media networks in Education.	
References	<p>Text Books:</p> <p>Abdul Mannan Bagulia. (2005). <i>Modern Education- Audio Visual Aids</i>, New Delhi. Anmol Publishing Co.</p> <p>Anjali Khirwadkar & Pushpanadhan, K. (2005). <i>ICT in Education</i>, New Delhi: Sarup & Sons Pub.</p> <p>Lalit Kishore. (1989). <i>A Text book of Audio Visual Aids</i>, New Delhi: Dooba House, Nai Sarak.</p> <p>Mahapatra, B.C. (2005). <i>ICT and Education</i>, New Delhi: Sarup & Sons.</p> <p>Shahid Rasool (2012). <i>Educational Television in India</i>, New Delhi: Concept Pub Co.</p> <p>Stephen McGloughin (1998). <i>Multimedia on the Web</i>, New Delhi: Prentice- Hall of India Pvt Ltd.</p> <p>References:</p> <p>Jagadish Vachami. (1997). <i>Modern Communication & Information Systems</i>. New Delhi: Kanishka Publishers.</p> <p>Jaganath Mohanty. (2003). <i>Modern Trends in Educational Technology</i>. Hyderabad: Neelkamal Publications Private Limited.</p> <p>Kulkarni, S.S. (1989). <i>Introduction to Educational Technology</i>. New Delhi: Oxford & IBH Publishers.</p> <p>Kumar, K.L. (1996). <i>Educational Technology</i>, New Delhi: New Age International (P) Ltd.</p> <p>Rajasekar, S. (1997). <i>Educational Computing and Computers in Education</i>, Hyderabad: Neelkamal Publishers.</p> <p>Seemaa Sharma. (2005). <i>Advantages of Educational Technology</i>, New Delhi: Anmol Pub Co.</p> <p>Tarachand & Pakuja, N.P. (2004). <i>Essentials of Instructional Technology</i>, New Delhi: Anmol Publishers Pvt Ltd.</p> <p>Vanaja, M. (2006). <i>Educational Technology</i>, Hyderabad: Neelkamal Publishers.</p> <p>Varma, R (2004). <i>Modern Trends in Educational Technology</i>, New Delhi: Anmol Publishers Pvt Ltd.</p> <p>Venkataiah, N (2004). <i>Educational Technology</i>, New Delhi: APH Publishing Corporation, Darya Ganj.</p>	
Course Outcomes	<p>After studying these chapters</p> <ol style="list-style-type: none"> 1. Students will be able to acquire knowledge on fundamental aspects of educational technology 2. Students will be able to understand the components of communication technology 3. Students will be able to inculcate interest in applying the principles of Information and Communication Technology 4. Students will be able to equip them in various instructional techniques using Information and Communication Technology 5. Students will be able to acquire knowledge on recent trends in Information and Communication Technology 	

THIRD SEMESTER – SPECIALIZATION COURSE – III

Course Code & Title	EDUCATIONAL ADMINISTRATION AND MANAGEMENT (18MEDE03)		
Class	M.Ed.,	Semester	III
Cognitive Level	K1, K2, K3, K4, K5, K6		
Course Objectives	<p>The course will enable the students to:</p> <ul style="list-style-type: none"> • Know the unique features of educational management. • Understand the various educational management techniques. • Equip them on different approaches of educational administration. • Understand favorable attitude towards effective leadership style. • Acquire the knowledge of educational system and its trends. 		

UNIT	Content	No. of Hours
I	<p>Educational Management</p> <p>Definition – Concept and nature – Universality of Administration and Management, Meaning, Scope and features of educational management – Theories of Management – X, Y and Z - Management as a Process, as a bureaucracy, as a monocratic and as a pluralistic</p>	20
II	<p>Techniques of Educational Management</p> <p>Modern management techniques – OBM, MBO and PERT – Techniques of Decision making – Crisis management – Strategic management – Operations management – Personnel, Academic and Financial management in Education- Role of National Assessment and Accreditation Council (NAAC) in quality assessment.</p>	20
III	<p>Approaches in Educational Administration</p> <p>Educational Administration: Meaning, development and modern concepts - Taylorism – Objectives based administration – Administration and law - Administration and public relations -Administration and</p>	20

	human relations.	
IV	Organisational Behaviour ABC model – Emerging trends in organizational behavior - Leadership styles - Theories of Leadership - Characteristics of an effective leadership - Characteristics of good educational management: Elementary, Secondary and Higher Education, Time Management.	20
V	Teacher and Administration Responsibility of Teachers – Educational Qualities – Job Satisfaction – Job Involvement – Teacher Morale – Professional ethics- Attitudes- Current trends in Educational Administration – Educational Administration in India: Primary, Secondary and higher Education – NUEPA and its role in educational administration.	20
References	References Agarwal, A.K. (2005). Development of Educational System in India. New Delhi : Anmol Publications Pvt. Ltd. Agarwal, J.C. (2004). Development and Planning of Modern Education. New Delhi : Vikas Publishing House, Pvt. Ltd. Dhir, R.N. (2002). Higher Education in the New Millennium. Chandigarh : Abhishek Publications. Gary Dessler. (2004). Human Resource Management. New Delhi : Pearson Education Pvt. Ltd Khan. (2005). Educational Administration. Chennai : Allied Publishers Private Ltd. Mishra, R.C. (2005). Management of Educational Research. New Delhi: APH Publishing Corporation. Mukhopadadyay, Mamar & Tyagi, R.S. (2005): Governance of School Education in India. New Delhi, NUEPA Ramanna, R.K.(2006). Theory of Educational Administration, New Delhi : Rajat Publications. Sema Yadav.(2005). School Management and Pedagogic of Education. New Delhi : Anmol Publications Pvt Ltd. Sharma. (2005). Education Administration. Chennai :Allied Publishers Private Ltd, Sindhu, T.S. (2012). Educational Administration and Management, New Delhi: Pearson Pub.	

Course Outcomes	On completion of the course,
CO1	Know the unique features of educational management.
CO2	Understand the various educational management techniques.
CO3	Equip them on different approaches of educational administration.
CO4	Understand favorable attitude towards effective leadership style.
CO5	Acquire the knowledge of educational system and its trends.

FOURTH SEMESTER – CORE – XIII

INCLUSIVE EDUCATION

Course Code & Title	INCLUSIVE EDUCATION (18MEDCO13)		
Class	M.Ed.,	Semester	III
Cognitive Level	K1, K2, K3, K4, K5, K6		
Course Objectives	<p>The course will enable the students to:</p> <ul style="list-style-type: none"> • To know the concept of inclusive education • Understand the meaning of special education mainstream and inclusive education • Understand the global and national commitments towards the education of children with diverse needs • Orient them on curriculum and evaluation for inclusive learners • Enhance competency in dealing children with diverse needs. 		

UNIT	Content	No. of Hours
I	<p>Introduction to Inclusive Education</p> <p>Definition, meaning of inclusive education, integrated education and inclusive education-Facts and myths of inclusive education with reference to Indian context –Need for inclusive education-Recommendations of education commissions and Committees on restructuring policies and practices- National initiatives for inclusive education –Government schemes and provisions of policy perspectives supporting inclusive education for children with diverse needs-Advantages of inclusive education for the individual and society.</p>	20
II	<p>Preparation for Inclusive Education</p> <p>Concept, meaning of diverse needs - Educational approaches and measures for meeting the diverse needs- Concept of remedial education, special education, integrated education and inclusive education- Building inclusive learning friendly classrooms, overcoming barriers for inclusion - Creating and sustaining inclusive practices -Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.</p>	20
III	<p>Children with Diverse Needs and Utilization of Resources</p> <p>Definition and characteristics of children with sensory, intellectual, developmental disabilities-Social and emotional</p>	20

	<p>problems-Scholastic backwardness, under-achievement, slow learners, children with special health problems, environmental difficulties and children belonging to marginal groups -importance of early detection, functional assessment for development of compensatory skills - Role of teachers working in inclusive settings-Developing and enriching academic skills for higher learning-Adaptations in instructional objectives, co-curricular activities-Technology for meeting diverse needs of learners-Treating conducive environment in inclusive schools: Material resources and human resources.</p>	
IV	<p>Curriculum Adaptations and Evaluation for Children with Diverse Needs</p> <p>Concept, meaning and need for curriculum adaptations for children with sensory Intellectual and developmental disabilities-Guidelines for adaptation for teaching and practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre and drama in inclusive settings -Utilization of case profiles for identification, assessment, and intervention for inclusive classrooms - Techniques and methods used for adaptation of content, laboratory skills and play material.</p>	20
V	<p>Teacher Preparation for Inclusive Education</p> <p>Review existing educational programmes offered in secondary school-roles, responsibilities, skills, competencies and professional ethics of teachers and teacher educators for inclusive settings - NCF 2005 and curriculum for teacher preparation and transaction modes-Evaluation and follow up programmes for improvisation of teacher preparation programmes-Role of different agencies in promoting inclusive education -Planning and conducting research activities: Selecting specified areas based on needed for enhancement of learning, steps involved in planning and supervising research activities, recent trends-supportive services for inclusion.</p>	20
References	<p>References</p> <p>Ahuja. A & Jangira, N.K (2002).<i>Effective Teacher Training; Cooperative Learning Based Approach</i>. New Delhi: National Publishing house.</p> <p>Douglas Fisher & Caren Sax (2003).<i>Inclusive high schools: Learning from contemporary classrooms</i>. USA: Paul H Brookes publishing Co.</p> <p>Douglas Fisher & Craig H Kennedy (2001). <i>Inclusive middle schools</i>. USA: Paul H Brookes publishing Co.</p> <p>Huw Thomas. (2007). <i>Inclusion</i>. UK: Taylor and Francis group.</p> <p>Jha, M (2002). <i>Inclusive Education for All: Schools without Walls</i>, Chennai: Heinemann Educational publishers, Multivista Global Ltd.</p> <p>Mithu Alur & Michael Bach (2005). <i>Inclusive education: From rhetoric to reality</i>. NewDelhi: Viva books (p) Ltd.</p> <p>Neena Dash. (2012). <i>Inclusive education for children with special needs</i>. New Delhi: Atlantic publishers and distributors (p) Ltd.</p>	

	<p>Rosemary Sage (2007). <i>Inclusion in schools: Making a difference</i>. New York: Network continuum education.</p> <p>Sharma P.L (2003). <i>Planning Inclusive Education in Small Schools</i>. R.I.E. Mysore</p> <p>Tim Loreman, Deppeler, J & David Harvey (2006).<i>Inclusive education</i>. UK: Routledge Falmer.</p> <p>Tony Booth, Kari Nes & Marit Stromstad (2003). <i>Developing inclusive teacher education</i>. USA: Routledge Falmer.</p>
<p>Course Outcomes</p> <p>CO1</p> <p>CO2</p> <p>CO3</p> <p>CO4</p> <p>CO5</p>	<p>On completion of the course, after studying these chapters</p> <p>Students will be able to know the concept of inclusive education</p> <p>Students will be able to understand the meaning of special education mainstream and inclusive education</p> <p>Students will be able to understand the global and national commitments towards the education of children with diverse needs</p> <p>Students will be able to orient them on curriculum and evaluation for inclusive learners</p> <p>Students will be able to enhance competency in dealing children with diverse needs.</p>

FOURTH SEMESTER – CORE – XIV

Course Code & Title	Higher Education (18MEDC14)		
Class	M.Ed.,	Semester	IV
Cognitive Level	K1,K2,K3,K4,K5,K6		
Course Objectives	<ul style="list-style-type: none"> • Know the concept and purpose of higher education • Understand the growth and development of higher education • Orient them on curricular aspects of higher education • Make them aware about the problems of reforms in higher education • Develop an insight about the research in higher education in India. 		

UNIT	Content	No. of Hours
I	Introduction to Higher Education Concept and meaning of higher education – Aims and objectives of higher education - Concept of University - Role of higher education in national development – Strategy for human resource development – Twelfth five year plan.	20
II	Development of Higher Education in India Higher Education: A Historical Perspective – Reports of the university education commission – Types of universities: Formal, Affiliated, Federal, Unitary, Unitary residential and Deemed Universities – Institutes of national importance – Rural universities – Open universities– Correspondent courses–Present status: Number of institutes of Higher Education in India.	20
III	Curriculum for Higher Education Course of study–Undergraduate and Postgraduate level - Professional Education– Agriculture, Commerce, Education, Engineering, Medicine, Law, Business Management, Interdisciplinary Studies - Recent trends in higher education – RUSA – Twelfth five year plan.	20
IV	Issues and Problems in Higher Education Enrollment in Universities and colleges, Equalization of Educational opportunities in Higher	

	Education - Problems of standards in Higher Education – Medium of Instruction – Problems of reforms - Teacher quality – public-private partnership.	20
V	Research in Higher Education Role and responsibilities of MHRD and UGC in the development of Higher Education – Need for research in Higher Education – Admission and Enrollment for research – Agencies providing research in the Higher Education – UGC, ICSSR, DST, CSIR, ICMR, NCERT and NUEPA.	20
References	<ol style="list-style-type: none"> 1. Deskha, B. (2000). <i>Higher Education in India</i>. New Delhi: Atlantic Publishers and Distributors. 2. Dhir, R. N. (2006). <i>Higher Education in the new millennium</i>. Chandigarh: Abishek Publication. 3. Mohesh Bhagava & Haseen Taj. (2006). <i>Glimpses of Higher Education</i>. Agra: Rakhi Prakashan Publishers. 4. Pandy, V. C. (2005). <i>Higher Education in the Globalizing World</i>. Delhi: Isha Books. 5. Pandy, V. C. (2006). <i>Higher Education in a Globalizing World</i>. Delhi: Isha Books. 6. Pawan Agarwal. (2009). <i>Indian Higher Education</i>. New Delhi: Sage Publication India Pvt. Ltd. 7. Peter Hartly, Amanda Woods & Martin Pill. (2005). <i>Enhancing teaching in Higher Education</i>. London: Routledge Publications. 8. Powar, K. B. (2011). <i>Indian Higher Education Revisited</i>. New Delhi: Vikas Publishing House Pvt. Ltd. 9. Ramesh Chandra. (2005). <i>Trends in higher Education</i>. Delhi: Kalpaz Publications 10. Rao, V. (2004). <i>Encyclopedia of Educational Development</i>. New Delhi: APH APH Publishing Corporation. 11. Rao, V. K. (2013). <i>Higher Education</i>. New Delhi: APH Publishing Corporation. 12. Ruhela, S.P., & Rajkumar Nayak. (2011). <i>India's Educational policies and Development today and tomorrow</i>. New Delhi: Neelkamal Publications Pvt. Ltd. 13. Srivastava, D. S., & Sarita Kumari. (2005). <i>Education Skills and Competencies</i>. Delhi: Isha Books. 14. Trehan, M. K. (2006). <i>Higher Education and Social Empowerment</i>. New Delhi: Cyber Tech Publications. 	
Course Outcomes	On completion of the course,	
CO	1. Students will be able to define the concept and meaning of higher education and list the aims and objectives of higher education. Students can understand the role of higher education in the national development and apply the strategy for human resource development.	
CO	2. Students can simply recall the historical perspectives of higher education. Discuss the reports of the university education commission. Students can classify the different types of Universities such as formal, affiliated, federal, unitary residential deemed and rural universities. Categorize the institutes of national importance.	

CO	3. Classify the curriculum of different courses of study such as undergraduate and post graduate in professional education, Agriculture, Commerce, Education, Engineering, Medicine, Law, Business Management and Interdisciplinary studies. Analyze the recent trends in higher education system such as RUSA, etc.,
CO	4. Identify the issues and problems in higher education such as Enrollment in universities and colleges, equalization of educational opportunities in higher education, problems of standards in higher education, medium of instruction and reforms etc., To develop the teacher quality and use the sources and opportunities in improving higher education with public-private partnership
CO	5. Students can in interpret the role and responsibilities of MHRD and UGC in the development of higher education. Students can use the research agencies in higher education such as UGC, ICSSR, DST, CSIR, ICMR, NCERT and NUEPA to obtain the fund for doing research.

FOURTH SEMESTER – SPECIALIZATION COURSE –IV

Course Code & Title	Specialization Course - I: Comparative Education (Course Code: 18MEDE15)		
Class	M.Ed., II Year	Semester	4
Cognitive Level	1) Knowledge 2) Application 3) Analysis		

	4) Evaluation	
Course Objectives	<p>The course will enable the students to:</p> <ol style="list-style-type: none"> 1) Outline the basic concepts, methods and approaches of Comparative Education. 2) Compare the educational structure of India with that of developed countries such as United States of America, United Kingdom etc. 3) Criticize the teacher education system of developed and developing countries with special reference to United States of America, United Kingdom, India etc. 4) Solve the problems prevailing in India such as poverty, unemployment, illiteracy etc. through educational intervention programmes. 5) Assess the role of international organizations such as UNO, UNESCO, UNICEF etc. in improving the educational condition of India. 	
Unit	Content	No. of Hours
I	Principles of Comparative Education: Meaning, definition, concept, aims and scope of comparative education - History and development of comparative education - Methods of studying comparative education - Approaches to comparative education: Historical, philosophical, sociological and problem approach.	22
II	Educational structure: Comparative analysis of structure of primary education, secondary education and higher education in developed and developing countries: United States of America, United Kingdom, Russia, Japan, China and India.	22
III	Teacher Education System: Status of teachers and teacher education system in developed and developing countries with specific reference to United States of America, United Kingdom, Russia, Japan, China and India.	22
IV	Current Problems in Developing Countries: Problems	22

	prevailing in developing countries with special reference to India; their causes and solution through education: Poverty, unemployment, population explosion, hunger, terrorism, illiteracy, beggary, political instability and economic under-development.	
V	Role of International Organizations in Educational Development: International organizations: UNO, UNESCO, UNICEF and World Bank; their functions and role in development of education in the developing countries with special reference to India.	22
Internal Practical	<ol style="list-style-type: none"> 1) Prepare a comparative report on primary/secondary/ higher education of any developed country with India. 2) Prepare a report innovative practices in education in the developed and developing countries. 	10
Reference	<p>Arnove, R. F. (2003). <i>Comparative education: The dialectic of the global and the local</i> (2nd ed.). Lanham, MD: Rowman & Littlefield.</p> <p>Chakravarti, B. K. (2005). <i>A textbook of comparative education</i>. New Delhi, India: Dominant Publishers and Distributors.</p> <p>Chaube, S. P., & Chaube, A. (2009). <i>Comparative education</i> (2nd ed.). New Delhi, India: Vikas Publishing House.</p> <p>Dutta, S. V. (1993). <i>Comparative education</i>. New Delhi, India: Discovery Publishing House.</p> <p>Jaiswal, M. P. (2010). <i>Comparative education</i>. New Delhi, India: Saurabh Publishing House.</p> <p>Kubow, P. K., & Fossum, P. R. (2002). <i>Comparative education: Exploring issues in international context</i>. Boston, MA: Pearson.</p> <p>Rao, N., Pearson, E., Cheng, K. M., & Taplin, M. (2013). <i>Teaching in primary schools in China and India: Contexts of learning</i>. New York, NY: Routledge.</p> <p>Russell, W. F., Sandiford, P., & Kandel, I. L. (2010). <i>Comparative education: Studies of the educational systems of six modern nations</i>. South Carolina, SC: Nabu Press.</p> <p>Sharma, S. R. (2008). <i>Comparative education</i>. New Delhi, India: Omsons</p>	

	Publishers. Shrivastava, S. K. (2005). <i>Comparative education</i> . New Delhi, India: Anmol Publishers.
Course Outcomes	After completion of the course, the students can able to: <ol style="list-style-type: none"> 1) Outline the basic concepts, methods and approaches of Comparative Education. 2) Compare the educational structure of India with that of developed countries such as United States of America, United Kingdom etc. 3) Criticize the teacher education system of developed and developing countries with special reference to United States of America, United Kingdom, India etc. 4) Solve the problems prevailing in India such as poverty, unemployment, illiteracy etc. through educational intervention programmes. 5) Assess the role of international organizations such as UNO, UNESCO, UNICEF etc. in improving the educational condition of India.

FOURTH SEMESTER – SPECIALIZATION COURSE –V

Course Code & Title	(Core: X) 18MEDE05 - PEDAGOGY OF TEACHING		
Class	M. Ed	Semester	IV
Cognitive Level	K-1: K-2:K-3: K-4: K-5		

Course Objectives	<ol style="list-style-type: none"> 1. Help the teachers in understanding the nature of classroom communication. 2. Develop capacities of teachers to understand the various approaches in teaching and learning. 3. Empower them to prepare and use of appropriate teaching learning materials. 4. Expose them on concept of curriculum 5. Understand the concept of taxonomy of teaching.
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UNIT	Content	No. of Hours
I	Classroom Communication: Pedagogy: meaning, concept and scope – Learning environment: meaning and concept - Indicators of quality teaching - Teaching and learning as interactive process - Major issues in classroom learning - Teaching for quality learning –Teacher as facilitator of learning.	20 Hours
II	Teaching and Learning Approaches: Principles of teaching - Teacher-centered, learner-centered, Subject-centered, Activity based project and cooperative learning approaches - Curricular and other curricular activities - Constructivist approach to learning.	20 Hours
III	Teaching-Learning Materials (TLM): Meaning, concept and importance of TLM in classroom transaction - Collection, preparation, storing and use of TLM - Library management and use of library books as learning resources - Learning beyond textbooks – Other sources of learning.	20 Hours
IV	Curriculum Engagement: Meaning and nature of curriculum - Differentiating curriculum and syllabus and their significance in teaching - Construction of curriculum – Role of teachers in developing, transacting and researching curriculum.	20 Hours
V	Taxonomy of Teaching: Taxonomy of teaching: Blooms and Anderson - Unit Plan and lesson plan - Constructivist perspectives in lesson planning - Concept mapping -	20 Hours

	Preparation of lesson plan - Digital lesson plan.
References	<p>Text Books:</p> <ul style="list-style-type: none"> • Andrew Pollard (2006). <i>Reflective Teaching (2nd ed.)</i>, New York : Continuum Corporation. • Avijit Pathak, (2002) <i>Social Implications of Schooling: Knowledge, Pedagogy and</i> • Arora, G.L (1988). <i>Curriculum and Quality in Education</i>, New Delhi: NCERT • Hughes A.G and Hughes E. H (2008).<i>Learning and Teaching</i>, New Delhi: Surjeet Publications. • Harish Bansl (2012).<i>Teacher Training Concepts</i>, New Delhi: APH Publishing Corporation. <p>References:</p> <ul style="list-style-type: none"> • Holt, John (1990). <i>Learning All the Time</i>. New York : Addison-Wesley Publishing Corporation • Johnson, D.W. and R.T. Johanson (1999). <i>Learning Together and Alone: Cooperative</i> • <i>Competitive and Individualistic learning</i>. (5th ed.). Boston : Allyn & Bacom • Krishnamacharyulu .V (2011).<i>Science Education</i>, New Delhi: Neelkamal publications. • Monika Davar (2012).<i>Teaching of Science</i>, New Delhi; PHI Learning Private Ltd. • Mehratra.K. (2005). <i>Effective Methods of Teaching</i>, Jaipur; ABD Publishers. • Nick Blanchard and James .W. Thacker (2007). <i>Effective Training System Strategies and</i> • <i>Practices(2nd Ed.)</i>, New Delhi: Dorling Kindersley India Pvt. Ltd. • Promila Sharma (2014). <i>Principles of Curriculum</i>, New Delhi: APH Publishing Corporation. • Srinivastava D.S.and Sarita Kumari (2012). <i>Curriculum and Instruction</i>, New Delhi: ISHA Books Corporation.
Course Outcomes	<p>The student after studying these chapters will be able to</p> <ul style="list-style-type: none"> CO 1. Explain the classroom communication and major issues in classroom learning. CO 2. Express the knowledge of activity based project and cooperative learning approaches. CO 3. Gain the skill of TLM in classroom transaction and learning beyond textbooks. CO 4. Identify the impact and implications of curriculum and syllabus and their significance in teaching

CO	5. Gain the knowledge about the unit plan and lesson plan and concept mapping preparation of lesson plan - digital lesson plan.
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FOURTH SEMESTER – SPECIALIZATION COURSE –V

Course Code & Title	(Specialization Course: III) (ELECTIVE – 06) - 18MEDE06 Instructional Technology		
Class	M.Ed (2yrs) Education	Semester	IV
Cognitive Level	K1 - K6		

Course Objectives	<ul style="list-style-type: none"> • Enable the students to formulate general and specific instructional objectives. • Make them familiarize with various models of instructional technology. • Create necessary knowledge and competency among the students on instructional designing and techniques. • Sensitize the students in different types of individualized instructional techniques and make them to apply in classroom situations. • Orient the students in utilizing diverse evaluation methods at school and higher education level.
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UNIT	Content	No of Hours
I	Fundamentals of Instructional Technology: Instructional technology: Meaning, definition, and scope - Formulation of instructional objectives: ABCD method - Instructional technology process: learner, teacher and curriculum - Need assessment and task analysis.	16 Hours
II	Models of Instructional Development: Kemp model - Instructional development institute model - Inter-service procedures for instructional system development model - Criterion referenced instruction model - UNESCO ISD model.	16 Hours
III	Instructional Designing and Techniques: Meaning and concept- Stages of instructional designing: Information processing, learning events and learning outcomes - Instructional designs: Objective based, skill based, competency based and learning style based- Psychodynamics of group learning - Instructional technology for large group: Lecture, seminar, symposium, panel discussion, team teaching, project and workshop - Instructional technology for small group: Group discussion, simulation,	16 Hours

	role-play, buzz group technique, brainstorming, case discussion and assignments.	
IV	Individualized Instructional Techniques: Meaning, significance and importance of Instructional Technology- Tutorials, mastery learning, Keller plan - Programmed instruction: Nature, types and development - Teaching machines -Computer assisted instruction: Characteristics, types and development of CAI material - e-content and multimedia content development - Language laboratory.	16 Hours
V	Instructional Evaluation: Measurement and evaluation: Meaning, significance and importance - Criterion referenced and norm-referenced testing - Innovations in evaluation: Credit system, semester pattern, grading system, question bank and computerized test construction and administration.	16 Hours
References	<ul style="list-style-type: none"> ▪ Aggarwal, J. C. (2013). <i>Essentials of educational technology</i>. New Delhi, India: Vikas Publishing House Private Ltd. ▪ Areekkuzhiyil, S. (2011). <i>Instructional approaches</i>. New Delhi, India: Neelkamal Publications Private Ltd. ▪ Cuban, Lorry. (1986). <i>Teachers and machines: The classroom use of technology</i>, New York: Teachers College. Davis, I.K. (1981). <i>Instructional techniques</i>. New York: McGraw Hill. ▪ Ellington, H., Percival, F., & Race, P. (2005). <i>Handbook of educational technology</i>. New Delhi, India: Kogan Page India Private Ltd. ▪ Khirk, Frederick, G. and Gustafson, Kent. (1989). <i>Instructional technology</i>, New York: CBS College Publishing. ▪ Kumar, K.L. (1997). <i>Educational technology</i>. New Delhi: New Age International (P) Ltd. ▪ Pillay J.K. (1989). <i>Method of teaching and Science of learning</i>, Madurai: Madurai Kamaraj University. ▪ Rao, V. K. (2013). <i>Instructional technology</i>. New Delhi, India: APH Publishing Corporation. ▪ Rather, A. K. (2005). <i>Essentials of instructional technology</i>. New Delhi, India: Discovery Publishing House. 	

	<ul style="list-style-type: none"> ▪ Romiszowski, A.J. (1974). <i>The selection and use of Instruction: A systems approach</i>. London: Kogen Page. ▪ Singh, Y. K. (2014). <i>Instructional technology in education</i>. New Delhi, India: APH Publishing Corporation. ▪ Srinivasan, T. M. (2005). <i>Instructional technology</i>. Jaipur, India: Pointer Publishers. ▪ Stephen, M.A. and Stanely, R. (1985). <i>Computer based instruction: Methods and development</i>. New Jersey: Prentice Hall. ▪ Tarachand, & Pahiya, N. P. (2008). <i>Essentials of instructional technology</i>. New Delhi, India: Anmol Publications Private Ltd. ▪ Trow, W.C. (1963). <i>Teachers and technology: New designs of learning</i>. USA: Appleton Century Crofts. ▪ Vedanayagam, E.G. (1989). <i>Teaching technology for college teachers</i>. New Delhi: Sterling Publishers (P) Ltd.
Course Outcomes	The learner after studying these units will be able to
CO1	Explain the instructional objectives, the process of instructional technology, need and task analysis;
CO2	Describe about the instructional models and its types;
CO3	Discuss the basic concepts of instructional design and its stages, design for smaller and larger groups;
CO4	Describe the individualized instructional techniques and how to apply in the teaching and learning process of classrooms;
CO5	Describe the methods of evaluation and its application in schools.

SUPPORTIVE COURSE – I

Course Code & Title	(Supportive 01. 18MEDS01 – TEACHING TECHNIQUES)		
Class	M.Ed	Semester	II
Cognitive Level	K-1: K-2: K-3: K-4: K-5		
	1. To orient them on the basic concepts and principles of		

Course Objectives	<p>teaching process</p> <ol style="list-style-type: none"> 2. To make them to understand about the fundamentals of teaching 3. To understand the various techniques involved in teaching leaning process 4. To sensitize them on the use of educational technology for effective teaching and learning 5. To inculcate in them appraise the qualities of effective teaching.
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UNIT	Content	No. of Hours
I	Basic Concepts of Teaching: Teaching : Meaning, definition, concept and scope –Principles of teaching - Importance of teaching – Types of teaching –Teacher preparation – Micro teaching – Teaching skills - Personal and professional qualities of teachers – Ethics in teaching.	20 Hours
II	Fundamentals of Teaching: Instructional Objectives: Taxonomy of Teaching–Entry behavior and terminal behavior –Motivation – Flanders Interaction Analysis– Category system (FIACS) Individual differences – Teaching different categories of learners –Evaluation: Examinations – Oral tests – Achievement tests and unit tests – Test construction – Characteristics of good test.	20 Hours
III	Methods of Teaching: Teaching methods: Lecture, project, seminar, symposium, workshop, team teaching, demonstration and discussion - Integration of different methods of teaching.	20 Hours
IV	Technology in Teaching: Concept, meaning, need and importance - Different types of teaching aids: Projected aids: Projectors, overhead projectors, slide projectors, and LCD projectors, and Non- projected aids, graphic aids, display boards, models, dioramas.	20 Hours
V	Effective Teaching: Classroom climate – Classroom management – Teaching learning strategies– Characteristics of effective teaching - Teaching competencies –Content knowledge –Pedagogical	20 Hours

	knowledge – Technological knowledge – Evaluation: Purposes and devices.	
References	<p>Text Books:</p> <ol style="list-style-type: none"> 1. Agarwal, J.C. (2001). <i>Principles, Methods and Techniques of Teaching</i>, New Delhi: Vikas Publishing House Pvt Ltd. 2. Kochhar, S.K. (2004). <i>Methods and techniques of teaching</i>, New Delhi: Sterling publication private limited. 3. Romesh Verma. (2000). <i>Modern Trends in Teaching Technology</i>, New Delhi: Anmol Publishers Private Limited. 4. Sharma, R.A. (1991). <i>Technology of Teaching</i>, Meerut: Vith Edition, Loyal Book Department. 5. Siddiqui, M.S. (1991). <i>Methods of Teaching – Theory and Practice</i>, New Delhi: Meerut Publications. <p>References:</p> <ol style="list-style-type: none"> 1. Neel A. Flanders. (1978). <i>Analyzing Teacher behaviour</i>, London: Addison-Werley Public Co. 2. Nibedita Dash. (2004). <i>Fundamentals of Teaching</i>, New Delhi: Dominant Publishing and Distributors. 	
Course Outcomes	<p>After studying these chapters</p> <ol style="list-style-type: none"> 1. Students will be able to orient them on the basic concepts and principles of teaching process. 2. Students will be able to make them to understand about the fundamentals of teaching. 3. Students will be able to understand the various techniques involved in teaching leaning process. 4. Students will be able to sensitize them on the use of educational technology for effective teaching and learning. 5. Students will be able to inculcate in them appraise the qualities of effective teaching. 	

SUPPORTIVE COURSE – II

Course Code & Title	(Supportive 03. 18MEDS02 – VALUE EDUCATION)		
Class	M.Ed	Semester	II
Cognitive Level	K-1: K-2: K-3: K-4: K-5		

Course Objectives	<p>The course will enable the students to:</p> <ol style="list-style-type: none"> 1. Make them to know the concept of Values and its significance 2. Acquaint them on the role of Values and personal development 3. Sensitize them on importance of family and social Values in life 4. Orient them the Ethical and professional values 5. Make them to understand them role of yoga and meditation in calculating values.
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UNIT	Content	No. of Hours
I	<p>Values Definition – concept – meaning of Values – Types of Values – Concept of Human Values – Purpose – Significance in the present world.</p>	20 Hours
II	<p>Value Education towards Personal Development Aim and objectives of Value Education – Components of Value Education – Self-analysis and Introspection - Character formation.</p>	20 Hours
III	<p>Family Values and Social Values Family Values : Components : structure and responsibilities of family – Threats of Family life – Status of Women in Family and Society- Social Values – Faith, Service and Secularism, Social Awareness, Consumer Awareness, Environmental issues and Responsibilities.</p>	20 Hours
IV	<p>Ethics and Professional Values Ethical Values – Professional Ethics – Mass Media ethics – Influence of Ethics on Family life – Leadership Qualities – Personality Development.</p>	20 Hours
V	<p>Therapeutic Measures Physical Exercises – Meditation: Objectives and its Types – Yoga: Objectives – Types and Asana.</p>	20 Hours
References	<p>Text Books:</p> <ul style="list-style-type: none"> • Khajapeer, K. (2013). <i>Value Education</i>. New Delhi: APH Publishing Corporation. • Kruba, Charles and Arulselvi, V. (2012). <i>Value Education</i>. Hyderabad: Neelkamal Publications Pvt. Ltd. • Venkataiah, N. (2007). <i>Moral Education</i>. Delhi: APH Publishing Corporation. <p>References:</p>	

	<ul style="list-style-type: none"> • Aruna goel, S.C., and Goel. (2005). <i>Human Values and Education</i>. Delhi: Deep & Deep Publications Pvt. Ltd. • Bhandari, R.S. (2003). <i>Value Education</i>. New Delhi: Abhishek Publications. • Dhananjay, Joshi. (2006). <i>Value Education in Global Perspectives</i>. Delhi: Lotus Press. • Ismal, Thamarasseri. (2013). <i>Value Education</i>. New Delhi: APH Publishing Corporation. • Venkataiah, N., and Sandhya, N. (2004). <i>Research in Value Education</i>. New Delhi: APH Publishing Corporation.
Course Outcomes	After studying these chapters
CO	Students will be able to make them to understand the concept of Women education
CO	Discuss them about to know the concept of Values and its significance
CO	Acquaint them on the role of Values and personal development
CO	Discuss the Topic on importance of family and social Values in life
CO	Describe the Ethical and professional values in their life
CO	Explain to understand them role of yoga and meditation in calculating values

SUPPORTIVE COURSE – III

Course Code & Title	(Supportive 03. 18MEDS03 – WOMEN’S EDUCATION		
Class	M.Ed	Semester	II
Cognitive Level	K-1: K-2: K-3: K-4: K-5		
Course Objectives	<ol style="list-style-type: none"> 1. To make them to understand the concept of Women education 2. To make them to perceive the importance of Women education 3. To understand them to aware of the policies and programmes for Women Development 		

	<p>4. To develop necessary skills to improve their empowerment in all the levels</p> <p>5. To analyze critically the issues and problems of Women in India</p>
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UNIT	Content	No. of Hours
I	Introduction to Women's Education: Concept, Meaning and need for Women Education – Scope of Women Education - Women Education as an academic discipline; Role of women: Girl child in the society, Child labourers, Changing role of women, Marriage, Single parent, Motherhood widows.	20 Hours
II	Importance of Women's Education: Sex Ratio: Definition – Sex ratio in India, Factors responsible for adverse sex ratio in India, Consequences of adverse sex ratio, measures to achieve the balance between the sexes; Fertility – Mortality – Morbidity – Nutrition and Health; Position and status of women in Indian society and Religion.	20 Hours
III	Policies and Programmes for Women: National committees and Commissions for Women-Government Organization for women and Child Development- Women Development approaches in Indian five year Plans-Collectivity and group dynamics-Self-help groups and participation in Political process.	20 Hours
IV	Women Empowerment: Meaning of empowerment, Need, Importance and nature of Women's Empowerment and its historical perspectives - Social aspects of Women empowerment; Transition of women towards new millennium; Social safety for women; Obstacles to women's empowerment - Women and NGO; Women Entrepreneurship: Concept, Growth, need and obstacles - Motivation and Training for Women entrepreneurship - Promoting entrepreneurship amongst women - Problems in enterprise set-up and Management; Impact on Women's Development - skills and income generation - New economic policy and its impact on women's employment.	20 Hours
V	Women in India: Issues and Problems: Female foeticide, Female Infanticide, child Marriage; Dowry, Divorce, Widowhood, Female commercial sex workers, Domestic violence, problems of Elderly and single women; Problems of Dalit and Tribal Women; Devadasis, Problems of Women prisoners, Women living with HIV/AIDS and women who are physically and mentally challenged; Impact of media on women.	20 Hours
References	<p>Text Books:</p> <ol style="list-style-type: none"> 1. Khan.M.A. (2007). <i>Women and Human Rights</i>. First Edition. New Delhi. SBS Publishers & Distributors PVT Ltd. 2. Kumar Raj. (2000). <i>Women and leadership</i>. New Delhi: Anmol Publishers. 3. Mishra.R. C. (2013). <i>Women's Education</i>. First Edition. New Delhi: APH 	

	<p>Publishing Corporation.</p> <ol style="list-style-type: none"> 4. Saritha Bhandari. (2005). <i>Problems of Women Education</i>. New Delhi: Arise Publishers. 5. Shanthi.K. (2005). <i>Women in India: Retrospect and prospect</i>. New Delhi: Anmol Publishers. 6. Yadav.C.P. (2000). <i>Empowerment of Women</i>. , New Delhi: Anmol Publication. <p>References:</p> <ol style="list-style-type: none"> 1. Arun.R.K. (2009). <i>Women's Education</i>. First Edition. New Delhi: Centrum Press 2. Govinda, R. (ed.). (2002). <i>India Education Report: A Profile of Basic Education</i>. New Delhi: Oxford University Press. 3. Ramachandran & Vimala. (2004). <i>Gender and Social Equity in Education: Hierarchies of Access</i>. New Delhi: Sage Publications. 4. Sarojini Nayak & Jeevan Nair. (2005). <i>Women's Empowerment in India</i>. Jaipur: First Edition. Pointer Publishers. 5. Sharat Dwivedi. (2008). <i>Status of Women in Independent India</i>. . New Delhi: Cyber Tech Publications. 6. Usha Sharma. (1995). <i>Women Education in modern India</i>. New Delhi: Commonwealth Publisher. 7. Usmani. B.D. (2004). <i>Women Education in 21st Century</i>. First Edition. New Delhi: APH Publishing Corporation.
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>After studying these chapters</p> <p>Students will be able to make them to understand the concept of Women education</p> <p>Students will be able to make them to perceive the importance of Women education</p> <p>Students will be able to understand them to aware of the policies and programmes for Women Development</p> <p>Students will be able to develop necessary skills to improve their empowerment in all the levels</p> <p>Students will be able to analyze critically the issues and problems of Women in India</p>